

2021 annual report



MINNETONKA
PUBLIC SCHOOLS

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MINNETONKA
PUBLIC SCHOOLS

5621 County Road 101
Minnetonka, MN 55345
www.minnetonkaschools.org
952-401-5000

EDITORIAL STAFF

Dr. JacQueline Getty, EdD & MFA
Executive Director of Communications

Daniel Campbell, MFA
Creative Director

Mary Cornelius, MA
Communications Specialist

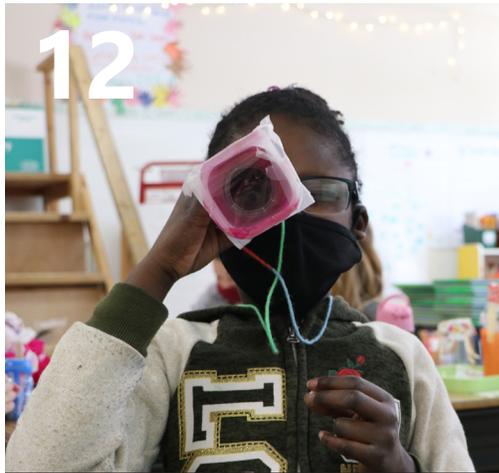
Andy Smith
Audio Visual Production Specialist

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Find out where the Class of 2021 is headed after Minnetonka.

12



Learn more about Minnetonka's success engaging K-12 students in-person and virtually in 2020-21.

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See how the MOMENTUM program is expanding on its success with new spaces and courses at MHS.

20



Thirty-three students earned an IB Diploma, and 12 earned a Bilingual IB Diploma in Chinese or Spanish. Discover more achievements in our Points of Pride section.

Superintendent's Message



2020-21! That was the year to remember ... and some parts to forget. The full school year was spent trying to maneuver with COVID's constant threat. It took the teamwork of students, staff, parents and our great community to get through the year successfully.

We were under Governor Walz's order throughout the year, and we created learning models that served our students as successfully over the course of the year as they could. That is not to say that it was easy for everyone. The virtual learning part of the model did not work for all students, but some thrived with it. Overall, Minnetonka's virtual learning plan enabled students to achieve at high levels.

Despite being controversial for some parents and students, the innovative model to have Fourth and Fifth Graders at the High School for first semester enabled younger students to have a successful year learning spread out in smaller pods. Middle school students were in school part of the time and e-learning part of the time. Our high school students received instruction virtually for half of the year and were gradually brought back into the school over the last few months. As you will see in this Annual Report, students at all levels showed strong achievement, as there was a high level of support provided for academic and mental health.

Fortunately, the extensive use of iPads for regular instruction in most classrooms prior to the pandemic had placed our

students in a great position once they had to do e-learning away from their schools. Even when we had most students e-learning, many students came to their schools to access the instruction.

Financially, the District spent several million dollars on additional ways to keep students and staff safe at school, though there was some help from the Federal government to off-set some of the impact. In the end, the District was able to hold the damage to the budget to just about \$1.5 million, and the District's financial position remains strong.

Overall, 2020-21 was a successful year. We learned a great deal, remained creative and nimble, saw outstanding student achievement and enjoyed extraordinary support from parents and the community. We are grateful to each parent, student, teacher or staff member and community member for all you do to make this a strong and thriving place to live, work and raise children.

Respectfully,

Dennis L. Peterson, Superintendent

Update from the Minnetonka School Board

The Minnetonka Public School District is governed by its School Board. Each member is elected at large and serves alternating four-year terms. Elections are held in years ending with an odd number.



Chris Vitale
School Board
Chair



Mark Ambrosen
School Board
Vice-Chair



Lisa Wagner
School Board
Treasurer



John Holcomb
School Board
Clerk



Katie Becker
School Board
Director



Mike LeSage
School Board
Director

District 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. Its hard work in crafting and fostering fulfillment of the vision 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 in education for every student at www.minnetonkaschools.org/vision.

Recapping Success of the 2020-21 School Board Goals

Each year, the School Board sets goals for Minnetonka Public Schools. Here is a snapshot of how the District achieved each of the 2020-21 goals. Read more about the completion of these goals at www.minnetonkaschools.org/GoalsUpdate.

Goal 1: Student Well-Being

The well-being of students is a continuing priority for families and the District.

Efforts across schools and programs continue to foster and promote positive student well-being efforts. District leaders have worked with Dr. William Dikel, M.D., an outside mental health expert, to complete focus groups and interviews to identify leading causes of issues that have a detrimental effect on student well-being. Results from that work will be used to enhance the District's current supports and efforts in this area. A Mental Health Advisory committee of students, parents, staff and community mental health experts was established, and it provides valuable feedback to the District regarding student well-being supports and initiatives and has hosted parent webinars on mental health. You can learn about the resources and supports for student well-being through Minnetonka Schools' Well-Being Guide website (www.minnetonkaschools.org/wellbeing).

Goal 2: Excellence and Belonging: Diversity. Equity. Inclusion.

District leaders believe a commitment to belonging, world-class culture and child-centered excellence strengthens Minnetonka Public Schools.

The District published a Commitment to Excellence and Belonging, an Excellence and Belonging website, an action plan and a resource page. The School Board reviewed and updated several school district policies through a lens of diversity, equity, inclusion and excellence. Parents, students, staff and community members were engaged throughout the year—through listening sessions, email updates, School Board Meetings, School Board Study Sessions and surveys. Committees on Belonging were created at all school levels, composed of students, parents and administrators. A confidential reporting tool was developed for students to report concerning incidents. Training sessions focused on relationships and inclusion were completed by all District staff. Students attended learning sessions on empathy. The District reviewed its hiring activities to further promote hiring staff with diverse backgrounds.

Goal 3: District Strategic Plan

School leaders believe in a long-term strategy with regard to space, capacity, enrollment, facilities, technology and the budget.

A five-year strategic plan has been developed, with a lens toward the implication of flattening enrollment and the state-imposed levy cap. This includes space and capacity plans for students, classrooms and non-instructional spaces, facility upkeep and maintenance plans for education and non-instructional spaces, a technology plan for fixed assets (infrastructure) and variable needs and expenses (students, staff, vendors), curriculum that meets the needs of tomorrow's workforce and a District budget that considers the effects of enrollment trends, facility needs and options that deal with fluctuations of state/local funding and enrollment.

Goal 4: Multimodal Learning

Minnetonka Schools focuses on learning models that support personalized learning to meet students' unique needs, abilities and interests. This has been especially important in 2020-21, due to the challenges of COVID-19.

The District built a schedule for instruction that encompassed the health and policy directives of the State of Minnesota/Minnesota Department of Education, adapting District curriculum to enable students to achieve to their highest potential while adjusting to changing learning environments. Content was delivered in a multimodal fashion throughout the year. Capitalizing on the experience the District has had with Tonka Online, the High School's supplemental online learning program, the District was capable of accommodating shifting learning models throughout the school year, despite disruptions from COVID-19. The District also worked to ensure that there were academic supports in place for students who had such needs.

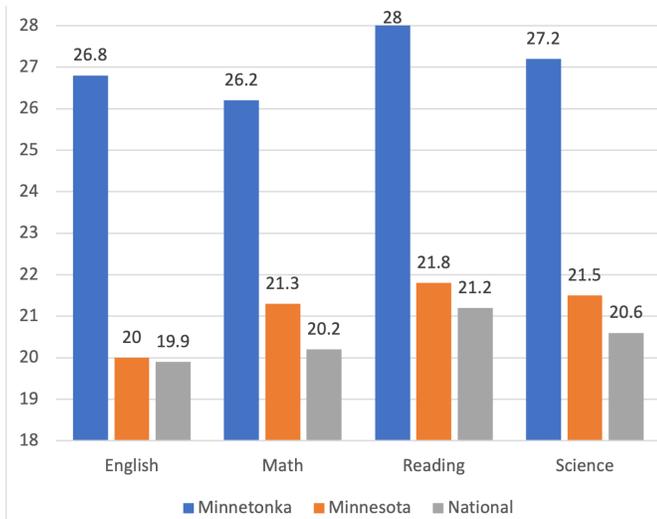
Celebrating Academic Excellence

ACT® Achievement

The ACT is designed to measure college and career readiness by testing students across a variety of subjects. As a result of test site cancellations during the COVID-19 pandemic, many colleges have put a pause on requiring ACT test scores in their admissions review and are instead using these scores as part of a 'whole-student' approach for accepting applicants. How long the trend will last is unknown, but for high school students, an ACT score is still an important way that students can influence admissions, scholarships and more.

The charts below show how well Minnetonka students have done compared to their state and national peers and the steady progress District students have made over the last several years as a result of the District's intentional focus on providing a world-class education.

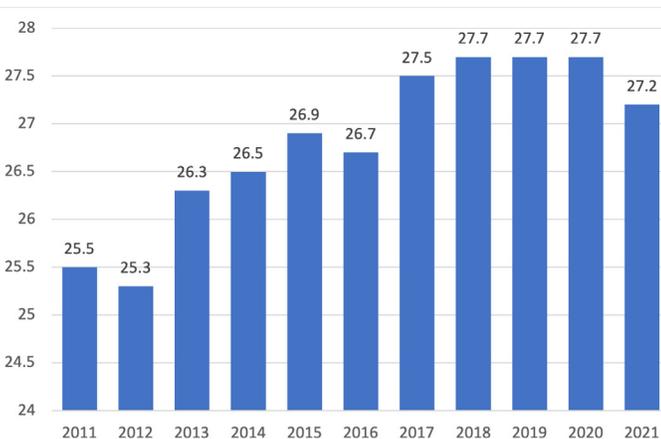
ACT SCORES BY SUBJECT*



*Most recent comparable data available is from the 2019-20 school year.

ACT AVERAGE SCORES

(Test scores by MHS graduating class)



33.9

was the average ACT score for the **Top 100 students.**

32.2

was the average ACT score for the **Top 200 students.**

29.2

was the average ACT score for the **Top 400 students.**

27.2

was the average ACT score for the **Class of 2021**

Class of 2021 Top Scorers

Four seniors earned a top score of 36, 23 seniors earned a score of 35 and 27 seniors earned a score of 34. Congratulations to the following class of 2021 seniors who earned a top score of 36.



"ACHIEVING A 36 ON THE ACT IS AN INCREDIBLE EXPERIENCE, AND IT IS EXTREMELY SATISFYING TO SEE 12 YEARS OF HARD WORK PAY OFF. I AM GOING TO THE UNIVERSITY OF MINNESOTA TO STUDY COMPUTER SCIENCE AS WELL AS ACTING THROUGH THE UNIVERSITY'S GUTHRIE THEATER BFA."

- NATHAN TURCOTTE '21



Austin Hunter**



Virginia Morrow**



Ming Ying Yeoh**

Looking ahead, 13 juniors have already earned a top score of 36, with many more expected to reach that number by this time next year.

**The other three Class of 2021 seniors who scored a 36 were highlighted in the 2020 Annual Report.

National Merit Semifinalists

Congratulations to the record-setting 32 National Merit Semifinalists (overtaking the Class of 2020's record of 31) and 38 National Merit Commended students from the Class of 2022. These students scored among the nation's best on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) taken during their junior year.

Students enter the National Merit Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in the fall of their junior year.

More than 1.5 million juniors entered the competition for 2021, and of those, approximately 16,000 (~ top 1%) were named National Merit Semifinalists.



Front row: Madison Andrews, Elsa Johnson, Eva Kashyap, Elizabeth Wang, Grace Kaung, Claire Huang, Kruthica Dama, Emily Nikas, Katherine Young, Leah Tift, Ava Chen, Aida Lengeling

Back row: Xander Hughes, Caden McDaniel, Ethan Best, Scott Sorenson, Greta Weeks, Molly Welch, Emily Joseph, Emma Konezny, Stanley Gagner, Parker Griswold, Forrest Johnson, Luke Patefield, William Walker, Principal Jeff Erickson

Not pictured: Andrew Bertsch, Rory Cole, Elizabeth Morgan, Sophie Pederson, Alexander Soltau, Declan St. John, Zara Thomas



IB Diploma Graduates

Congratulations to the 33 students from the class of 2021 who earned the International Baccalaureate (IB) Diploma. Of those, 12 earned an IB Bilingual Diploma in Chinese or Spanish.

Samuel Ackerson
 Nikolaos-Christos Bakritzes
 Colette Benoit*
 Sidney Dickinson*
 Lillian Buhman
 Charlotte Burton
 Xena Dameh
 Owen Finch
 Allison Gammill*
 Anna Geldert*
 Austin Hunter
 Solveig Lee
 Quinn Lee-O'Halloran*
 Crystal Lin
 Lissa Mizutani
 Virginia Morrow
 Ellie Muench*
 Lindsey Muench
 Eleanor Petrin
 Lucas Pfaendtner*
 Ellianne Retzlaff
 Maya Ryan*
 Mara Sandberg
 Elianna Schimke*
 Aspen Schrupp
 Leyden Streed
 Annika Tamte
 Lydia Turnquist*
 Fiona Walker
 Isabella Williams*
 Jordan Wipson*
 Paige Wipson
 Kiana Yusefzadeh

*IB Bilingual Diploma

Testing Ahead of Peers

Minnetonka students experience a transformation that accelerates their learning far above the national average. By the time they reach middle school, the average sixth grader in English or Chinese/Spanish Immersion is performing beyond the 12th-grade level in reading and math compared to national norms.

MCA III Test Results Show Solid Performance by Tonka Students

Minnetonka students, across all grades tested, are performing well in measurements collected through standardized testing. Most notably, students demonstrated solid performances in science, reading and math.

In the spring 2021 MCA III assessments, Minnetonka students ranked second among comparator schools in the Twin Cities Metro area that had most of their students tested, as Minnetonka did. In science, Minnetonka students were 67.9% proficient, in reading they were 67.8% proficient and in math they were 74.5% proficient.



SPRING 2021 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	74.5	67.8	67.9
Eastern Carver County	61.3	52.3	49.7
Eden Prairie	70.3	60.9	57.3
Hopkins	57.2	48.0	46.3
Orono	73.3	64.8	60.0
Wayzata	77.7	75.4	68.1
Westonka	67.3	64.4	55.7
State of Minnesota	52.3	44.0	42.7

NWEA Test Performance Compared to National Grade-Level Criteria

As shown in the table to the right, by the spring of their first year with Minnetonka Schools, Kindergarten students are already performing academically at a mid-1st grade level. By the end of elementary school, the average fifth-grader is performing at a mid 9th-grade level in reading and an early 12th-grade level in math. By spring of their 7th grade year, they are performing beyond 12th grade in reading and math.

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 2021 RESULTS: NWEA MEASURES OF ACADEMIC PROGRESS

Minnetonka	Reading level:	Math level:
Kindergarten	Mid 1 st Grade	Mid 1 st Grade
Grade 1	Mid 2 nd Grade	Early 3 rd Grade
Grade 2	Early 4 th Grade	Early 4 th Grade
Grade 3	Mid 5 th Grade	Early 6 th Grade
Grade 4	Early 7 th Grade	Early 8 th Grade
Grade 5	Mid 9 th Grade	Early 12 th Grade
Grade 6	Beyond 12 th Grade	Beyond 12 th Grade
Grade 7	Beyond 12 th Grade	Beyond 12 th Grade

AP

by the Numbers

Advanced Placement® (AP) gives students the chance to engage with college-level work while still in high school and to earn college credit and placement—which can save families thousands of dollars. In the 2020-21 school year alone, 2,942 AP® exams were taken by Minnetonka High School students.

80

AP® courses were offered at MHS

91%

of students enrolled in an AP® course also took the AP® exam

85%

of the Class of 2021 took at least one AP® or IB exam

79%

of all MHS students took an AP® exam and received at least a 3





NATIONAL AP SCHOLARS*

CLASS OF 2021

Catherine Borisova
Priscilla G. Bunday
Austin J. Hunter
Alex L. Iliarski
Winston Y. Lu
Rohan Parnerkar

CLASS OF 2022

Rory C. Cole
Afif R. Khan
Elizabeth C. Morgan
William P. Walker

AP SCHOLARS WITH DISTINCTION**

CLASS OF 2021

Ahlaam A. Abdulwali
Ella M. Albrecht
Christina G. Anderson
Ezra C. Anderson
Lucas C. Anderson
Trevin C. Anderson
Haley M. Andrews
Alexander S. Armstrong
Annelou C. Baars
Emma M. Baden
Julian J. Baker
Aidan J. Barker
Lauren C. Benoit
Isaac M. Berlin
Benjamin A. Binder
Evyn M. Bishop
Samuel R. Bodeau
Robert T. Borchert
Dominic J. Bradburn
Anna G. Bricker
Kyle D. Briesemeister
Erin Brose
Bryce T. Burkhart
Deven R. Burkhart
Julian A. Byrne
Allison E. Carlson
Lucca R. Carlson
Harrison R. Carney
Caitlyn G. Carroll
Shannon L. Chambers
Ally M. Chan

Anna G. Cherian
Hariharan
Chidambaram
William J. Cooke
Samuel J. Cote
Alison N. Crandell
Kayley L. Crawford
Peyton I. Crest
Berit L. Cummings
Urmee Das
Sheppard J. Denton
Eleanor M. Dolan
Matthew C. Eichelman
Nathan D. Eisenmann
Kali N. Engeman
Hailey J. Ens
Mikaela R. Fernandez
Erinn E. Fiedler
Nathyn J. Fine
Conrad W. Flick
William J. Garry
Anna W. Geldert
Michael B. Ginzburg
Camden D. Haaland
Eddison S. Habas
Andrew T. Hale
Lydia J. Heupel
Alexander W. Holiman
Eli O. Hooker Reese
Dylan J. Horner
Gus R. Johanson
Annalise M. Johnson
Owen T. Kaul
Matthew D. Kelly
Charles R. Kiffin
Matthew R. Klemm
Jayanth M. Kurup
Chloe P. Langerman
Solveig D. Lee
Grace N. Lenk
Zachary A. Levy
Ivan Li
Emil A. Liden
Crystal F. Lin
Benjamin A. Lindeen
Lucia A. Loosbrock
Corey J. Lundgren
Tessa J. Lundheim
Kelsey S. Lunzer
Marcell B. Magyar
Clement V. Mathieu
Allyson P. Mattson
Peter B. McNabb

Cole T. Mizutani
Elliot H. Moe
Maya J. Moly
Frances A. Murphy
Molly R. Oehme
Dylan R. Olson
Lori E. Om
Lena S. Pak
Eleanora F. Papp
Lily B. Peterson
Cael J. Pfeffer
Benjamin L. Raichert
Madeleine E. Ramaker
Tessa M. Ramsden
Isaac F. Reeder
Bryce W. Rega
Isabella G. Richmond
Patricia J. Robben
Grace E. Roemig
Lauren E. Ross
Ethan J. Sandum
Mya Sato
John K. Schmid
Cooper C. Schoshinski
Marius E. Schueller
Michelle C. Senescall
Andrew Y. Seo
Jolie J. Shedd
Maya E. Silver
Caroline H. Simning
Marilyn K. Simonsen
Kaitlyn R. Skistad
Annabelle R. Smiley
Olivia L. Smith
Matthew A. Sundry
Brice E. Sutfin
Annika L. Tamte
Benjamin K. Tang
Grant R. Thomas
Rebekah S. Thomasson
Nathan W. Turcotte
Emily G. Waddell
Robert Wang
Steven Wang
Graham F. Ward
Lael A. Warren
Taylor K. Way
Jessica L. Weinberg
Matthew P. Wenning
Daniel Yang
Ming Ying Yeoh

CLASS OF 2022

Nathan Abraham
Benjamin M. Affolter
Benjamin W. Arnold
Abra J. Arora
Madeline J. Baumann
Andrew J. Bertsch
Ethan R. Best
Emerson K. Bodnar-Klein
Grace Campbell

Reece M. Carlson
Nick C. Carver
Edward L. Chapman
Ava Chen
Zhaomeng Chen
Benjamin J. Chung
Kyle E. Cingi
Vlad C. Ciubotaru
Connor Clair
Kruthica R. Dama
Adelyn M. Diaz
Lucas A. Edwards
Omar Elamri
Yousef Eldahshoury
Ian Esser
Noah H. Friedman
Kyla H. Fung
Shannon L. Gaffney
William M. Goehle
Maria Vivian Gonzalez de la Cruz
Parker M. Griswold
Kaden R. Hansen
Jared L. Hartmann
Bryan M. Heaton
Patrick R. Heitz
Alexander J. Hemink
Hadley A. Herwig
Abby G. Hoekstra
Maximilian P. Horner
Claire M. Huang
Quentin X. Hughes
Sana Ikramuddin
Kerrera R. Jackson
Jackson J. Jaffe
Forrest Z. Johnson
Sophia G. Johnson
Eva Kashyap
Grace J. Kaung
Vikranth K. Kurup
Chaehyun Lee
Aida E. Lengeling
Walker F. Liu
Gavin J. Lukitsch
Joseph J. Mattson
Caden J. McDaniel
Ryan J. McGuirk
Joshua T. McKinney
Soren D. Mohn
Emily G. Nikas
Delaney E. Nordos
Julius A. Nurse
Rebecca A. Pace
Luke G. Patefield
Charles G. Pears
Sophie Q. Pederson
Mikayla A. Peterson
Diego R. Pitt
Erik J. Quam
Wesley R. Quist
Cole M. Rabe
Emily M. Riemer
William S. Rooke
Henry S. Rosenhagen

Benjamin D. Rothman
Sophia G. Sanna
Nigel G. Schmidlein
Marten L. Shears
Audrey K. Soetanto
Alexander D. Soltau
Scott R. Sorensen
Declan R. St John
Nathan Sun
Katrina M. Tadros
Zara K. Thomas
Leah E. Tift
Vivian H. Van Holland
Aerwen L. Van Santen
Rostyslav Volkov
Elizabeth Y. Wang
Sarina K. Webster
Greta E. Weeks
Molly N. Welch
Jack B. Wherry
Gabriella G. Wiese
Carson S. Witte
Omar H. Yousef

CLASS OF 2023

William L. Anderson
Marley H. Barrett
Aidan J. Bartz
Nicholas W. Breitling
Jack M. Callinan
Ethan D. Chen
Aileen Dosev
Ariana M. Feygin
Carter Friese
Thomas M. Grund
Parker S. Hitchcock
Vaughn H. Hughes
John M. Hultgren
Aleen T. Jude
Elise C. Keenan
Mahdi E. Khamseh
Meiling Mathur
Calais Michaelsson
Akshata S. Moorthy
Merlin Morton
Peyton J. Olson
Jonathan J. Ose
Carly J. Pfeffer
Jenny Quan
Justin G. Radel
Cooper L. Raichert
Krish Inba
Rajashankar
Luke H. Rowen
Michael B. Sandler
Isabela I. Snow
Sohum S. Sodhi
Kerem Tosun
Varun Viswanathan
April G. Wang
Austin C. Wang
Logan J. Warren
Luke H. Williams
Eliot H. Yeshaya

Cynthia J. Zeng
Jerry Zhang
Annie Zhao

CLASS OF 2024

Gautam M. Venkatesh

AP SCHOLARS WITH HONOR***

CLASS OF 2021

James M. Bank-Ivers
Ryan J. Berchild
Marli M. Bertagnoli
Lars F. Birhanzel
Jillian J. Bluestein
Gavin A. Clark
Aine G. Crimmins
Naomi T. Daigle
Jameson Dowds
Jacob J. Durenberger
Elijah E. Egan
Abby L. Engdahl
Aaron J. Frommelt
Abigail G. Gabler
Samuel J. Gallagher
Adam S. Getzkin
Emma S. Gray
Ann M. Hauff
Sophia R. Haydon
Laine P. Hemink
Sophia A. Joo
Derek T. Kieser
Anna C. Laikind
Grace Liu
Dalton D. Lohrenz
Lenora S. Mcfall
Chase D. Mcpherson
Olivia L. Muehlberg
Owen T. Murphy
Emily Nicoletta
Rudy F. Paddock
Connor P. Phillippe
William J. Pohlen-LaClare
Oliver J. Poitevent
Anika M. Powers
Ellianne Retzlaff
Ella O. Roach
Monica C. Ruoff
Nora K. Shepard
Karalee M. Sit
Emma M. TeVogt
Ayden F. Tiede
Maya F. Weber
Haley R. Wegscheid
Nicholas R. Westberg
Lisa J. Wipf
Tristan C. Wischmeier
Franklin P. Zhou

CLASS OF 2022

Samira A. Ahmed

* NOTE: 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. As of 2020-21, the AP Scholar Program no longer distributes National AP Scholar Awards. Only students who already received this award are noted.

** 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.

Atmos C. Andolshek
 Madison E. Andrews
 Jinhyoung Bang
 Lucy A. Boettcher
 Nathaniel J. Brandt
 Samuel F. Breyer
 Rylie A. Carlson
 Aarya Dev
 Derry G. Donnelly
 Joseph H. DuBoulay
 Quinn E. Dvorak
 Jordyn F. Ehlert
 Evan F. Giebel
 Brayden A. Honey
 Shae Horning
 Konnor P. Howell
 Elsa M. Johnson
 Lucy I. Kennedy
 Lincoln T. Kohler
 Emma J. Komis
 Sophie R. Kost
 Megan E. Kutscher
 Kate A. Lauerman
 George W. Lindberg
 Danielle D. Lohrenz
 Sean S. McAuley
 Zoe K. Meyer
 Chloe D. Miller
 Regan M. Miller
 Kiefer S. Miskiw
 Annika J. Mohn
 Jacob T. Nauman
 Elizabeth A. Nordvold
 Sriya H. Pulavarthi
 Brock Reding
 Diego V. Rodriguez
 Sydney P. Roepke
 Mahmoud S. Said
 Celia B. Salita
 Ellie M. Salmela
 Max Scholten
 Maxwell P. Sheridan
 Anna M. Shoemaker
 Sanjana Sivakumar
 Kurup
 Madeline G. Storts
 Anna B. Swenson
 Sebastian R. Villanueva
 Sanna E. Walker
 Jocelyn M. Wartnick
 Tyler J. Wasielewski
 Annabelle E. Westlind
 Heinrich G. Wurdell
 Seesy W. Yi
 Katherine A. Young

CLASS OF 2023

Aisha A. Abdulwali
 Braden J. Alexander
 Bryce J. Alexander
 Christopher R. Belhouse
 William A. Borchart
 Sonakshi Chauhan
 Aaron E. Cleary
 Autumn L. Eversman
 Lauren Fligge
 Nicholas R. Gammill

Emma E. Gilbert
 Declan R. Halloran
 Elijah M. Hansen
 Sasha T. Hsu
 Sarah E. Johnsen
 Lily A. Kamrath
 Charles M. Kensicki
 Maira S. Khurana
 Abigail E. Koehnen
 Catherine G. Komp
 Galen Q. Obrien
 Maxwell J. Perdu
 Zico D. Pham
 Sophia C. Prondzinski
 Daniel M. Pyzdrowski
 Nathan L. Richter
 Joseph P. Rosenstein
 Lily R. Salyards
 Lucas Silva
 Saloni Somia
 Kaden J. Squires
 Julia E. Srnec
 Ana Stewart
 Addison E. Stroh
 Sam G. Thibodeau
 Benjamin R. Trinh
 Ketav P. Udupa
 Julia M. Vladimirov
 Annie Warner
 Dana R. Zucker

CLASS OF 2024

Jason M. Huang

AP SCHOLARS****

CLASS OF 2021

Samuel E. Ackerson
 William C. Anderson
 Grace M. Arndt
 Libby D. Bailey
 Chase A. Banken
 Seamus J. Barry
 Nicolas Beck
 Harriet J. Bennett
 Amelia Brandl Nelson
 Amelie M. Brechin
 Seth A. Bredael
 Emme G. Brooks
 Parker P. Brown
 Elizabeth C. Cahill
 Yliah Cefre
 Ella G. Christenson
 Katherine G. Clark
 Kashi R. Costello
 Sidney K. Dickinson
 Julia F. Dlugosch
 Zoe A. Dumalag
 Olivia A. Dustrud
 Jason T. Elyea-Wheeler
 Isabelle G. Erhart
 Dylan A. Erickson
 Phoebe A. Evans
 Eric M. Frederickson
 Sienna R. Grey
 Collin B. Hauser
 Alexander N. Hawks

Samantha G. Henry
 Ryan J. Herbert
 Daniela Hernandez
 Merlin
 Lily T. Janousek
 Emily J. Jurgens
 Joseph W. Justinak
 John Kahlmeyer
 Peter Keese
 Hayden D. Kelly
 Ellery A. Kitt
 Truman D. Klein
 Tyler U. Kueppers
 Johnathan E. LaCourse
 Sydney G. Lawson
 Quinn Lee-O'Halloran
 Katherine S. Lew
 Aidan C. Liker
 Greta I. Lindberg
 Zachary H. Loomis
 John Manning
 Anna E. Maples
 Emily M. Marceau
 Ian J. Meyer
 Virginia J. Morrow
 Ethan Mortensen
 Ellie J. Muench
 Drew Murphy
 Vossberg
 John A. Nicpon
 Henry Olig
 Shannon M. O'Meara
 Laurell M. Pankoff
 Luke T. Peifer
 James T. Plombon
 Christian C. Poppie
 Sydney G. Putnam
 Madison M. Rausch
 Sophia Y. Rein
 Frederic C. Rile
 Chris W. Roberts
 Alec J. Rodriguez
 Maya Rossinow
 Linden G. Rude
 Riley E. Sandom
 Elise M. Schmidt
 Riley A. Sellars
 Bryn R. Senske
 Gabriel C. Smerillo
 Anna A. Smith
 Calista S. Smith
 Hang Song
 Emily A. Stoebe
 Arisana R. Stokka
 Scott N. Streff
 Isaac A. Struble
 Sean C. Studenski
 Jack T. Sullivan
 Teobesta A. Tadesse
 Karina M. Torbenson
 Nolan N. Trinh
 Malese I. Vesledahl
 Knute B. Wargin
 Lucas Z. Weyenberg
 Paige L. Wipson
 Marissa E. Woelm
 Kyle W. Woese
 Isabella Woodbury

Thomas J. Wright
 Grette B. Yang
 Benjamin R. Yetka
 Greta J. Zivkovich
 Zoe A. Zurn

CLASS OF 2022

Lucia P. Adoradio
 Nicholas B. Anderson
 Lucille K. Bittell
 Aiden C. Chalmers
 Lukas S. Charbonnet
 Benjamin F. Christenson
 Clare M. Cowan
 Britney Dang
 Caroline G. Davis
 Jameson M. Deneen
 Jesse A. Depass
 Claydon D. Dunn
 Audrey E. Edwards
 Annika L. Elvestrom
 Lauren C. Fiedor
 Graham P. Foss
 Ella R. Fremgord
 Molly K. Fries
 Ella R. Friese
 Stanley T. Gagner
 Angelica N. Ginzburg
 Quinn A. Goergen
 Tristan S. Green
 Gogi Gudzhedzhiani
 Simon B. Handwerker
 Kaelin J. Hansen
 Drew A. Hanson
 Phoebe A. Hanson
 Nicole E. Haraway
 Natalie K. Heer
 Helen M. Holmstrom
 Sam W. Huso
 Emily G. Joseph
 Trevor J. Kamps
 Maija A. Kangas
 Corinne K. Kelling
 Emma R. Konezny
 Claire K. Labat
 Tyler J. Lien
 Carmen A. Lineer
 Greta K. Lips
 Cyd Louie
 Molly R. Lund
 Ewan A. Magowan
 Kauravya Mandal
 Emmanuelle M. Martin
 Maxwell G. Maveus
 Danielle S. Mazo

Joseph J. McDonald
 Kathryn G. Mindak
 Kimberly Nguyen
 Kamden J. O'Brien
 Henrik C. Olsen
 Jack D. Palm
 Brooke L. Paradise
 Isabel Pillai
 Nareen M. Pogozelski
 Jack T. Poston
 Liam Quinn
 Emmarie J. Raby
 Gracie F. Rindels
 Hannah J. Rindels
 Matthew A. Schlosser
 Franklin M. Simonsen
 Sawyer R. Smith
 Kayla A. Stevenson
 Lauren A. Streff
 Emma L. Swenson
 Julia L. Terrell
 Carter R. Thomes
 Tryg B. van Wyk
 Halli J. Von Ruden
 Matthew S. Wadman
 Marlee Walters
 Parker Wickoren
 Nicholas S. Wyatt
 Enrong Yao
 Catherine Y. Zhang

CLASS OF 2023

Reagan O. Aleman
 Tyson R. Allen
 Jack Allenburg
 Luke R. Anderson
 Adam D. Bravo
 Michael R. Cherian
 Grace V. Conley
 Kristina C. DeSmet
 Elena K. Dodd
 Brock W. Dodds
 Jared W. Dumcum
 Teagan R. Dvorak
 Zachary R. Eisenmann
 Mia J. Elvecrog
 Griffin W. Fahning
 Madeline J. Fiedler
 Hannah C. Fiedor
 Owen A. Frick
 Mikalyn J. Frye
 Anika E. Gilbertson
 Nicholas J. Gilles
 Josephine E. Goergen
 Alexander Gonikman
 Juan Pablo Gonzalez-Villas
 Kieran M. Haaland

Sophia A. Herman
 Anastacia N. Isbell
 Meghan Ische
 Alexander G. Janes
 Bjorn E. Johnson
 Lydia Kahsay
 Mya L. Karrick
 Regan D. Kitt
 Jenna M. Klein
 Nickolas V. Kucherenko
 Nicholas LaCourse
 Sam L. Louwagie
 Darren C. Ma
 Jordi Malaret
 Jameson R. Michels
 Maya Mor
 Kayla Northway
 Ethan J. Ode
 Antonis D. Pappas
 Maddie M. Prondzinski
 Elise T. Pudwill
 Macy M. Ramsden
 Prathul Rao
 Alexandra L. Reichstadt
 Charlotte F. Reitan
 Teddy D. Rey
 Adam M. Rickman
 Grace C. Sadura
 Benjamin Schubbe
 Winona L. Stone
 Mia A. Tassani
 Katriana Trinh
 Griffin P. Unger
 Peter J. Velgersdyk
 Lindsey M. Welsh
 Macie Wenning
 Alexandra A. Zedania
 Marie Zissis

CLASS OF 2024

Dasha A. Berezanskiy
 William L. Brandt
 Aaron L. Duong
 Courtney D. Heer
 Elizabeth M. Kearns
 Sophia Liu
 Devin D. Maahs
 Maja Moberg
 Rachel J. Patefield
 Andrew Petouvis
 Zachary C. Steingas
 Hemanth R. Vangala
 Nolan M. Wayman
 Clara B. Wrolstad

	National AP Scholar	AP Scholar with Distinction	AP Scholar with Honor	AP Scholar
2021	NA*	271	144	256
2020	66	278	128	207
2019	69	254	141	211
2018	73	269	119	212



99%
of seniors graduated

**Best Wishes to the
Class of 2021!**

*749 graduates out of 797 have reported their post-secondary plans include two- or four-year college. Six percent of graduates have not reported their plans.

86%
are college-bound

77%
attending 4-year colleges and universities

9%
attending 2-year colleges

34%
attending Minnesota colleges and universities

10
students entering military service



Top Eight Colleges & Universities Graduates are Attending

University of Minnesota-Twin Cities (89)

University of Wisconsin-Madison (39)

Normandale Community College (28)

University of Minnesota-Duluth (27)

Iowa State University (23)

University of St. Thomas - St. Paul (18)

University of Iowa (14)

University of Wisconsin-Eau Claire (13)

Alexandria College (2)	Creighton Univ. (2)	Indiana Univ.-Bloomington (11)	National Univ. of Ireland	Texas Christian Univ. (2)	Univ. of Nebraska-Lincoln (9)
American Univ.	Dartmouth College	Iowa Central Community College	New York Univ.	United States Military Academy (2)	Univ. of New Mexico
Arizona State Univ.-Tempe (7)	DePaul Univ. (4)	Iowa State Univ. (23)	Normandale Community College (28)	United States Naval Academy	Univ. of North Carolina at Chapel Hill
Augsburg Univ. (2)	Drake Univ. (4)	Kenyon College	North Dakota State College of Science	Univ. of Alabama (5)	Univ. of North Dakota (7)
Austin Peay State Univ.	Dunwoody College of Technology (5)	Lafayette College	North Dakota State Univ. (9)	Univ. of Alaska Fairbanks	Univ. of North Texas
Baylor Univ. (3)	Ellsworth Community College	Lake Superior College (3)	North Hennepin Community College (2)	Univ. of Arizona (4)	Univ. of Northern Iowa
Belmont Univ.	Embry-Riddle Aeronautical Univ.-Daytona Beach	Lawrence Univ.	North Iowa Area Community College (4)	Univ. of California-Berkeley (2)	Univ. of Northwestern-St Paul (2)
Bemidji State Univ. (4)	Emory Univ.	Lewis & Clark College	Northeastern Univ. (4)	Univ. of California-Davis (2)	Univ. of Oregon (7)
Berklee College of Music	Florence Design Academy	Liberty Univ. (5)	Northern Michigan Univ.	Univ. of California-Los Angeles (3)	Univ. of Puget Sound
Bethany Global Univ.	Florida International Univ.	Louisiana State Univ. and Agricultural & Mechanical College	Ohio Northern Univ.	Univ. of California-San Diego	Univ. of South Dakota (3)
Bethel Univ. (6)	Florida State Univ. (2)	Loyola Marymount Univ. (2)	Oregon State Univ.	Univ. of California-Santa Cruz	Univ. of South Florida
Boston College	Fort Lewis College	Loyola Univ. Chicago (6)	Pepperdine Univ.	Univ. of Chicago	Univ. of Southern California (2)
Brigham Young Univ.-Idaho (3)	Front Range Community College	Loyola Univ. New Orleans	Purdue Univ. (3)	Univ. of Colorado Boulder (4)	Univ. of St. Thomas - St. Paul (18)
Brigham Young Univ.-Provo (3)	Larimer Campus	Luther College	Radford Univ.	Univ. of Colorado Denver	Univ. of Utah
California Institute of the Arts	Gallatin College	Macalester College (5)	Rhodes College	Univ. of Colorado State	Univ. of Vermont (4)
California Polytechnic State Univ.-San Luis Obispo (3)	Montana State Univ.	McGill Univ. (2)	Rochester Institute of Technology	Univ. of Delaware	Univ. of Virginia
Carleton College	George Washington Univ.	Mesabi Range College	Rose-Hulman Institute of Technology (2)	Univ. of Denver (4)	Univ. of Washington-Seattle (2)
Carthage College	Georgetown Univ. (2)	Metropolia Univ. of Applied Sciences	Rose-Hulman Institute of Technology (2)	Univ. of Edinburg	Univ. of Wisconsin-Eau Claire (13)
Case Western Reserve Univ.	Georgia Institute of Technology	Metropolitan State Univ.	Saint Cloud State Univ. (4)	Univ. of Florida (2)	Univ. of Wisconsin-Green Bay
Century College (2)	Gonzaga Univ.	Miami Univ.-Oxford (11)	Saint Johns Univ. (2)	Univ. of Illinois at Urbana-Champaign (2)	Univ. of Wisconsin-La Crosse (5)
Chapman Univ.	Grand Canyon Univ. (3)	Michigan State Univ.	Saint Louis Univ. (2)	Univ. of Iowa (14)	Univ. of Wisconsin-Madison (39)
Clark Univ.	Grinnell College (3)	Michigan Technological Univ. (3)	Saint Mary's Univ. of Minnesota (3)	Univ. of Kansas (5)	Univ. of Wisconsin-Milwaukee
College of Charleston	Grove City College	Middlebury College (2)	Saint Paul College	Univ. of Manitoba (2)	Univ. of Wisconsin-Stout (2)
College of Saint Benedict (5)	Gustavus Adolphus College (4)	Minneapolis College (2)	San Diego State Univ. (4)	Univ. of Massachusetts-Amherst	Univ. of Wyoming
Colorado Christian Univ.	Hamline Univ. (4)	Minneapolis College of Art and Design (2)	San Diego State Univ. (4)	Univ. of Massachusetts-Boston (2)	Vanderbilt Univ.
Colorado College	Hartwick College	Minnesota School of Beauty	Scottsdale Community College	Univ. of Miami	Virginia Military Institute
Colorado State Univ.-Fort Collins (9)	Harvard Univ.	Minnesota State College Southeast	Scripps College	Univ. of Michigan-Ann Arbor	Virginia Polytechnic Institute and State Univ.
Columbia College Chicago (2)	Hennepin Technical College (3)	Minnesota State Univ.-Mankato (2)	Seattle Univ.	Univ. of Minnesota-Ann Arbor	Virginia Polytechnic Institute and State Univ.
Columbia Univ. in the City of New York (2)	Hennepin Technical College - Eden Prairie	Montana State Univ. (10)	South College	Univ. of Minnesota-Duluth (27)	Viterbo Univ. (2)
Cornell Univ. (2)	High Point Univ.		South Dakota School of Mines and Technology	Univ. of Minnesota-Morris (3)	Western Washington Univ.
	Hood College		South Dakota State Univ. (4)	Univ. of Minnesota-Rochester	Westmont College
	Illinois Institute of Technology		Southeastern Community College	Univ. of Minnesota-Twin Cities (89)	Wheaton College
			Southern Methodist Univ. (3)	Univ. of Missouri-Columbia	Winona State Univ. (3)
			Southwestern Community College	Univ. of Montana	
			St Bonaventure Univ.		
			St Catherine Univ.		
			St Cloud Technical and Community College		
			St Olaf College (8)		
			SUNY at Purchase College		
			Syracuse Univ. (3)		
			Tallahassee Community College		

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

Branches of the Military Graduates are Joining

U.S. Air Force

U.S. Army (2)

U.S. Marine Corps (3)

U.S. Navy

U.S. National Guard (3)

Responding to COVID-19



Throughout the summer of 2020, Minnetonka Public Schools prepared for a school year ahead unlike any other by working tirelessly to develop a return-to-school plan. The focus of that plan was to ensure the District continued to offer excellent educational opportunities for all students, to meet their individual needs and to provide them with the best possible—and safest—learning experience given the realities and challenges of the COVID-19 pandemic. More than 500 parents, teachers, staff and administrators helped to develop seven possible plan options for the District to consider.

“It was impressive to see our community come together and to bring their creativity and passion to develop the return-to-school plan options,” said Dr. Dennis Peterson, Superintendent of Schools. “We knew that no plan would fully satisfy everyone, but I’m grateful that teachers and families made the best of a difficult situation and supported each other and the District as we implemented what we believed to be the best possible solution.”

The District began the year with a hybrid learning model that ensured the youngest students could learn safely, socially-distanced within school buildings. Middle school students had the option of being in-person two days per week, with both virtual and in-person learning experiences. High school

students, and those K-12 families who preferred their student begin the year virtually, entered into e-learning.

Whether teachers engaged their classes virtually, in-person or through a combination of the two, they were flexible in adapting to ensure every student felt valued and received the individual attention needed.

“Incredible levels of collaboration happened between teachers, building administrators and the teaching and learning team last year,” said Dr. Amy LaDue, Assistant Superintendent for Instruction. “By working together, we ensured consistent opportunities to sustain high levels of learning while meeting individual student needs during the various instructional models. I also want to acknowledge the extraordinary patience and flexibility our parents and students showed throughout the year as we shifted models.”

In early February, the District adjusted its learning model so that grades 9-12 had the opportunity to begin their second semester at Minnetonka High School in a hybrid format. MHS students attended in-person classes two days per week until March 15, when full in-person learning resumed for all grades. The transition to hybrid and, later, to full in-person learning was only possible thanks to the dedicated efforts of District staff—from the teachers and classroom paras to

the school nurses and health paras to the facilities staff, and more.

"The District did an incredible job adapting its response to the pandemic to ensure the health and safety of both students and staff," said Annie Lumbar Bendson, Director of Health Services for Minnetonka Schools. "By focusing on multiple layers of mitigation and health and safety protocols, the District provided a safe learning environment, which allowed all students to return to school in some capacity."

These safety measures included temperature checks, social distancing, contact tracing, upgraded HVAC systems, the addition of medical-grade HEPA air filter systems in all classrooms and common areas and enhanced cleaning protocols throughout schools and buildings.

Having a safe learning environment was a critical step in providing all students with a return to normal, but it wasn't the only one Minnetonka students needed. Principals across the District worked closely with teachers and staff to strengthen community connections in their schools and to support a welcoming atmosphere.

"Once we came back, I knew we had to really focus on our students' connection to each other and give them each a strong sense of belonging in our community," said Minnetonka High School Principal Jeff Erickson. "We especially needed to honor and celebrate our seniors by providing as many opportunities for the class to come together before graduation as we could. While the work of welcoming our ninth grade class will continue into this fall, I am hopeful that they, too, already feel like they belong at MHS. I am excited to see how our community continues to come together."

Despite the many challenges throughout the school year that COVID-19 presented, the silver lining in it all was that collaboration, creativity, innovation and communication helped to strengthen ties within the community. Many of the lessons learned in 2020-21 will help to inform future decisions and to provide flexibility in 2021-22.

"2020-21 was one of the most challenging times that our District has faced," said Chris Vitale, Chair of the Minnetonka School Board. "It was also an example of the incredible accomplishments that can happen when we come together to support each other. I am so proud of the work that students, teachers, staff, principals, administrators and parents did- and continue to do today—to provide a safe, positive learning environment that will prepare our students for success in the future."



Additional paras were hired to support safe learning for elementary students and to ensure each student received individual attention.



Teachers across all grade levels used innovation and adaptability to develop engaging curriculum for e-learning students.



During the spring, Minnetonka High School students were able to return to in-person experiences, such as practicing together during music classes.

Update on Signature Programs



Since 2007, Minnetonka’s Language Immersion program has provided premiere learning experiences in Chinese and Spanish for students from Kindergarten through their senior year.

“Our program is a discovering journey where students experience a passion of language learning while developing an inter-cultural competence, to become lifelong language learners with an active participation as world citizens,” explained Maria Chopite, third grade Spanish Immersion teacher at Minnewashta Elementary.



Elementary students spend their whole day building proficiency in their chosen Immersion language by speaking, reading and writing in Chinese or Spanish.

In Grades K-5, curriculum parallels the District’s traditional English language program, with all subjects taught in the Immersion language. In middle school, students follow a ‘flex-schedule’ module where portions of their day are taught in their Immersion language with their program cohort, but students also have full access to English language courses, including honors courses, support programs and all electives. At Minnetonka High School, Immersion students may enroll in Advanced Placement language and culture courses during their freshman year. Advanced literature and other courses continue language fluency development through high school. Those who continue through 12th grade have the option to take international proficiency exams, apply for a Minnesota Bilingual Diploma and/or complete the International Baccalaureate Bilingual Diploma.

The learning model shifts necessitated by the COVID-19 pandemic presented challenges but also fostered space for new learning opportunities to grow.

At Groveland Elementary, fifth grade Spanish Immersion teacher Jennifer Santamaria sought opportunities to encourage students’ Spanish language fluency in a real-world, experiential way by partnering with former Minnetonka Schools Student Teacher Dorian Garri who is teaching in Chile. Together, the teachers created a pen pal exchange for their classrooms.

Elementary Music Teacher David Davis helped his third grade Chinese Immersion students create their own virtual musical, performed entirely in Mandarin Chinese. In addition to learning about digital music creation and growing their collaboration skills, the musical also became a place for students to discuss inclusivity. “Students wanted the musical to take place in China so that they could use their language skills,” said Davis. “They also wanted to bring in other cultures [as part of the story].”

“Immersion students are not only learning the language, but also learning to understand culture and look at things from different perspectives,” said Weiyei Qian, fifth grade Chinese Immersion teacher at Excelsior Elementary. “They are not only getting knowledge but also given opportunities to expand their minds, insights and hearts as global citizens through their journey as Immersion students.”

Learn more about Chinese and Spanish Immersion options: www.minnetonkaschools.org/Immersion



“BEING A PART OF IMMERSION ALLOWS ME TO BE EXPOSED TO LEARNING A DIFFERENT CULTURE, ALONGSIDE MY FRIENDS. I CAN SPEAK SPANISH FLUENTLY INSIDE AND OUTSIDE OF SCHOOL, AND SPANISH HAS HELPED ME BECOME A BETTER COMMUNICATOR AND STUDENT.”

- RUBY ROBERTS '29



Now in its eighth year, the Tonka Codes program at Minnetonka Schools provides computer science opportunities for students from Kindergarten through their senior year. The program was one of the first of its kind when it launched, and it continues to provide cutting-edge learning experiences for students across the District.

Elementary students begin by learning coding in an ‘unplugged’ format, creating sample code using paper arrows, explained Tiffany Miley, media specialist at Clear Springs Elementary School. Students then transfer their skills to their iPads, which are used to program coding robots named Dash and Dot. Classes use other apps to expand their skills.

“Coding in elementary gives our students a foundation for their future STEM and robotics courses in middle and high school,” said Miley. “It also provides a way to think critically and troubleshoot problems. It has a huge impact on their growth mindset as they learn that it’s okay to make mistakes and just need to tell themselves, ‘I can do hard things. I can’t do this yet, but I’m going to keep trying.’”

The middle school years are critical to building a strong foundation in and love for computer science. There, students in every grade have the opportunity to select computer science courses. During 6th grade, students may take Computer Science Foundations, which introduces them to many ways code is seen in daily life, such as in games and animation, physical computing and through apps.



Programming Dot and Dash robots using their iPads enables elementary students to engage with coding in a hands-on way.

In subsequent 7th and 8th grade courses, students can choose whichever computer science areas they would like to learn more about. A key creative project for middle schoolers is creating “Tonka Doodles,” where students work together in teams to code animations in celebration of monthly holidays. Some of the designs are featured on the Minnetonka Schools website. District elementary and middle schools also sponsor coding events and clubs to enrich learning in high-interest areas for computer science.

At Minnetonka High School, there are a variety of electives in the area of coding, including AP Computer Science, Artificial Intelligence and Machine Learning, Cybersecurity, Video Game Design, as well as the VANTAGE User Experience (UX) Design track. Additionally, extracurricular activities in robotics offer more opportunities to learn. In the spring of 2021, two seniors were recognized by the National Center for Women in Informational Technology for excellence in the field through the Minnesota Aspirations in Computing Awards program.

The Minnetonka Schools Foundation often provides support for coding education through its annual Teacher Grant Program. In 2020-21, coding tools were provided for Scenic Heights Elementary students, including a set of Dash Robots and tactile Unruly Splat systems.

Learn more about K-12 computer science curriculum: www.minnetonkaschools.org/TonkaCodes



“MY FAVORITE PART OF TONKA CODES IS THAT I HAVE AWESOME TEACHERS WHO HELP ME WHENEVER I NEED HELP. CODING IS REALLY FUN AND YOU CAN LEARN A LOT. PROGRAMMING HAS A LOT OF COOL REAL LIFE APPLICATIONS!”

- ARI YEVZELMAN '27



VANTAGE, Minnetonka High School’s signature program for advanced professional studies, celebrated its eighth year in 2020-21 with 338 students across seven program strands. As part of VANTAGE, students are offered a unique opportunity to apply their coursework in real-world settings through experiential learning. Students spend half of their school day (morning or afternoon) in their VANTAGE strand. Focus areas in 2020-21 included Business Analytics, Design + Marketing, Digital Journalism, Global Business, Global Sustainability, Health Sciences and User Experience (UX) Design. VANTAGE launched its eighth strand, Public Policy, in the fall of 2021.



As part of VANTAGE, each student is paired with a mentor with whom they meet monthly to ask questions and discuss goals.

“VANTAGE students develop comfort and confidence about their future,” said Roger Andre, director of VANTAGE. “Through the experiences they have at VANTAGE, they build professional skills like leadership, team collaboration, communications, problem-solving and professionalism that most people don’t develop until their mid to late twenties.”

Despite changes necessitated by the COVID-19 pandemic, the program’s hallmarks of hands-on, project-based assignments, guest instruction and community mentorship continued to enrich student learning in 2020-21. Students completed 150+ projects for companies and organizations across the Twin Cities, including Best Buy, United Health Group, Caribou Coffee, Faribault Woolen Mills, American Giant, General Mills, The Good Day Cafe, Gale Woods Farm and more.

“We were able to provide the whole VANTAGE experience in spite of the pandemic,” said Andre. “All VANTAGE strands ran the same projects and had almost the same number of guest instructors, and VANTAGE students did a great job managing their mentor relationships. The VANTAGE teachers changed their operating model four times as the pandemic protocols changed, and they never missed a beat.”

Between program mentors, guest instructors, project partners, site visit hosts, judges for internal competitions and project coaches, more than 1,000 volunteers come together each year to make VANTAGE a success. “Project partners and mentors don’t just impact the program, they are the program,” said Andre. “More than 85% of our mentors come back most years, and more than 95% of our project partners want to do it again.” Andre explained that volunteers find connecting with Minnetonka students fun and inspiring. “My favorite quote from a mentor and project partner is that the experience left them more confident about the future,” he said.

“My favorite part of the program has been visiting real business environments across the cities and getting real-life experience helping companies,” said Conlan Sykes ‘22. “[If you take it,] VANTAGE will be the most exciting part of your high school career.”

Learn more about VANTAGE or get involved as a mentor or project partner: www.minnetonkaschools.org/VANTAGE



“WHAT WE DO IN VANTAGE HAS A PURPOSE. BECAUSE OF VANTAGE, I AM MORE CONFIDENT IN MY PUBLIC SPEAKING SKILLS, MY PRESENTATION SKILLS, MY CAPABILITIES AND MANY OTHER THINGS I WILL UTILIZE FOR THE REST OF MY LIFE.”

- VIVIANA GONZALEZ '22



Minnetonka Research, the District's inquiry-based collaborative research program, marked its fifth year in 2020-21. Forty-eight students participated in the year-long course, with seven students returning for a consecutive year in the program.

As part of Minnetonka Research, students develop their own research questions from an area of personal interest and spend the year executing the steps to test their hypotheses.

"Students participate in a wide array of projects, from biochemistry and astronomy to computer sciences, exercise science and psychology," said Minnetonka Research Director Kim Hoehne. "The interests and creativity of student-designed projects is, for me, one of the highlights of being a part of this program. Students become the experts in their project and can speak to their topics with incredible depth."

Students researched a wide variety of topics in 2020-21. Edible packaging for food, the effects of meditation on adolescents, how a species of mushroom could mediate heavy metals and a computer science model that addressed language processing for courtroom semantic analysis are just a few of the projects completed.

Hoehne is amazed by the resilience students display each year. "Given some of the limitations we have had around in-person school [in 2020-21], our students have been extraordinarily resourceful in their ability to design projects that creatively answer their questions."



The Minnetonka Research lab at Minnetonka High School contains state-of-the-art equipment for students to conduct projects in multiple scientific disciplines.

Finding their own research mentors is a growth opportunity for students, who engage mentors from top companies, research institutions and universities, including Cargill, Yale University, Brown University, Medtronic and more.

When students complete their projects, they have several opportunities to share their research with the community. All 48 Minnetonka Research students presented at the Twin Cities Regional Science and Engineering Fair. Thirty went on to qualify for state-level competition, and five were named as state alternates. Thirteen students earned 20 state awards, and three students—Peyton Crest '21, Austin Hunter '21 and Kyla Fung '22—were named Regeneron International Science and Engineering Fair Finalists.

In addition to the poster sessions at various science and engineering fairs, students wrote academic articles to summarize their research for the *Journal of Minnetonka Research*. They also participated in a virtual year-end research symposium to showcase their learning.

"Minnetonka Research has not only provided me the tools needed to excel within a future lab, but it has provided me with the confidence to do so, which makes me very excited for the future," said graduating senior Peyton Crest '21.

Learn more about Minnetonka Research and student projects: www.minnetonkaschools.org/research



"FEW EXPERIENCES ARE TRULY TRANSFORMATIVE. MY EXPERIENCE WITH MINNETONKA RESEARCH WAS ONE OF THEM, EXPOSING ME TO REAL-WORLD CHALLENGES, PUSHING ME TO TAKE TOUGH RISKS AND BUILDING MY PASSION IN RESEARCH AS A WAY TO BETTER THE WORLD."

-KYLA FUNG '22

BUILDING



MINNETONKA DESIGN AND SKILLED TRADES



For Jaxen Iverson '21, taking the Physics of Home Renovation during his senior year was an incredible opportunity to follow his interests and to learn in engaging and motivating ways. He was inspired to choose the course by family members with experience in the trades and by his mother, who works in home renovation. "I've been around the trades my whole life and really saw the sense of accomplishment and joy when my mom would finish a project," said Iverson.

The class, offered for the first time during fall 2020, is an interdisciplinary two-period course that infuses physics lessons with hands-on technical construction projects, site visits with local businesses and volunteer opportunities within the community. It's just one offering from Minnetonka High School's growing MOMENTUM program, focused on design and skilled trades. The program provides opportunities for students to explore pathways in manufacturing, construction, architecture, engineering & design and engine & automotive careers.

The vision for the MOMENTUM program began as a reimagining of the High School's technical education department. "As we dreamed about what MOMENTUM could become, we looked to the success of other signature programs at MHS, such as VANTAGE and Minnetonka Research," said Principal Jeff Erickson.

"We saw the passion in our students to learn about the trades in an experiential way, and we saw the opportunity to partner with businesses and organizations in our community to provide authentic learning and mentoring as part of the courses. It's been amazing to see the excitement that students, staff and community members have brought to the table," said Erickson.

In the Physics of Home Renovation course, students were able to hear from guest instructors including RJM Construction, HGA Architects, Bonfe Heating and Plumbing and ATS&R Planning, Architecture and Engineering. Students also participated in a volunteer construction project through Habitat for Humanity, where they were able to learn carpentry skills and put those skills into practice.

Iverson is proud to have been part of MOMENTUM's inaugural year and looks forward to what the program will continue to bring to MHS. "We used applied learning, problem-solving and logic to accomplish some pretty amazing things," he said. "I think classes like this will

Opposite page: MOMENTUM students toured the Plymouth Creek City Center as part of a site visit with professionals from RJM Construction and HGA Architects.

Right: Jaxen Iverson '21 and his class participated in a volunteer project with Twin Cities Habitat for Humanity.

help a lot of kids who prefer hands-on projects and critical thinking. It's a great chance for them to really succeed."

During 2020-21, 472 students took a class through MOMENTUM. From freshmen to seniors, the program's launch has inspired many students to take a technical education course for the first time. The number of freshmen who took one tripled, the number of sophomores doubled, the number of juniors tripled and, in total, 56 seniors took a technical education course for the first time. In addition to the Physics of Home Renovation course, which fulfills students' required physics credit, a new Metal Sculpture course was offered. Metal Sculpture fulfills .5 of a student's required arts credit.

"I think classes like this will help a lot of kids who prefer hands-on projects and critical thinking. It's a great chance for them to really succeed."

- Jaxen Iverson '21

The MOMENTUM program will have new, expanded program space beginning in the spring semester of 2022. A 10,300-square-foot addition to the Pagel Center will house a six-car automotive shop for students to utilize in automotive maintenance courses, and flexible-use maker spaces will provide dedicated classrooms for other MOMENTUM opportunities. "We know that the space a class uses can encourage how learning happens, how engagement happens and how students collaborate," said Erickson. "A dedicated facility for the skilled trades will enhance the opportunities we can offer at MHS, so we can truly support every student toward achieving personal success."

To learn more or to register as a program partner, visit www.minnetonkaschools.org/MOMENTUM



2020-21 District Points of Pride

The outstanding achievements of individual students, student groups, teachers and staff showcase the hard work, dedication and passion the Minnetonka Public Schools community pours into its every endeavor. As a district driven by child-centered excellence, the accomplishments achieved in 2020-21 and the exceptional effort put forth every day to earn these awards and honors are celebrated.

Academics

- The class of 2021 had 13 National Merit Finalists, 15 Semifinalists and 36 Commended Students
- Emil Liden '21 was a National Hispanic Scholar
- 80 full-program Immersion students continued their coursework through their senior year—17 students in Chinese and 63 students in Spanish
- 33 students earned an IB Diploma, with 12 earning a Bilingual IB Diploma in Chinese or Spanish
- 66 students earned a Minnesota World Language Proficiency Certificate, 99 earned a Gold Bilingual Seal, 19 earned a Platinum Bilingual Seal and 2 earned Multilingual Seals
- 218 students graduated summa cum laude, 70 graduated magna cum laude and 63 graduated cum laude
- Lucca Carlson '21 and Ming Ying Yeoh '21 were named state semifinalists in the US Presidential Scholar Competition
- 936 MHS students were honored with academic letters. The Class of 2021 earned 308 letters, the Class of 2022 earned 357 letters and the Class of 2023 received 271 letters
- Four Class of 2021 students earned a top score of 36 on the ACT: Austin Hunter '21, Virginia Morrow '21, Nathan Turcotte '21 and Ming Ying Yeoh '21
- 48 Minnetonka Research students participated at the Regional Science and Engineering Fair; two students carried out independent research projects
- 34 high school students and two middle school students were state qualifiers for Minnesota State Science and Engineering Fair (MSSEF)
- 32 special awards were earned at the MSSEF competition
- Four students were Regeneron International Science and Engineering Fair (ISEF) Finalists: Peyton Crest '21, Kyla Fung '22, Xander Hughes '22 and Austin Hunter '21
- At the ISEF, Kyla Fung '22 earned a special award from NC State College of Engineering for a scholarship to attend NC State's "Engineering a Sustainable Future" summer camp

- VANTAGE's 2019-20 Digital Journalism team placed first in the Commercial category of the 2021 National Academy of Television Arts & Sciences' National Student Production Awards: Christina Hansen '20, Cole Komisar '21, Katie Rohling '21, Michelle Senescall '21 and Drew Sigel '21
- For the Minnesota Aspirations in Computing Awards, Catherine Borisova '21 was a state winner and Maya Moy '21 won a certificate of distinction

Activities

- Destination Imagination had four teams qualify for the Globals Competition
- The Minnetonka Debate Team had three students who were state competitors: Molly Welch '22, Lincoln Douglas (section champion); Steven Wang '21, Lincoln Douglas (section runner-up, state quarter-finalist); Kruthica Dama '22, Congressional
- DECA sent 77 students to the State Career Development Conference; 27 Minnetonka students qualified to compete at DECA Internationals, nine of whom were seniors.
- The Supermileage Challenge is a fuel economy competition hosted by the Minnesota Technology and Engineering Educators Association. In 2020-21, the Minnetonka Supermileage Team received the award for state runner-up in the modified class. Its car got 313 miles per gallon while competing at the state contest
- Elisabeth Polingo '22 was crowned as the State of Minnesota's Miss Amazing Teen Queen for the 16-19 national age group
- The Minnetonka High School Math Team placed third in state
- The Minnetonka High School Science Bowl Team place third in state
- The Minnetonka High School Science Olympiad Team earned 12th in state



Minnetonka Supermileage team took state runner-up in the modified class.



Minnetonka Theatre's Spring Musical, *Something Rotten!*, earned 21 Spotlight Awards, including Outstanding Achievement in Musical Theatre, Overall Production and Outstanding Overall Performance. (Photo courtesy of Amy Jore)

Arts

- John Browne '22, a Minnetonka High School teen author, was honored with a 2020 Moonbeam Children's Books Award Bronze Medal for his picture book, *Quacky Smacky & Tacky*, in the Best Book by Youth Author (under 18) category. John is currently working on another children's book, *Bee at the Beach*.
- Eli Hooker Reese '21 earned national recognition for choral composition when he was named a winner of the inaugural King's Singers New Music Prize
- Scholastic Art Awards: 15 individuals submitted a total of 34 pieces. Six Gold Keys, 14 Silver Keys and 14 Honorable Mentions were awarded. Emil Liden '21 earned a national Gold Medal and American Visions Medal for his work
- Scholastic Writing Awards: 13 students submitted 27 pieces. Five Gold Keys, 11 Silver Keys and 11 Honorable Mentions were awarded to our students
- Five students were a part of the Minnesota Music Educators Association (MMEA) All-State Choir for 2020-21: Atmos Andolshek '22 (tenor), Owen Murphy '21 (tenor), Virginia Morrow '21 (alto), Jane Williams '22 (soprano) and Maya Silver '21 (soprano)
- Five students were a part of the MMEA All-State Band for 2020-21: Claire Huang '22 (flute), John Karl Schmid '21 (flute), Benjamin Tang '21 (clarinet), Owen Finch '21 (piano) and Parker Griswold '22 (bassoon)
- Three students were a part of the MMEA All-State Honor Band for 2020-21: Adam Rickman '23, River Stine '26 and John Linden '26
- Four students were a part of the MMEA All-State Orchestra for 2020-21: Elizabeth Wang '22 (violin), Chaehyun Lee '22 (violin), Alexandra Wagner '22 (violin) and Meiling Mathur '23 (violin)
- Dominic Bradburn '21 was named a finalist for Spotlight Education's Technical Theater Career Pathway recognition
- Three students were named Hennepin Theater Trust Spotlight Education "Triple Threat" finalists: Maryn Reader '21, Zachary Sullivan '21 and Nathan Turcotte '21. Turcotte was named a Triple Threat award winner, and Sullivan was chosen as one of the state's nominees for the National High School Musical Theatre Awards (Jimmy Awards)
- Minnetonka Theatre's Spring Musical, *Something Rotten!*, earned 21 Spotlight Awards, including Outstanding Achievement in Musical Theatre, Overall Production and Outstanding Overall Performance. The Minnetonka Theatre program also performed three other musicals over the 2020-2021 school year, *Broadway Here I Come*, *Blithe Spirit* and *Subject to Change*



Eli Hooker Reese '21 won the King's Singers New Music Prize.



Emil Liden '21 earned both a Gold Medal and an American Visions Medal from the Scholastic Art Awards.

Athletics

Due to the COVID-19 pandemic, state tournaments were not held in Fall 2020. However, many teams did exceptionally well and would have qualified for state tournament berths, had those competitions been held. Those teams include: Girls Soccer (Section 2AA Team Champions), Girls Swimming & Diving (Section 2AA Team Champions), Girls Tennis (Section 2AA Team Champions), Girls Cross Country (Section 6AA Team 2nd Place) and Boys Cross Country (Individual Athletes). **The District congratulates all Fall athletes for exceptional work in an unprecedented season.**

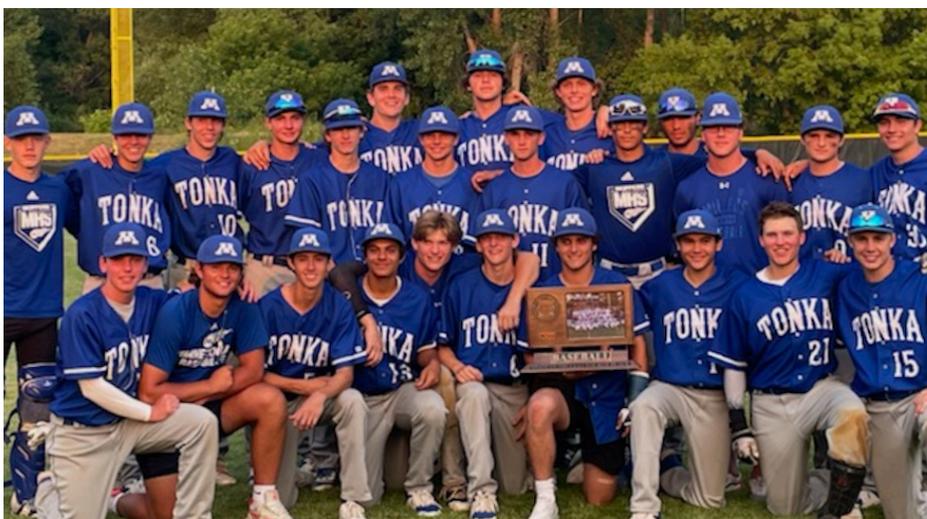
- 18 seniors signed National Letters of Intent to compete in their sports at the collegiate level
- Abby Kapeller '21 competed at the US Olympic Team Trials in the 100m backstroke.
- Minnetonka Girls Soccer earned the Gold Academic Award with a 3.89 GPA average.
- Cheerleading: State champions (25th consecutive state title), national runners-up
- Gymnastics: Elena Cantwell '23 finished 15th overall in the all-around division
- Hockey (Girls): Advanced to the Class AA state semifinals. Rory Guilday '21 was named the MHS Athena Award Winner for 2021
- Alpine Ski (Boys): State qualifier JD Landstrom '23 finished 9th overall
- Alpine Ski (Girls): State qualifiers Isabella Kelly '22 and Stella Stinnett '25 finished 15th and 48th overall, respectively
- Nordic Ski (Boys): State qualifier AJ Hemink '22 finished 36th overall
- Nordic Ski (Girls): State qualifiers Elena Hicks '23 and Maya Mor '23 finished 77th and 101st overall, respectively
- Swimming & Diving (Boys): Section champions, 4th place team at state tournament
- Wrestling: State preliminary qualifiers included Charlie Palm '24, Michael Giovinco '22, Alex Shanesy '21, Diego Pitt '22, Gabe Schumacher '21, Marco Christiansen '24, Alejandro Torbenson '22, Carter Roth '21, Quinn Sell '21 and Peter Barrett '22
- Baseball: 4th place at state tournament
- Track and Field (Girls): 3rd place overall. Individual qualifiers were Ruby Pajibo '23 (110m hurdles – 2nd Place), Claire Kohler '24 (300m hurdles – 3rd place), Winona Stone '23 (high jump – 2nd place). The 4x800m relay team took 2nd place, the 4x400m relay team took 2nd place and the 4x100m relay team took 5th place
- Track and Field (Boys): Individual qualifiers were Austin Hunter '21 (800m – 4th place) and Chase McPherson '21 (400m). The 4x400m relay team took 7th place
- Adapted Bowling: Individual qualifier Hugh Kelly '24 won the singles title for the state tournament
- Golf (Girls): Individual qualifier Ally Chan '21 took 9th in state
- Golf (Boys): Individual qualifiers Ian Meyer '21 and Carson Herron '21 took 2nd and 7th place, respectively
- Esports: In their inaugural season, Minnetonka Esports teams took 1st and 3rd place in the state championship for Rocket League



Hugh Kelly '24 won the singles title at the Adapted Bowling state tournament.



Cheerleading won the state championship (25th consecutive) and were national runners-up.



Baseball took 4th place at the state tournament.

Service



- The Class of 2021 Legacy Project focused on promoting physical and mental wellness. Donations went to American Heart Association, Hope House, Minnesota Children's Hospital, People Reaching Out to People, Project Life-Cycle, and National Alliance on Mental Illness
- Sarah Erickson '25 from MMW was the state winner of the Prudential Spirit of Community Award for middle grades. Ava Chen '22, Josie Frandrup '21, Katherine Lew '21 and Erickson won Certificates of Achievement at the school district level. Virginia Morrow '21 and Phoebe Hanson '22 won Certificates of Merit at the district level
- In the President's Volunteer Service Award Program, 206 students and adults were recognized. Together, honorees reported 27,964 hours of service. 104 Bronze, 39 Silver and 63 Gold Awards were awarded
- 37 MHS students earned varsity letters in Community Service
- During Heart Week at Minnetonka High School, Student Government led Heart Week activities and raised more than \$20,000 for Minnetonka Family Friends



Head Baseball Coach Paul Twenge named to two halls of fame.

Staff Achievement

- Anna Bjork, EL teacher at Groveland and MME, was named to the International Literacy Association's 30 Under 30 list for 2021
- Several District teachers earned the National Board Certified Teacher distinction in 2021: Jennifer Breidenbach (MHS), Becky Holscher (MME), Allison Lundquist (MHS), Heather Richins (MHS), Sarah Strauss (MHS) and Qian Xia (Excelsior Elementary)
- Minnetonka staff raised nearly \$77,400 through the annual employee Charitable Giving Campaign, the highest yearly total ever raised. The money raised supports a variety of nonprofits in Minnesota
- Minnetonka High School Head Baseball Coach Paul Twenge was named to both the Minnesota State High School Baseball Coaches Association and the National High School Baseball Coaches Association halls of fame in 2021.
- Minnetonka Schools and ATS&R's work on the Loft at MHS earned the Grand Prize Award in *Learning by Design Magazine's* Fall 2020 Architectural Showcase.



Anna Bjork named to International Literacy Association's 30 Under 30.



Minnetonka Public Schools received the Certificate of Excellence in Financial Reporting from the Association of School Business Officials International for the 26th year in a row.



In 2021, Niche ranked Minnetonka Public Schools #1 in Best School District, Best High School, Best Elementary School and Best Teachers in Minnesota categories.



Minnetonka Community Education received a Project Award from the Minnesota Community Education Association for the Tonka Virtual Family Challenge



The District is recognized for the 8th year in a row as one of the best communities in the nation for music education by the NAMM Foundation.



Minnetonka Community Education

Minnetonka Community Education (MCE) is a dynamic part of the Minnetonka Public School District, serving the lifelong educational, social and recreational needs of the entire community. MCE programs and events bring the community together—from infants through older adults. Despite the challenges of the COVID-19 pandemic, 71% of regular MCE programs ran during the 2020-21 year with 28,805 registrations.

A 7,000-square-foot addition to the MCEC building in Deephaven was completed in December of 2020. It provided space for two preschool classrooms, two junior Explorers classrooms, a new conference room for staff use and adult enrichment programming, a music practice room, a new exercise studio and restrooms.

MCE launched a short-format video series to promote exciting new programs, tease upcoming events and connect with the community. So far, The MCE Minute's 11 episodes have reached more than 5,000 people. Watch episodes on the MCE Facebook page: www.facebook.com/MCEYouth

Minnetonka's high-quality educational program offers 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.

MCE also offers school-age childcare through Explorers, hundreds of after-school enrichment, academic and recreation programs for E-12 students and high-quality music instruction with MCE's Minnetonka Music Academy. There are a wide variety of classes and programs for adults, as well, catering to those who are active, eager to learn new skills or interested in connecting with the community. Community events continue to attract District residents—as well as people from across the country—for Tour de Tonka, Fall de Tonka, the Firecracker Run, Mud Run, Tonka Trail Trot and Tonka Youth Triathlon.

Learn about MCE programs and sign up at: www.minnetonkacommunityed.org

TonkaOnline Expanding K-12

Tonka Online, now in its 9th year, was initially developed as a supplemental learning program for grades 8-12 to support students who thrive in a more independent learning environment and to increase flexibility for students' schedules. Year-over-year, the program has grown. With the increased need for flexibility during the COVID pandemic, Minnetonka Schools is expanding Tonka Online to offer full-time e-learning for all grade levels during the 2021-22 school year.

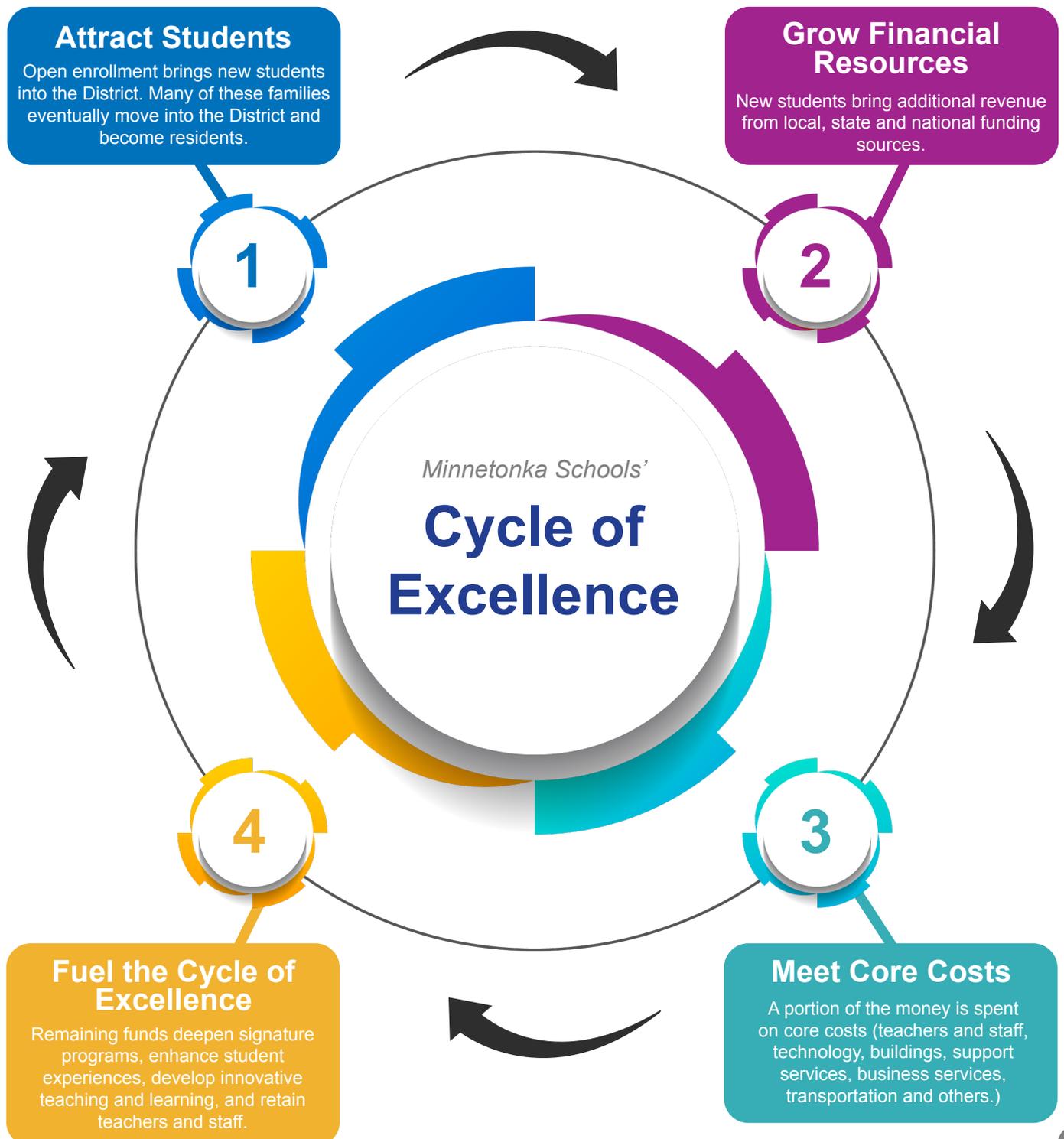
Students enrolled in the Tonka Online full e-learning program can expect the same high academic standards and commitment to excellence that the Minnetonka Public School District is known for providing. K-8 Tonka Online courses have been specifically designed to provide personalized instruction and to better support learners through a blend of synchronous and asynchronous instructional models. High School students in the e-learning program will have access to the same Tonka Online courses they have previously utilized as part of the supplemental program, in addition to new core curriculum courses which will round out their graduation requirements. Additionally, High School students who are in-person learning may continue to take supplemental Tonka Online courses.

Learn more about online learning for all grades: www.tonkaonline.org

Open Enrollment Update

Minnetonka's Model Fuels the Cycle of Excellence

Minnetonka Schools' strategic approach to enrollment attracts both resident and open-enrolled students. This grows the District's revenue and allows it to meet more than its core costs. Most fixed expenses are covered by revenue brought in by resident students. Therefore, much of the revenue raised by adding open-enrolled students is used to fund signature programs, lower class sizes and improve teacher compensation. **Ultimately, Open Enrollment plays a significant role in fueling Minnetonka Schools' cycle of excellence.**



Preparing the World's Best Workforce



2020-21 Summary Report

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 2020-21 school year.

Assessment in 2020-21 was again impacted by the COVID-19 pandemic, which reduced the number of students taking exams across the state.

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; and 5. All students are ready for career and college.

Since these achievement goals were set in the 2013 Minnesota Statutes, Minnetonka Public Schools has made progress toward achieving each one, as measured by national, state and local assessments.

The full World's Best Workforce report, which includes student achievement goals and the strategies and initiatives that Minnetonka engaged in to meet those goals, is available on the District website at www.minnetonkaschools.org/wbwf

WBWF Goal: Children Are Ready for School

The District measures this goal in two ways, by increasing the screening of children by age three and by monitoring literacy objectives with Minnetonka Preschool PreK4 students.

156

children were screened. While Minnetonka resumed screenings in 2020-21, many parents were uncomfortable bringing their children to non-essential appointments, resulting in a 20% decrease from 2018-19 (47% decrease statewide).

For details about literacy results, visit our World's Best Workforce website: www.minnetonkaschools.org/wbwf

WBWF Goal: Third Graders Can Read at Grade Level

In 2020-21, Minnetonka third grade students surpassed the state average by more than 11%, with **66.6%** meeting or exceeding proficiency on the MCA-III test, compared to **54.8%** of third graders statewide.

WBWF Goal: Closing Achievement Gaps

The District aims to close achievement gaps in reading and math. As measured by the MCA-III (and detailed below), the gap between white and non-white students at Minnetonka is much smaller than the gap reported statewide. In 2020-21:

Reading

MINNETONKA: 75.5% of white students and 69.8% of non-white students met or exceeded proficiency on the MCA-III Reading test. The gap is 5.7%.

STATE AVERAGE: Of the state's white students who took the MCA-III in Reading, 59.4% were proficient; of the non-white students, 37.0% were proficient. The gap is 22.4%.

Math

MINNETONKA: 68.2% of white students and 66.0% of non-white students met or exceeded proficiency on the MCA-III Math test. The gap is 2.2%.

STATE AVERAGE: Of the state's white students who took the MCA-III in Math, 52.2% were proficient; of the non-white students, 26.4% were proficient. The gap is 25.8%.

WBWF Goal: Students Graduate

The four-year graduation rate for Minnetonka High School students, as determined by the Minnesota Department of Education, is **97.7%** for the Class of 2020. In Minnesota, 83.8% of students in the Class of 2020 graduated in 2020.

WBWF Goal: Students are Ready for College and Careers

This goal is measured using ACT scores from the Class of 2021. Note: Due to the COVID-19 pandemic, only 587 students from the Class of 2021 took the ACT exam, compared to more than 680 in a typical year.

94.4%

of Minnetonka High School seniors who took the ACT met or exceeded the College Readiness Benchmark Composite Score (18). Statewide, **70.9%** of Minnesota graduates in 2020 who took the ACT were considered college-ready.

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

District Advisory Committee

2020-21 SCHOOL YEAR

Krista Adewumi, Parent, Community Member

Mark Ambrosen, School Board Member (Effective January 2021)

Colette Benoit, MHS Student, '21

Christine Breen, Executive Director of Special Education

Maria Chopite, Minnewashta Spanish Immersion Teacher, Spanish Immersion Department Chair

Kruthica Dama, MHS Student, '22

Xue Han, Scenic Heights Chinese Immersion Teacher, Chinese Immersion Department Chair

Serena Harad, Parent, Community Member

Paule Hocker, Parent, Community Member, Scenic Heights Elementary Paraprofessional

Sara Hunt, Parent, Teacher on Special Assignment/Instructional Technology Coach

Austin Hunter, MHS Student, '21

Stephanie Johnson, Parent, Community Member

Dr. Amy LaDue, Assistant Superintendent for Instruction

Bryan McGinley, Deephaven Elementary School Principal

Stephanie Nordstog, Minnetonka Middle School East Assistant Principal

Julius Nurse, MHS Student, '22

Dr. Matt Rega, Parent, Director of Assessment

Diane Rundquist, Parent, Director of Advanced Learning

Freya Schirmacher, Minnetonka Middle School West Principal

Steve Urbanski, Director of Curriculum

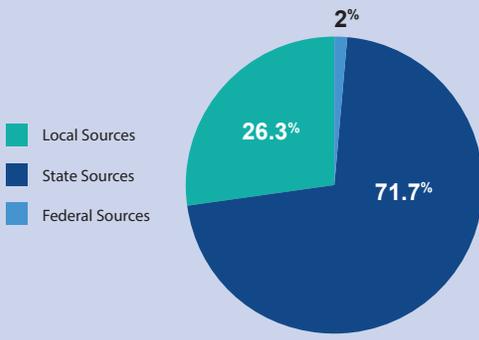
Lisa Wagner, School Board Member (Through December 2020)

Sara White, Director of Teacher Development

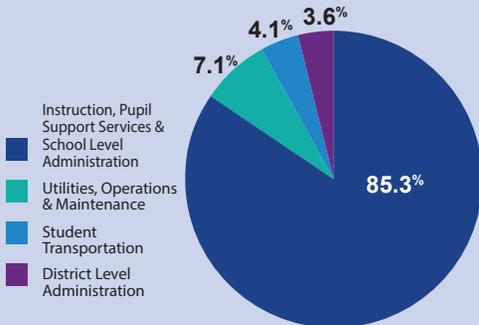
Prudent Financial Management

One of the Minnetonka School Board's critical roles is to be conscientious stewards of taxpayer funds. Board members take great pride in this responsibility, looking to taxpayers for support only as a last option. In Minnetonka, state funding makes up 71.7% of the annual operating budget, federal funds account for 2% and 26.3% is local funding. Of the 26.3%, 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.

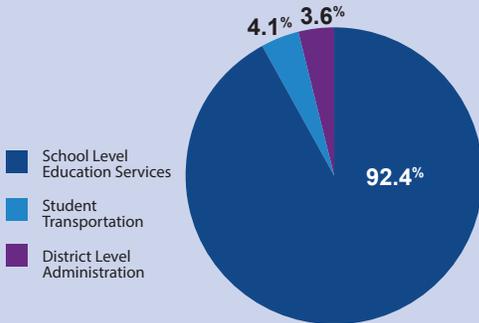
The Minnetonka School Board has worked diligently over the years to keep property tax levies as low as possible, and some years have seen no increase. The School Board has supported the District in pursuing the refinancing and restructuring of capital bonds to lower interest rates and in spreading the 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.



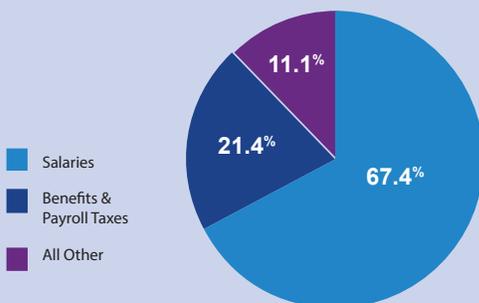
Sources of Funds
FY20-21 Budget -
General Fund



Uses of Funds by
Function/Activity
FY20-21 Budget -
General Fund



Uses of Funds
School Level vs. District Level
FY20-21 -
General Fund



Uses of Funds
Employee Compensation vs.
All Other
FY20-21 Budget -
General Fund

District General Fund	Unaudited Actuals 2020-21	Adopted Budget 2021-22
Beginning Assigned Fund Balance	\$898,579	\$1,652,075
Beginning Unassigned Fund Balance	\$26,500,354	\$24,224,514
Revenue	\$140,574,961	\$141,135,325
Expenditures	\$ 142,097,305	\$139,401,856
Difference	(\$1,522,344)	\$1,733,469
Transfer to Operating Capital	—	—
Ending Assigned Fund Balance	\$1,652,075	\$910,000
Ending Unassigned Fund Balance	\$24,224,514	\$26,700,058*
Unassigned Fund Balance %	17%	15.7%
Student Enrollment	11,050	11,100

*FY22 amended budget estimate.

Efficiency Excellence in Per-Pupil Spending

Minnetonka Public Schools provides exceptional and innovative programs for students and hires top teachers in the Metro Area** while keeping its costs low. Through careful planning and efficiency, Minnetonka Schools spent \$136 less per pupil than the state average in 2019-20*** and \$1,679 below the spending average for the eight neighboring districts listed in the chart to the right.

2019-20***	Cost Per Pupil
Anoka	\$12,669
Eden Prairie	\$13,209
Edina	\$12,858
Hopkins	\$14,151
Minneapolis	\$16,208
St. Louis Park	\$14,303
St. Paul	\$15,799
Wayzata	\$12,950
State	\$12,475
Minnetonka	\$12,339

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

***MDE Profiles. Most recent comparable data available is from the 2019-20 school year.

Consolidated Financial Statement

For the past 26 consecutive years—every year since 1994—Minnetonka Public Schools has received the Excellence in Financial Reporting Award. It is also 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, and District financials are audited annually by the firm of CliftonLarsonAllen.

The District is in the sixth year of a 10-year financial plan following the 2015 referendum. Therefore, revenues are budgeted to exceed expenses for fiscal year 2021. This will allow the new voter-approved referendum funding to be stretched over multiple years, as promised to voters.

District General Fund	2020-21 Unaudited Actuals	2021-22 Budget Amounts	2020-21 % of Total
REVENUES			
Property Taxes	\$33,952,598	\$33,991,111	24.1%
Earnings on Investments	\$435,910	\$720,000	0.5%
Other	\$2,150,637	\$2,382,558	1.7%
Local Sources	\$36,539,145	\$37,093,669	26.3%
State Sources	\$98,888,664	\$101,184,440	71.7%
Federal Sources	\$5,147,152	\$2,857,215	2.0%
Total Revenue	\$140,574,961	\$141,135,325	100.0%
EXPENDITURES			
School Level Administration	\$3,476,890	\$3,801,080	2.8%
Elementary & Secondary Regular Instruction	\$85,386,455	\$77,930,255	57.3%
Vocational Education Instruction	\$1,116,234	\$1,071,277	0.8%
Special Education Instruction	\$21,538,534	\$22,822,250	16.8%
Instructional Support Services	\$5,952,347	\$5,812,817	4.2%
Pupil Support Services	\$4,724,077	\$4,401,225	3.5%
Sites & Buildings	\$7,702,605	\$7,501,419	5.3%
Fiscal & Other Fixed Cost Programs	\$1,308,715	\$2,520,941	1.7%
District Level Administration	\$846,611	\$773,077	0.6%
District Support Services	\$4,827,766	\$4,507,939	3.0%
Transportation	\$5,217,071	\$5,566,756	4.1%
Total Expenditures	\$142,097,305	\$139,401,856	100.0%
Net Change in Fund Balance	\$(1,522,344)	\$1,733,469	
FUND BALANCE			
Beginning of Year	\$27,398,933	\$25,876,588*	
Transfer to Operating Capital	—	—	
End of Year	\$25,876,588	\$27,610,058*	

*FY22 amended budget estimate.

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.



Finance Advisory Committee

2020-21 SCHOOL YEAR

Community Members

John Groton
Deirdre Keller
Matt Chapman
Matt Weight
Jill Howe
Rob Wolter
Brad Honey
Charlie Steingas

School Board Representative

Lisa Wagner

District Administration

Dr. Dennis Peterson
Ashwin Muni
Jessica Hulitt
Paul Bourgeois



★ Minnetonka Public Schools
Dr. Dennis Peterson, Superintendent
5621 County Road 101
Minnetonka, MN 55345
www.minnetonkaschools.org
952-401-5000

NonProfit Org.
U.S. Postage Paid
Minnetonka
Schools
Permit 1287
Hopkins, MN



Minnetonka Independent School District #276
Dr. Dennis Peterson, Superintendent
5621 County Road 101
Minnetonka, MN 55345
www.minnetonkaschools.org
952-401-5000