

MINNETONKA  
PUBLIC SCHOOLS

# 2018 ANNUAL REPORT



## A letter from the Superintendent

It is an honor to present this Annual Report to the residents of the Minnetonka School District. Providing a strong public education to students these days is essential but very challenging, and Minnetonka has done an outstanding job again this year of enabling every student in the District to be successful and in securing financial stability for our community. This has been Minnetonka's best year ever, and various articles in this Annual Report describe the achievements that lead to that conclusion.

The greatest priority for the District, of course, is the education of our children and youth. Student achievement continues to accelerate each year, as every student learns more than students before them. Our focus on assuring that every student is successful requires many different strategies and strong partnerships with parents, because there is a wide range of student needs and abilities. Our broad program for the "average" student is stronger than it has ever been, and it requires most of our financial resources. Our expectation that students with learning challenges also achieve academic standards has led to a strong year for them. Our push to have our strongest learners challenge themselves with higher levels of excellence has also paid off for those students.

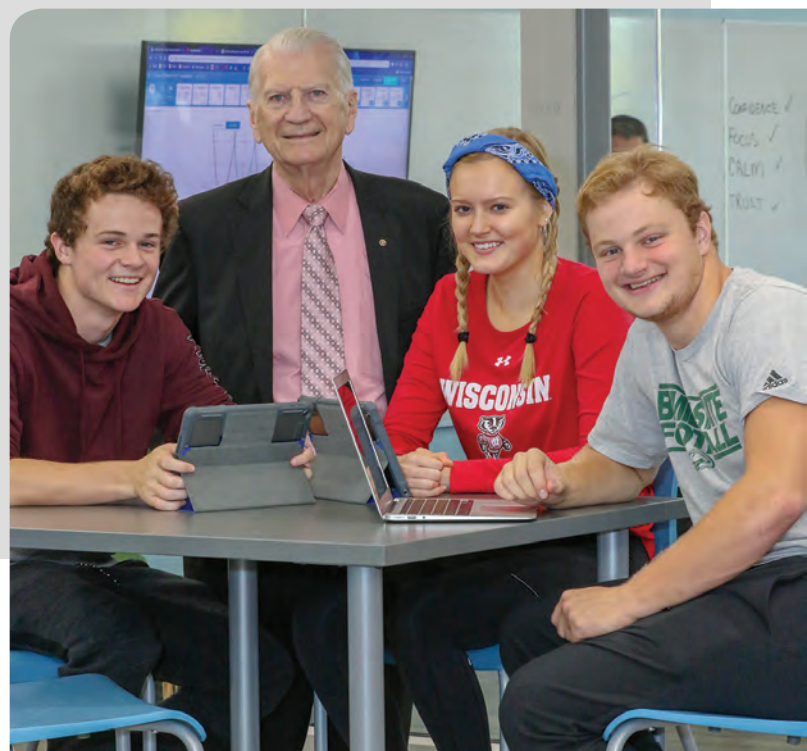
Our ACT test averages reflect the overall success of each class of Seniors, and the 2018 class achieved the highest composite average ever for a Minnetonka class at **27.7**. This has been achieved because we are enabling all learners to know more and be able to do more than they thought possible. The impact of a stronger program, more outstanding teachers and higher expectations has moved that ACT average from **23.1** in 2002 to the current **27.7** little-by-little over the past 17 years. At the same time, our elementary and middle school students' performance on national and state tests reveals how much achievement at each grade has improved year-after-year. Having our average Fifth–Eighth Graders reach performance averages well beyond the national level of "beyond Eleventh Grade" shows how all of our students add to those measures. Having Minnetonka hold the top position in the Metro for the highest percentage of students reaching proficiency on state tests in Reading and Science (and second in Math) is a solid accomplishment that reflects on all of our students.

Financially, there is probably no stronger district in Minnesota than Minnetonka. The District achieved its strongest position ever this past year, as it completed its thirteenth consecutive year without cutting the budget or laying off staff. It has achieved a Aaa bond rating over those years, and the reserves for future years are at their highest level. Three major factors make that difference. The first is strong voter support for referendums in 2002, 2007 and 2015 that has enabled the District to have resources that the state does not provide. Second, accepting non-resident students and welcoming new residents has enabled enrollment to climb from 7,600 a little over a decade ago to nearly 10,700 last year, and that enrollment increase provides over **\$26 million** just this year to educate resident students. And, third, our District is very careful with how it spends the funds it receives, which has meant that Minnetonka spends less per student than the state average.

Furthermore, we have carefully managed debt and facilities upgrades to produce buildings that will last another 40 years without much more cost. Our facilities are all well-maintained.

This is a very special community that supports its schools and its students. We are deeply grateful for this level of support, and we intend to make 2018-19 an even better year for Minnetonka.

Respectfully submitted,  
Dennis L. Peterson, Ph.D.



## 2018-19 District Goals

Each year, the Minnetonka School Board adopts specific goals to ensure long-term educational excellence for all students.

- GOAL 1 Student Well-being**

The well-being of students is a priority for families and the District. In 2018-19, 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. Updates on the implementation will be presented to the Board in January and May, 2019.
- GOAL 2 District Workforce of Tomorrow**

Over the course of five years, the District will complete and implement a plan that assures an ongoing supply of outstanding teachers, administrators and support staff to serve students throughout their years in the District. Year two of this five-year goal will continue to focus on identification of the resources required. The articulation of these resources will be presented to the Board by June 1, 2019.
- GOAL 3 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 programs will be holistically reviewed utilizing the adopted School Board Innovation Criteria no later than May 1, 2019. The programs include E-12 personalized pathways to success; implementation and expanded awareness of tools identified in the counseling review and Minnetonka Framework; family education and deep implementation of Naviance at the secondary level; and implementation of a marketing plan and expansion strategy for growth and exploration of partnerships for Tonka Online.
- GOAL 4 Expand Experiential Learning and Inquiry-Based Learning**

The District will provide experiential learning opportunities and inquiry-based learning opportunities for E-12 students to enable them to strengthen their learning, increase their interest and enhance their motivation for learning. The goal for 2018-19 is to finalize a road map for incorporating experiential learning and inquiry-based learning throughout the system. A report will be made to the Board by May 31, 2019 to present the plan/roadmap.

## 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. 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 education for every student at [www.minnetonkaschools.org/vision](http://www.minnetonkaschools.org/vision).



Lisa Wagner  
School Board  
Chair



Katie Becker  
School Board  
Vice Chair



Lisa Sumner  
School Board  
Clerk



Chris Vitale  
School Board  
Treasurer



Mark Ambrosen  
School Board  
Director



John Holcomb  
School Board  
Director



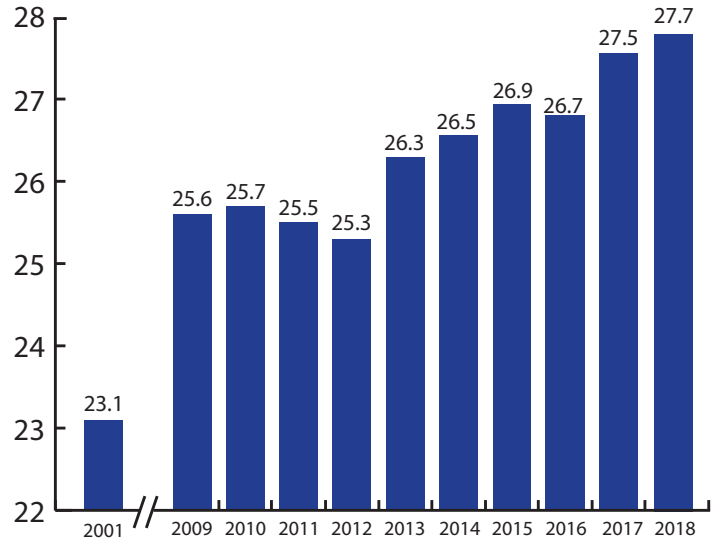
Mike LeSage  
School Board  
Director

# ACT® Achievement

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.

## Class of 2018 Recap

In 2018, the average ACT Composite score for the MHS Class of 2018 reached a new level at 27.7. The chart, at right, shows the steady progress District students have made over the last several years as a result of intentional focus on providing Minnetonka students a world-class education. In 2018, nine students earned a top score of 36 on the ACT. There were only 75 students in Minnesota with this score.



**34.4**  
the average ACT score for the **Top 100** students

**33.2**  
the average ACT score for the **Top 200** students

**30.9**  
the average ACT score for the **Top 400** students

## Class of 2019: 12 Students Earn a Top Score of 36

Congratulations to the 12 Minnetonka High School Class of 2019 students, at right, who earned a top score of 36 on the ACT exam.

There are also 16 students with a score of 35 and 25 students with a score of 34 in the Minnetonka School District.



Connor Brandt



Christine Cannon



Jakob Charbonnet



Hannah Ditto



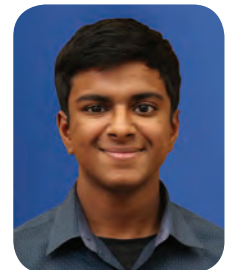
Curt Ell-Egermeier



Oliver Forst



Christian Hilgemann



Parthiv Krishna



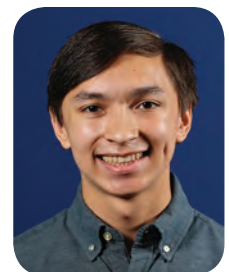
Frank Lu



Dean Matteson



Jacob Ode



Ethan Tran

# 26 National Merit Semifinalists

## The Largest Number of Students Recognized in MHS History

Congratulations to Minnetonka's 26 National Merit Semifinalists and 27 Commended students from the Class of 2019. This is the largest number of students ever recognized at MHS for this honor and, this year, top in the state. In 2002, Minnetonka had two National Merit Semifinalists and seven Commended students. 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): Alexi Alfieri, Dean Matteson, Alison Sundem, Gabrielle Smith, Jacob Otolski, Rachel Park, William Rehm, Annika Hendrickson, Parthiv Krishna* **Second row (l-r):** Principal Jeff Erickson, Joshua Levy, Christine Cannon, Blake Heyman, Hannah Ditto, Cameron Anundson, Emme Simning, Nicholas Kachkovsky, Alexander Morgan, Frank Lu **Third row (l-r):** Ethan Mirman, Matthew Kasprick, Alistair Crabb, Connor Brandt, Christian Hilgemann, Curt Ell-Egermeier, Jacob Ode, Maxwell Rader

## Internationally ranked in reading, science and math

In December 2017, a sample of 75 Minnetonka High School sophomores was selected by the Organization for Economic Co-operation and Development (OECD) to take the *OECD Test for Schools*. If Minnetonka were a country, it would rank number one in math and reading, and number two in science when compared to top-performing countries around the world. Last year, Minnetonka ranked number one in science as well.

### READING

MINNETONKA	542
SINGAPORE	535
HONG KONG	527
CANADA	527
FINLAND	526
KOREA	517
JAPAN	516
GERMANY	509
AUSTRALIA	503
UNITED KINGDOM	498
UNITED STATES	497
B-S-J-G (CHINA)*	494
BRAZIL	407

### MATH

MINNETONKA	573
SINGAPORE	564
HONG KONG	548
JAPAN	532
B-S-J-G (CHINA)*	531
KOREA	524
CANADA	516
FINLAND	511
GERMANY	506
AUSTRALIA	494
UNITED KINGDOM	492
UNITED STATES	470
BRAZIL	377

### SCIENCE

SINGAPORE	556
MINNETONKA	538
JAPAN	538
FINLAND	531
CANADA	528
HONG KONG	523
B-S-J-G (CHINA)*	518
KOREA	516
AUSTRALIA	510
GERMANY	509
UNITED KINGDOM	509
UNITED STATES	496
BRAZIL	401



\*B-S-J-G (China) - Beijing, Shanghai, Jiangsu, Guangdong

# Record Numbers of Advanced Placement Scholars

The following students from the 2018-2022 graduating classes have earned an AP Scholar designation as of August 2018.

## NATIONAL AP SCHOLARS

Granted to 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

Granted to 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

Granted to 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 SCHOLARS

Granted to students who receive scores of 3 or higher on 3 or more AP exams.

### NATIONAL AP SCHOLARS

#### CLASS OF 2018

Afton Aiken  
Zachary Ambrosen  
Evelyn Armstrong  
Henry Bixler  
Nathaniel Budijono  
Luke Bunday  
Zane Bush  
Erika Bussmann  
Dana Caron  
Graham Caron  
Saahil Chadha  
Leonardo Clarke  
Christina Crassas  
Logan Cummings  
Benjamin Dickinson  
Ashley Gao  
Adalee Gill  
Benjamin Glukh  
Xihe Han  
Benjamin Helgeson  
Owen Heupel  
Elliot Heyman  
Paige Hill  
Stanley Kohls  
Kylie Landa  
Derrick Loke  
Natalie Lowry  
Julia Luehr  
Jagmehar Madan  
Joseph Melander  
Will Murphy Vossberg  
Harrison Noll  
Olivia O'Brien  
Grant Ogilvie  
Ryan Oppegaard  
Dylan Peters  
Annika Quam  
Benjamin Rautio  
Jaclyn Rebertus  
Katherine Richman  
Jenna Ridler  
Morgan Robinson  
Elena Romashkova  
Katherine Schiltz  
Jake Schulz  
Benjamin Stolar  
Alexander Traxler  
Andrew Walker  
Adam Ward

#### CLASS OF 2019

Cameron Anundson  
Christine Cannon  
Preston Chan  
Annabel Cho  
Alistair Crabb  
Lindsay Evans  
Alejandro Ferrer-Lugo  
Oliver Forst  
Meili Gong  
Annika Hendrickson  
Nicholas Kachkovsky  
Parthiv Krishna  
Joshua Levy  
Frank Lu  
Dean Matteson  
Ethan Mirman  
Jacob Ode  
Emmett O'Donnell  
Jacob Otolski  
Rachel Park  
Ayush Shah  
Alison Sundem

#### CLASS OF 2020

Moosa Khan  
Jaden Ma

## AP SCHOLARS WITH DISTINCTION

#### CLASS OF 2018

Hunter Abraham  
Brynne Adams  
Heidi Ahrenholtz  
Caroline Anderson  
Eric Anderson  
Islam Atayev  
Sunhyoung Bang  
Matthew Beckedahl  
Karl Boulter  
Deven Burkhart  
Oliver Calder  
Patrick Carroll  
Joseph Cassidy  
Siobhan Cleary  
Andrea Corkal  
Christian Cote  
Tatyana Cox  
Allyson Cyr  
Jacob Dahl

Evan Dion  
Benjamin Eichelman  
Kaitlyn Eisenmann  
Ryan Elder  
Anna Erickson  
Gabrielle Evans  
Alexander Ewald  
Shane Falkum  
Aaron Fazzio  
Emma Freebersyser  
Dylan Friendly  
Maxwell Fuecker  
Kate Gallagher  
Ruby Gatenby  
Hanna Gimse  
Bryan Grady  
Reagan Greene  
Emily Haan  
Tyler Heim  
Aidan Hill  
David Hodel  
Erik Hoeting  
Michael Hoopes  
Andrew Horinek  
Andrew Howe  
Alexander Jacobs  
Alanna Julius  
Manav Kalathil  
Katie Kamrowski  
Katelyn Lannom  
Lydia Larson  
Hugo Ligthart  
Drew Lind  
Andrew Manderfeld  
Sabina Marty  
Alexis McGrath  
Peter McLinn  
Casey Millhone  
Brigitte Montminy  
Aberdeen Morrow  
Anna Newell  
Evan Newlund  
Minh Nguyen  
Richard Nordvold  
Aidan O'Donnell  
Benjamin Olson  
Victoria Osterhus  
Mia Pankoff  
Thomas Pratt  
Charles Quinn  
Olivia Rey  
Kaitlin Roberts  
David Roderick

Trevor Rosacker  
Rebecca Rosen  
Michael Ruoff  
Cole Schmidt  
Emily Schulenberg  
Lobsang Serpolamatsang  
Christopher Simmons  
Samuel Simonett  
Taylor Skarda  
Anne Smith  
Calvin Stromwall  
Amanda Tahnk-Johnson  
Oliver Thomasson  
Sophia Timba  
Francesca Torres  
Caleb Trantham  
Priscilla Trinh  
Vanessa Van Holland  
Erika Van Wagenen  
Charles Wagner  
Kathryn Ward  
Jacob Weber  
Quinn Yeager

#### CLASS OF 2019

Alexi Alfieri  
William Anderson  
Alexandra Baker  
Emma Baker  
Kendall Boone  
Gabriel Brown  
Madeline Cavalier  
Jakob Charbonnet  
Lucas Chow  
Noah Chung  
Micah Curran  
Samuel Dahl  
Hannah Ditto  
Curt Eil-Egermeier  
Morgan Fischer  
Cole Forsmark  
Susan Foster  
Isaac Fuecker  
Nicholas Gordon  
Lauren Hagen  
Connor Hansen  
Zachary Hansen  
Blake Heyman  
Christian Hilgemann  
Charles Horn  
Jihyun Hwang  
Molly Johanson  
Linnea Kronzer

Jarrett Krouss  
Jhett Larson  
Thijs Larson  
Shelby Len  
Ilana Levine  
Nicholas Littler  
Jesse Liu  
Ilya Lyadov  
Ryan McCarthy  
Kate Meadows  
Luna Moreno Bohada  
Wyatt Mosiman  
Graham Ness  
Nathan Olmsted  
Jake Pankoff  
Priscilla Prouty  
Maxwell Rader  
Jack Rapini  
Emma Reeder  
William Rehm  
Sergio Rivas  
Simon Roemig  
William Roslansky  
Claire Salmi  
Abbey Schmitz  
Mikayla Schultz  
Claire Sester  
Erin Shoemaker  
Eidan Silver  
Emme Simning  
Gabrielle Smith  
Breelyn Stelle  
Christopher Tadros  
Elisabeth Tamte  
Ethan Tran  
Brooke Van Horne  
Dylan Wilson  
Jordan Zais

#### CLASS OF 2020

Elizabeth Andraschko  
Macie Anundson  
Alexander Arnold  
James Bohn  
Jacob Bridge  
Julian Calder  
Jai Chadha  
Griffin Dobbins  
Alexandra Farrell  
Cross Gibson  
Thomas Graupmann  
Andrew Hartmann  
Levi Hoogendoorn

Sterre Hoogendoorn  
Michael Jacobs  
Gunnar Jagodzinske  
Blake Knutson  
Thomas Lane  
Nicholas Leppik  
Stephen Leppik  
Max Lindholm  
Maxwell Meyer  
Theodore Peters  
Andres Rivas  
Charles Roslansky  
Jacob Sandum  
Nathan Schneider  
Maya Schrof  
Skyler Seets  
Dylan Tahnk-Johnson  
Gabrielle Tan  
Luke Tollefson  
Trisha Trinh  
Connor Wayman

## AP SCHOLARS WITH HONOR

#### CLASS OF 2018

Peter Andraschko  
Briannon Anglum  
Vishal Birkebak  
Emily Boismier  
Julia Brazeau  
Sawyer Buhman  
Keira Clyborne  
Jacqlyn Cronson  
Aimi Dickel  
Josh Galbreath  
Julia Glodoski  
Tyson Hart  
Anna Heinen  
Sophie Hollander  
Jena Jacobs  
Macallister Karrick  
Phillip Knopp  
Allyson Kuzara  
Bailey Kvamme  
Katherine Lutz  
Rebecca Mahannah  
Anne Malloy  
Ian Masui  
Katherine McDonald  
Cole Meeden  
Abby Ness  
Ryan O'Neill

William Parten  
 Cole Pelletier  
 Beau Pullman  
 Maureen Reinhardt  
 William Sadler  
 Aubrey Salita  
 Mark Schmitz  
 Spencer Schroeder  
 Jonathan Scouler  
 Aneri Shah  
 John Shelstad  
 Ava Stanek  
 Erin Steele  
 Anna Tobey  
 Erin Tully  
 Emma Von Feldt  
 Megan Walker  
 Adam Wilkinson  
 Nicholas Woods  
 Joshua Yahna

**CLASS OF 2019**

Cecilia Adoradio  
 Kathryn Benkovich  
 Victor Boris  
 Patrick Brislin  
 Alexandra Crassas  
 Lauren Dean  
 Jacob Epp  
 Shawn Frommelt  
 Kaya Gendreau  
 Anjali Gilbertson  
 Eva Grant  
 Nicolas Haeny  
 Madyson Hawes  
 Thomas Henderson  
 Jack Holmstrom  
 Claire Johnson  
 Spencer Knutson  
 Ellie Larson  
 Astrid Liden  
 Jasper Ligthart  
 Evan Maass  
 Luke MacKinnon  
 Robert Maple  
 Nicholas McKee  
 William McNabb  
 Gabriela Queiroz Miranda  
 Alexander Morgan  
 Daniel Paulson-Luna  
 Nathan Peroutka  
 Sophia Rey  
 Sarah Rhodes  
 Raymond Richter  
 Lake Rickenbach  
 Patrick Rile  
 Isabelle Sanna  
 Max Schlotthauer  
 Luke Schmidt  
 Rebecca Schumacher  
 Marie Senescall  
 Christopher Su  
 Natan Tapper  
 Talya Tapper  
 Melpomene Tlas

**CLASS OF 2020**

Sarah Erickson  
 Grant Foslien  
 Marianna Helgeson  
 Michael Holcomb  
 Mason Hurt  
 Elliott Ische  
 Karsten Johnson  
 Harry Koeppen  
 Evan Komis  
 Mark Larson  
 Seyoung Lee  
 Lauren Marty  
 Quentin Mooney  
 Sophie Moore  
 Kyli Nault  
 Eli Quist  
 Mitchell Robinson  
 Julia Ruelle  
 Alexander Schneider  
 William Sepesi  
 Ishan Sodhi  
 Sarah Stolar  
 Madison Tan  
 Masha Volkova  
 Anna Wander  
 Alexis Zucker

**CLASS OF 2021**

Winston Lu  
 Nathan Turcotte  
 Daniel Yang

**AP SCHOLARS**

**CLASS OF 2018**

Nika Azadegan  
 Madison Bebow  
 Nicholas Behling  
 Isabella Bertogliat  
 Harley Bingham  
 Harly Bingham  
 Evan Blackwell  
 James Breckheimer  
 Katherine Bryant  
 Annaka Buchstaber  
 Sarah Butcher  
 Alexander Campuzano  
 Matthew Carr  
 Nathaniel Christensen  
 Max Clepper  
 Anne Cooke  
 Garrett Corwin  
 Harriet Cosslett  
 Addisyn Courchene  
 Charles Cowan  
 Mackenzie Dahlin  
 Austin Davis  
 Rachel Dill  
 Eric Douville  
 Claire Duchschere  
 Samuel Durkee  
 Makayla Felknor  
 Liliana Felton  
 Maria Ferrer-Lugo  
 Logan Fisco

Samuel Fondeur  
 Samantha Frigard  
 Matt Gallentine  
 Piper Gartner  
 Maxwell Guderian  
 Jamisen Hannafin  
 Jack Hanzlik  
 Benjamin Hare  
 Grant Hargrave  
 Reid Harris  
 Briggs Haugen  
 Nathaniel Hayden  
 Simen Hayes  
 Francis Helmer  
 Anna Hoffmann  
 Elizabeth Honey  
 William Honey  
 Austin Johnson  
 Benjamin Johnson  
 Anna Jones  
 Raelin Karstens  
 Madeline Kertson  
 John Kingston  
 Joshua Kizilos  
 Elizabeth Lagerback  
 Noah Larson  
 Ethan Leicester  
 Carson Lennon  
 Jonathan LeSage  
 Anna Lindblom  
 Ryan Loberg  
 Amanda Marks  
 Benjamin Meier  
 Nicholas Meyer  
 Scott Millard  
 Maarten Moors  
 Gavin Mostoller  
 Jaden Neal  
 Gyorgy Nillissen  
 Jonathan Olmsted  
 Henry Pears  
 Cory Pengelly  
 Hans Peterson  
 Katriona Peterson  
 Paige Poitevent  
 Ethan Quaye  
 Haley Ricker  
 Megan Rivers  
 Melanie Rodriguez  
 Zanubia Sethuraju  
 Annika Shipstad  
 Blake Silas  
 Luke Slavens  
 Kristine Stedman  
 Frank Stich  
 Andrew Sumner  
 Braden Synsteliem  
 Kiana Talebi  
 Melissa Thiede  
 Claire Thorp  
 Ani Tobin  
 Axel Torbenson  
 Olivia Tornes  
 Nicholas Wagner  
 Ben Walsh  
 Benjamin Weibel

Benjamin Wheaton  
 Margaret Wiersum  
 Soraya Wiese  
 Jenna Wold  
 Sonja Zbinden

**CLASS OF 2019**

Asa Barnard  
 Curtis Bird  
 Kiera Birdwell  
 Madeline Bittell  
 Ethan Blomgren  
 Connor Brandt  
 Mary Broadbent  
 Brianna Christensen  
 Sophie Cole  
 Lauren Cooper  
 Phillip Daniels  
 Michael Dowson  
 Jacob Engdahl  
 Rebecca Ericson  
 Jack Estenson  
 Josephine Goergen  
 Isaac Goldman  
 Trent Johnson  
 Matthew Kasprick  
 Alexander Kisch  
 Noah Laird  
 Constance Liker  
 Christopher Lund  
 Soren Lundheim  
 Eleanor Moore  
 Annika Muller  
 Jessica Nikaj  
 Diego Nunez  
 Zachary Osmundson  
 Rodney Peterson  
 Briette Platt  
 Trevor Pudenz  
 Erin Radke  
 Anders Raichert  
 Benjamin Ray  
 Ava Ronningen  
 Chloe Roovers

Karen Rose  
 Mary Ruoff  
 Connor Shelquist  
 Mark Smallwood  
 Molly Smerillo  
 Alexandra Struble  
 Ethan Taddy  
 Pam Thimsen  
 George Thiss  
 Nicole Thompson  
 Nathan Vance  
 David Vande Kamp  
 Connor Wacker  
 Alexandra Wagner  
 Jack Westerlund  
 Raegan Willis  
 Sydney Zais

**CLASS OF 2020**

Alexandra Abbott  
 Ryan Benson  
 Ellie Bergfalk  
 Dakota Bibeau  
 Jordan Bilderbeek  
 Treven Bolton  
 Joshua Butcher  
 Jake Caron  
 Andrew Carroll  
 Justin Carter  
 Carmen Curry  
 Meghan Fries  
 Hope Gimse  
 Olivia Graupmann  
 Dylan Hawley  
 Lucia Hill  
 Francis Isaacson  
 Zachary Johnson  
 Eva Kaim  
 Chelsea Lai  
 Benjamin LeSage  
 Riley Means  
 Olivia Meredith  
 Owen Mischio  
 Georgia Morrow

Jacob Mostoller  
 Benjamin Norheim  
 Rowan O'Connell  
 Gabrielle Odom  
 William Pears  
 Harrison Richman  
 Austin Roberts  
 Mariana Rogan  
 Samuel Roslansky  
 Jeana Schafer  
 Nathaniel Schimke  
 Jackson Schroeder  
 Emma Stevenson  
 Nathaniel Stratton  
 Andrew Thompson  
 Julianna Torelli  
 Vincent Trinh  
 Leif Walker  
 Giovanni Zullo

**CLASS OF 2021**

Ally Chan  
 Hariharan Chidambaram  
 Alison Crandell  
 Berit Cummings  
 Nathyn Fine  
 Eli Hooker Reese  
 Alex Iliarski  
 Quinn Lee-O'Halloran  
 Rohan Pamerkar  
 Grace Roemig  
 Kevin Thomas  
 Kristine Thomas

**CLASS OF 2022**

Rory Cole  
 Luke Patefield

	National AP Scholar	AP Scholar with Distinction	AP Scholar with Honor	AP Scholar
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
2008	8	51	41	65
2007	8	47	46	79



## The Great Send-Off ... Best wishes to the Class of 2018!

Seniors submitted 3,364 total applications to 467 colleges and universities. These students earned 2,145 acceptances from 372 institutions from New York to California, Minnesota to Florida, Amsterdam to Montreal – and enrolled in 207 institutions.

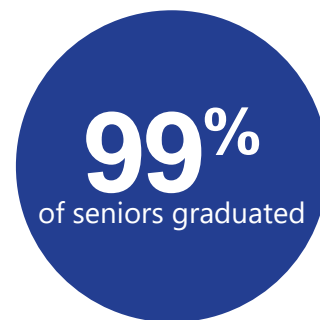
Abilene Christian Univ. (1)	College of the Holy Cross (1)	High Point Univ. (1)
Alexandria Technical and Community College (4)	Colorado College (1)	Illinois Wesleyan Univ. (1)
American Univ. (1)	Colorado School of Mines (2)	Indiana State Univ. (1)
American Univ. of Central Asia (1)	Colorado State Univ. (8)	Institute of Production & Recording (1)
Amsterdam Univ. College (1)	Columbia College Chicago (2)	Iowa State Univ. (29)
Anoka-Ramsey Community College (1)	Compass College of Cinematic Arts (1)	Iowa Western Community College (1)
Arapahoe Community College (1)	Concordia College - Moorhead (3)	Itasca Community College (2)
Arizona State Univ. (6)	Concordia Univ. at St. Paul (2)	Jacksonville Univ. (1)
Auburn Univ. (1)	Cornell Univ. (1)	James Madison Univ. (1)
Augsburg Univ. (2)	Creighton Univ. (5)	Johns Hopkins Univ. (2)
Augustana Univ. (SD) (1)	Dakota County Technical College (1)	Lake Forest College (1)
Bates College (1)	Dakota State Univ. (1)	Lake Superior College (1)
Baylor Univ. (2)	DePaul Univ. (4)	Lehigh Univ. (2)
Belmont Univ. (1)	Dordt College (1)	Liberty Univ. (3)
Bemidji State Univ. (2)	Dougherty Family College at Univ. of St. Thomas (2)	Long Beach City College (1)
Bethel Univ.-MN (7)	Drake Univ. (4)	Los Angeles Valley College (1)
Biola Univ. (1)	Duke Univ. (2)	Loyola Marymount Univ. (1)
Boston College (1)	Dunwoody College of Technology (4)	Loyola Univ. Chicago (2)
Brigham Young Univ. (3)	Elmhurst College (1)	Macalester College (4)
Brigham Young Univ., Idaho (1)	Florida International Univ. (1)	Madison Area Technical College (1)
Brown Univ. (1)	Florida State Univ. (2)	Marquette Univ. (1)
Bucknell Univ. (1)	Full Sail Univ. (1)	Massachusetts Institute of Technology (1)
Butler Univ. (1)	Gallatin College at Montana State Univ. (1)	McGill Univ. (1)
California Polytechnic State Univ., San Luis Obispo (2)	Gemological Inst. of America (1)	Metropolitan State Univ. (1)
Carleton College (6)	George Washington Univ. (1)	Miami Univ., Oxford (6)
Carthage College (2)	Grand Canyon Univ. (4)	Michigan State Univ. (1)
Cedarville Univ. (2)	Grinnell College (2)	Middlebury College (1)
Century College (1)	Gustavus Adolphus College (9)	Minneapolis College of Art and Design (1)
Charleston Southern Univ. (1)	Hamilton College - NY (1)	Minneapolis Community and Technical College (3)
Claremont McKenna College (1)	Hamline Univ. (2)	Minnesota State Univ., Mankato (12)
Clemson Univ. (1)	Harvard Univ. (1)	Minnesota State Univ., Moorhead (1)
College of Charleston (1)	Harvey Mudd College (1)	Mitchell Technical Institute (1)
College of Saint Benedict (4)	Hennepin Technical College (6)	



Montana State Univ., Bozeman (20)  
 Mount Holyoke College (1)  
 New York Univ. (2)  
 Normandale Community College (48)  
 North Dakota State Univ. (10)  
 North Hennepin Community College (1)  
 North Iowa Area Community College (3)  
 Northeastern Univ. (3)  
 Northern Arizona Univ. (1)  
 Northern State Univ. (1)  
 Ohio State Univ. (3)  
 Old Dominion Univ. (1)  
 Pennsylvania State Univ. (1)  
 Princeton Univ. (2)  
 Purdue Univ. (3)  
 Rhodes College (1)  
 Rice Univ. (1)  
 Roger Williams Univ. (1)  
 Saint John's Univ. (3)  
 Saint Mary's Univ. of Minnesota (4)  
 Santa Clara Univ. (2)  
 Savannah College of Art and Design (1)  
 School of Visual Arts (1)  
 Simpson College (1)  
 South Dakota School of Mines and Technology (2)  
 South Dakota State Univ. (3)  
 Southwest Minnesota State Univ. (1)  
 St. Catherine Univ. - St. Paul (2)  
 St. Cloud Technical & Community College (3)  
 St. Norbert College (1)  
 St. Olaf College (11)  
 Suffolk Univ. (2)  
 Texas A&M Univ. (1)  
 Texas State Technical College (1)  
 Tufts Univ. (1)  
 Tulane Univ. (1)  
 Union College (New York) (1)  
 United States Military Academy-Army (1)

United States Naval Academy (2)  
 Univ. of Alabama (1)  
 Univ. of Arizona (3)  
 Univ. of California, Berkeley (1)  
 Univ. of California, Los Angeles (1)  
 Univ. of California, Santa Cruz (1)  
 Univ. of Chicago (2)  
 Univ. of Colorado at Boulder (6)  
 Univ. of Colorado at Denver (1)  
 Univ. of Colorado, Colorado Springs (1)  
 Univ. of Denver (6)  
 Univ. of Essex (1)  
 Univ. of Helsinki (1)  
 Univ. of Illinois at Urbana-Champaign (1)  
 Univ. of Iowa (12)  
 Univ. of Kansas (5)  
 Univ. of Maine (1)  
 Univ. of Manitoba (4)  
 Univ. of Maryland, College Park (1)  
 Univ. of Michigan (1)  
 Univ. of Minnesota, Crookston (1)  
 Univ. of Minnesota, Duluth (23)  
 Univ. of Minnesota, Morris (1)  
 Univ. of Minnesota, Rochester (2)  
 Univ. of Minnesota, Twin Cities (78)  
 Univ. of Missouri Columbia (5)  
 Univ. of Nebraska at Lincoln (20)  
 Univ. of New Hampshire at Durham (2)  
 Univ. of New Mexico (2)  
 Univ. of North Carolina at Chapel Hill (1)  
 Univ. of North Dakota (11)  
 Univ. of Northwestern (3)  
 Univ. of Oklahoma (1)  
 Univ. of Oregon (1)  
 Univ. of Puget Sound (3)

Univ. of San Diego (1)  
 Univ. of San Francisco (1)  
 Univ. of South Carolina (2)  
 Univ. of South Carolina-Aiken (1)  
 Univ. of South Dakota (2)  
 Univ. of South Florida, Tampa (1)  
 Univ. of Southern California (3)  
 Univ. of St. Thomas (40)  
 Univ. of Tampa (1)  
 Univ. of Texas, Austin (1)  
 Univ. of Toronto (1)  
 Univ. of Utah (1)  
 Univ. of Victoria (1)  
 Univ. of Washington (5)  
 Univ. of Wisconsin, Eau Claire (12)  
 Univ. of Wisconsin, La Crosse (1)  
 Univ. of Wisconsin, Madison (25)  
 Univ. of Wisconsin, Milwaukee (3)  
 Univ. of Wisconsin, Oshkosh (1)  
 Univ. of Wisconsin, River Falls (4)  
 Univ. of Wisconsin, Rock County (1)  
 Univ. of Wisconsin, Stout (17)  
 Utah State Univ. (1)  
 Utah Valley Univ. (1)  
 Vancouver Film School (1)  
 Vanderbilt Univ. (1)  
 Vermilion Community College (1)  
 Virginia Tech (1)  
 Weber State Univ. (2)  
 Wellesley College (1)  
 Wesleyan Univ. (1)  
 Western Univ. (1)  
 Western Washington Univ. (1)  
 Whitworth Univ. (1)  
 Winona State Univ. (2)  
 Xavier Univ. of Louisiana (1)



# MCA III and NWEA Results from Spring 2018

## Strong Performance on the MCA III Results

Minnetonka students are performing extremely well in measurements collected through standardized testing; most notably, strong performances in Reading, Math and Science.

With regard to spring 2018 MCA III assessment results, Minnetonka students ranked first in the Twin Cities Metro in Reading (with 82.0% proficient), moving up from second the prior year. In Math (with 81.2% proficient), Minnetonka again ranked second in the Metro. And, in Science (with 76.5% proficient), Minnetonka students were first in the Metro area.



## NWEA Performance Compared to National Grade-Level Criteria

When Kindergarten students enter Minnetonka schools, they arrive on par with Kindergarteners nationwide. By the end of elementary school, the average fifth grader in Chinese, English or Spanish Immersion is performing beyond the 11<sup>th</sup>-grade level in reading and math compared to national norms.

The table, right, shows the average Minnetonka student's performance on the NWEA Measures of Academic Progress. At the end of each grade, students are performing many grade levels ahead of peers nationally.

## SPRING 2018 MCA III STATE READING, MATH AND SCIENCE COMPARISONS

Comparable Metro Districts

District	Reading	Math	Science
<b>Minnetonka</b>	<b>82.0</b>	<b>81.2</b>	<b>76.5</b>
Wayzata	80.4	81.6	72.6
Edina	78.2	76.8	68.0
Orono	77.6	75.5	75.8
Westonka	75.5	77.8	64.4
Eastern Carver County	68.8	63.3	57.8
Eden Prairie	75.3	71.2	64.2
Hopkins	63.9	61.1	47.6
State of Minnesota	60.3	57.6	52.2

## SPRING 2018 RESULTS: NWEA MEASURES OF ACADEMIC PROGRESS

Minnetonka	Reading level:	Math level:
Kindergarten	Early 1 <sup>st</sup> Grade	Early 1 <sup>st</sup> Grade
Grade 1	Mid 2 <sup>nd</sup> Grade	Mid 3 <sup>rd</sup> Grade
Grade 2	Early 4 <sup>th</sup> Grade	Early 4 <sup>th</sup> Grade
Grade 3	Mid 5 <sup>th</sup> Grade	Early 6 <sup>th</sup> Grade
Grade 4	Early 8 <sup>th</sup> Grade	Mid 8 <sup>th</sup> Grade
Grade 5	Beyond 11 <sup>th</sup> Grade	Beyond 11 <sup>th</sup> Grade
Grade 6	Beyond 11 <sup>th</sup> Grade	Beyond 11 <sup>th</sup> Grade
Grade 7	No longer tested	Beyond 11 <sup>th</sup> Grade
Grade 8	No longer tested	Beyond 11 <sup>th</sup> Grade

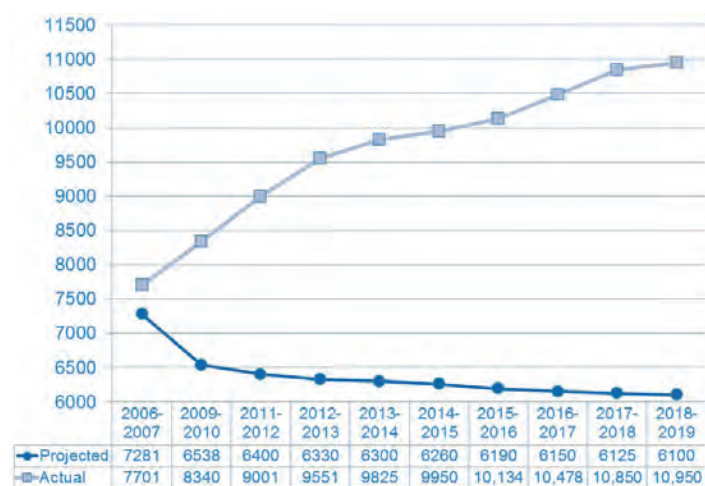
# Enrollment Growth Strategy

Minnetonka Public Schools' reputation for excellence grows each year. Student achievement at every level is at all-time highs, and parents continue to say they value the variety of opportunities, programs and outstanding teachers who are inspiring and motivating their children to excel. Ninety-nine percent of them rate the District as excellent or good.

Year-after-year, Minnetonka Schools attracts top teachers and staff and continues to lead the Metro area as a district of choice. From signature programs such as VANTAGE, Minnetonka Research, Navigators, Language Immersion and Tonka Online, to coding curriculum that begins in Kindergarten, Minnetonka remains innovative and student-centered. The District is thriving.

Enrollment growth has been a key factor in the District's strength. Just over a decade ago, the District was experiencing declining enrollment, which, had it continued, would have led to the closing of several schools. It would have forced budget cuts, significantly impacting programs, services and staff. In short, this would have been a very different Minnetonka.

Through a planned enrollment growth strategy, and in particular, by embracing open enrollment, the District has brought in more than \$177 million since 2007 with the majority of that money going to provide more opportunities and lower class sizes than would have been possible for resident students.



This chart compares projected resident enrollment with actual enrollment. The synergy between enrollment growth and stable funding has allowed the District to provide high-quality education and unique programs that benefit all Minnetonka students.

## FAQ *How is open enrollment beneficial to resident students?*

The primary benefit for the District accepting open-enrolled students is that the added revenue beyond what it costs to educate open-enrolled students has been used to support resident students during otherwise challenging financial times.

Open enrollment generated \$23 million last year alone for Minnetonka Schools. Of that amount, the District spent about \$9 million on costs that open-enrolled students added. That remaining \$14 million was used for resident students to fund new programs and provide new opportunities—such as Minnetonka Research, VANTAGE, Language Immersion and much more.

### *Doesn't open enrollment make class sizes larger?*

Actually, no. It may seem counter-intuitive, but because non-resident students bring significant revenue to the District, the District is able to keep class sizes small, hiring more teachers and paras and creating additional classes, as needed. Without the 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.

### *Are Minnetonka taxpayers paying for non-resident students?*

No. 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.

### *Who pays to transport non-resident students?*

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 First Student bus company directly for the service.

### *Will the District continue to grow?*

The District's schools are all near their target enrollment. None of the schools are at capacity. The District's go-forward plan is to maintain numbers rather than to grow. This means the District will continue to embrace open-enrolled families sufficient to keep overall enrollment at target levels.

For more information, please visit [www.minnetonkaschools.org/openenroll](http://www.minnetonkaschools.org/openenroll)

# Student Well-being

## The Importance of Support for Students and Families

The Minnetonka School District is committed to educating the whole child and to supporting student well-being. The District believes that all students should feel safe, supported, encouraged, challenged and connected to their school community. This commitment ensures that students are happy, thriving and successful.

Minnetonka Schools views 'student well-being' as the positive sense of self and belonging that students feel when their cognitive, emotional, social and physical needs are met. Well-being in early years is about helping children to become resilient and self-aware so they make positive, healthy choices that support their learning and achievement now and in the future.

### Student Well-being is School Board Goal #1

In 2017-18, the Minnetonka School Board set a goal for the District to research how Minnetonka Schools were meeting the needs of students and families in the area of well-being, to identify where there were unmet needs, and to build a comprehensive resource map and guide to provide families with the help and with access to the resources they may need.

The goal reads as follows: "The well-being of students is a priority for families and the District. In 2017-18, the District will create and implement a plan that supports parents' 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."

### Resource Mapping to Create Well-being Guidebook and Well-being Website

Throughout the year, the Student Support Services Team, led by Executive Director Michelle Ferris, and Associate Superintendent Eric Schneider, worked together to identify the existing internal processes and both internal and external resources currently available to students. They also met with parent focus groups, student support staff, teachers and principals to learn more about the needs of students and where needs were not being met.

"Our intentional work this year in the area of student well-being was and continues to be to optimize and communicate our student well-being supports to all; our students, staff and our community," said Ferris. "It is of great importance that all students have a strong connection and trusted adult within our school community. We greatly value our partnership with our parents and key stakeholders in supporting and meeting the varied needs of our students."

Armed with this research, Student Support Services worked with the Communications Team to create a robust, relevant and comprehensive Well-being Website and Guidebook for parents and staff, as tools to provide information and connections in the area of student academic, social, emotional and behavioral well-being.

These comprehensive resources outline processes at each school and personnel to help families access supports in the District and through a wide variety of community agencies. District families are encouraged to visit the website and download the guidebook at [minnetonkaschools.org/wellbeing](http://minnetonkaschools.org/wellbeing)

### Next Steps

As the 2018-19 school year begins, work will continue, with Student Well-being remaining School Board Goal #1. The focus this year will shift to an emphasis on staff and parent education and communication. Through trainings, meetings, conversations and communications sent home, all District families, teachers and support staff will be provided with the information they need to understand the processes, resources and opportunities in place to meet students' well-being needs.



## SERVING FAMILIES

When families seek to access support and guidance for their child in any area of concern, the District often suggests starting with their child's school counselor, classroom teacher and/or (at the elementary level) building administration. At

the secondary level, the school counselor is the starting point. From there, parents are connected with other supports, if needed. In an emergency situation, however, families should call 911.

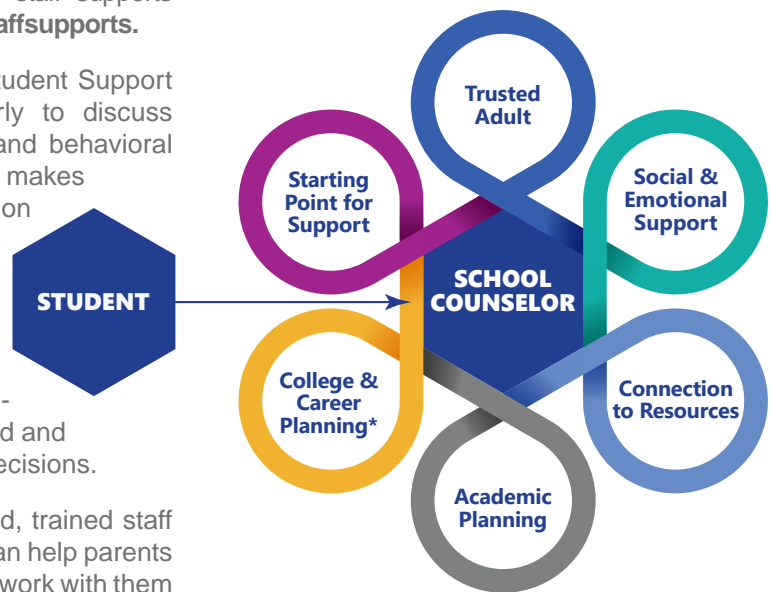
## ACCESSING SUPPORT STAFF

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. Learn more about Minnetonka Schools' counselors on the school staff supports page at [minnetonkaschools.org/staffsupports](http://minnetonkaschools.org/staffsupports).

to assure their child's well-being needs are met. Such staff members include health services staff, school counselors, school social workers, school psychologists, social, emotional and behavioral specialists, student support services facilitators, 504 coordinators and co-located mental health services staff.

Each Minnetonka school has a Student Support Team. This team meets regularly to discuss the academic, social, emotional and behavioral well-being of students and makes decisions about the tiered intervention supports available. It is made up of the building support staff and building leadership, along with core teachers and other related service providers. Additional individuals are brought in on an as-needed basis. Parents are informed and consulted on student needs and decisions.

There are a variety of highly skilled, trained staff in Student Support Services who can help parents access the systems of support and work with them



## CONNECTING PARENTS

Minnetonka Schools believes strong family, community and school involvement is key to student well-being and to overall student success. The District values parent partnerships and offer a wide array of supports and groups to connect with the school community and other parents, to learn about education initiatives and to provide available supports for students and families.

Connect with:

- PTO/PTA
- The Minnetonka Parent Education Committee
- Minnetonka Public School District Community Education
- Special Education Advisory Council
- Minnetonka Family Collaborative
- Tonka CARES

## CREATING POSITIVE WELL-BEING

Making sure students have a healthy school-life balance is also important. Students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school and make friends. Minnetonka Schools provides many opportunities to foster school connectedness and belonging by offering a wide range of activities for student participation. There is something for everyone, and students are encouraged to connect. Visit [minnetonkaschools.org/activities](http://minnetonkaschools.org/activities)

\*for middle and high school students

# UPDATE: SIGNATURE PROGRAMS

## Unprecedented Growth and Success in the International Baccalaureate (IB) Programme

Minnetonka High School has had the International Baccalaureate (IB) Programme since fall 2004. In 2017-18, a record number of students from the Class of 2018 pursued and earned the full, two-year IB Diploma, a course of study that includes rigorous curriculum; a 4,000-word extended essay on a topic of choice; and

completion of creativity, activity and service hours. An increasing number of students are also taking individual IB courses based on interests and passions. In spring 2018, 736 MHS students took 1,470 IB exams; of those, 84% scored a 4 or higher (out of a possible 7). To learn more, visit [minnetonkaschools.org/ib](http://minnetonkaschools.org/ib)

### Congratulations to 65 IB Diploma graduates—an all-time MHS record!

Eric Anderson	Sophia Henke	Anne Malloy	Amanda Tahnk-Johnson
Sarah Bang	Alexandra Hernandez	Amanda Marks	Caleb Trantham
Georgia Brabec	Lauren Hoberman	Hugo Mathieu <i>IB Bilingual Diploma</i>	Diogo Viveiros
Connor Brattland	Elizabeth Honey	Liam McConnell	Emma Von Feldt
Jack Breckheimer	Sem Hoogendoorn	Katherine McDonald	Megan Walker
Sawyer Buhman	Jessica Horst	Taylor Mechtel	Jake Weber
Oliver Calder	Austin Johnson	Brigitte Montminy	Greta Wiese
Patrick Carroll	Ben Johnson	Maarten Moors	Soraya Wiese
Gabby Cespedes	Molly Johnson	Aberdeen Morrow	Sonja Zbinden
Claire Chabin	Anna Jones	Gavin Mostoller	
Angie Church	Phillip Knopp	Minh Nguyen	
Nicoletta Diagiaco	Logan Knutson	Ben Olson	
Payton Frostad	Shannon Kuster	Kate Patten	
Gabriell Evans	Elizabeth Lagerback	Cole Pelletier	
Giovanna Garrido Blanco	Anita Lampat	Olivia Pfaendtner	
Hanna Gimse	Allison Larson	Thomas Pratt	
Bryan Grady	Hugo Ligthart	Ethan Quaye	
Simen Hayes	Grace Lindgren	Max Slater	
Sam Henke	Katie Lutz		

*"I joined the IB Diploma Programme to improve my writing, but was really happy to explore my own interests through the Extended Essay. Through this work I found out what I wanted to do for a career."  
– Phillip Knopp '18*

Below, IB Diploma candidates from the Class of 2018 submit their Extended Essays at a special celebration in December.



## Minnetonka Research: Student Awards Reflect Project Quality and Depth

Minnetonka Research provides students the opportunity to pursue authentic research driven by their own questions and interests. By connecting students with leaders in academia and industry, this program inspires and guides students as they develop 21<sup>st</sup> Century skills, such as communication, critical thinking, creativity and collaboration. Students leave the program ready to engage in challenging college courses and cutting-edge careers in fields of inquiry.

For the first time, Minnetonka Research students participated in the Twin Cities Regional Science Fair. Several students qualified for state-level competition, and four of nine qualified for the Intel International Science and Engineering Fair.

“The feeling is a bit overwhelming,” said Minnetonka Research student Leonardo Clarke, who won three regional awards and competed at the international competition. “I never expected that I would be given this opportunity, and I am so thankful to everyone who has contributed to my success in reaching this point.”

Minnetonka Research held its second annual Minnetonka Research Symposium in May 2018. Students presented their year-long research projects and discoveries to fellow students, parents, teachers and community members.

The event provided a great experience for the students, impressing attendees with project depth and professionalism. The third annual Symposium is scheduled for May 29, 2019.

To learn more about Minnetonka Research, please visit [minnetonkaschools.org/research](http://minnetonkaschools.org/research) or read the student blog, “Beyond the Glass,” at [minnetonkaresearch.wordpress.com](http://minnetonkaresearch.wordpress.com)



Intel International Science and Engineering Fair finalists (l-r): Christopher Simmons '18, Max Rader '19, Leonardo Clarke '18 and Parthiv Krishna '19

## VANTAGE Students Complete 75 Projects in 2018

Under the new leadership of Program Director Roger Andre, Minnetonka High School's advanced professional studies program, VANTAGE, has seen positive changes. Coming into 2018-19, it has seen significant growth, and the spike in enrollment is due to the numerous improvements that have been made. These include redesigning the Health Sciences strand, improving the Mentor Program and sponsored projects, increasing skills development, improving communication and creating a Student Advisory Board.

In 2017-18, 172 students participated in VANTAGE. Enrollment has now increased to a record 289 students across six study areas. Health Sciences now has the largest enrollment of any study area with nearly 100 students.

One of VANTAGE's greatest strengths is its partnership with business leaders. Over the past year, more than 200 guest instructors shared their expertise. Students completed more than 75 projects in partnership with major companies, such as Best Buy, Optum, Cargill and Nike; mid-size companies such as Kowalski's, Caribou Coffee and Waytek; and many local businesses such as Hour Glass Cleaners, HockeyStop and Tonkadale Greenhouse.

To learn more, please visit [tonkavantage.com](http://tonkavantage.com)

*“VANTAGE taught me to take advantage of every opportunity, to learn from others and to think critically. I had many opportunities to talk to incredibly successful people and make connections that will help me in the future.”*

– Samuel Fondeur '18



Health Sciences



Global Food Sustainability:  
Economics and the Environment



Design + Marketing



Digital Journalism



Business Analytics



Business in a Global Economy

# A Focus on the Arts

## Theatre at All Levels

Minnetonka Public Schools offers musical theatre from grades 4-12, making it one of the only districts in the state to offer so many opportunities for young thespians.



## Masters of Music

MSHSL Solo/Ensemble Competition



### CHOIR

56 vocal students earned superior or excellent ratings.



### BAND

33 band students earned superior or excellent ratings.



### ORCHESTRA

28 orchestra students earned superior or excellent ratings.

## Artistic Scholastic Art &



### Art Award Winners

- 10 Gold Key
- 12 Silver Key
- 27 Honorable Mention

4-5

In grade 4, students can choose orchestra or classroom music. The District offers fifth-graders the unique ability to choose from band, orchestra, choir or classroom music.

6-8

For grades 6-8, classroom music, band, orchestra and choir are available year-long and held every other day.

## Best Community for Music



The NAMM Foundation has again recognized the Minnetonka Public School District for its exceptionally high commitment and consistent access to music education.

## Professional

VANTAGE Digital Journalism



Painting

Theatre Poetry

Band Choir



## On the Town

The Fall Musical, **On the Town**, earned 25 Spotlight Awards, including "Outstanding Overall Production of a Musical."



## Master Class

The MSHSL One Act Play, **Master Class**, was honored with a "Starred Performance"—the state championship. This is the third win in a row and twelfth overall win.



## Mary Poppins

The Spring Musical, **Mary Poppins**, received 22 Spotlight awards, including "Outstanding Overall Production of a Musical."



## Leaders

Writing Awards



### Writing Award Winners

- 1 Gold Key
- 5 Silver Key
- 9 Honorable Mention

## Student Work on Display

The following locations display student artwork which changes several times over the school year.

### District Service Center Lobby

5621 County Rd. 101  
Minnetonka, MN 55345

### MHS Arts Center Gallery

18285 Highway 7  
Minnetonka, MN 55345



9-12

At Minnetonka High School there are 5 bands, 5 orchestras, 5 choirs, and 5 non-performance music courses to choose from.

## Clubs & Activities

Extra-curricular opportunities in the fine arts abound at every level, from Kindergarten to twelfth grade. Students make friendships, build creativity and embrace a positive community.

Elementary School\*

Middle School

High School

18

13

21

\*Many elementary enrichment opportunities provided through Minnetonka Community Education

## Artists Start Here

VANTAGE Design + Marketing   Photography

Jewelry   Drawing   Ceramics   Comics

Video Production   IB Visual Arts   Fiction

Orchestra   Music Technology   IB Music

# UPDATE: SIGNATURE PROGRAMS

## Tonka Codes

Now in its fifth year, Tonka Codes has truly evolved into the flagship K-12 computer science program in the country.

New in 2017-18, grades 1-5 began using **Code.org** Fundamentals curriculum, which helps students look at all aspects of computer science and streamlines their learning—with both digital and unplugged lessons—so they can grow their skill sets and knowledge.

After successfully piloting Apple's SWIFT Playground, middle school STEM teachers adopted the coding curriculum for the 2017-18 school year. Middle schoolers also explored the physical computing of robotics, which included a design unit with 3D printing capabilities. Middle schools continue to see growth in the Introduction to Computer Science eighth grade

elective course. Teachers are also embedding computer science aspects into their lessons. In high school, there are a variety of electives in the area of coding, including a new course on app development.

"Coding fits in so well with the Minnetonka Framework, as it requires collaboration, critical thinking, authentic and real-world learning, communication and, of course, use of technology," said Andrea Hoffmann, Tonka Coders and Makers Project Leader.

The Minnetonka Schools Foundation donated significant funds in 2017-18 to support makers and coders spaces and materials in grades K-8. Dubbed "The Hub," these materials have quickly become a favorite way for teachers and students to learn about coding.

District elementary and middle schools also sponsor coding events and clubs to enrich learning in this high-interest area.



*Makerspace Instructor Lisa Reed introduces an MMW student to materials from The Hub, one of the maker and coder spaces provided to K-8 schools by the Minnetonka Schools Foundation*

## Tonka Online

Students set their own pace, time and location. Minnetonka provides the curriculum. Tonka Online, now in its sixth year, has quickly grown into a program that provides students with the flexibility, course selection and convenience to help them meet their academic goals.

During the summer of 2017, 646 Minnetonka students took a Tonka Online class; in summer 2018, the number grew to 800. In fall and spring of 2017-18, 525 students took a Tonka Online class, and as the 2018-19 academic year opened, the number of registered students was 630.

Tonka Online classes include pre-AP options, AP options, prep courses, art, accelerated math, PE, English, computer science classes such as "Intro to App Development with SWIFT" and "Intro to Computer Science," environmental studies, Spanish, ASL, world history and more.

The courses are taught by experienced Minnetonka teachers, with each class designed specifically for online learning to meet the highest quality curricular expectations of the District.

Students are using Tonka Online to map their four-year plans, to meet graduation requirements, to pursue their interests and to make time in their schedules for programs like VANTAGE, IB or Minnetonka Research. Many have chosen

to enroll in an optional summer pre-AP course to prepare them for the rigor of AP Calculus, AP Biology, AP Chemistry or AP U.S. History.

Tonka Online has also become a revenue generator for the District with growth continuing in the number of out-of-district students engaging with Tonka Online. This summer, 61 students from other districts took an online class through Minnetonka Schools, up from just 18 in summer of 2017. For fall 2018-19, 43 out-of-district students are taking Tonka Online classes, up from seven in 2017-18.

250+ students responded to a survey about their experience with Tonka Online. They told us:

"The material was **very well laid out** and easy to understand."

"Thank you for always giving me **feedback** on everything I submitted and responding to my messages quickly."

"My teacher's **engagement with students** throughout the course helped me stay motivated to do my best—thank you!"

## MME and MMW Courses Foster Academic Exploration

The middle school years (grades 6-8 in Minnetonka) are a time of tremendous growth not only in the fundamentals, but in the development of a child's passions and interests. At MME and MMW, students' six-period day provides opportunities for a balanced schedule that includes an appropriate level of rigor, rotating electives and choice.

**Choice.** In sixth grade, students enroll in one quarter of Health, Art and STEM. After careful study in 2017-18, a new choice was added for the remaining quarter of instruction: Family & Consumer Sciences (FACS) or Computer Science Foundations. For 18-19, we're seeing 60% FACS/40% Computer Science enrollment at MMW. At MME, the split is closer to 50/50. This interest can be attributed, in part, to students' exposure to coding curriculum K-5. Students can continue to explore their interest in computer science in grades 8-12 and through Tonka Online courses.

**Science.** One-third of middle school students are now served by advanced science programming, including the accelerated science pathway in grades 6-8 and honors science courses in grades 7 and 8. Accelerated science allows students to complete three years of science in two years and then complete an applied physics and chemistry course in eighth grade. This pathway gives students the choice to enroll in AP Physics 1 in ninth grade. In 2018, 56 freshmen took the AP Physics 1 exam: 86% earned a score of 3 or higher compared to the global average of 40% for **all grade levels**.

**Language Arts and Social Studies.** The District's Chinese and Spanish Immersion program continues to thrive in middle school, providing students varying levels of rigor based on ability, commitment and personal goals. Students in the Immersion and English programs are reaching higher by enrolling in Honors Language Arts. Developed in 2017-18, Honors Humanities 6 is a sixth-grade integrated language arts and social studies course for exceptional learners in the English program, providing advanced opportunities for reading, writing and critical thinking.

**Math.** In mathematics, students have limitless access to courses well-suited to their readiness. If students require challenging curriculum beyond the courses offered in middle school, they can attend class at MHS or through Tonka Online.

The Class of 2021 ended their freshman year at MHS with the highest grade-point average on record, demonstrating that Minnetonka middle school students are well prepared to set goals and reach personal levels of excellence as they enter high school.



*"I chose Computer Science Foundations because I really like what you can do with the computer. I already know some coding languages from elementary school, like Scratch. I really like it and want to learn more." – King Diorr W., grade 6*



*"We're designing our own experiment with independent variables," said students in middle school Accelerated Science 7. "We will be monitoring plant growth based on three light filters. The clear filter is our 'control.'"*



*Students perform the play, "Butterfly Love," in their middle school Chinese Immersion class. This is an engaging way for students to learn about Chinese culture and improve oral language proficiency.*

# 2017-18 District Points of Pride

## Academics

- The MHS Class of 2018 had 17 National Merit Semifinalists and 31 National Merit Commended students. Nine students earned a top score of 36 on the ACT. Sixty-five students earned the International Baccalaureate (IB) Diploma.
- Latin Honors: 158 students in the Class of 2018 earned *summa cum laude* honors; 54, *magna cum laude*; 84, *cum laude*.
- Academic Letters: In the Class of 2018, 257 students earned an academic letter; Class of 2019, 165; Class of 2020, 211.
- Julia Luehr '18 was named a U.S. Presidential Scholar for accomplishments in academics, arts, career and technical education fields.



### U.S. Presidential Scholar

Julia Luehr was one of 161 students nationwide named a U.S. Presidential Scholar.

- At the annual St. Thomas Business Plan Competition, VANTAGE students topped the high school division: Jacob Trebil '18, first place; Sarah Butcher '18, second place.
- Eight Minnetonka Research students qualified for the State Science & Engineering Fair. Of those, four qualified for the Intel International Science and Engineering Fair.
- Annabel Cho '19 received the Emperor Science Award for her cancer research project.
- MHS Debate sent seven students to the state-level competition. Nate Christianson '18, Anna Newell '18, Rachel Park '19 and Ethan Mirman '19 qualified for national debate competition.
- Two student teams from MMW participated in The Stock Market Game™, earning second and third place in the state junior high division.
- The MMW Science Bowl team won state for the third consecutive year and placed fifth at the national competition.
- DECA sent 74 students to the state competition; from there, 30 qualified to attend the International Career Development Conference.
- Three Minnetonka students placed in the top four in the You be the Chemist competition. Rory Cole '22 won first in state for the second year and was one of 42 National Challenge participants.



The MMW Science Bowl team placed fifth at the national Science Bowl competition. Pictured (l-r) science teacher Fred Stock, eighth graders Nicholas Carver, Emily Nikas, Rory Cole, Madison Andrews, Elizabeth Morgan, and science teacher Mitch Elvebak

- Two student teams advanced to state in the First LEGO League championships. Team Aqua Allies took sixth and was named a semi-finalist in the 2018 Global Innovation Award competition.
- Four students finished in the top 100 on the National Geographic Bee state qualifier test. Cooper Dobbins was the only fourth-grader in the state to finish in the top 100.
- State Science Olympiad competition: 8 MME students earned top-three placements; 15 MHS students placed third overall as a team.
- MHS varsity Math Team members qualified for the Minnesota Math League State Tournament for the ninth year, finishing sixth. Frank Lu '19 was one of three students in the state to have a perfect season. He qualified for the USA Mathematical Olympiad for the third time.
- The MHS Robotics Team 3082, "Chicken Bot Pie," qualified their 7-foot robot for the World Championship competition.
- Two Destination Imagination teams advanced to state competition. Team Fluffy Blue Eyes finished fifth.
- Scenic Heights teams placed first and third in the grades 5-6 Math Masters competition.
- The MHS Supermileage team placed second in state in the Experimental Car Class.
- On the National German Exam, three students earned the gold award; three earned silver and one earned bronze.
- In the French contest Le Grand Concours three students earned gold; silver, 10; bronze, 6. In the A Vous la Parole speaking contest: blue ribbon, 15; red ribbon, 18

## Arts

- *On the Town*, the MHS fall musical, earned 25 Spotlight Awards including Outstanding Overall Production of a Musical.
- *MasterClass* won highest honors, a “Starred Performance,” at the MSHSL State One Act Play competition.
- *Mary Poppins*, the MHS spring musical, earned 22 Spotlight Awards including Outstanding Overall Production of a Musical.
- Aliyah Busselberg ‘18 won the Hennepin Theater Spotlight Triple Threat Award.
- Antonio De La Vega ‘19 earned a Minnesota Department of Education Theater Arts Scholar of Distinction Award.
- Minnwashta students earned fourth place in the regional SchoolsNEXT Design competition.
- Scholastic Art Awards: 10 Gold Key, 12 Silver Key and 27 Honorable Mention.
- Scholastic Writing Awards: 1 Gold, 5 Silver and 9 Honorable Mention.
- MBDA Honor Bands: Three students were named to the Middle Level Honor Band: Claire Huang, Adam Rickman, and Emily Reimer. Four students were named to the High School State Honor Band: Owen Finch, Zach Johnson, Winston Lu and Daniel Yang.
- The MHS Brass Ensemble earned a superior rating at the MSHSL Solo/Ensemble Competition. Individual band honors: superior, 22; excellent, 8; best in site, 3.



### Scholastic Art Awards National Gold Medalist

Anna Heinen ‘18 earned top honors for her sculpture which was selected for display in New York City.

- ACDA Regional Honor Choirs: five high school and 16 middle school students participated.
- Donna Voce, Chamber Singers, Men’s Quartet and Varsity Madrigals all earned superior ratings at the MSHSL Solo/Ensemble Competition. Individual vocal honors: superior, 14; excellent, 3; best in site, 4.
- Four Class of 2018 students were named to the all-state choir: Alex Ewald, Kylie Landa, Katherine Lutz and Adam Ward.
- The MHS Chamber Orchestra and one string quartet earned an MSHSL superior rating; a second string quartet earned an excellent rating. Six students earned a superior rating for solo/ensemble performances. Four students were named to the all-state orchestra: Jihyun Hwang, Shelby Len, Joshua Moe and Claire Salmi.
- Five students were named to the MMEA Mid-Level Honors Orchestra in grades 7-9: Meiling Mathur, Fiona Petrie, Sohumi Sodhi, Elizabeth Wang and Gabriella Wiese.
- The Minnesota Chapter of the American Choral Director’s Association selected 26 students for the 4-5-6 Honor Choir.



Minnetonka High School’s spring musical, *Mary Poppins*, delighted community audiences and the Hennepin Theatre Trust Spotlight judges. The performance earned cast and crew 22 Spotlight Awards including Outstanding Overall Production of a Musical.

# WE ARE THE

## 2017-18: The Year

Leading the state with the greatest number of teams

### STATE CHAMPION TEAMS

- Boys Alpine Skiing
- Boys Hockey
- Boys Swimming and Diving (+ True Team State Champions)
- Girls Track and Field
- Cheerleading (+ National 2<sup>nd</sup> place)

### State 2<sup>nd</sup> Place

- Football
- Girls Swimming and Diving (+ True Team 2<sup>nd</sup> place)
- Baseball

### State Team Appearances

- Boys Lacrosse, 3<sup>rd</sup> place
- Girls Alpine Skiing, 3<sup>rd</sup> place
- Girls Tennis
- Wrestling

### Section Champions

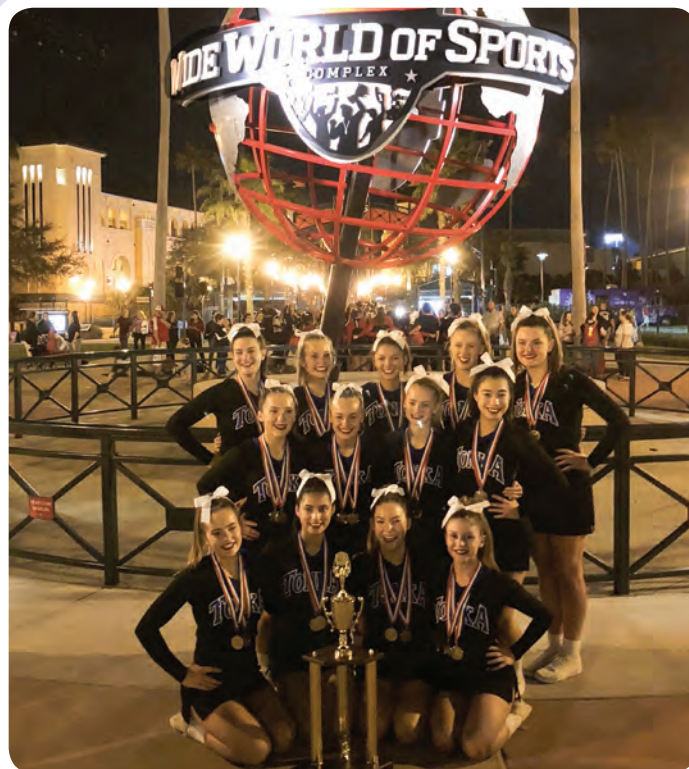
- Girls Tennis
- Girls Swimming & Diving
- Football
- Wrestling
- Boys Alpine Skiing
- Baseball
- Girls Alpine Skiing
- Girls Track and Field
- Boys Hockey
- Boys Lacrosse
- Boys Swimming & Diving

### Section Runners-Up

- Girls Basketball
- Boys Golf
- Girls Golf
- Boys Tennis
- Girls Lacrosse

### Lake Conference Champions

- Boys Alpine Skiing
- Girls Alpine Skiing
- Softball
- Boys Hockey
- Boys Swimming & Diving
- Girls Track and Field
- Boys Golf



Varsity Cheer took the state title and second place at the 2018 UCA National High School Cheerleading Championship in Orlando, Florida.



Boys Alpine Skiing dominated the slopes at Giant's Ridge, winning state for the second consecutive year.



# CHAMPIONS

## of the Skipper

winning and qualifying for state-level competition!



Boys Swimming and Diving outperformed the competition to earn state and True Team State Championship titles at the Univ. of Minnesota Aquatic Center.



Boys Hockey won the state championship game at the Xcel Energy Center in St. Paul. Five players made the all-tournament team.



The Girls Track and Field team finished number one at the state track and field meet at Hamline University in St. Paul.

## INSPIRING LEADERSHIP

### Steve Aronson

Section 2AA Boys Hockey Assistant Coach of the Year by the Minnesota Hockey Coaches Association (MHCA)



### Sean Goldsworthy

Section 2AA Boys Hockey Coach of the Year by the Minnesota Hockey Coaches Association (MHCA)



### Bob Montague

2018 Section 6AAA Wrestling Assistant Coach of the Year by the Minnesota Wrestling Coaches Association (MWCA)



### Aaron Olivier

2018 Coach of the Year by the Minnesota Boys Lacrosse Coaches Association



### John Steffen

2018 Minnesota Head Girls Track and Field Coach of the Year by the U.S. Track & Field and Cross Country Coaches Association



### Paul Twenge

2018 State 4A High School Baseball Coach of the Year and Diamond High School Division I National Coach of the Year by the American Baseball Coaches Association (ABCA)



# STATE 2<sup>ND</sup> PLACE



The Girls Swimming and Diving team placed second at the state meet and the True Team state meet, held at the University of Minnesota Aquatic Center. Minnetonka swimmers were state champions in the 200 Medley Relay and the 200 Free Relay.



The Minnetonka Football Team advanced to the Class 6A championship game of the 2017 State Football Tournament at U.S. Bank Stadium in Minneapolis, taking home second place. Eight players were named to the all-conference team.



Minnetonka boys took second place in state after earning the opportunity to compete in the Class AAAA Baseball Tournament championship game at Target Field.

## Athletics: Individual State Qualifiers

- Girls Tennis state qualifiers: Emily Jurgens '21 and Annika Elvestrom '22
- Boys Cross Country State Qualifiers: Mac Karrick '18, Beau Pullman '18, Adam Wilkinson '18
- Girls Cross Country State Qualifiers: Libby Halbmaier '18, Annalise Johnson '21, Sophie Whicher '18
- Mountain Biking Top 10: Eleanor Dolan '21, Nicholas Gordon '19, Elizabeth Honey '18, Suzanne Muench '19
- Nordic Ski State Qualifier: Luke Mackinnon '19
- Individual Wrestling Tournament: Henry Bixler '18, Jonathan Bricker '19, Maxwell Fuecker '18, Nathaniel Hayden '18, James Johnson '19, Boyd Mumbuwa '18
- Boys Golf: Gunnar Broin '20
- Girls Golf: Ally Chan '21, Sydney Monge '20, Natalie Nelson '18
- Boys Tennis Doubles Teams: Trevor Smiley '18, Frank Stich '18, Jacob Stork '18, Benjamin Wheaton '18
- Boys Track & Field Individuals: Austin Davis '18 and Eric Douville '18



### Athena Award

Emily Haan '18 was honored with Minnetonka's Athena Award for achievements in swimming



### Mr. Football Finalist

Ty Barron '18 was selected as a Mr. Football finalist



### Mr. Hockey Finalist

Luke Loheit '18 was selected as a Mr. Hockey finalist



### Herb Brooks Award

Joseph Molenaar '18 earned the state hockey tournament Herb Brooks Award



## 2017-18 District Points of Pride, continued

### Service

- 325 students earned President’s Volunteer Service awards, reporting 46,122 hours of service
- 36 students earned a Varsity Letter in Community Service
- Minnetonka’s six elementary schools raised more than \$15,000 for the Pinky Swear Foundation to help kids with cancer and their families with financial and emotional support
- Prudential Spirit of Community Awards: 5 Certificates of Achievement and three Certificates of Merit. Distinguished Finalists: Gabi Feygin, Minnewashta Elementary and Claydon Dunn, MMW; Certificate of Excellence, Aidan O’Donnell, MHS
- Heart Week raised \$39,000 for Minnetonka Family Friends
- The Class of 2018 devoted four years to their Legacy Service Project focused on the environment
- Holiday Family Giving through Minnetonka Community Education: number of families served, 172; individuals served, 756; donor groups, 135; Minnetonka school donor groups, 20; corporate donor groups, 11

### Rose Rees Peace Award

Sloan Sprau was honored with the Rose Rees Peace Award for demonstrating a commitment to service, advocacy, community and peace.



For more information on volunteer opportunities, please visit [TonkaServes.org](http://TonkaServes.org).

### District Achievements, Recognition and Awards

- Two teachers earned National Board Certification: Suzanne Cutshall (Groveland) and Clinton Fenner (MHS)
- Principal Bryan McGinley, Deephaven Elementary, was honored with the West Suburban Division Leadership Award from the Minnesota Elementary School Principals’ Association (MESPA)
- Nicole Snedden won the 2018 International Society for Technology in Education (ISTE) Outstanding Learning Space Designer Award
- Ted Schultz was honored with the Leadership Citation and Distinguished Service Award from the Minnesota State High School League for participation in the “Why We Play” initiative
- Jane Reimer-Morgan was inducted into the Minnesota Track and Field Hall of Fame in 2017, her first year eligible. She is the first, second-generation inductee. Her father, John Reimer, was inducted in 2010.
- The Minnetonka Philharmonic Orchestra earned the Outstanding Project Award by the Minnesota Community Education Association
- Scenic Heights Elementary was honored with the “Achieving Excellence” and “Change Maker” awards by PeaceMaker Minnesota for school-wide excellence in bullying prevention.
- Tour de Tonka, managed by Minnetonka Community Education, earned the Award for Excellence in Programming from the Learning Resources Network (LERN)
- District staff participated in the United Way Charitable Giving Campaign, donating a total of \$63,873. This is the second highest in District history.
- Minnetonka High School was honored with a Local Government Innovation Award for MAST (Minnetonka Academic Success Time) by the University of Minnesota Humphrey School of Public Affairs
- Minnetonka Schools once again earned the NAMM Best Communities for Music Education award
- All District elementary schools are now certified as “Common Sense Digital Citizenship Certified Schools”



Minnetonka Superintendent Dr. Dennis Peterson received the “Builder of Legacy Impact Hall of Fame Award” from Humanex Ventures in June 2018. This award recognized Dr. Peterson for “building a legacy over decades of distinguished leadership and impacting thousands of people in very meaningful ways that will be felt, modeled and multiplied for many years to come.” The award is given each year to a leader and champion with purpose, to a doer and dreamer, to an investor in the future and to a believer and builder of what matters and what lasts.



*The Loft, a remodeled area on the second floor of Minnetonka High School, provides classroom and group work space, critical to helping students hone essential collaboration skills.*

## Preparing the World's Best Workforce: Summary Report

*Minnetonka Public Schools is a top-performing district in Minnesota, with innovative initiatives designed to inspire in everyone a passion to excel.*

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 2017-18 school year.

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

- All children are ready for school.
- All third graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students graduate from high school.

- All students are ready for career and college.

### Systems Goals & Support

In 2017, the Minnetonka School Board adopted goals that directly align with and support the goals of the World's Best Workforce legislation. School Board Goal One is on student well-being, creating and implementing a plan that provides support to students for their academic, social, and emotional well-being. School Board Goal Four is to provide a broad array of experiential learning and inquiry-based learning opportunities for E-12 students to enable them to strengthen their learning, increase their interest, and enhance their motivation for learning.

The Teaching and Learning Department and Student Support Services Team collaborated to address the four domains of student well-being: cognitive, emotional and psychological, social, and physical. They created a comprehensive resource map for families and staff of District and

### World's Best Workforce District Advisory Committee 2017-18 School Year

Lauren Tiffany Cooper '19  
*Student*

Ann Hanstad  
*Teacher*

Paule Hocker  
*Parent, Community Member*

Stephanie Johnson  
*Parent, Community Member*

Astrid Liden '19  
*Student*

Bryan McGinley  
*Principal, Deephaven Elementary*

Anne Redfern  
*Teacher*

Matt Rega  
*Parent, Director of Assessment*

Diane Rundquist  
*Parent, Director of Advanced Learning*

Eric Schneider  
*Parent, Associate Superintendent*

Lisa Sumner  
*Parent, School Board Member*

Steve Urbanski  
*Director of Curriculum*

Rhonda Van Bergen  
*Parent, Community Member*

Robb Virgin  
*Assistant Principal, MHS*

Sara White  
*Director of Teacher Development*

community resources. Additionally, they are providing professional development for teachers, education and outreach to parents, and expanding universal screening tools.

Expanding experiential learning and inquiry-based learning was a core focus of 2017-18. The Experiential Learning Challenge was launched through the District's Innovation website. Over 70 units with this type of learning were submitted for consideration. In 2018-19, teams of teachers through departments and grade levels will evaluate and expand on these ideas.

Additionally, a District leadership team, including principals, teachers, and the Director of Assessment, continued their work to address the needs of struggling students who have been identified with barriers to their learning. Each site created action plans of specific research-based interventions and made significant progress on their goals. Additionally, a District-wide program to address the specific needs of students with language-based learning disabilities, such as dyslexia, was implemented in 2016-17 and expanded in 2017-18.

The 1:1 iPad program serves all students grades 5-12. Rather than focusing on the device, technology instructional coaches supported teachers in using the technology to assess and provide feedback to students in real-time. They supported teachers in using technology to personalize learning, and to address 21st Century skills: collaboration, communication, creativity, critical thinking and global perspectives.

With their teacher instructional coaches and their PLCs, teachers identified the essential learnings for their content and grades, analyzed these learnings through common assessments and developed strategies to ensure high levels of learning for all students.

### Teacher & Principal Support

Minnetonka was one of the first districts to adopt Minnesota's Q-Comp program, which provides performance-based compensation for teachers tied to student achievement goals. Now in its

twelfth year, Minnetonka teachers have two measures of student achievement within the Q-Comp program: site and professional learning (PLC) goals. Principals collaborated with their teachers to set ambitious school and PLC goals in 2017-18.

Three elementary schools, both middle schools, Minnetonka High School and Minnetonka Community Education Center met their site student achievement goals.

In 2017-18, PLCs evolved from a single student learning goal for the year to multiple, short-term goals using a wide range of evidence of student learning. Student achievement increased to new levels.

The Minnetonka Teacher Evaluation Growth Model goes beyond classroom observations to evaluate teachers on both student engagement and achievement. Teachers set learning goals based on their specific group of students. These goals are developed in collaboration with their professional learning communities by focusing on essential learnings in their department and/or grade level and identifying the appropriate assessment to measure that learning. Teacher Instructional Coaches and administrators supported teachers in analyzing data, both formative and summative, to identify needs areas. Coaches also worked with teachers to develop strategies specific to those needs.

Professional development supported teachers in developing new strategies to engage students in deeper learning through strong student-teacher relationships, authentic and relevant curriculum and assessment and by helping students develop efficacy around their own learning.

### Student-Focused Excellence

Minnetonka Public Schools has a comprehensive assessment portfolio to evaluate student progress toward meeting state and local academic standards. Depending on the age level and programs students are enrolled in, these assessments guide teachers in meeting the needs of their students:



- AAPPL Reading, Speaking, and Listening (Chinese and Spanish Immersion)
- ACT
- iStation (Spanish Immersion)
- IPA (Spanish and Chinese Immersion)
- MCAs
- NWEA Reading and Math
- STAMP Reading, Writing, Listening, and Speaking (Chinese and Spanish Immersion)
- WIDA (ELL)
- YCT & HSK (Chinese Immersion)

Throughout the school year, students were assessed with locally created common assessments in all content areas and grade levels. Teachers also used NWEA data and analyzed the results through the TIES iCue system to determine specific needs of subgroups. This process is led by the District's assessment director.

Continued on page 28

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## Goals and results for World's Best Workforce

	2017-18 Goals	2017-18 Minnetonka Results	2017-18 Statewide Results
All children are ready for school.	<p>The Minnetonka School District will increase the number of children screened at the age of 3 by 3% in 2017-18. The number of children screened in 2016-17 is estimated to be 273.</p> <p>The number of students enrolled in Minnetonka Preschool in 2017-18 will increase by 3% compared to the same time period in 2016-17, increasing from 321 students to 330 students.</p>	<p>The number of children screened at the age of 3 in 2017-18 was 242.</p> <p>The number of students enrolled in Minnetonka Preschool in 2017-18 increased from 321 to 349, an increase of nearly 9%.</p>	Not available.
All third-graders can read at grade level.	By June 1, 2018, 77.0% of students in Minnetonka Public Schools in Grade 3 will meet or exceed proficiency on the MCA-III Reading. In 2017 on the MCA-III Reading assessment, 76.8% of Minnetonka Public Schools students met this goal.	In 2018, 74.9% of students in Minnetonka Public Schools in Grade 3 met or exceeded proficiency on the MCA-III Reading.	Statewide, 56.2% of students in Grade 3 who take the MCA-III met or exceeded proficiency.
Closing achievement gaps.	<p>To close the proficiency gap in reading by 2020, 76.1% of non-white students will be proficient on the MCA III in Reading in 2018. This will narrow the gap in proficiency from 8.1% to 7.5%.</p> <p>To close the proficiency gap in math by 2020, 75.6% of non-white students will be proficient on the MCA III in Math in 2018. This will narrow the gap in proficiency from 7.2% to 7.0%.</p>	<p>In 2018, 74.3% of non-white students were proficient on the MCA-III in Reading; 84.5% of white students were proficient.</p> <p>In 2018, 74.8% of non-white students were proficient on the MCA-III Math; 82.4% of white students were proficient.</p>	<p>Of the 145,839 non-white students who took the MCA III in Reading, 63,131, or 43.3%, were proficient. The proficiency gap is 25.4%.</p> <p>Of the 143,371 non-white students who took the MCA III in Math, 56,107, or 39.1%, were proficient. The proficiency gap is 27.6%.</p>
All students career- and college-ready by graduation.	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 will increase from 94.1% in 2017 to 94.2% in 2018.	As of June 1, 2018, the percentage of students in grade 12 who took the ACT who met or exceeded the composite score of 18 was 95.8%.	Of Minnesota graduates who took the ACT, 31.0 percent were considered college-ready.
All students graduate.	The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from 96.1% in 2016 to 96.3% in 2017.	The 4-year graduation rate for Minnetonka High School students as determined by MDE is 96.6% in 2017.	In the state of Minnesota, 82.7% of students in the class of 2017 graduated in 2017.

## Minnetonka Community Education Update

**Who we are.** Minnetonka Community Education (MCE) supports the lifelong educational, social and recreational needs of the community by serving children ages birth to five, youth and adults. Through enrichment and recreation programs, Early Childhood Family Education, Preschool, Adult Basic Education, and Project SOAR, MCE’s goal is to support and strengthen the community, schools and families.

**Did you know?** MCE organizes the Firecracker Run, Tour de Tonka, Mud Run, Youth Triathlon and Tonka Trot. With a focus on service, MCE also leads the annual Rake-a-Thon and Holiday Family Giving programs.



**Early Childhood Family Education.** This program provides families with very young children the opportunity to connect, learn and discuss growth milestones.

**Minnetonka Preschool.** MCE provides families with several programming options, with a focus on Kindergarten readiness. New in 2017, Preschool and Junior Explorers were combined for a full-day learning and childcare package called Minnetonka Preschool Explorers. The 2019-20 Preschool Open House will be held at MCEC on January 26, 2019 at 9:30 a.m.

**Explorers Club.** This before- and after-school program is available in all K-5 buildings during the school year, and at select sites during the summer, providing choice-based activities for nearly 1,800 students. Many children are enrolled in enrichment activities during Explorers hours (e.g., music or dance lessons or chess club), leaving families with flexibility during evening hours.

**Youth Programs.** MCE offers a myriad of programs before and after school—from recreation to enrichment, academics to music. Youth programs are an important part of community vitality: MCE logged 19,288 registrations last year.

**Adult Programs.** Adult programs saw an increase of 11% in enrollment last year. With a focus on serving the whole community, MCE offers everything from floral design and bird watching to language acquisition courses and programming for adults with disabilities.

**Customer focus.** Last year, MCE surveyed customers who participated in an event or attended a course. MCE received an average rating of 4.35 stars (out of 5) for overall quality. At a customer appreciation event hosted by MCE in 2018, focus group participants helped MCE design programming that meets the needs and interests of the community.

Visit [minnetonkacommunityed.org](http://minnetonkacommunityed.org)

## Wilson Learning Progress

Minnetonka Schools is in year three of a successful implementation of the Wilson Reading Systems programs. Wilson features research-based, systematic, and multisensory structured language curricula to help students with reading and language needs succeed.

In the 2017-18 academic year, the District saw great growth in students’ reading abilities and self-confidence. Teachers and parents enthusiastically praised this program and their students’ results. More than 100 students participated in **Just Words**®, which is built for students in grades 4-12 who are decoding and encoding below grade level. Close to 200 students were engaged with **Wilson Reading System**®, a program designed for students in grades 2-12 not making sufficient progress in current interventions or who require

more intensive instruction due to language-based learning disabilities, such as dyslexia.

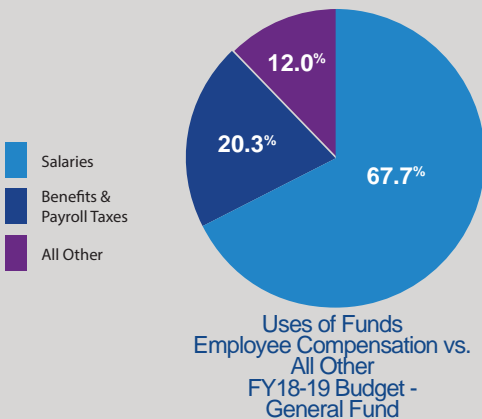
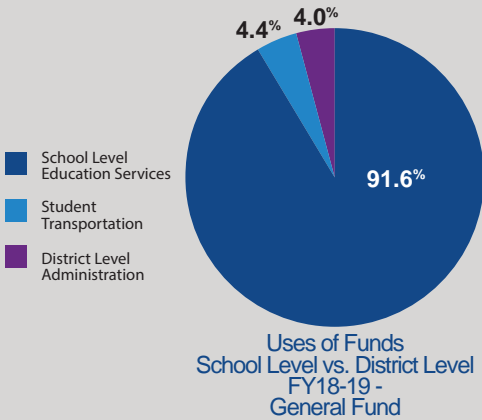
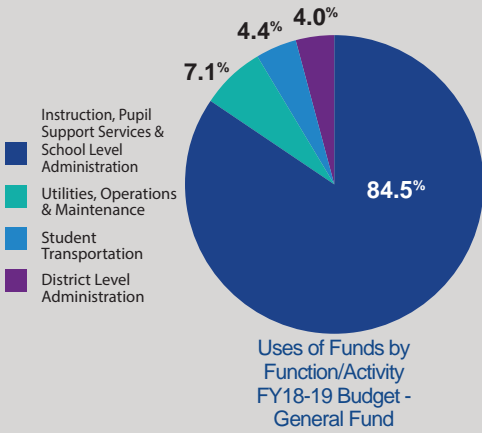
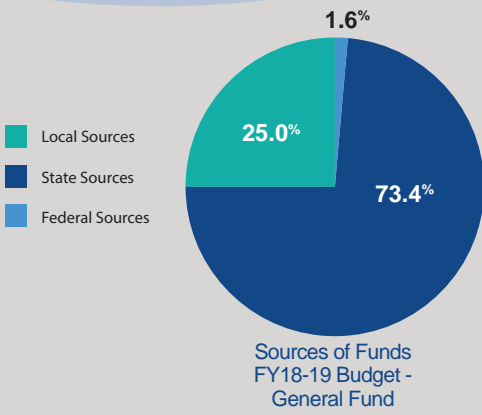
Through Wilson, students learn to read step-by-step, starting with basic structure and rules of language, then building to more advanced lessons. This intervention programming has been very positive and transformative for students, increasing reading proficiency while giving them the tools to read and write. Each program is geared to support specific student needs.

Already in 2018-19, nearly 900 students are engaged with an additional Wilson tool, **Foundations**®. It is designed to build foundational literacy skills and provide intervention for struggling or at-risk readers in grades K-3.

# 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 resort. In Minnetonka, state funding makes up 73.4% of the annual operating budget, federal funds account for 1.6%, and 25.0% is local funding. Of the 25.0%, 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 done numerous refinancing and restructuring of capital bonds to lower interest rates and spread 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	Unaudited Actual 2017-18	Adopted Budget 2018-19
Beginning Assigned Fund Balance	\$2,763,305	\$2,130,209
Beginning Unassigned Fund Balance	\$17,030,824	\$19,140,984
Revenue	\$118,816,673	\$122,237,968
Expenditures	\$117,081,357	\$120,538,271
Difference	\$1,735,316	\$1,699,697
Transfer to Operating Capital	(258,252)	(468,143)
Ending Assigned Fund Balance	\$2,130,209	\$1,189,444
Ending Unassigned Fund Balance	\$19,140,984	\$21,313,304
Unassigned Fund Balance %	16.3%	17.7%
Student Enrollment	10,743	10,785

## Per-Pupil Spending

Through careful planning and efficiency, Minnetonka spent \$712 less per pupil than the state average in 2016-17 and \$1,116 below the spending average for six neighboring districts.

2016-17*	Cost Per Pupil	Ranking
Minneapolis	\$15,822	13
St. Paul	\$14,806	19
St. Louis Park	\$12,708	52
Hopkins	\$12,448	65
Eden Prairie	\$12,198	74
Edina	\$11,679	100
Anoka	\$11,563	109
State Average	\$11,548	—
Wayzata	\$11,117	146
<b>Minnetonka</b>	<b>\$10,836</b>	<b>175</b>

\*MDE Profiles. Most recent comparable data available.

# Consolidated Financial Statement

Minnetonka School District #276 has received the Excellence in Financial Reporting Award every year since 1994. 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 third year of a 10-year financial plan following the 2015 referendum. Therefore, revenues are budgeted to exceed expenses for fiscal year 2018. This will allow the new voter-approved referendum funding to be stretched over multiple years as promised to voters.



District General Fund	2017-18 Actual Amounts	2018-19 Budget Amounts	2018-19 % of Total
<b>REVENUES</b>			
Property Taxes	\$26,257,307	\$27,716,711	22.7%
Earnings on Investments	212,350	350,000	0.3%
Other	2,676,715	2,529,853	2.1%
Local Sources	29,146,372	30,596,564	25.0%
State Sources	87,705,340	89,681,794	73.4%
Federal Sources	1,964,961	1,959,610	1.6%
<b>Total Revenue</b>	<b>\$118,816,673</b>	<b>\$122,237,968</b>	<b>100.0%</b>
<b>EXPENDITURES</b>			
School Level Administration	\$3,180,185	\$3,594,427	3.0%
Elementary & Secondary Regular Instruction	67,838,258	69,872,999	58.0%
Vocational Education Instruction	636,967	683,362	0.6%
Special Education Instruction	18,220,426	18,943,991	15.7%
Instructional Support Services	5,473,779	4,902,065	4.1%
Pupil Support Services	3,860,779	3,870,520	3.2%
Sites & Buildings	6,601,485	6,313,882	5.2%
Fiscal & Other Fixed Cost Programs	1,207,632	2,211,729	1.8%
District Level Administration	765,360	771,899	0.6%
District Support Services	4,347,705	4,102,516	3.4%
Transportation	4,948,780	5,270,881	4.4%
<b>Total Expenditures</b>	<b>\$117,081,357</b>	<b>\$120,538,271</b>	<b>100.0%</b>
<b>Net Change in Fund Balance</b>	<b>\$1,735,316</b>	<b>\$1,699,697</b>	
<b>FUND BALANCE</b>			
Beginning of Year	\$19,794,129	\$21,271,193	
Transfer to Operating Capital	(258,252)	(468,143)	
<b>End of Year</b>	<b>\$21,271,193</b>	<b>\$22,502,747</b>	

### Finance Advisory Committee

#### Community Members

- Paul Borowski
- Matt Chapman
- John Groton
- Deirdre Keller
- Brian Larson
- Michelle Seets
- Bill Venci

#### School Board Representative

- Chris Vitale

#### District Administration

- Dennis Peterson
- Paul Bourgeois
- Melissa Hallman
- Bridget Merrill-Myhre

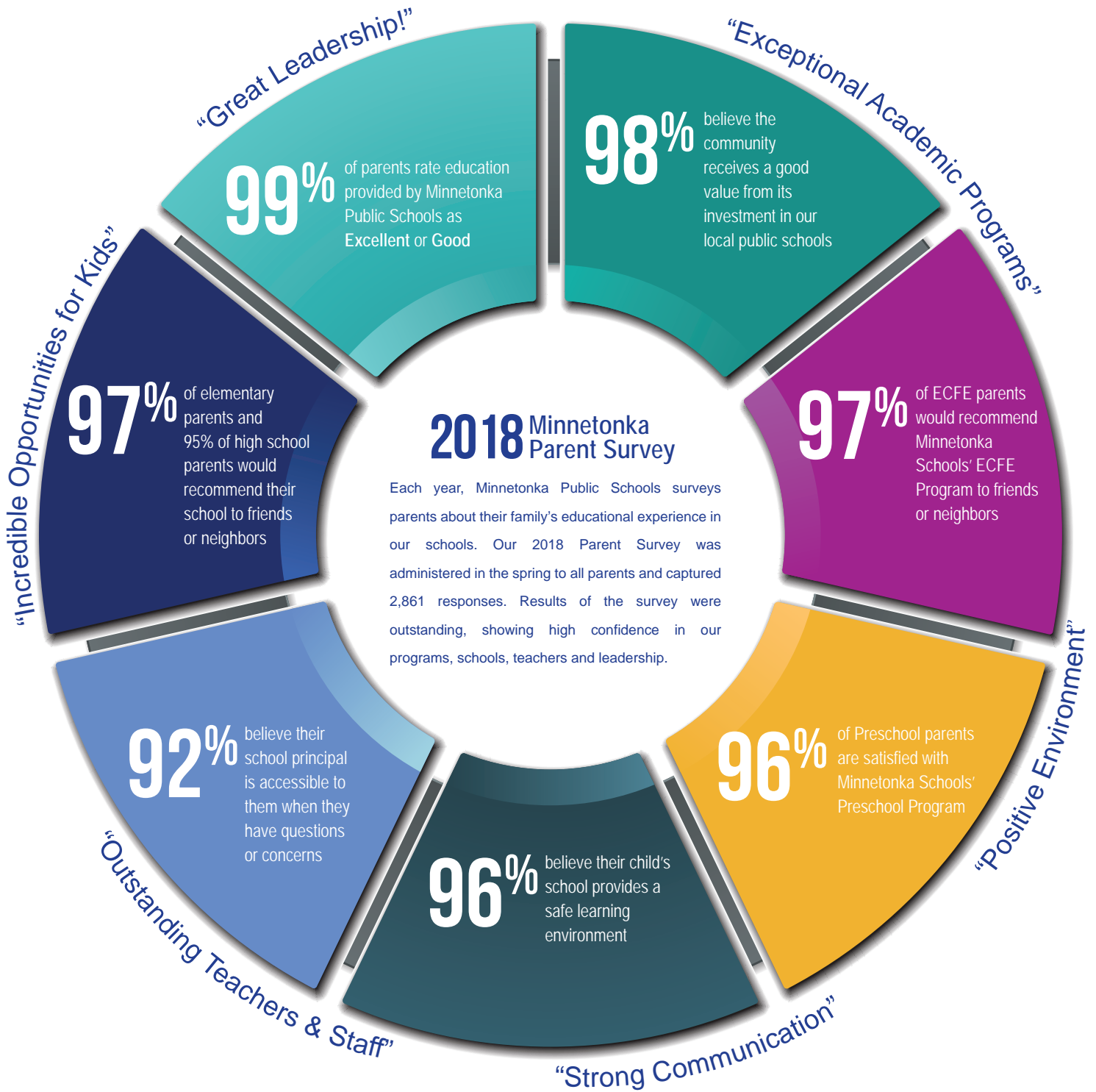
District General Fund: Includes General Fund Operations, Transportation & Activities. Note: Does not include Operating Capital, Arts Center, Dome Operations & Pagel Center.

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](http://www.minnetonkaschools.org/finances).



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

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

This report is 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