

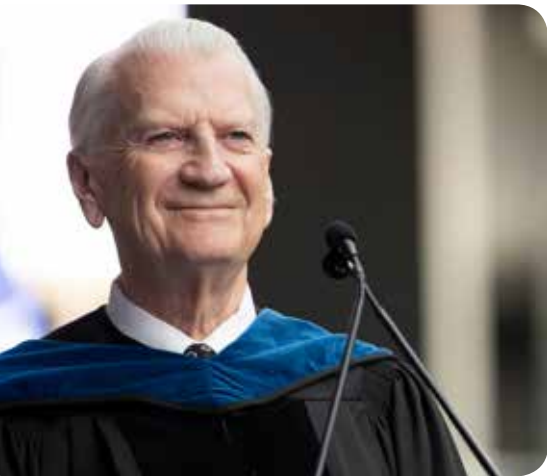


2019 ANNUAL REPORT



MINNETONKA
PUBLIC SCHOOLS

A letter from the Superintendent



After experiencing another great year like 2018-19, there are so many successes of the District to share with our community. It seems that each year student performance gets better than the previous year. It is all deserving for such an incredible community that supports its schools and the students who attend them. The support of this community for the referendum in 2015 has enabled the District to make the transition from enrollment growth—to that levy—as the primary driver of revenue increases. This year, the District is using the second bump in the levy, as approved by voters, to fund cost increases. Thank you, again, for the 72% support for that issue. The School Board is continuing this work to stretch the revenue from the levy for another five years.

Students continue to excel and enjoy success in all grades. Our schools are ranked at the top of Minnesota schools in every level, and they are cited as among the best in America. Student performance on every measure shows the improvement of their schools and the success of all students. One of the new measures shows our African American and Hispanic students—in every elementary and middle school grade—not only out-performing

African American and Hispanic students nationally but out-performing Caucasian students nationally. Our African American and Hispanic students also out-perform Caucasian students in many Minnesota districts. Our 2019 graduating class had 84% of its students take at least one AP or IB course during their high school years. That is so impressive, and it illustrates that a large majority of our average students are not really average. The average students in all middle school and elementary grades perform far above their respective grade levels and above students nationally in higher grade levels.

There were 26 National Merit Semi-finalists and 27 Merit Commended students, which is by far the most of any school in Minnesota. There were 69 National AP Scholars, and there were 13 students who received the maximum possible of 36 on the ACT. That is 13 out of about 123 statewide. Without our top students doing so well, the rest of our students would not be able to perform at their incredible levels either.

The District has continued to have a priority for meeting students' mental health needs through work on its first goal. Parents and teachers ucontinue to collaborate on assuring student emotional health and social development.

The District has refinanced debt repeatedly to assure that taxpayers are paying at the lowest possible rates and that debt is managed. Furthermore, the condition of every facility in the District has been maintained to assure even longer lives and will enable the District to avoid future bond issues.

Finally, the District is financially in its strongest place ever due to the community support for the 2015

referendum and reasonable increases in enrollment. However, the District is at the largest enrollment that the Board will allow. It would be devastating to the District if there were to be any decrease in enrollment. A reduction in enrollment would quickly alter the level of revenue, the fund balance and the quality of education the District can deliver.

The potential for this district is great, and the best could still be ahead if things are allowed to continue evolving.

Respectfully,
Dennis L. Peterson, Superintendent

School Board Vision

Defining the direction in which to lead the Minnetonka Public School District is the duty of the School Board, as elected representatives of the District. Their hard work in crafting that vision and fostering its fulfillment ensures Minnetonka Public Schools' legacy of excellent teaching, exceptional student achievement and outstanding fiscal management will continue. Please download a copy of the School Board's *Our Vision for the Future* which defines the District's commitment to world-class, child-centered excellence for every student at minnetonkaschools.org/vision.

The World's Best Workforce Annual Report is required by statute.

This report is required by the state and prepared and paid for by Minnetonka Public Schools, ISD #276.

Editors: Dr. JacQui Getty, Executive Director of Communications; Lyssa Campbell, APR, Communications Coordinator; Daniel Campbell, Content Marketing Strategist

Minnetonka Public Schools School Board



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School Board
Director

2019-20 District Goals

The Minnetonka School Board adopts specific goals each year to ensure long-term educational excellence for all students. For the year ahead, the goals are:

GOAL

1

STUDENT WELL-BEING. The well-being of students is a priority for families and the District. In 2019-20, the District will continue the implementation of a plan that supports families' desires to have their students be socially and emotionally strong and provides the appropriate level of support to students for their academic, social and emotional well-being. The District will identify leading causes of concern that significantly impact student well-being. This work will be presented in December of 2019. Updates on the implementation will be presented to the Board in January and May of 2020.

This work will include: Staff development opportunities to give all staff the support, resources, tools and training needed to address these topics; promote efforts to facilitate discussions that address inclusivity, constructive discourse, adversity and other topics that impact student well-being; determine measurements to evaluate student well-being and the impact of Minnetonka's efforts within our scope/boundaries of a public institution; create awareness and support for all students on all pathways (i.e., trades, military, gap years, technical school, colleges and universities, etc.) to promote the best match for each student.

GOAL

2

DEEP IMPLEMENTATION OF STRATEGIC PROGRAMS. The District will ensure deep systemic implementation of recently launched strategic programs to ensure that Minnetonka commitments to student achievement and experience, as well as instructional framework and content, are successfully accomplished. The following programs will be holistically reviewed utilizing the adopted School Board Innovation Criteria no later than May 1, 2020. Specific interest areas by program include:

- **Experiential Learning & Inquiry-based Learning** - Continue work to expand experiential learning and inquiry-based learning opportunities for E-12, including infrastructure and resources required and assessment of targeted innovation including measurement of staff engagement.
- **Pathways** - Continue work on personalized pathways ensuring students have access to tools that will help plan their success through graduation and beyond, develop further engagement with families on ways to use Naviance at every grade level and create awareness and support for all students on all pathways (i.e., trades, military, gap years, technical school, colleges and universities, etc.) to promote the best match for each student.
- **Tonka Online** - Continue work on expanding strategies for growth and share marketing plans mid-year for continued outreach of program.
- **District Workforce** - Continue planning for an ongoing supply of outstanding teachers, administrators and support staff to serve students throughout their years in the District. Year three of this five-year goal should focus on efforts outlined to date and adding new opportunities for recruiting and retaining talent, including identification of resources required.

GOAL

3

FOCUSED STRATEGIC PLAN. Create a ten-year Strategic Plan for the District with a specific lens toward the implications of flattening enrollment and the state imposed levy cap. Key activities should include: Space and capacity plans for students, classrooms and non-instructional spaces; facility upkeep and maintenance plans for education and non-instructional spaces; technology plan for fixed assets (infrastructure) and variable (students, staff, vendors) needs and expenses; cost savings options (refinancing debt, alternative utilities including solar gardens, etc.) with the goal of maximizing expense efficiencies; curriculum that is demonstrably meeting the needs of tomorrow's workforce.

School Board Goal #1: Student Well-being

Minnetonka Public Schools strongly believes in supporting the whole child and strengthening student well-being. District staff know that when students feel safe, encouraged and connected, they do better academically, physically and emotionally. This commitment provides the support to help students to be happy, to thrive and to be successful.

"Student well-being" is defined by the District as the positive sense of self and belonging that students feel when their cognitive, emotional, social and physical needs are met. Well-being reflects resiliency and self-awareness, empowering students to make positive, healthy choices in and out of the classroom.

Making Strides

As the well-being of students supports student success, the Minnetonka School Board set Student Well-Being as the School Board's Goal #1 for the past two years and has renewed it again for 2019-20. The following were accomplished in pursuit of this goal in 2018-19:

- Resources for teachers, counselors, and social workers were identified and implemented
- A student referral process for use by students, peers, staff and families was developed
- Efforts to identify and measure students' unmet needs were launched
- Efforts to measure family awareness and usage of wellness resources were launched
- Curriculum at the secondary level was reviewed to ensure it meets students' needs and includes student voice
- Broad and continuous communication of Minnetonka's culture of acceptance and wellness tools available to families was shared by principals, support staff and the District

For the year ahead, the District will continue its work to implement a plan that supports families' desires to have their students be socially and emotionally strong and to provide the appropriate level of support to students for their academic, social and emotional well-being.

Building Connections

"We know that students with strong relationships and a positive sense of self are in a much better position to reach their full potential," says Michelle Ferris, Executive Director of Student Support Services.

Minnetonka Public Schools provides many opportunities to foster school connectedness and belonging, offering a wide range of activities for student participation at all age levels. From athletics—to clubs and student organizations—to volunteering, there is something for every student.

"Athletics, arts and activities give students the chance to find belonging and student connectedness here at MHS," says Ted Schultz, director of student activities at Minnetonka High School. "Last year, 94 percent of students who participated in a sport or activity reported they felt better-connected to their school through extracurricular or athletic participation."

Mental Health Support

In addition to the education and outreach for families, Minnetonka Schools continues to build capacity and awareness of mental health supports and resources for our students, families and staff. Over the past year, the District has worked to increase awareness and de-stigmatize mental health through curriculum, planned events and outreach for students. Ongoing training was provided to staff, and support opportunities for students were expanded through individual and group counseling along with check-in supports and monitoring systems. In May, the district recognized Mental Health Awareness Month, which included numerous teacher- and student-led events supporting student well-being.



We embarked on this important work two years ago, wanting to understand how well we were meeting students' and families' needs and trying to get a good grasp of how we could improve. It has been powerful to watch how the district staff, teachers, students, parents and community are coming together around this goal, contributing their suggestions, efforts and resources to make Minnetonka's student well-being support even stronger. We know this will be an ongoing effort and that these partnerships and the focus on this work will make a difference in our students' well-being.

Lisa Wagner
Minnetonka School Board Chair

Your People?" These events connected parents to various support people within and outside of Minnetonka Schools. Along with the parent education and outreach sessions, Minnetonka held a mental health resource fair with more than 40 community organizations represented.

There is also a wide array of supports and groups to help parents connect with the school community and other parents: PTO/PTA, The Minnetonka Parent Education Committee, Minnetonka Public School District Community Education, Special Education Advisory Council, Minnetonka Family Collaborative and Tonka CARES.

Well-being resources for families can be found on the District's Well-being website (minnetonkaschools.org/wellbeing), a comprehensive guide which includes helpful information, district and school-level support staff, community resources and more.

Access to Support Staff

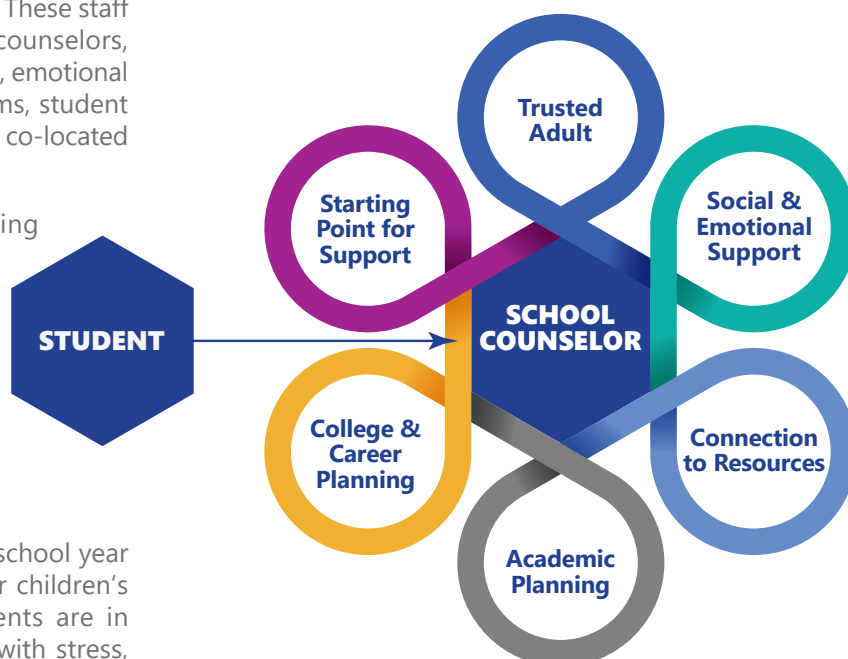
There are highly skilled staff in every school who are there to help parents access the systems of support and work with them to help meet their child's well-being needs. These staff members include health services staff, school counselors, school social workers, school psychologists, social, emotional and behavioral specialists, Student Support Teams, student support services facilitators, 504 coordinators and co-located mental health services staff.

School counselors are advocates, collaborating with students, parents and teachers to keep students on track to reach their goals. School counselors can make a measurable impact in students' lives, providing support for social and emotional well-being and guidance with academic planning and post-graduation pursuits.

Support for Families

One of the District's focus areas in the 2018-19 school year was on providing families ways to support their children's well-being at home. "Students and their parents are in need of our support to address and intervene with stress, anxiety and mental health needs," says Ferris. "It is essential to support all of our students in having a positive sense of well-being and belonging while connecting them with the supports they need within the school and the community."

To accomplish this, the Student Support Services department kicked off a series of educational events called "Who Are



ACT[®] Congratulations!

15 Earn Top Score of 36 on the ACT Test

The ACT Test is used by colleges and universities as a reliable and consistent measure of academic preparedness. For high school students, an ACT score is a key to opportunity, influencing college admissions, scholarships and more.

Fifteen students in the Class of 2020, to date, have earned a top score of 36. That is up from 13 students in the Class of 2019. To put this all into perspective, there were only 123 Minnesota students who achieved the top score in 2018, the most recent data available.*



Alexander Arnold



Jacob Bridge



Julian Calder



Jai Chadha



Griffin Dobbins



Michael Holcomb



Thomas Lane



Nicholas Leppik



Quentin Mooney



Mariana Rogan



Charles Roslansky



Nathan Schneider



Skyler Seets



Dylan Tahnk-Johnson

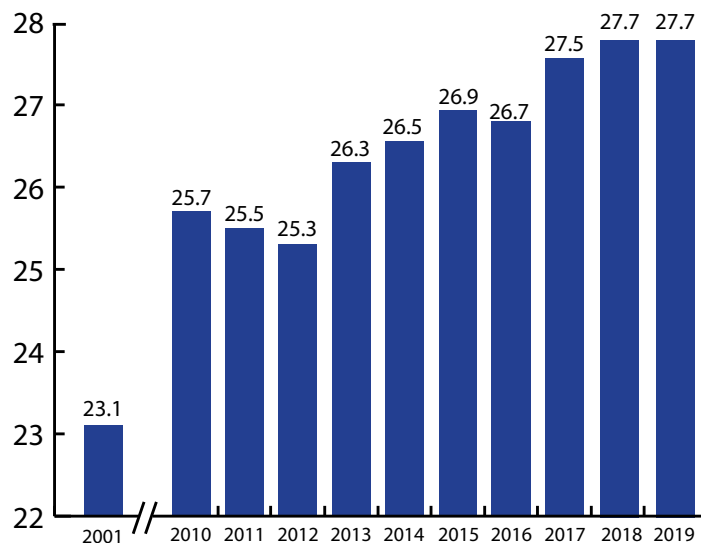


Luke Tollefson

Class of 2019 ACT Recap

The average ACT Composite score for the MHS Class of 2019 was **27.7**. This average ties the Class of 2018 for the highest composite score in MHS history. The average ACT for the Top 100 students was 34.3; Top 200, 32.9; and Top 400, 30.6.

Earning a top score of 36 on the ACT were: **Connor Brandt, Christine Cannon, Jakob Charbonnet, Hannah Ditto, Curt Ell-Egermeier, Oliver Forst, Christian Hilgemann, Parthiv Krishna, Frank Lu, Dean Matteson, Graham Ness, Jacob Ode and Ethan Tran**. There were also 18 students who earned a 35 and 30 students who earned a 34. Congratulations to all!



*Minnesota Office of Higher Education



Class of 2019 International Baccalaureate Results

Congratulations to the 59 students who earned the International Baccalaureate (IB) Diploma; of those, 25 earned an IB Bilingual Diploma in Chinese or Spanish.

Erin Ackerson
Karissa Adams
Kiera Birdwell*
Viktor Boris*
Abri Click*
Madeline Crandell*
Rachel Current
Hannah Ditto
Izaak Dittrich*
Jacob Engdahl
Elizabeth Forsmark
James Gammill*
Luke Gogerty*
Sarah Hamilton
Connor Hansen*

Emily Heinen
Meg Hellerud**
Michele Helmer*
Ella Heupel
Blake Heyman
Sophia Hicks*
Alex Jensen
Faith Johnson
Anton King
Grace Kowalski
Madison Laroche
Thijs Larson*
Shelby Len
Astrid Liden
Rocco Limond

Jingjia McIntosh-Yee**
Audrey McMillan*
Garrett Moen
Eleanor Moore*
Luna Moreno Bohada*
Wyatt Mosiman*
Isabelle Pagano**
Helene Pfaendtner*
Briette Platt
Isobel Poey
Alexandra Pollock
Mitchell Quirk
Benjamin Ray
Catherine Rhodes
Sarah Rhodes

Emily Schilke
Abbey Schmitz
Marie Senescall
Claire Sester
Elayna Sitzman*
Gabrielle Smith**
Adrian Streed
Michaela Stromberg*
Sophia Summers
Lily Thompson
Connor Wacker**
Alexandra Wagner*
Sydney Zais
Zach Zapien*

*IB Bilingual Diploma - Spanish
**IB Bilingual Diploma - Chinese

31 National Merit Semifinalists Record-Breaking Achievement in the Class of 2020

Congratulations to Minnetonka's 31 National Merit Semifinalists and 23 Commended students from the Class of 2020. This is the largest number of students ever recognized at MHS, up from 26 National Merit Semifinalists and 27 Commended students in the Class of 2019. Students enter the National Merit Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) in fall of junior year. Of the 1.6 million entrants nationwide each year, approximately 16,000 (~ top 1%) are named National Merit Semifinalists.



Front row (l-r): Thomas Lane, Gabrielle Tan, Dylan Tahnk-Johnson, Sarah Stolar, Gunnar Jagodzinske, Mariana Rogan, Jacob Dominski, Skyler Seets
Second row (l-r): Marianna Helgeson, Jai Chadha, Sophie Moore, Macie Anundson, Anna Wander, Max Meyer, Julia Ruelle, Levi Hoogendoorn, Sterre Hoogendoorn, Karsten Johnson, Ryan Benson, Jaden Ma
Back row (l-r): Principal Jeff Erickson, Nathan Schneider, Jacob Bridge, Ishan Sodhi, Owen Mischio, Griffin Dobbins, Julian Calder, Alexander Arnold, Michael Holcomb, Quentin Mooney, Eli Quist, Charles Roslansky

**NATIONAL AP SCHOLARS*****CLASS OF 2019**

Cameron Anundson
Christine Cannon
Madeline Cavalier
Preston Chan
Annabel Cho
Alistair Crabb
Lindsay Evans
Alejandro Ferrer-Lugo
Cole Forsmark
Oliver Forst
Susan Foster
Meili Gong
Zachary Hansen
Thomas Henderson
Annika Hendrickson
Christian Hilgemann
Charles Horn
Molly Johanson
Nicholas Kachkovsky
Parthiv Krishna
Ilana Levine
Joshua Levy
Nicholas Littler
Frank Lu
Luke Mackinnon
Dean Matteson
Kate Meadows
Ethan Mirman
Graham Ness
Jacob Ode
Emmett O'Donnell
Jacob Otolski
Rachel Park
Maxwell Rader
William Rehm
Sergio Rivas
Simon Roemig
Claire Salmi
Ayush Shah
Emme Simning
Breelyn Stelle
Alison Sundem
Elisabeth Tamte
Ethan Tran
Brooke Van Horne

CLASS OF 2020

Alexander Arnold
James Bohn
Jacob Bridge
Julian Calder
Griffin Dobbins
Alexandra Farrell
Levi Hoogendoorn
Sterre Hoogendoorn
Michael Jacobs
Gunnar Jagodzinske
Moosa Khan
Thomas Lane
Mark Larson
Jaden Ma
Maxwell Meyer
Sophie Moore
Theodore Peters
Charles Roslansky
Nathan Schneider
Maya Schrof
Skyler Seets
William Sepesi
Sarah Stolar
Dylan Tahnk-Johnson

AP SCHOLARS WITH DISTINCTION****CLASS OF 2019**

Cecilia Adoradio
Alexi Alfieri
Tessa Anderson
William Anderson
Alexandra Baker
Emma Baker
Kathryn Benkovich
Curtis Bird
Connor Brandt
Gabriel Brown
Jakob Charbonnet
Noah Chung
Micah Curran
Samuel Dahl
Phillip Daniels
Lauren Dean
Hannah Ditto
Curt Ell-Egermeier
Jacob Epp
Morgan Fischer

Isaac Fuecker
Kaya Gendreau
Anjali Gilbertson
Isaac Goldman
Nicholas Gordon
Eva Grant
Nicolas Haeny
Lauren Hagen
Connor Hansen
Blake Heyman
Yuki Higuchi
Sierra Hoff
Jack Holmstrom
Jihyun Hwang
Alexander Johnson
Spencer Knutson
Linnea Kronzer
Jarrett Krouss
Lacey Kvamme
Thijs Larson
Shelby Len
Jasper Ligthart
Christopher Lund
Illya Lyadov
Robert Maple
Ryan McCarthy
Nicholas McKee
William McNabb
Gabriela Queiroz
Miranda
Luna Moreno Bohada
Wyatt Mosiman
Annika Muller
Diego Nunez
Kyle O'Connor
Nathan Olmsted
Nathan Peroutka
Charles Petty
Priscilla Prouty
Trevor Pudenz
Erin Radke
Jack Rapini
Emma Reeder
Lake Rickenbach
William Roslansky
Chloe Rubinger
Isabelle Sanna
Luke Schmidt
Abbey Schmitz
Mikayla Schultz
Rebecca Schumacher
Claire Sester
Erin Shoemaker
Eidan Silver
Gabrielle Smith
Alexandra Struble
Christopher Su
Christopher Tadros

Talya Tapper
George Thiss
Jack Westerlund
Raegan Willis
Dylan Wilson
Jordan Zais
Sydney Zais

CLASS OF 2020

Elizabeth Andraschko
Macie Anundson
Chloe Beason
Ryan Benson
Ellie Bergfalk
Dakota Bibeau
Jordan Bilderbeek
Olivia Callister
Justin Carter
Jai Chadha
Carmen Curry
Jacob Dominski
Isabelle Erickson
Sarah Erickson
Grant Foslien
Gabriel Germain
Thomas Gibney
Cross Gibson
Aidan Gonzalez
Thomas Graupmann
Dylan Green
Andrew Hartmann
Marianna Helgeson
Michael Holcomb
Isabella Hueffmeier
Francis Isaacson
Elliott Ische
Annalise Johnson
Karsten Johnson
Zachary Johnson
Blake Knutson
Harry Koeppen
Chelsea Lai
Seyoung Lee
Nicholas Leppik
Stephen Leppik
Benjamin LeSage
Max Lindholm
Mary McDonald
Riley Means
Olivia Meredith
Owen Mischio
Quentin Mooney
Jack Nelson
Eli Quist
Andres Rivas
Austin Roberts
Mitchell Robinson
Mariana Rogan

Samuel Roslansky
Julia Ruelle
Jacob Sandum
Alexander Schneider
Jackson Schroeder
Ishan Sodhi
Nathaniel Stratton
Andrea Sundem
Andrew Thompson
Luke Tollefson
Trisha Trinh
Masha Volkova
Anna Wander
Connor Wayman
Madeline Wilson

CLASS OF 2021

Lucas Anderson
Alexander Armstrong
Catherine Borisova
Priscilla Bunday
Lucca Carlson
Ally Chan
Hariharan Chidambaram
William Cooke
Berit Cummings
Nathan Eisenmann
Nathyn Fine
Anna Geldert
Andrew Hale
Eli Hooker Reese
Austin Hunter
Alex Iliarski
Zachary Levy
Crystal Lin
Winston Lu
Dylan Olson
Rohan Parnerkar
Bryce Rega
Grace Roemig
Grant Thomas
Kristine Thomas
Nathan Turcotte
Steven Wang
Graham Ward
Daniel Yang

CLASS OF 2022

Rory Cole
Omar Elamri
Elizabeth Morgan
Luke Patefield
William Walker
Elizabeth Wang
Jack Wherry
Omar Yousef

AP SCHOLARS WITH HONOR*****CLASS OF 2019**

Thomas Atwood
Allison Bertagnoli
Ethan Blomgren
Victor Boris
Patrick Brislin
Mary Broadbent
Drew Broas
Lucas Chow
Brianna Christensen
Alexandra Crassas
Dylan Crawford
Logan Cyr
Antonio De La Vega
Kennedy Fleck
Anna-Liv Fredrickson
David Getzkin
Madysen Hawes
Michael Herfurth
Mallory Hillstrom
Zachary Isaacson
Claire Johnson
Emily Joslin
Alexander Kisch
Julia Krischel
Noah Laird
Jhett Larson
Ellie Larson
Abigail Leisen
Astrid Liden
Constance Liker
Hannah Littler
Jesse Liu
Evan Maass
Greta Mecklenburg
Isabelle Melmer
Alexander Morgan
Allison Nicoletta
Neena Norton
Nisita O'Donnell
Zachary Osmundson
Emma Ostrom
Jake Pankoff
Briette Platt
Anders Raichert
Sophie Rey
Sarah Rhodes
Raymond Richter
Patrick Rile
Kendall Rude
Elizabeth Schini
Max Schlotthauer
Marie Senescall
Torsten Senske
Molly Smerillo

* National AP Scholars: Students who receive an average score of at least 4.0 on all AP exams taken, and scores of 4 or higher on 8 or more exams.

** AP Scholars with Distinction: Students who receive an average score of at least 3.5 on all AP exams taken and scores of 3 or higher on 5 or more exams.

*** AP Scholars with Honor: Students who receive an average score of at least 3.25 on all AP exams taken and scores of 3 or higher on 4 or more exams.

**** AP Scholar: Students who receive scores of 3 or higher on 3 or more AP exams.

Ethan Taddy
Nicholas Thimsen
Melpomene Tlas
Sydney Wischmeier
Elizabeth Wright

CLASS OF 2020

Alexandra Abbott
Elisabeth Bautista
Joshua Butcher
Audrey Cote
McKenna Eggers
Abigail Erickson
Ariella Fogel
Meghan Fries
Emma Gross
Benjamin Gundershaug
Clare Heaton
Katelyn Hermanson
Lucia Hill
Mason Hurt
Joseph Johnson
Eva Kaim
Gavin Keithly
Evan Komis
Quinten Kinney
Marcus Knowles
Alexa LaCombe
Braedon Lacomby
Max Lauerman
Abby Lewis
Nicollette Lindsay
Allison Lundborg
Nicolo Lutz
David Mahannah
Michelle Mazo
Ellen McRae
Kyli Nault
Benjamin Norheim
Rowan O'Connell
William Pears
Mary Petrosian
Mia Pfeffer
Gabrielle Pfeffer
Taylor Pint
Harrison Richman
Anna Roiger
Jenny Ruliffson
Anna Sagrillo
Jeana Schafer
Erika Schmidt
Barrett Seeley
Adynn Stedillie
Emma Stevenson
Caroline Swenson
Gabrielle Tan
Madison Tan
Leif Walker
Katherine Weick
Andrew Wilcox
Dylan Zitzloff
Alexis Zucker

CLASS OF 2021

Haley Andrews
Emma Baden
Benjamin Binder
Julian Byrne
Caitlyn Carroll
Alison Crandell
Elijah Egan
Matthew Eichelman
Kali Engeman
Hailey Ens
Camden Haaland
Lydia Heupel
Owen Kaul
Matthew Klemm
Anna Laikind
Solveig Lee
Tessa Lundheim
Kelsey Lunzer
Allyson Mattson
John Schmid
Cooper Schoshinski
Rebekah Thomasson
Robert Wang
Ming Ying Yeoh

CLASS OF 2022

Nathan Abraham
Afif Khan
William Rooke

AP SCHOLARS****

CLASS OF 2019

Sean Arnal
Asa Barnard
Kiera Birdwell
Madeline Bittell
Kendall Boone
Rebecca Boynton
Riley Brackin
Julia Camnetar
Abigail Campbell
Emily Carlson
William Carlson
Sophie Cole
Lauren Cooper
Alison Cruickshank
Rachel Current
Laura Daughton
Paige Dickey
Izaak Dittrich
Michael Dowson
Maeve Emery
Jacob Engdahl
Rebecca Ericson
Jack Estenson
Shawn Frommelt
Josephine Goergen
Kaia Hoiseth
Jayce Hopia
Hana Ikramuddin

Alexander Johnson
Trent Johnson
Matthew Kasprick
Elizabeth Klinkner
Justin Kloster
Kenneth Lach
Olivia Larson
Miya Latz
Matthew Lescarbeau
Eric Liu
Margaret Lucas
Mitchell Lundgren
Soren Lundheim
Homer Maltby
Cameron Marks
Caroline Meiusi
Maureen Michels
Eleanor Moore
Giselle Munoz-Semple
Jessica Nikaj
Andrew Olds
Daniel Paulson-Luna
Rodney Peterson
Benjamin Ray
Ava Ronningen
Chloe Roovers
Karen Rose
Mary Ruoff
Jonathan Rupp
Avery Schlegel
Connor Shelquist
Jared Simmer
Mark Smallwood
Natan Tapper
Nicole Thompson
Samantha Tuschman
Nathan Vance
David Vande Kamp
Connor Wacker
Alexandra Wagner
Sean Walker

CLASS OF 2020

Alexandra Abbott
Isaac Alberts
Michael Allen
Matthew Awes
Brock Banken
Dominic Barry
Nathan Bodger
Treven Bolton
Isabelle Bong
Isabella Buenting
Brady Caron
Andrew Carroll
Benjamin Chayet
John Czerwinski
Kathryn Del Monte
John Des Lauriers
Samantha Dragseth
Daniel Edwards
Josephine Erickson

Jonathann Gaffney
Nicholas Gilbertson
Hope Gimse
Olivia Graupmann
Dustin Grieme
Jeremy Haefner
Marina Handt
Claire Hanley
Dylan Hawley
Jamie Hessian
Julian Heyman
Bryn Howe
Aditi Jayashankar
Faith Johnson
Owen Johnson
Taylor Kamps
Annie Keenan
Jorrun Kuehn
Julia Kurth
Lauren LaCourse
Emily Lampat
Sierra Leckie
Haakon Lien
Mary Lindberg
Andrew Linden
Kai Louie
Isabelle Maddalena
Lauren Marty
Chloe Mayberry
Justin Melander
Georgia Morrow
Malachi Moses
Jacob Mostoller
Cayden Nadolney
Gabrielle Odom
Isabel Osterhus
Ethan Palm
Joshua Palm
Lucie Peltier
Faith Quist
Walker Reding
Andrew Sanders
Katie Sandler

Nathaniel Schimke
Daniluz Schueller
William Schulenberg
Grace Seifert
Michael Shelstad
Chloe Smith
Evan Steingas
Madelyn Swanson
Reese Thompson
Julianna Torelli
Vincent Trinh
Carson Velcheck
Sean Wacker
Henry Wehrmann
Russell Williams
Remi Wollan
Haley Yin
Giovanni Zullo

CLASS OF 2021

Ahlaam Abdulwali
Samuel Ackerson
Trevin Anderson
Grace Arndt
Julian Baker
Aidan Barker
Lauren Benoit
Samuel Bodeau
Harrison Carney
Kayley Crawford
Urmee Das
Michael Ginzburg
Eddison Habas
Sophia Haydon
Daniela Hernandez Merli
Dylan Horner
Gus Johanson
Quinn Lee-O'Halloran
Ivan Li
Emil Liden
Lucia Loosbrock
Corey Lundgren
Marcell Magyar

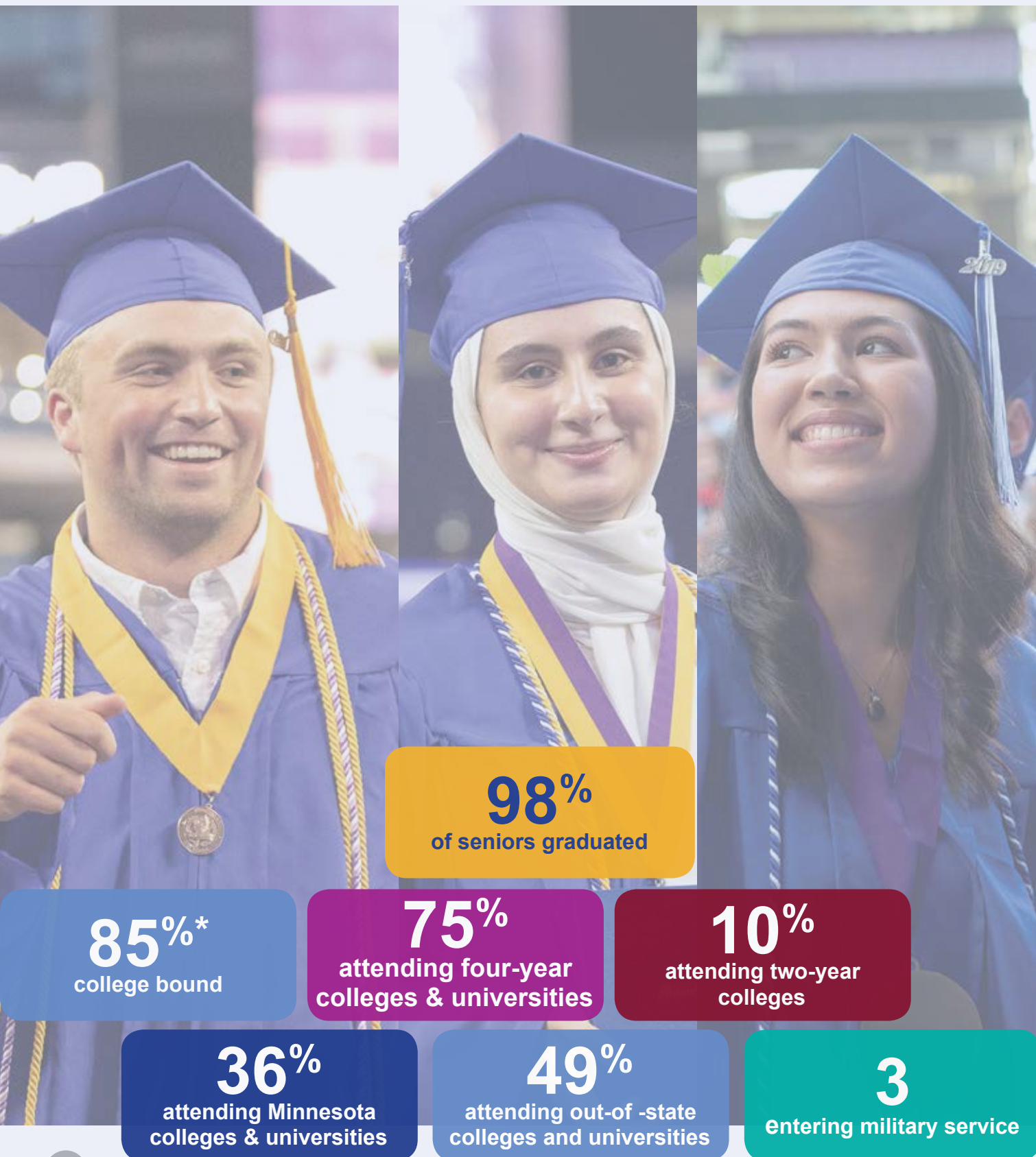
Virginia Morrow
Ellie Muench
Frances Murphy
Molly Oehme
Lena Pak
Eleanora Papp
Lily Peterson
William Pohlen-LaClare
Christian Poppie
Benjamin Raichert
Ellianne Retzlaff
Isabella Richmond
Ella Roach
Patricia Robben
Lauren Ross
Ethan Sandum
Marius Schueller
Riley Sellers
Maya Silver
Hang Song
Matthew Sundry
Brice Sutfin
Benjamin Tang
Kevin Thomas
Ayden Tiede
Lael Warren
Jessica Weinberg
Paige Wipson

CLASS OF 2022

Ava Chen
Kruthica Dama
Ian Esser
Tristan Green
Parker Griswold
Maximilian Horner
Grace Kaung
Emma Komis
Caden McDaniel
Emily Nikas
Jocelyn Wartnick

	National AP Scholar	AP Scholar with Distinction	AP Scholar with Honor	AP Scholar
2019	69	254	141	211
2018	73	269	119	212
2017	60	237	98	211
2016	40	220	93	151
2015	43	192	99	169
2014	42	133	64	165
2013	36	145	78	137
2012	37	76	67	125
2011	27	76	51	86
2010	25	81	55	98
2009	23	60	49	90

Class of 2019: Best Wishes on Your Next Adventure!



Top Eight Schools Our Graduates are Attending

Univ. of Minnesota, Twin Cities (101)
 Normandale Community College (38)
 Univ. of Wisconsin—Madison (35)
 University of St. Thomas (24)
 Iowa State University (23)
 Univ. of Nebraska—Lincoln (20)
 Univ. of Minnesota, Duluth (14)
 University of Wisconsin, Eau Claire (14)

Alexandria Technical and Community College	Concordia College - Moorhead (2)	IDC Herzliya-Raphael Recanati International School	Miami Univ., Oxford (4)	Rochester Institute of Technology	Univ. of California, Los Angeles (2)	Univ. of Sioux Falls
American Univ.	Concordia Univ. - Montreal	Indian Hills Community College	Michigan State Univ.	Roger Williams Univ.	Univ. of Central Florida (2)	Univ. of South Dakota
Arizona State Univ. (8)	Concordia Univ. at St. Paul (4)	Indiana Univ. at Bloomington (4)	Michigan Technological Univ. (4)	Rose-Hulman Institute of Technology	Univ. of Chicago	Univ. of South Florida, Tampa
Auburn Univ.	Cornell Univ. (2)	Instituto Tecnológico de Buenos Aires	Minneapolis College of Art and Design (2)	Saint John's Univ. (2)	Univ. of Cincinnati	Univ. of Southern California (3)
Augsburg Univ. (4)	Creighton Univ. (2)	Inver Hills Community College	Minneapolis Community and Tech College (2)	Saint Mary's Univ. of Minnesota	Univ. of Colorado at Boulder (5)	Univ. of St. Thomas - St. Paul (24)
Augustana Univ. (South Dakota)	Crown College	Iowa Central Community College (5)	Minnesota State Univ., Mankato (6)	Saint Paul College (3)	Univ. of Colorado Colorado Springs	Univ. of Texas, Austin
Austin Peay State Univ.	Curry College	Iowa State Univ. (23)	Minnesota State Univ., Moorhead	Salve Regina Univ.	Univ. of Denver (4)	Univ. of Texas, Dallas
Aveda Institute Minneapolis	Dakota State Univ.	Iowa Western Community College	Montana State Univ., Bozeman (8)	San Diego Miramar College	Univ. of Florida	Univ. of Utah (3)
Baylor Univ.	DePaul Univ. (3)	Johns Hopkins Univ.	Moody Bible Institute	San Diego State Univ. (2)	Univ. of Illinois at Urbana-Champaign	Univ. of Vermont
Bemidji State Univ. (4)	Des Moines Area Community College	Lake Region State College	New School	Santa Barbara City College	Univ. of Iowa (7)	Univ. of Victoria
Bethel Univ.-MN (7)	Dordt Univ.	Lake Superior College	Normandale Community College (38)	Santa Fe College	Univ. of Kansas (5)	Univ. of Washington
Boston College (2)	Drake Univ. (5)	Lawrence Univ.	North Dakota State College of Science (2)	Santa Monica College	Univ. of Maine	Univ. of Wisconsin, Eau Claire (14)
Brigham Young Univ. (3)	Dunwoody College of Technology (5)	Lewis & Clark College	North Dakota State Univ. (7)	Seattle Univ. (2)	Univ. of Manitoba (2)	Univ. of Wisconsin, La Crosse (4)
Brown Univ.	Elmhurst College	Lindenwood Univ.	Northeastern Univ. (2)	Simmons Univ.	Univ. of Maryland, College Park	Univ. of Wisconsin, Madison (35)
Butler Univ. (4)	Elon Univ.	Loyola Univ. Chicago (4)	Northern Arizona Univ.	South Dakota State Univ.	Univ. of Massachusetts, Amherst	Univ. of Wisconsin, Milwaukee (4)
Carleton College	Emory Univ.	Luther College-Decorah (2)	Northern Michigan Univ. (2)	Southern Connecticut State Univ.	Univ. of Minnesota, Duluth (14)	Univ. of Wisconsin, Platteville
Carthage College	Florida Gulf Coast Univ.	Marquette Univ.	Northwestern Michigan College - Great Lakes Maritime Academy	Univ. of Michigan (3)	Univ. of Minnesota, Rochester	Univ. of Wisconsin, River Falls (3)
Chapman Univ.	Fordham Univ. (2)	Marshalltown Community College	Northwestern Univ. (2)	Univ. of Minnesota, Twin Cities (101)	Univ. of Missouri Columbia (6)	Univ. of Wisconsin, Stevens Point
Citadel, The Military College of South Carolina	Grand Canyon Univ. (5)	McGill Univ. (2)	Oberlin Conservatory of Music	Univ. of Mississippi	Univ. of Montana, Missoula	Univ. of Wisconsin, Stout (7)
Colgate Univ.	Gustavus Adolphus College (13)	Miami Dade College	Occidental College	Stanford Univ.	Univ. of Nebraska at Lincoln (20)	Valparaiso Univ.
College of Charleston	Hamline Univ. (5)	Marquette Univ.	Oral Roberts Univ.	Syracuse Univ.	Univ. of New Hampshire at Durham	Vassar College
College of Saint Benedict (8)	Harvard College	Marshalltown Community College	Pima Community College	Texas Christian Univ. (3)	Univ. of North Carolina at Charlotte	Villanova Univ. (2)
College of St. Scholastica	Hennepin Technical College - Eden Prairie (2)	Marshalltown Community College	Point Loma Nazarene Univ.	Tulane Univ.	Univ. of North Dakota (5)	Virginia Tech
College of the Holy Cross (2)	High Point Univ.	Marshalltown Community College	Pomona College	United States Coast Guard Academy (2)	Univ. of Notre Dame	Washington Univ. in St. Louis
Colorado State Univ. (5)	Highland Community College	Marshalltown Community College	Princeton Univ. (2)	Univ. College Twente	Univ. of Oregon (2)	Weber State Univ.
Columbia Univ.	Hope College	Marshalltown Community College	Purdue Univ. (3)	Univ. of Advancing Technology	Univ. of Pennsylvania	William Jewell College
		Marshalltown Community College	Purdue Univ. Fort Wayne	Univ. of Alabama	Univ. of Puget Sound	Wilmington Univ.
		Marshalltown Community College	Ridgewater College - Hutchinson Campus	Univ. of Arizona (3)	Univ. of San Diego	Winona State Univ. (6)
		Marshalltown Community College		Univ. of British Columbia		
		Marshalltown Community College		Univ. of California, Berkeley		

Note: The number of students attending is one unless noted in parenthesis.

MCA III and NWEA Test Results from Spring 2019

MCA III Test Results Show Strong Performance by Tonka Students

Minnetonka students, across all grades tested, are performing extremely well in measurements collected through standardized testing; most notably, students are performing well in reading, math and science.

In the spring 2019 MCA III assessments, Minnetonka students ranked first in the Twin Cities Metro in reading with 81.9% proficient. In math, with 79.8% proficient, Minnetonka tied for first with Wayzata. And in science, with 75.4% proficient, Minnetonka students were second to Orono.



SPRING 2019 MCA III STATE READING, MATH AND SCIENCE COMPARISONS

The following data shows aggregate results for all grades tested. Comparisons are with comparable Metro districts and the state.

District	Reading	Math	Science
Minnetonka	81.9	79.8	75.4
Wayzata	81.4	79.8	73.5
Edina	77.9	76.9	73.7
Orono	79.1	76.1	75.9
Westonka	77.1	78.4	63.7
Eastern Carver County	67.6	61.2	59.3
Eden Prairie	74.5	69.4	61.6
Hopkins	60.5	55.4	47.3
State of Minnesota	59.7	55.5	50.7

NWEA Test Performance Compared to National Grade-Level Criteria

As shown in the table at right, when Kindergarten students enter Minnetonka schools, they arrive on par with Kindergarteners nationwide. By the end of elementary school, the average fifth-grader is performing beyond the 11th-grade level in reading and math compared to national norms.

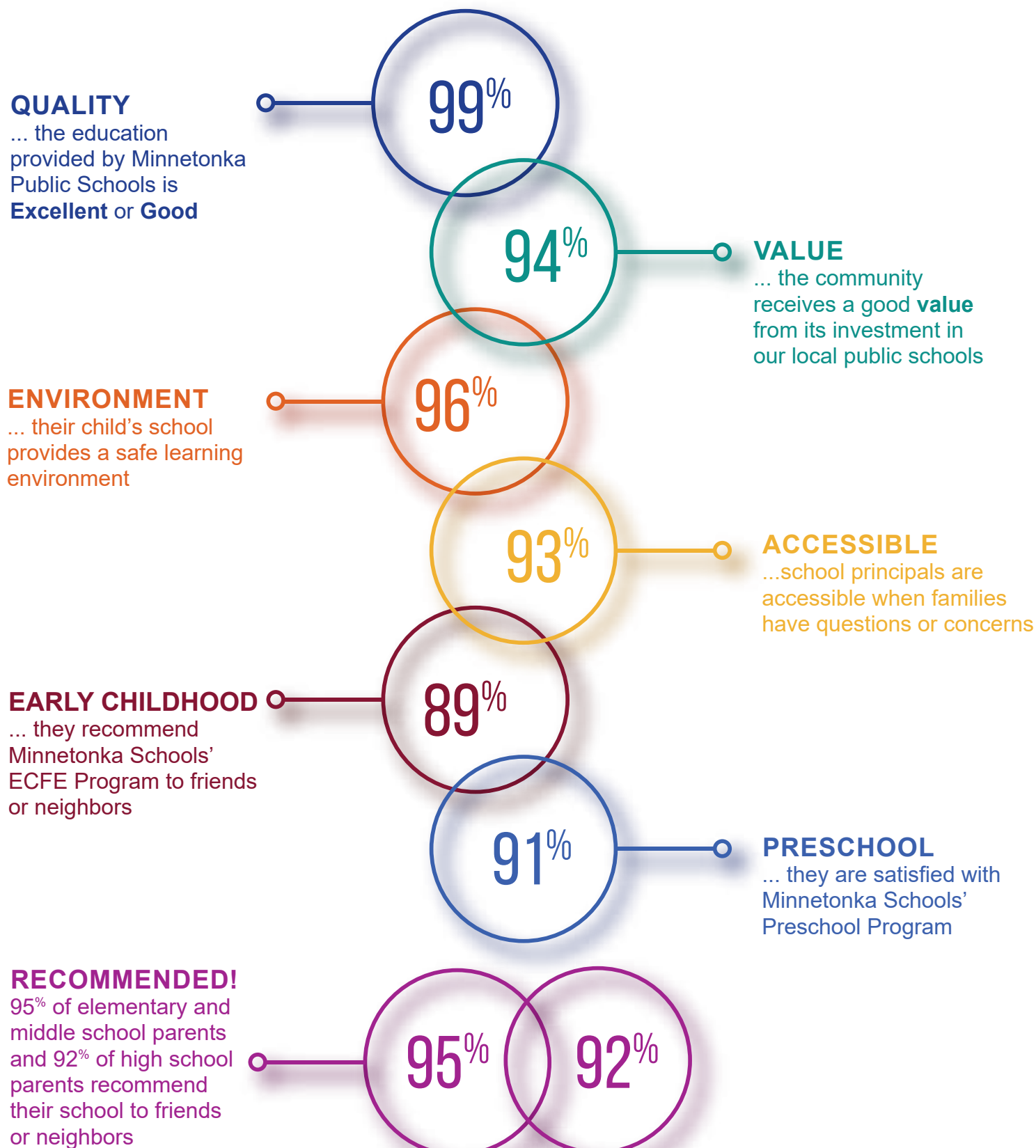
How are Immersion students doing on tests administered in English? For students enrolled in the Chinese or Spanish Immersion program in Minnetonka Schools, direct instruction in English begins in third grade. Minnetonka's Immersion students score as well in reading and math as their peers enrolled in the English program.

SPRING 2019 RESULTS: NWEA MEASURES OF ACADEMIC PROGRESS

Minnetonka	Reading level:	Math level:
Kindergarten	Early 1 st Grade	Early 1 st Grade
Grade 1	Mid 2 nd Grade	Mid 3 rd Grade
Grade 2	Mid 3 rd Grade	Early 4 th Grade
Grade 3	Mid 5 th Grade	Early 6 th Grade
Grade 4	Early 8 th Grade	Early 8 th Grade
Grade 5	Beyond 11 th Grade	Beyond 11 th Grade
Grade 6	Beyond 11 th Grade	Beyond 11 th Grade
Grade 7	Beyond 11 th Grade	Beyond 11 th Grade
Grade 8	Beyond 11 th Grade	Beyond 11 th Grade

Parents Tell Us ... 2019 Parent Survey Highlights

The online survey was conducted in spring 2019 for all parents of students enrolled in Minnetonka Schools. Results are based on 2,861 respondents. Families can submit feedback to the District year-round through "Let's Talk:" minnetonkaschools.org/lets-talk



Update on MHS Signature Programs

Minnetonka Research

2018-19 was year three of Minnetonka Research, MHS's thriving inquiry-based collaborative research program, and students continue to give it rave reviews. The program grew from 47 students to 62, with 12 students returning for a second year of pursuing their own original research questions and interests.

In this program, students develop their questions, find experts in their field of study who serve as mentors to them, and learn various aspects of quantitative and qualitative research they can use to pursue their questions.

"I'm inspired in the lab each and every day," says Kim Hoehne, director of Minnetonka Research. "Students' successes are amazing but so too is it amazing to see their growth and maturity in tackling problems and setbacks and persisting through those challenges."

Students set their own pace in executing the various steps in their research, and at the end of the year, they write academic articles summarizing their findings for the *Journal of Minnetonka Research*. They also present a scientific poster at the Minnetonka Research Symposium in May, an event at MHS that is open to the public. Many students go on to compete in regional, national and international competitions.

Frank Isaacson, a senior and second year Minnetonka Research student, says, "I love the pace. I can work at my own speed and take on a research question that means something to me. Last year, I studied how to predict the spread of a virus. This year, I'm studying skin cells—from my own skin—and investigating how these cells can be used to heal various conditions in the body."

Over time, the program has broadened to include subjects in addition to the hard sciences. Hoehne says, "It's opening doors for students who otherwise may not have ever thought

they might want to do research like this. We have students studying questions in many fields—psychology, for example. And, as we've become more academically diverse as a program, it's been a great opportunity to on-ramp students into this program who may not

otherwise have ever even tried research."

Olivia Graupmann, a senior and second year Minnetonka Research student, is studying injuries in female athletes and whether some hormones contribute to the prevalence of injuries. She says, "After doing research here, I know I want to do more research in the future. I've become more comfortable in a lab setting. I think that's important. It can be really intimidating, and this program helps you through any fears you might have about whether you are capable of really doing research."

Both Isaacson and Graupmann say they are grateful for the experience.

Isaacson says, "We wouldn't have this awesome program without help from our mentors, who are experts in their fields and from companies like Cargill that donated equipment to make this a great lab. We have better equipment than some university labs I've seen! Thank you to the school for giving us this opportunity and our teachers for helping us through the whole experience."

Graupmann says, "We don't know who all supports this program. Equipment and materials magically show up for us. So, if I can, I want to give a huge thank you to those out there who are supporting this program. It has been amazing."

Hoehne agrees. She says, "I don't think anyone realizes how many doors a program like this is opening for our students. It's making a difference in the coursework they may choose in college, in the fields they decide to pursue for their careers, and in the connections they make and the perseverance, patience and confidence they've gained, which all set students up to be successful in their future endeavors."

VANTAGE

MHS' advanced professional studies program, VANTAGE, celebrated its sixth year in 2018-19. With six strands or focus areas, 266 students participated last year, completing a record 150 projects for large and small companies in the Twin Cities.

VANTAGE is a unique program, with students spending half their day in a cohort with other students focusing on one of the following areas of study: Business Analytics, Design + Marketing, Digital Journalism, Global Business, Global Sustainability, Health Sciences and User Experience (UX) Design (new for the 2019-20 school year).

Roger Andre, director of VANTAGE, says, "This program is experiential learning at its best. It's revolutionary. It's a real-world experience for our students working directly with businesses of all sizes."



VANTAGE, continued

VANTAGE includes rigorous academic content, team-teaching, guest speakers, mentors, case studies brought by businesses and nonprofit organizations, and a focus on professional business skills—such as presentation skills, communication skills and problem-solving skills.

Harry Koeppen, a senior student in the Business Analytics strand, says, “The program is hard work, but I know it will all pay off. It doesn’t feel like schoolwork. It feels real. I’m part of something that is truly impacting someone’s business.”

Students learn at two locations outside of Minnetonka High School and one new space within the high school—The Loft—a state-of-the-art collaboration and classroom space built during the summer of 2018.

Andre says, “It’s important to have that distance—away from the day-to-day school experience. This is a different approach to learning. We partner with companies who bring a problem for our students to solve. Our students tackle that problem, research it, determine a course of action and then present back to the company.”

Companies that have partnered with VANTAGE include: Best Buy, Sholom, General Mills, Gilda’s Club, Maynards, C.H. Robinson, Excelsior Brewing, KARE11 and HockeyStop just to name a few.

Annalise Johnson ‘20, who is also in the Business Analytics strand says, “I enjoyed the company projects the most. You define objectives and then work in a team to get it all done for the client. You learn a lot about how to work successfully on a team, and that’s what we need to know as we eventually head into the workplace.”

Building professional presentation and communication skills is also a key component of the program.

Johnson says, “I am kind of an introvert. I didn’t have a lot of experience presenting. This program really forces you to step outside of your comfort zone. You work on teams,

you collaborate, you present, you communicate professionally with people in the business world. VANTAGE expands skills in those areas.”

Mentors, who are professional journalists, business leaders, healthcare leaders and computer science experts are important partners, as well, sharing their expertise, offering advice and listening to students’ challenges and ideas.

Johnson says, “It’s really such a unique opportunity. You get a whole different learning experience than being in a traditional classroom. You discover what you’re passionate about and what you want to learn more about in the future.”

The students also had a message to share with the community—a thank you for all of the past support and an invitation for additional companies and mentors to partner with students.

“If there is a business owner out there wondering whether it’s worth it—whether there is value—to having a group of VANTAGE students work on a project for your company, I would say, companies have told us they are seeing huge value in what we’re doing for them and making changes as a result of what we do. So, please bring us your ideas and problems! We’d love the challenge.”

Learn more about mentoring and partnering with VANTAGE: www.minnetonkaschools.org/VANTAGE



Tonka Online

For seven years, Tonka Online has provided students in grades 9-12 with flexible, high-quality online courses to help them map their four-year plan and pursue their interests. From AP courses to PE to sign language, Tonka Online courses are increasingly embraced by Minnetonka students, with 44% taking at least one online class. Out-of-district student enrollment into Tonka Online courses has increased as well, with 50 students participating in fall/spring and more than 100 over summer 2019. This brings additional revenue to the Minnetonka School District.

Tonka Online Quick Facts

50+

50+ courses and 12 AP courses offered through Tonka Online.

3↑

81% scored a 3 or higher (state average 66.7%) on AP exams.

1,576

Enrollment has grown from 176 students in 2014-15 to 1,576 students in 2018-19.

94%

94% reported a positive learning environment through Tonka Online.

Twelve Years in Immersion

Minnetonka's first, trail-blazing group of language Immersion students graduated from Minnetonka High School (MHS) with the Class of 2019. During their 12-year journey that began in first grade, students mastered language proficiency in Mandarin Chinese or Spanish and grew to respect the nuances of culture, food, politics and more. Some traveled abroad to practice their language skills. Many stepped-up as student leaders, helping to shape curriculum that is impacting thousands of Minnetonka students following close behind them (pictured below).

The program started in fall 2007 with a cohort of Kindergarten and first-grade students that inaugural year. Superintendent Dr. Dennis Peterson says, "We had great interest from the word 'go.' From the start, we have been committed to ensuring that every resident child had a place in the Immersion program if their parents made that choice." That commitment continues to this day.

Enrollment levels allowed all six elementary schools to begin the 2007-08 school year with dedicated immersion classrooms: Mandarin Chinese at Excelsior and Scenic Heights Elementary schools and Spanish at Clear Springs, Deephaven, Groveland and Minnewashta.

"It's all I've ever known," says Jimmy Gammill '19, who earned the International Baccalaureate (IB) Bilingual Diploma in Spanish. "Of course, my Immersion teachers only spoke Spanish. And while they were especially helpful, we quickly learned to be self-dependent. We gained maturity and

independence. We developed problem-solving skills at a young age."

Over time, curriculum was designed for the middle schools and high school, giving students broad choice in content and rigor—and a broad view of the world and where their language skills could take them.

Thijs Larson '19, who earned the IB Bilingual Diploma in Spanish, says, "The depth of language skills we've acquired is worth acknowledging. We have excelled in not one language, but two. We analyze problems with an open mind, we're considerate of different ideas and we are open to suggestions that may be different from the norm."

Isabelle Pagano '19 is considering a career in law or international law. She says, "I'm excited to see where Chinese takes me in that area. When you go to China, people are so impressed that you know their language." She graduated with an IB Bilingual Diploma in Chinese.

"Our first Immersion students are leaving MHS with a rich experience," says MHS Principal Jeff Erickson. "They have not only met expectations in rigorous coursework but also became strong leaders through the Student Advisory Board for Immersion. They gave us feedback on courses and provided insight that has made the program stronger."

Connor Wacker '19, who earned the IB Bilingual Diploma in Chinese, says, "We are thankful to Minnetonka Schools for



2007

Minnetonka offers the Language Immersion program to students in Kindergarten and first grade. Chinese is offered at two schools; Spanish is offered at four. The English program continues strong at all six.



2009

Administrators and teachers continue to develop partnerships with universities in China and Chile. Student teachers augment the program, bringing native dialects and culture into the schools.



2010

Third-grade students receive their first year of direct English instruction. Immersion students demonstrate equally strong proficiency in English (92.5%) as their English program peers (91.0%) on the spring MCA II Reading test in English.

2012

In fall 2012, incoming Minnetonka sixth-grade Immersion students are offered Immersion Language Arts and Immersion Social Studies courses in Chinese or Spanish. All other instruction is in English.



The first Immersion students, who began the program in first grade, graduate from Minnetonka High School: 75 completed Immersion coursework through senior year and 25 earned the IB Bilingual Diploma in Chinese or Spanish.

giving us the opportunity to become fluent in a language that not only sets us apart from other high school graduates but allows us to develop an international perspective and a deep respect for foreign cultures, in general."

This spring, Dr. Peterson addressed seniors and families at a special Immersion breakfast: "It's hard to believe that it's here this quickly, but it has been 12 years. It has been a wonderful journey. You have skills that will be with you forever."

WORLD LANGUAGE OPPORTUNITIES FOR ALL

Minnetonka students can explore language options beginning in seventh grade. The District's World Language department serves thousands of students outside the Immersion program.

In the Class of 2019, 38 students earned the Minnesota world language proficiency certificate, 92 earned the Gold Bilingual Seal and 129 earned the Platinum Bilingual Seal, the highest honor. Of those, six students earned multilingual seals. Learn more at minnetonkaschools.org/BilingualSeal



2015

Spring 2015 Immersion language tests show that students met or exceeded national expectations for their Immersion language. Many eighth-graders elect to practice their language skills during spring Capstone trips.



2016

All freshmen Immersion students who elected to take the Advanced Placement (AP) Language and Culture course in Chinese or Spanish earn a "passing" score of 3 or higher on their respective AP exam.



2017

Immersion curriculum is fully developed for grades K-12. High school students can elect the IB Bilingual Diploma pathway or choose from other Immersion courses based on their interests and goals.

2019

The first Immersion students, who began the program in first grade, graduate from Minnetonka High School: 75 complete Immersion coursework through senior year and 25 earn the IB Bilingual Diploma in Chinese or Spanish.

Using Technology Responsibly

Technology has become an integral part of daily life. From the office to the home, it impacts how people learn, how they work and how they play. Preparing students to use technology in a healthy, responsible way is critical to Minnetonka Public Schools' approach to technology.

In the Classroom

Dave Eisenmann, director of instructional technology and media services, emphasizes, "In Minnetonka, we intentionally use technology when it enhances learning. It has the power to make content more meaningful for our students by deepening students' understanding of concepts beyond the limits of traditional instruction."

Technology can help teachers monitor students' comprehension and customize learning in real time. Tech tools for instruction have the ability to adapt and offer alternative opportunities to enhance a lesson to better meet students' personal learning styles.

There are many benefits for students whose learning is supported by technology, adds Eisenmann. "Students are more engaged. Here, achievement has increased to record-breaking levels. Students in grades 5-12 are using 1:1 iPads to access digital materials and cultivate collaboration and creation skills. They also receive individualized instruction in all subjects, with the goal of enriching and personalizing student learning."

Digital Citizenship Curriculum

"The elementary schools are excited to introduce the updated Common Sense Media digital citizenship curriculum," says Tiffany Miley, media specialist at Clear Springs Elementary School. "The updates include topics such as healthy balance, well-being and click-bait. As Common Sense Media certified educators, we are able to send students a consistent message and play a key role in encouraging them to be responsible digital citizens."

The Common Sense Media lessons are designed to help students reflect on their own media use. Students monitor themselves when using technology and work to figure out what 'balanced' means. The lessons also help students understand the importance of what kind of content is on their screens and the influence it may have on their relationships.

"Elementary school is a great time to start these conversations and equip students with the skills of self-awareness and regulation of their media use," adds Eisenmann.

"At the middle school level, we are infusing digital citizenship conversations throughout the health curriculum," says Jen Syverson, health department chair at Minnetonka Middle School West. "These conversations often start with posing a question to the students."

Questions include, "How much time do you spend on your device and could that time be spent in a more healthy way? How does your digital media use affect relationships? Are you sleeping near your phone or tablet? How might this affect your sleep cycle?"

Other critical topics, such as the negative effects of sexting and how a digital footprint can impact one's life, are also addressed. This learning extends into high school, as students there may be gaining access to even more social media platforms and digital freedom.

"We work to help students be knowledgeable about the ways in which social media and technology can have both positive and negative effects," says Maggie Dow, chair of the health department at Minnetonka High School. "We cover topics from understanding addictive behaviors online, to how to make safe decisions with technology, to the effects of social media on our mental and physical health."

As technology grows, our teachers and staff are growing in their understanding of it, as well. This comes through summer professional development courses such as Digital Health & Wellness: Mindful Consumption of Digital Media. The course is popular among middle and high school teachers of all disciplines. Through a series of reflections, readings of professional articles, discussions and learning about current social media trends, teachers gain a better understanding of what digital media encompasses and how they can educate their students about the ways they choose to use digital media. The goal of this course is to inspire teachers to incorporate more purposeful digital citizenship pieces into their existing curriculum.

Upon completion of the course, Minnetonka Middle School West teacher Sarah Gutierrez shared, "I learned so much about digital media and realized there is more learning I can do to help support my students as they navigate life and learning in this digital age."



At Home

Minnetonka is also committed to providing parents with the resources they need to make informed decisions about their children's use of technology.

The District's Digital Health & Wellness website, minnetonkaschools.org/digitalhealth, contains numerous tips for parents and resources on everything from setting up guidelines for use of technology in the home to technical specifications on filtering and managing both school and personal devices. Through frequent parent talks at PTA/PTO meetings and districtwide events, and monthly emailed tips and advice, Minnetonka Schools continues to help parents

proactively guide their children in the healthy, safe and appropriate use of technology.

In addition, parents can access webinars on the District website that provide tips and ideas for maintaining an open dialogue about technology at home and understanding the significant role parents play in helping their kids to be responsible and safe in today's high-tech world.

Visit TheNextTechThing.blogspot.com, Eisenmann's blog on technology, education, parenting and life, for more tech tips and advice.

SPOTLIGHT ON STUDENT WORK



ELEMENTARY SCHOOL

Second-graders use the Book Creator app to create and publish their own digital books on topics of their choice. The class then holds a publishing fair, inviting parents to come in and hear the books read by students. Each family also receives a copy of their child's book electronically as a PDF.



MIDDLE SCHOOL

Seventh-graders integrate technology into their lessons on Civil War reconstruction. Using coding skills, they program special robots called Ozobots to travel across their handmade timelines, symbolizing the progress made or lost through each historical event. Students then use iMovie to add historical photos that illustrate each of their selected events. They also write a script and narrate the film.



HIGH SCHOOL

Ninth-grade physics students use the Stop Motion app and data on two moving objects to create an animated video to better understand velocity and acceleration. This video, along with the data set, is then posted in a class discussion board on Schoology so classmates can view it and compare it to their own.

2018-19 District Points of Pride

Academics

- Minnetonka High School (MHS) Class of 2019 Highlights
 - » 26 National Merit Semifinalists and 27 National Merit Commended students.
 - » National Hispanic Scholars were Gabriel Brown, Alejandro Ferrer-Lugo, Astrid Liden and Sergio Rivas.
 - » 84% of the Class of 2019 took at least one Advanced Placement (AP) or International Baccalaureate (IB) course during their four years at MHS.
 - » The first Immersion students graduated this year, having started their journey in first grade. Seventy-five students continued Immersion coursework through senior year.
 - » 59 students earned the IB Diploma; of those, 25 earned an IB Bilingual Diploma in Chinese or Spanish.
 - » 38 students earned the Minnesota World Language Proficiency Certificate, 92 earned the Gold Bilingual Seal and 129 earned the Platinum Bilingual Seal. Of those, 6 students earned multilingual seals.
 - » 177 students graduated summa cum laude; 62, magna cum laude; 63, cum laude.
- 669 MHS students were honored with academic letters. The Class of 2019 led with 270; Class of 2020, 144; Class of 2021, 255.
- During spring 2019 testing: (1) 1,475 students took 2,595 AP exams—83% were scored a 3 or higher and (2) 667 students took 1,372 IB exams—86% were scored a 4 or higher.
- Parthiv Krishna was a semifinalist in the U.S. Presidential Scholars program and was named a Top 300 Scholar in the Regeneron Science Talent Search.



Frank Lu '19 competed on U.S. Physics Olympic Team

Lu was one of just 20 students nationwide to qualify for this honor after receiving a Gold Medal in the U.S. Physics Olympiad Semifinals.

- Cameron Anundson was one of just 100 students nationwide to earn an Amazon Future Engineer Scholarship during the inaugural year of the program.
- Minnetonka Research students competed in the Twin Cities Regional and State Science and Engineering Fairs, and 21 qualified for state competition. Three students qualified for the Intel International Science and Engineering Fair: Jai Chadha '20, Parthiv Krishna '19 and Gabrielle Queiroz Miranda '19.
- Three seniors in VANTAGE earned an Upper Midwest Emmy Foundation Award.
- On the National German Exam, six students earned the Gold award; Silver, 3; Bronze, 1. Kruthica Dama '22 and Sidney Dickinson '21 were ranked #1 and #2 in the state, respectively, by a committee of German language professors from the University of Minnesota Twin Cities.



Kruthica Dama '22 top in state for National German Exam

Dama was one of just 44 students in the nation to earn an American Association of Teachers of German (AATG) Study Trip Award.



Robotics Team 3082, "Chicken Bot Pie," qualified for the FIRST Robotics World Championships for the second consecutive year.



The MHS Spring Musical, "The Scarlet Pimpernel," earned 16 Spotlight Awards, including "Outstanding Overall Production of a Musical."

- In the French contest Le Grand Concours, one student earned Platinum; Gold, 5; Silver, 12; Bronze, 6. In the A Vous la Parole speaking contest, 30 students earned Blue Ribbons, and four earned Red Ribbons.

Activities

- Robotics Team 3082, "Chicken Bot Pie," qualified for the FIRST Robotics World Championships for the second consecutive year.
- The MHS Debate Team was named the 2019 state Sweepstakes Winner by the Central Minnesota District of the National Speech and Debate Association (NSDA). Four students qualified for national competition: Priscilla Bunday '21, Christian Hilgemann '19, Ethan Mirman '19 and Rachel Park '19.
- Two MHS teams competed at the Minnesota State Science Bowl Championships, earning second and third place.
- The MHS Science Olympiad team placed fourth out of 33 teams in the state competition.
- The Fall Musical, "Bright Star," earned 21 Spotlight Awards, including "Outstanding Overall Production of a Musical."
- In the One Act Play Competition, students performed George Bernard Shaw's "Pygmalion," receiving the state's highest honor of a Starred Performance—or a state championship.
- The spring musical, "The Scarlet Pimpernel," earned 16 Spotlight Awards, including "Outstanding Overall Production of a Musical."



Ethan Mirman '19 placed third in nation in LD Debate

Mirman was the 2019 NSDA Student of the Year. He placed third in the nation in Lincoln-Douglas (LD) Debate.

- Stock Market Game: Three middle school teams took first, second and fourth place in the state Junior High Division. In the Elementary Division, teams from Minnewashta and Clear Springs elementary schools earned third place in their respective divisions.
- Four students from MME and seven students from MMW competed in the state-level "You be the Chemist" challenge. MME students swept first through fourth place at state. Benjamin Yang '23 placed first, qualifying for the national challenge.



Lucas Hagen and Julia Patterson were crowned 2018 Homecoming King and Queen, following a school-wide student vote.

District Points of Pride, continued

- 61 students qualified for the DECA State Career Development Conference. From there, 23 students qualified for the International event in Florida.
- Dris Elamri '25 developed a fundraising app, LemonAYD, and won the 2019 Congressional App Challenge for Minnesota's 3rd Congressional District.
- Four students competed in the state's National Geographic Bee. Cooper Dobbins '26 finished in fifth place.
- The MME and MMW Mathletes teams qualified for state competition with MME placing second.
- Six Destination Imagination teams competed at state. Minnewashta's team, the "Flaming Gamer Cats," advanced to the Global Finals.

Athletics

- The Girls Soccer Team won the state championship.
- The Boys Soccer team won the state third place title.
- Alejandro Ferrer-Lugo was one of five finalists for the Class AA Mr. Soccer Award.
- The Girls Tennis team won the True Team State Championship and state second place.
- The competitive cheerleading team was awarded the State Grand Championship and earned second and third place in their divisions at the National Championships.
- The Girls Swimming and Diving team won the True Team State Championship and earned second place at state.

- Kate LeBlanc '22 was the Girls Cross Country individual state qualifier. Max Lauerman '20 represented Minnetonka at the state Boys Cross Country meet.
- The Minnetonka Sailing team was ranked first of 64 teams in the Upper Midwest and was the Overall Great Lakes Varsity Champion.
- The Varsity Football team won the Bay Bell and took the 6A Section title. The team also competed in the state quarterfinals.
- MHS Girls Hockey won the 2AA Section championship and placed third at the state tournament.



Charlie Glockner '19 honored with the Frank Brismek Award

This honor recognizes Glockner as the state's top senior Boys Hockey goaltender.

- Boys Hockey was the featured team on Dream.State, a six-part documentary series on high school hockey.
- Grant Docter '19 and Josh Luedtke '19 were Mr. Hockey Minnesota finalists.
- Four seniors competed in the Adapted Bowling State Tournament, and Casey Steffen's '19 team placed second.
- Four MHS wrestlers qualified for the State Individual Tournament: Peter Barrett '22, James Johnson '19, Gabe Schumacher '21 and Quinn Sell '21. Johnson is the top Heavyweight wrestler in MHS history.



The Minnetonka High School Girls Soccer Team won the state championship in fall 2018.



MHS Student Government representatives organized Heart Week activities, raising \$38,000 for Minnetonka Family Friends

- Gymnastics State Qualifiers were Nicole Thompson '19 and Emma Siefker '20
- The Boys Swimming and Diving team won the True Team section championship, True Team State Second Place, Section Championship and State Fifth Place.
- Luke MacKinnon '19 and Thomas Atwood '19 competed at the Boys Nordic Skiing state meet.
- The Boys and Girls Alpine Ski Teams competed at state this year with each team placing third.
- Ally Chan '21 competed at the state Girls Golf Tournament again this year and was named to the All-Lake Team.
- Carson Herron '21 competed in the state Boys Golf tournament and was named to the All-Lake Team.
- Grant Brunsvold '19 and Andrew DiFrancesco '19 were finalists for Mr. Lacrosse.
- Minnie Bittel '19 was a finalist for Ms. Lacrosse.
- The Girls Track and Field team qualified for the True Team State Championships and placed 6th. Individual state qualifiers were Annalise Johnson '21, Kate LeBlanc '22, Kylie Melz '20, Ella Roach '21, Faith Robinson '19, Ashley Shields '19, Anna Wander '20 and Desiree Ware '22.
- Faith Robinson was a Top 10 Finalist for Ms. Track and Field.
- Minnetonka's Athena Award winner was Erin Shoemaker.

Arts

- Scholastic Art Awards went to 30 art students who earned 11 Gold Keys, 13 Silver Keys and 19 Honorable Mentions.
- Aileen Dosev '23 was honored with a Scholastic Gold Key Award for Writing.
- This year, 16 middle school students were selected from a 10-state region for the Grade 7-8 American Choir Directors Association Regional Honor Choirs.
- 23 students were selected for the boys and girls ACDA 4-5-6 honor choirs.



The Competitive Cheerleading State Grand Champions placed 2nd and 3rd at Nationals

- Jason Elyea-Wheeler was selected for the ACDA State 9/10 Honor Choir.
- The All-State Choir included seniors Christine Cannon, Dante Colmenares, Grace Etherington, Christian Hilgemann, Astrid Liden and Gabrielle Smith. Grace was also selected for National Honor Choir.
- 20 students earned superior ratings at the state vocal solo/ensemble contest.
- The Varsity Madrigal Singers received a Superior rating and a perfect score at the solo/ensemble contest.
- The 2019 Hennepin Theatre Trust Triple Threat Finalists were Laird Busselberg '19, Luke Henson '19, and Antonio De La Vega '19.

District Points of Pride, continued

- Samuel Dahl '19, Hannah Ditto '19 and Faith Quist '20 placed first in the Region 8 Music Listening competition and earned second place at state.
- The All-State Orchestra participants were: Jihyun Hwang '19, Shelby Len '19 and Claire Salmi '19.
- Six students in grades 7-9 were selected for the MMEA Honors Orchestra.
- The Minnetonka Philharmonic Orchestra earned a Superior with Distinction rating at the Minnesota Middle-Level Orchestra Festival.
- The MHS String Orchestra earned a Superior with Distinction rating at the Minnesota Middle-Level Orchestra Festival.
- 23 orchestral musicians earned Superior ratings at the state solo/ensemble contest.
- The Minnesota Band Directors Association Middle-Level Honor Band participants were Andrew Petouvis '24, Adam Rickman '23 and Annalise Smith '23.
- All-State Band members were Alistair Crabb '19, Meili Gong '19, Connor Hansen '19, Andrew Olds '19 and Simon Roemig '19.
- MHS Wind Ensemble earned a Superior rating at the MSHSL Solo/Ensemble contest.
- 21 MHS band musicians earned Superior ratings at the state Solo/Ensemble contest.

Service

- The Class of 2019's Legacy Service Project was Education. Students led several local and international literacy projects and, in the spring of 2018, collected 2,800 children's books for donation to the Literacy Program at Hennepin County Medical Center.



Talya Tapper '19 Rose Rees Peace Award

Tapper was honored by the National Council of Jewish Women for demonstrating a commitment to service, community, advocacy and peace.

- 41 seniors wore Community Service cords at graduation for earning either the President's Volunteer Service Award for three years, the Varsity Letter in Community Service for four years or met the criteria for Legacy Project service.
- Prudential Spirit of Community: Earning a Certificate of Achievement and Distinguished Finalist honors: Cameron Anundson '19, Jacob Bridge '20 and Gabriella Feygin '25. Earning a Certificate of Achievement: Madison Andrews '22, Andrew Seo '21 and Rachel Patefield '24. Certificates of Merit went to Emily Waddell '21 and Chloe Russo '23.

- Led by Student Government, Heart Week 2019 raised \$38,000 for Minnetonka Family Friends, which distributes funds to local families in need.

District and Staff

- The District announced new National Board Certified Teachers: Cheryl Duncan, Monica Hahn, Sean Holmes and Ursula Speedling.
- Minnetonka Schools was once again named a "Best Community for Music Education" by the NAMM Foundation.
- MHS was named a national Debate School of Excellence.
- Minnetonka employees raised \$77,216 through the Charitable Giving campaign.
- Tim Litfin, Executive Director of Minnetonka Community Education, was honored with a Distinguished Service Award from the Minnesota State High School League for his service to the Gopher State Officials Association.
- Mary Beth Wiig (retired 2019) received the Minnesota School Counselors Association Secondary Counselor of the Year Award.
- Boys Soccer Head Coach Mike Rogers was named the Section 2AA Boys Soccer Coach of the Year.
- Tennis coach Dave Stearns was selected as the 2018 Minnesota State Tennis Coaches Association Coach of the Year.
- Girls Hockey Coach Eric Johnson was named one of the six MSHSL Best Girls Hockey Coaches.
- Chris Fasnacht, Baseball Pitching Coach, was awarded the National High School Baseball Association "2018 National Assistant Baseball Coach of the Year."
- Aaron Olivier was named the 2019 Coach of the Year by Minnesota High School Boys Lacrosse Coaches Association for a second consecutive year.



Minnetonka Community Education leadership team (pictured above), earned the 2018 Project Award from the Minnesota Community Education Association and the 2018 Program Development Award from the Learning Resources Network

Connection Spotlight: Volunteering



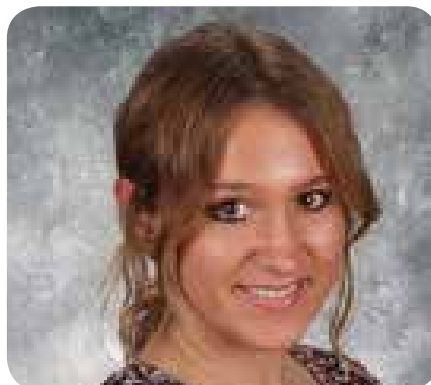
Michelle Seets
Community Service Specialist

"There are countless reasons why a person steps up to volunteer and equally countless benefits.

While serving in the community, students develop connections with those they serve as well as their fellow volunteers. In this process students learn to think outside of themselves and gain a glimpse into other people's lives and challenges. This leads to tolerance and understanding. They also develop a network of kindhearted peers of a variety of ages and circumstances that often bolsters self-confidence.

In addition, students are valued and appreciated for their contributions while improving practical and useful skills like customer service, teamwork, leadership, social skills, technical skills, marketing and project management. Personal growth and development opportunities are only two positive outcomes that I see in our many students who serve.

If your family is looking to volunteer, [TonkaServes.org](https://tonkaserves.org) is a great place to discover general ideas and get connected to area nonprofits. While there, be sure to join my Schoology Group where I post specific requests."



Brianna Kasbohm
Class of 2020

"Some of my most impactful connections were made through volunteering.

This year, I participated in a Packathon for Many Hands Many Meals to support those starving in Haiti. I had a great packing team and our conversations helped us bond as a group. We mainly spoke of other volunteer work and how that uplifted us in a positive way. It made me realize that we stood for something bigger than ourselves.

Last winter, I volunteered at the loading dock for the Holiday Wreaths event at MHS. I remember the warm smiles that each individual gave me. I felt welcomed and included. I'll cherish these moments, for they instill such peace and happiness. I'll continue to volunteer; it means the world to me.

During my time at Minnetonka, I've also been involved in a lot of activities. I've been captain of the Fencing Team, Vice President of the American Red Cross Club, a member of Interact Club, and the Student Innovation Team. Outside of school, I am a staff member at Camp Tanadoona, a summer camp run through Camp Fire Minnesota."

Serving the Greater Good Quick Facts

26

service-related clubs at Minnetonka High School

51

High school varsity letters in community service

57,165

Hours of service contributed by District students

409

President's Volunteer Service Award honorees

Minnetonka Community Education

Engagement through Enrichment, Events and Volunteerism

Whether one's passion is athletics, arts, language or academics, Minnetonka Community Education has a class, event or volunteer opportunity to match it! As a component of the school district, Minnetonka Community Education (MCE) has provided educational and recreational programs and opportunities for community members of all ages since 1973.

From its preschool and early childhood programs—to enrichment and recreational programs for youth and adults—to events for all, MCE supports lifelong learning. In 2018-19, more than 1,850 courses ran, with nearly 35,000+ participants enrolled, and 7,200+ community members signed up for an MCE event. With a 48% customer repeat rate, and an average rating by participants of 4.45 out of 5 stars for customer service, community members are sharing they are pleased with their MCE experience.

Adult & Youth Programs

From culinary arts and gardening, to yoga, glassblowing, painting, music, genealogy, math, computer and technology classes and so much more, MCE offers classes in a variety of topics for students ages five to 105.

Explorers Club

MCE's biggest program is Explorers—the before- and after-school program that serves students at all six elementary schools.

Events

In 2018-19, MCE organized Tour de Tonka, the Firecracker Run, the Mud Run, the Youth Triathlon, and Tonka Trot. Now in its 14th year, Tour de Tonka, a family-friendly bike ride with distances of 16 to 100 miles, saw nearly 3,500 riders from 30 states and 166 Minnesota cities! More than 600 volunteers supported that event.

Volunteer Opportunities

Last year, more than 2,500 community members volunteered through MCE to support a program or event. They got involved by helping adults learn English, joining an advisory council, giving blood to provide life-saving resources or being one of the hundreds of volunteers who helped out with events. There are a number of fun and engaging ways for anyone to be involved in the community.



Tour de Tonka riders say:

"It is the best ride—by far—anywhere."

"[I love] the amazing electricity. The entire fanfare, the bands ... everything!"

"The events are a great way to make new friends and meet new people. Everyone there is so nice, respectful and inclusive."



Early Childhood Family Education & Preschool

Minnetonka's high-quality educational program begins with Early Childhood Family Education and Minnetonka Preschool. These programs support families and help children discover and learn during important developmental years. The Preschool curriculum aligns with the District curriculum, smoothing the transition to Kindergarten.

Experience it! Visit minnetonkacommunityed.org

Strategic Enrollment Growth

With its outstanding teachers, innovative academic, arts and music programs, top-notch facilities and a student-centered approach to personalized learning and student well-being, Minnetonka Schools earns its reputation for excellence. As a result, it continues to be a district of choice for families.

Strong enrollment numbers have been key to the District's success. While many districts are experiencing decline, closing schools, forcing budget cuts, shrinking programs and laying off teachers, Minnetonka is thriving.

Through a strategic enrollment growth model, and by using Open Enrollment to help the District reach target enrollment levels, Minnetonka Schools has brought in an additional \$203 million since 2007, with the majority of that money going to provide more opportunities and lower class sizes for resident students than would ever have been possible without that added revenue.

THE FACTS

Open Enrollment benefits Minnetonka's resident students.

Open-enrolled students bring added revenue to the District through state aid. The amount brought in is well beyond what it costs to educate them, as many of the District's costs are fixed. In 2019-20, Open Enrollment is generating \$26.5 million for Minnetonka Schools. Of that amount, the District will spend about \$11 million on costs that open-enrolled students add. The remaining \$15.5 million is being used to fund new programs and to provide additional student supports and opportunities.

Open Enrollment keeps class sizes small in Minnetonka.

Because non-resident students bring significant revenue in the form of state aid, the District is able to keep its class sizes small, hiring more teachers and paraprofessionals and creating additional classes, as needed. Without that additional revenue, the District would struggle to keep class sizes as small as they are now, as there would not be the financial flexibility to add support when needed. Minnetonka Schools consistently has among the lowest class sizes in the Metro Area, as seen in the table, below.

Grade	K	1	2	3	4	5	6
Metro Area Average	20.60	21.73	23.46	24.40	25.63	27.06	24.18
Minnetonka Schools Average	20.51	20.97	22.42	22.22	23.88	24.09	20.44

Credit: Metro ECSU Annual Class Size Study:

<https://www.leg.state.mn.us/docs/2019/other/190341.pdf>

Minnetonka taxpayers do not pay for non-resident students.

The amount of state aid the District receives for each non-resident student is far more than the additional cost of educating that student. Therefore, no property tax revenue is necessary to educate non-resident students because the state aid more than pays for their education costs.

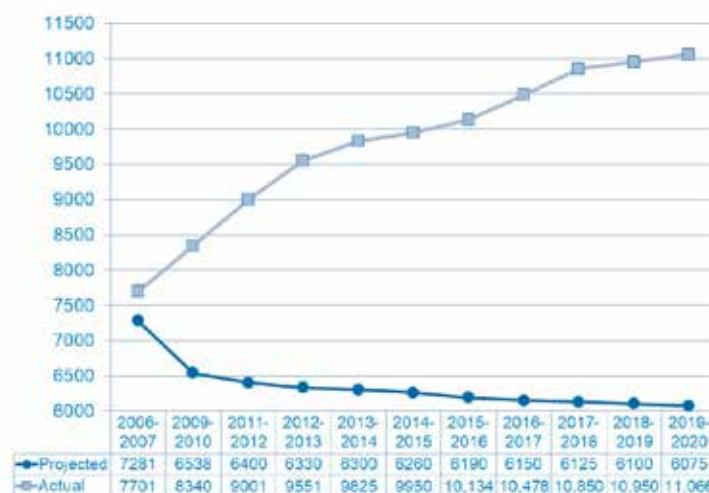
While it is true that there are some added facilities costs for additions of classrooms to some of our buildings to accommodate enrollment growth, it is also true that our school district would be in decline without the added revenue Open Enrollment brings. Declining districts with schools closing do not draw new residents. Rather, people are more likely to avoid declining areas in favor of communities that are vibrant and growing. Without Open Enrollment, the school district would not be as strong, and property values would decline. Thus, Open Enrollment has more positive aspects for resident homeowners than drawbacks.

Open-enrolled families pay for their own transportation.

Non-resident families are responsible for their students' transportation. The District does not provide additional buses for out-of-district students. The District does allow non-resident students to meet and ride an existing resident bus. Additionally, some non-resident families contract with a bus company directly for transportation on their own.

District enrollment is flattening out.

Fall 2019-20 enrollment in Minnetonka Schools is 11,066. This means the District's schools are at or near their target enrollment. At its October 3, 2019 regular meeting, the School Board voted to freeze enrollment at 11,100 students. This will allow the Board to strategically review target enrollments for each District building as part of Goal 3, Focused Strategic Plan. While none of the schools are at *full capacity* (which would be close to 12,000), the District's go-forward plan is to maintain numbers rather than to grow to capacity. This means the District will continue to embrace open-enrolled families sufficient to keep overall enrollment near or at target levels. For more information, please visit: minnetonkaschools.org/openenrollment



The bottom line on this graph shows the enrollment projections in 2006-07, prior to open enrollment. Resident student population has rebounded and is more than 7,300, as many resident families are now choosing Minnetonka Schools, with its exceptional programs and reputation. This return of resident students to Minnetonka Schools would not have happened without open enrollment and the revenue it has provided to help the District build innovative, robust programming.

This World’s Best Workforce (WBWF) report summary, in accordance with 2013 Minnesota Statutes, shares Minnetonka Public Schools’ progress toward the state’s goal of creating the world’s best workforce.

This includes student achievement goals, the strategies and initiatives that Minnetonka engaged in to meet those goals, and the progress made by the end of the 2018-19 school year.

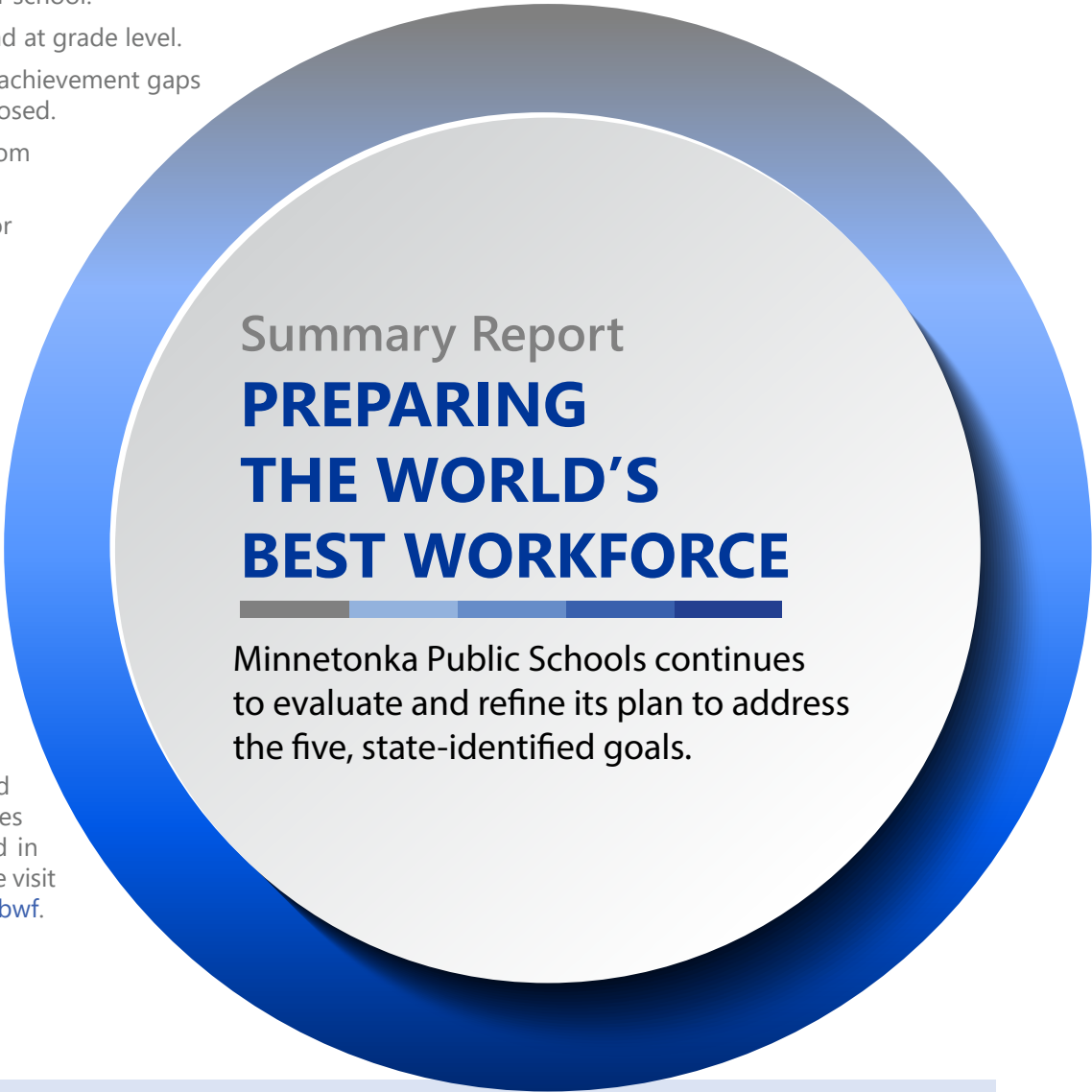
Minnetonka Public Schools continues to evaluate and refine its plan to address the following five, state-identified goals:

- 1. All children are ready for school.
- 2. All third-graders can read at grade level.
- 3. All racial and economic achievement gaps between students are closed.
- 4. All students graduate from high school.
- 5. All students are ready for career and college.

DISTRICT GOALS

Student performance will improve as measured by national, state and local assessments including NWEA, MCA, Teaching Strategies Gold, ACT, SAT, IB and AP examinations and/or appropriate program common assessment measures.

For the full report, which includes student achievement goals, and the strategies and initiatives that Minnetonka engaged in to meet those goals, please visit minnetonkaschools.org/wbwf.



DISTRICT ADVISORY COMMITTEE 2018-19 SCHOOL YEAR

Lauren Tiffany Cooper '19, MHS Student	Bryan McGinley, Deephaven Elementary Principal	Freya Schirmacher, Minnetonka High School Assistant Principal
Paule Hocker, Parent, District Paraprofessional	Anne Redfern, Teacher	Eric Schneider, Parent, Associate Superintendent
John Holcomb, Parent and School Board Member	Matt Rega, Parent, Director of Assessment	Steve Urbanski, Director of Curriculum
Stephanie Johnson, Parent	Diane Rundquist, Parent, Director of Advanced Learning	Sara White, Director of Teacher Development
Astrid Liden '19, MHS Student		

1

ALL CHILDREN ARE READY FOR SCHOOL

1. The District will continue to increase the number of children screened at the age of three.

Minnetonka: During the 2018-19 school year, 269 children were screened, an **11% increase** from the previous year.

State: Data not available

2. The District will continue to increase the number of students enrolled in Minnetonka Preschool.

Minnetonka: The number of students enrolled on the first day of 2019-20 classes was 357. This is an increase of **2.3%**.

State: Data not available

2

ALL THIRD-GRADERS CAN READ AT GRADE LEVEL

Minnetonka: At the end of 2019, **71.5%** of Minnetonka students in third grade met or exceeded proficiency on the MCA-III reading test.

State: Statewide, at the end of 2019 **54.8%** of students in third grade met or exceeded proficiency on the MCA-III reading test.

3

ACHIEVEMENT GAPS ARE CLOSED BY 2026

The District aims to close achievement gaps in reading and math.

Minnetonka Reading: At the end of 2019, **83%** of white students and **77.6%** of non-white students met or exceeded proficiency on the MCA-III Reading test. The gap is **5.4%**.

State Reading: Of the state's white students who took the MCA-III in Reading, **67.9%** were proficient; of the non-white students, **43.1%** were proficient. The gap is **24.8%**.

National Reading: By sixth grade, all white and non-white Minnetonka student groups are, on average, more than a grade level ahead in reading compared to peers nationally (based on NWEA results).

Minnetonka Math: At the end of 2019, **81.2%** of white students and **73.8%** of non-white students met or exceeded proficiency on the MCA-III Math test. The gap is **7.4%**.

State Math: Of the state's white students who took the MCA-III in Math, **64.6%** were proficient; of the non-white students, **36.0%** were proficient. The gap is **28.6%**.

National Math: By eighth grade, all white and non-white Minnetonka student groups are, on average, performing beyond the 11th grade level in math (based on NWEA measures of success).

4

ALL STUDENTS READY FOR COLLEGE AND CAREER

Minnetonka: The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT is **96.1%**.

State: Of the Minnesota graduates in 2018 who took the ACT, **30.0%** were considered college-ready.

5

ALL STUDENTS GRADUATE

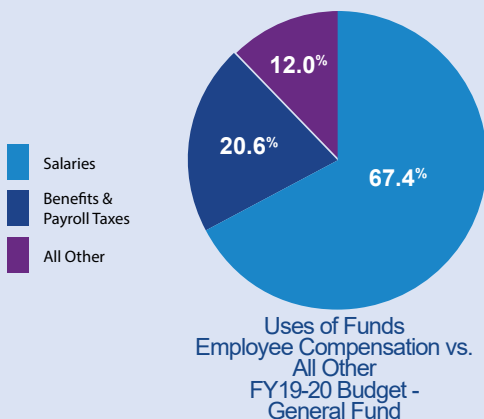
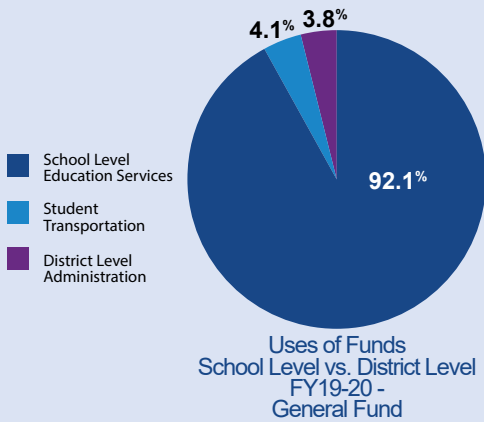
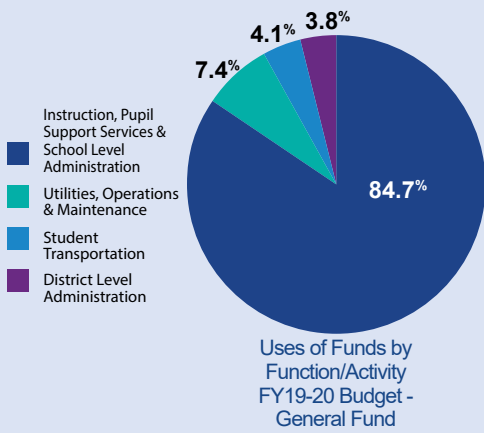
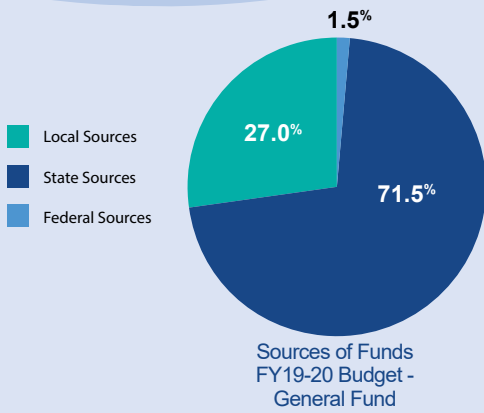
Minnetonka: The four-year graduation rate for Minnetonka High School students, as determined by the Minnesota Department of Education (MDE), is **97.2%** for the Class of 2018.

State: In Minnesota, **83.2%** of students in the Class of 2018 graduated in 2018.

Prudent Financial Management

Being responsible stewards of taxpayer funds is a critical role of the Minnetonka School Board, and board members take great pride in this, looking to taxpayers for support only as a last option. In Minnetonka, state funding makes up 71.5% of the annual operating budget, federal funds account for 1.5%, and 27.0% is local funding. Of the 27.0%, nearly two-thirds is voter-approved referendum funding; the other local levies are based on formulas set in statute and approved by the School Board.

The Minnetonka School Board has worked diligently over the years to keep property tax levies as low as possible, and some years have had no increase. The School Board has supported the District in pursuing numerous refinancing and restructuring of capital bonds to lower interest rates and in spreading the cost of capital over the life of the assets to the benefit of taxpayers. This has resulted in significantly lower annual bond payments, which, in turn, has translated into lower property tax levies than would have otherwise been possible.



District General Fund	Amended Budget 2018-19	Adopted Budget 2019-20
Beginning Assigned Fund Balance	\$2,130,209	\$1,042,858
Beginning Unassigned Fund Balance	\$19,233,688	\$20,810,420
Revenue	\$125,044,487	\$132,759,467
Expenditures	\$123,940,375	\$128,924,647
Difference	\$1,104,112	\$3,834,820
Transfer to Operating Capital	(614,731)	(192,856)
Ending Assigned Fund Balance	\$1,042,858	\$850,000
Ending Unassigned Fund Balance	\$20,810,420	\$24,645,242
Unassigned Fund Balance %	16.8%	19.1%
Student Enrollment	10,886	11,074

Efficiency Excellence in Per-Pupil Spending

Minnetonka Schools provides exceptional and innovative programs for students and hires the top teachers in the Metro Area* while keeping its costs low. Through careful planning and efficiency, Minnetonka Schools spent \$338 less per pupil than the state average in 2017-18** and \$941 below the spending average for six neighboring districts.

*Teachers in the Minnetonka Public School District are ranked #1 in Minnesota by Niche.com (<https://www.niche.com/k12/d/minnetonka-public-school-district-mn>)

**MDE Profiles. Most recent comparable data available.

2017-18**	Cost Per Pupil
Minneapolis	\$15,573
St. Paul	\$14,694
St. Louis Park	\$13,086
Hopkins	\$12,967
Eden Prairie	\$12,820
Edina	\$12,265
Anoka	\$11,953
State Average	\$11,853
Wayzata	\$11,644
Minnetonka	\$11,515

Consolidated Financial Statement

For the past 25 consecutive years, the Minnetonka School District #276 has received the Excellence in Financial Reporting Award. It is one of just a few districts with a Triple A bond rating from Moody's. The District's financial team includes three Certified Public Accountants (CPAs). District financials are audited annually by the firm of CliftonLarsonAllen.

The District is in the fourth year of a 10-year financial plan following the 2015 referendum. Therefore, revenues are budgeted to exceed expenses for fiscal year 2019. This will allow the new voter-approved referendum funding to be stretched over multiple years as promised to voters.



District General Fund	2018-19 Amended Budget	2019-20 Budget Amounts	2019-20 % of Total
REVENUES			
Property Taxes	\$27,471,398	\$32,301,564	24.3%
Earnings on Investments	525,000	655,000	0.5%
Other	2,570,520	2,855,264	2.2%
Local Sources	30,566,918	35,811,828	27.0%
State Sources	91,866,850	94,871,736	71.5%
Federal Sources	2,610,719	2,075,902	1.5%
Total Revenue	\$125,044,487	\$132,759,467	100.0%
EXPENDITURES			
School Level Administration	\$3,610,376	\$3,758,617	2.9%
Elementary & Secondary Regular Instruction	71,634,544	73,829,116	57.3%
Vocational Education Instruction	593,338	849,915	0.7%
Special Education Instruction	20,035,266	20,674,404	16.0%
Instructional Support Services	5,440,912	6,032,372	4.7%
Pupil Support Services	4,173,238	4,010,676	3.1%
Sites & Buildings	6,933,925	7,223,949	5.6%
Fiscal & Other Fixed Cost Programs	1,317,022	2,304,225	1.8%
District Level Administration	745,416	778,090	0.6%
District Support Services	4,173,584	4,166,184	3.2%
Transportation	5,282,754	5,297,099	4.1%
Total Expenditures	\$123,940,375	\$128,924,647	100.0%
Net Change in Fund Balance	\$1,104,112	\$3,834,820	
FUND BALANCE			
Beginning of Year	\$21,363,897	\$21,853,278	
Transfer to Operating Capital	(614,731)	(192,856)	
End of Year	<u>\$21,853,278</u>	<u>\$25,495,242</u>	

Finance Advisory Committee

Community Members

Matt Chapman

John Groton

Brad Honey

Deirdre Keller

Michelle Seets

Charlie Steingas

Matt Weight

School Board Representative

Mike LeSage

District Administration

Dennis Peterson

Paul Bourgeois

Melissa Hallman

Bridget Merrill-Myhre

District General Fund: Includes General Fund Operations, Transportation & Activities. Note: Does not include Operating Capital, Arts Center, Dome Operations & Pagel Center.

This financial information provides only a snapshot of the District's unaudited finances. The audit firm of CliftonLarsonAllen will complete the external audit in November and the District's Comprehensive Financial Audit Report will be posted to the District website once it is complete. Please view additional financial documents and reports at: www.minnetonkaschools.org/finances.

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