

From Our Superintendent

In keeping with our commitment to quality and continuous improvement, and for sharing information with our community, we present the Edina Public Schools Yearbook, 2004, an annual report on district/school performance and student progress during 2003-2004 school year.

This yearbook provides detailed information about our school district including demographics, student and teacher characteristics, student academic achievement, student/staff/parent opinion surveys, our special services and community services. Also, this yearbook provides a comparison of the Edina Public Schools with other school districts in Minnesota and the nation.

Always striving for excellence challenges educators and families. Our student and adult learners are worth all that we can give them. I hope this yearbook will inspire and educate readers about our school and student success. Our goals involve students progressing in their skills and talents, knowledge, creativity and sense of self-worth.

We will use information from this yearbook and from individual School Information Reports in a variety of ways – identifying progress, expressing problems, and targeting strategies for improving – so that we can continue to provide excellent educational programs for our students and the community.

We never forget that education is a collaborative effort. Success depends, not only on the school staff who should be well trained and students who need to be active and engaged learners, but also on quality parenting and the support of the community. We always highly appreciate partnership, and hope our readers will share their thoughts with us.



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EXECUTIVE SUMMARY

The Edina Public Schools is committed to providing a world-class educational programs for our students. Maintaining high quality educational programs requires an effective accountability system to track educational results across the whole educational system. The development of a comprehensive district profile (yearbook) is one of the important components of the Edina educational accountability and reporting system.

No single indicator can adequately summarize the performance of students, schools and our district. This yearbook provides data on many factors of student, school and district performance, including the Edina Public Schools' general characteristics, Special Services, Community Education Services, results of various achievement tests and findings of district surveys. It is intended to address the needs of a broad audience of potential users including school board members, district administrators, school administrators, parents, interested citizens, business and industry. Audiences will gain useful insights and information about Edina Public Schools, student learning, and general school and district satisfaction.

Key Findings

- 1) Edina Public Schools' enrollment has increased steadily since 1994-1995, while statewide, enrollment stopped increasing in the late 1990's. In Edina and the state, the number of minority students and students who are eligible for free or reduced priced lunch continues to increase. Edina's student population is more diverse than ever before.
- 2) Edina Public Schools maintains 96% to 97% average attendance rates in the elementary grades with 94% in high school.
- 3) Edina Public Schools' teachers have significantly higher education levels than teachers statewide. Seventy percent of Edina Public Schools teachers hold Master's degrees or higher, while 45 percent of Minnesota teachers hold Master's degrees or higher. Two-thirds of the newly hired teachers report they wanted to work in Edina Public Schools because of the excellent reputation this district has earned. Four-fifths of new teachers hired in Edina have previous teaching experience.

Key Findings (continued)

- 4) The percentage of Edina students receiving special education services that met the goals of their Individual Education Plans (IEP) and migrated to regular education is considerably higher than that of state figures for previous years. In addition, the Department of Special Services of Edina Public Schools has successfully maintained a low dropout rate, ranging from .00% to .06%, of students in special education, which is significantly lower than the state rate.
- 5) In addition to pre-K to 12 educational programs, Edina Public Schools has strong programs to serve individual students with their special needs and serve the larger Edina community with continuing education. Over 10,000 learners attend about 650 Community Education courses each year. In 2003-2004 ninety-two percent of adult learners reported that these courses exactly met their expectations and another 8% felt the courses somewhat met their expectations. A vast majority of adult learners are satisfied with the registration process (97%), the variety of courses (88%) and the cost of the courses (96%).
- 6) Edina Public Schools' students demonstrate significantly higher academic achievement and stronger cognitive abilities than students in the state and the nation. Also, Edina students made greater growth than their peers nationwide in academic achievement. Evidence shows that the average Edina 7th grader performs better than 73 percent of his/her peers nationwide in social science achievement. The average Edina grade 11 student performs better than 75 percent of his/her national peers in science achievement.
- 7) Edina Public Schools' students continue to rank in the top statewide. They demonstrated a high level of achievement in the Minnesota Basic Standards Tests, with 94% passing Basic Standards Tests in reading, 88% passing in math, and 97% passing in writing on their first try. Edina elementary and middle schools rank number one among west metro districts based on passing rates on Minnesota Comprehensive Assessments in reading and mathematics. All Edina Public Schools exceeded the Federal and the State accountability requirements and Adequate Yearly Progress (AYP) in 2004.
- 8) Students who have been continuously enrolled in Edina have higher achievement levels than newly enrolled students across grades tested. Even staying in Edina one year longer results in higher achievement.
- 9) Overall, students in Edina Public Schools achieve well; however, achievement gaps exist. White American students did better than minority students, and students with limited English proficiency, students in poverty, or who are receiving Special Education Services did less well than the all student group.

Key Findings (continued)

- 10) Edina High School is one of the top 100 Best Public High Schools among 14,000 high schools nationwide in 2002/03 school year in terms of the number of AP tests the Edina High School students took and their outstanding achievement. Edina students continue to score much higher than the nation across all subjects in PLAN and SAT tests. Also they score much higher than the state and the nation in American College Testing in reading, English, math, and science. The Class of 2004 posted the highest ACT and SAT scores of any class in this decade.
- 11) Parents, staff and students continue to maintain a highly positive attitude toward the Edina Public Schools. Ninety-nine percent of parents and 95 percent of students report they are proud that their children/they are students in Edina Public Schools. All staff (100 percent) like to work in their schools and find their work satisfying (99 percent).
- 12) A vast majority of students (92%) and parents (95%) report that schoolwork is challenging. Ninety-seven percent of parents and 90% of students feel teachers use a variety of learning activities to help them achieve. About 9 out of 10 students, based on student and staff reports, use technology in their schoolwork. Ninety-nine percent of students and 95% of parents believe teachers provide help to students when needed.
- 13) School learning climates are positively perceived by a large percentage of students, staff and parents. About nine out of ten students and parents report that students are cared for, helped, respected, and feel safe in school. Also, mutual respect between students and adults in school exists very highly. However, rates from students and staff show that secondary school students have a relatively low level of respect for school property and other people's property.

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CHAPTER ONE

NO CHILD LEFT BEHIND ACT AND EDUCATIONAL ACCOUNTABILITY

After three years of Congressional consideration, the Elementary and Secondary Education Act (ESEA) was re-authorized. The re-authorized ESEA – officially named the “No Child Left Behind Act of 2001 (NCLB)” was signed by the president on January 8, 2004. The NCLB (<http://www.nclb.gov>) redefines the federal role in K-12 education. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Reviewing the federal requirements for educational accountability and the Minnesota accountability system will help to better understand the Edina Public School District accountability system.

Accountability at the Federal Level

First authorized in 1965 as part of President Lyndon Johnson’s “Great Society” social programs, ESEA is the federal government’s primary response to K-12 education needs and issues at the state and local level. Over the years, the law has grown to include more than five dozen programs and thousands of regulations. Thirty-seven years after its initial passage, the Elementary and Secondary Education Act is now called the “No Child Left Behind Act of 2001.” President George W. Bush signed the legislation into law on January 8, 2002. The law replaces the “Improving America’s Schools Act,” the Clinton Administration’s 1994 reauthorization of ESEA. A comparison of the names of the two most recent ESEA shows that the major thrust of the 1994 “Improving America’s Schools Act” was schoolwide improvement while the major thrust the new law is individual progress.

The specifics of the Act that are most pertinent to Minnesota’s accountability system can be divided into three primary areas: (1) standards, (2) assessments, and (3) accountability system and Adequate Yearly Progress (AYP).

Standards

According to federal legislation, all schools in districts that accept Title I funds must adopt standards in reading/language arts and mathematics by 2002, and in science by 2005.

Assessments

Beginning in the year 2002-03, schools must administer tests at least once in reading/language arts and mathematics in each of the following three grade spans: grades 3-5, grades 6-9, and grades 10-12. Beginning in 2005-06, tests in reading/language arts and mathematics must be administered every year in grades 3-8 and once in grades 9-12. Starting in 2007, science must be tested at least once in each of the following grade spans: 3-5, 6-9, and 10-12.

Federal legislation requires participation in the statewide assessments by at least 95% of all students enrolled, and at least 95% of each identified sub-group (including migrant status, Limited English Proficiency [LEP], special education, five ethnic groups, and free or reduced price lunch eligibility).

Accountability and Adequate Yearly Progress

Within the accountability system, states must include a process (called Adequate Yearly Progress, [AYP]) for identifying schools that, (1) have not reached a state-established achievement bar, and (b) are not making adequate yearly progress toward that bar. See the legislation online at: <http://www.nclb.gov> for more information.

Teacher Quality and Licensure

NCLB requires stricter licensing and qualification guidelines for teachers across the country in school districts receiving Title I funds. The legislation defines “highly qualified” teachers as those who not only possess full state certification, but also have solid content knowledge of the subjects they teach.

Beginning in Fall 2002, all new elementary school teachers will have to pass tests in subject knowledge and teaching skills in mathematics, reading, and writing. New

middle school and high school teachers must pass rigorous subject matter tests or have the equivalent of an undergraduate major, graduate degree or advanced certification in the respective teaching fields. States must ensure that by the end of the 2005-06 school year, all teachers of core academic subjects must be highly qualified (Paige, "Meeting the Highly Qualified Teachers Challenge."

Minnesota's New Accountability System

Minnesota's accountability system is changing based on the No Child Left Behind Act. This work includes, but is not limited to, resolving issues surrounding statewide standards; adding statewide tests at some grades ; developing new tests to align with the new standards; extending the AYP process to non-Title I schools as well as Title I schools; and revising state and district report cards.

Standards

One of the biggest changes is the elimination of the controversial Profile of Learning. New, rigorous, grade-specific standards in math, English and the arts have been created and are being implemented. New social studies standards have been approved and science standards are being developed, using the committee process – a committee of parents, teachers, administrators, and business people is creating these standards. The Profile high school graduation standards have been replaced with a new set of credit requirements.

Assessments

In the 2003-04 school year, students in five grades, grades 3, 5, 7, 10 and 11, took the Minnesota Comprehensive Assessments (MCA). MCA tests for grades 4, 6, and 8 will also be piloted in 2004-2005. The legislation requires school districts and individual schools to begin to examine, modify, refine, and implement curricula that will ensure student success on these new comprehensive assessments.

Accountability and Adequate Yearly Progress

The Minnesota adequate yearly progress (AYP) plan for *No Child Left Behind* has been approved by the U.S. Department of Education. The statewide accountability program has been developed and implemented with AYP as one of its components.

Adequate Yearly Progress (AYP)

NCLB requires that schools disaggregate data for each of nine categories of students including five racial/ethnic groups, students who are eligible for free or reduced priced lunch, students with limited English proficiency, and students who receive special education services. Each group must meet annual academic goals or the school is identified as not making adequate yearly progress (AYP). Annual academic goals are divided into three areas. In the elementary and middle school levels, each group must meet (1) 95% participation on the MCA tests, (2) the state required academic proficiency levels (targets) in reading and math, and (3) 90% school attendance rate. At the high school level, a fourth requirement is an 80% graduation rate. Schools that do not meet the targets are identified as “needing improvement.”

School Report Card

Within the accountability system, a new state report card uses a 5-star rating system to show information about schools and districts, including four components: academic achievement, advanced academic opportunity, school safety, and student participation. School academic achievement includes Adequate Yearly Progress status and the percentages of students scoring at the highest and lowest levels in reading and mathematics as well as comparison to similar schools. Advanced academic opportunity includes the number of advanced courses offered and gifted and talented opportunities. School safety includes existence of policies and programs to ensure a safe and orderly environment and to deal with any crisis that might occur. Student participation includes attendance for elementary and middle schools, and graduation rate for high schools.

Edina Public Schools Accountability System

The Edina Public Schools always strives to promote exceptional student academic achievement. As a research-based, data-driven school district, this district has pursued educational accountability and continuous improvement over the years to provide the best service to students and to respond to federal and state requirements. The key elements in the Edina Accountability System are as the follows:

- Achievement Level Tests (ALT) for Grades 2-8. In 1998-99, the district implemented the annual Achievement Level Tests (based on Edina curriculum) in reading and mathematics for students in Grades 3 through 8. In 2003-04, these tests were given to Grades 2-7 students. Results are used for school and district accountability and classroom instruction. Currently, the district is implementing online ALT testing.
- Student annual growth-based indicators. The ALT provide students, teachers, and parents with accurate measures of student year-to-year progress and the expected annual academic growth. Teachers, students and parents can observe whether an individual student, an entire grade, a school, or the district is making satisfactory progress in reading and mathematics.
- Minnesota Comprehensive Assessments and Minnesota Basic Standards Tests. MCA are administered in Grades 3, 5, 7, 10, and 11. The Minnesota Basic Standards Tests are given to Grade 8 students in reading and math, and to Grade 10 students in writing.
- Annual District Opinion Surveys. Students, staff and parent opinion surveys are administered each year to collect the stakeholders' perceptions and opinions about their school learning climates. Information from the surveys is used by schools to identify student needs and devise school improvement plans.
- Yearbook and School Information Reports. Beginning in 1999, the district has maintained school and district report cards that provide information for continuous improvement. The district report card is called the "Yearbook" and the report card for each individual school is called the "School Information Report" (www.edina.k12.mn.us). These report cards include data that schools, parents, teachers and administrators can use to evaluate the educational programs and implement continuous improvement initiatives.
- Research aligned with district accountability and instruction. The Edina Public Schools Superintendent and Board of Education recognize the need to better understand the degree to which schools and educators behave, act, and make decisions which impact performance differences in boys and girls. The Gender Differences Research, conducted in 2002 as one of the Superintendent's objectives, provides evidence about the differences between girls and boys in learning and recommends fifteen strategies to accommodate gender differences in school and

classroom to better ensure success for both boys and girls in the Edina Public Schools (www.edina.k12.mn.us).

- School Improvement Process and Plans. The district has developed and maintains continuous school improvement process cycles with the North Central Association. The improvement process assesses the schools' strengths and weaknesses, implements strategies and activities to address the schools' needs, and continually evaluates the schools' progress toward achieving its objectives and meeting its goals.

The Yearbook 2004, as one of the elements for educational accountability systems, reports student learning with respect to Edina curriculum and instruction; the district's performance in comparison to the state and the nation; and student progress over time. School district board members, administrators, teachers, and parents can use the information to evaluate school and district continuous improvement and programs. Also, Edina community, educators, and researchers from other organizations can use information from the yearbook to understand the Edina Public Schools and its programs.

This yearbook contains six components. The first presents the characteristics of Edina students, teachers and schools including enrollment, attendance, student demographic profile, teacher educational levels, site funding, etc. The second is about Special Services. The third includes information about Community Education Services. The fourth includes elementary and middle school student achievement from standardized tests and statewide tests. The fifth presents achievement data from Edina High School. The final component includes survey data that represent satisfaction levels, perspectives, feelings and attitudes from students, staff and parents reflecting multiple aspects of the District such as learning climates, technology integration in learning, curriculum and instruction, and school leadership, etc. All of these components represent aspects of the quality of the educational programs in the District.

CHAPTER TWO EDINA PUBLIC SCHOOLS CHARACTERISTICS

Student Characteristics

As of September 2003, 7215 students were enrolled in six elementary schools, two middle schools and one senior high school, served by approximately 1,200 teachers and support staff. Student enrollment grew nearly 20% from 1994 to 2004 as shown in Figure 2.1. Statewide, the enrollment increases of the 1990s appear to have ended. For the third consecutive year, enrollment was lower than the previous year. Similar to the state, minority student enrollment in Edina continues to grow. Table 2.1 shows this increase.

**Figure 2.1
Enrollment Trend from 1994 to 2004**

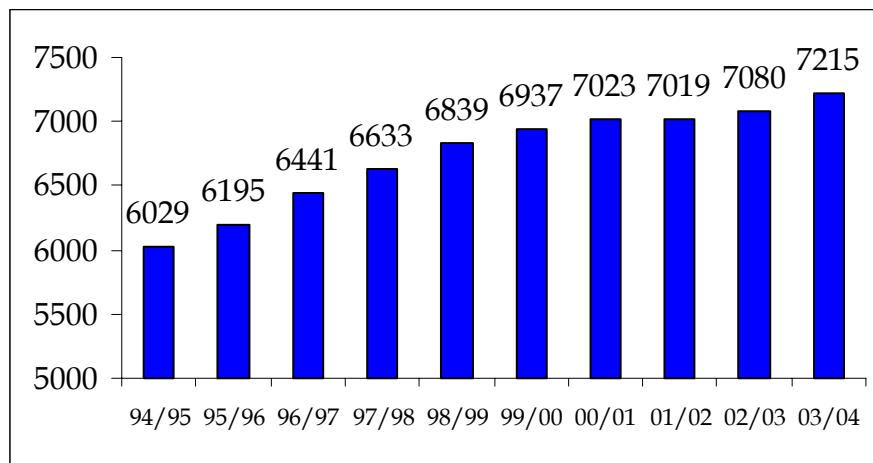


Table 2.1 shows the five year trend of Edina Public Schools student demographics. Over these five years, the number of Edina students who are eligible for free or reduced lunch increased by three percent as did the number of minority students.

Figure 2.2
Minority Student Enrollment Trend from 1988 to 2004

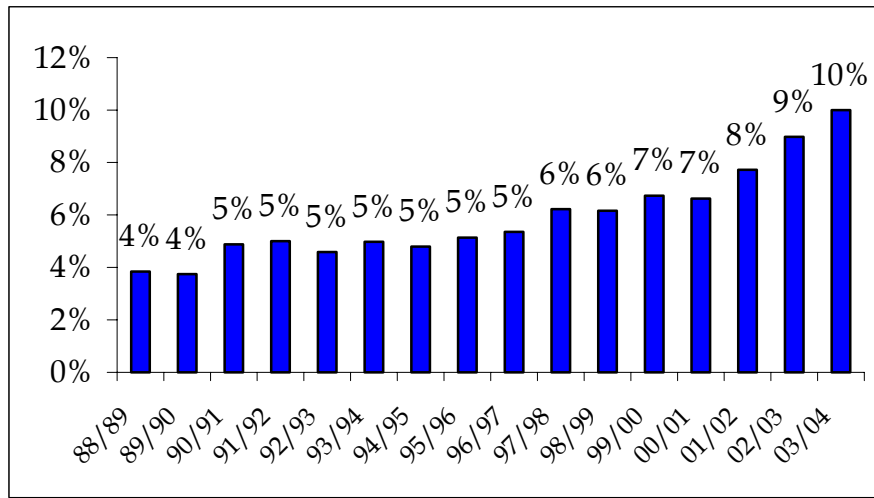


Table 2.1
Six Years' Student Demographic Trend, 1999-2004

Year	American Indian		Asian		Black		Hispanic		White	
	#	%	#	%	#	%	#	%	#	%
2004	18	0.25	349	4.78	264	3.66	124	1.72	6464	89.6
2003	18	0.25	297	4.19	201	2.84	113	1.60	6451	91.1
2002	14	0.20	287	4.14	134	1.93	104	1.50	6390	92.2
2001	14	0.20	268	3.87	88	1.27	90	1.30	6468	93.4
2000	11	0.16	273	3.96	86	1.25	96	1.39	6436	93.3
1999	12	0.18	244	3.59	82	1.21	83	1.22	6382	93.8
Year	Eligible for F/RP Meals		Limited English Proficient		Special Education					
	#	%	#	%	#	%				
2004	414	5.7	166	2.3	670	9.3				
2003	326	4.6	148	2.1	639	9.0				
2002	289	4.2	114	1.7	610	8.8				
2001	195	2.8	97	1.4	627	9.1				
2000	154	2.2	68	1.0	624	9.0				
1999	157	2.3	121	1.8	630	9.3				

Regular school attendance is one of the strongest foundations for learner success. A report by the Minnesota Office of the Legislative Auditor documented the relationship between attendance and success on the Basic

Standards Test in reading and mathematics¹. Table 2.2 shows the District and school average attendance in the 2003/04 school year.

**Table 2.2
Edina Public Schools Average Attendance and Graduation Rates, 2003-2004**

School	Grades included	Attendance
Concord	K-5	96
Cornelia	K-6	97
Countryside	K-7	96
Creek Valley	K-8	96
Highlands	K-9	96
Normandale	K-10	97
South View	6-9	96
Valley View	6-10	95
Edina High	10-12	94
Overall Attendance	K-12	96
		Graduation
High School Graduation	9-12	100

Edina Public Schools is committed to keeping the class size as small as fiscally possible while retaining the educational support needed to ensure quality teaching and learning opportunities. Table 2.3 provides information about elementary class size in comparison with the region.

Table 2.3 Class Size², 2003-2004

District	Class Size Grades 1-3	Class Size Grades 4-6
Metro Area	22.3	26.02
Edina	22.4	23.6

¹ Office of the Legislative Auditor, State of Minnesota. (1998, January). Remedial Education. St. Paul, MN.

² Edina and region data are from “Annual Class Size Study 2003-2004,” Metro ECSU.

Teacher Characteristics³

Quality teaching is essential to learner success. The District is committed to selecting, training, and retaining a highly professional teaching staff. Table 2.4 shows the seven-year trend of teacher demographics. With regard to levels of teacher education, approximately 70 percent of Edina’s teachers (licensed staff) hold master’s degrees or higher while 45 percent of the state’s teachers (licensed staff) hold master’s degrees or higher.

**Table 2.4
Edina Teacher Demographics**

Year	# Full Time Teachers	Years of Experience	Average Age	Bachelors %	Masters %	# First Year Teaching
2004	441	11	38.8	30	70	13
2003	458	10	37.4	42	58	18
2002	456	10	36.6	42	58	34
2001	480	11	38.0	45	55	30
2000	463	12	37.9	42	58	35
1999	447	13	39.6	43	57	35
1998	431	13	40.4	43	57	25

Figures 2.3 and 2.4 provide the characteristics of staff in Edina and indicate that 76 percent of licensed teachers are female and 24 percent are male.

Figure 2.3 Staff Composition

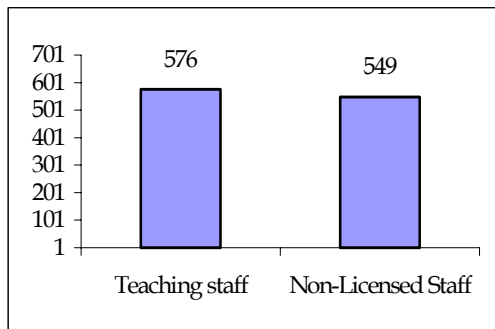
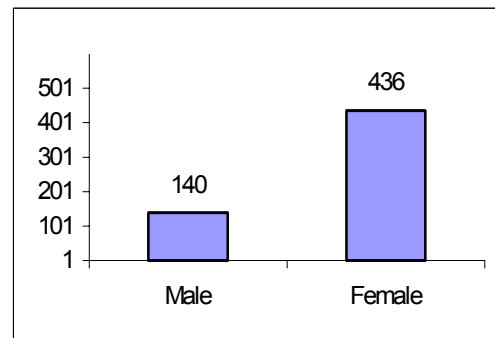


Figure 2.4 Teaching Staff Gender



³ Information about Edina Staff is from Tom Pederstuen, Director of Department of Human Resources, Edina Public Schools. Information about state staff is from <http://education.state.mn.us/datactr/>.

In the fall of 2004, the Human Resources Department conducted a survey of all the new teachers (licensed staff) hired for the 2004-05 academic year to investigate the reasons why those teachers applied for positions in Edina Public Schools. The results from Table 2.5 indicate that two-thirds of the teachers applied to Edina School District because of the excellent reputation the district has earned. Results from Table 2.6 indicate that over four-fifths of the new teachers hired have previous teaching experience.

Table 2.5
Reasons Why Teachers Chose to Apply to Edina Public Schools
N=46

Reasons for Application for Edina	Number of Teachers	Percent
Excellent District/Reputation	30	65%
Friends who work here	3	7%
Home (grew up here or currently live here)	3	7%
Job Opening	3	7%
Previous Work Experience Here	1	2%
Others	6	12%

Table 2.6
New Teacher Status Last Year

Status before working with Edina	Number of Teachers	Percent
College	7	15%
Previously employed in Edina	4	9%
Employed in the private sector	2	4%
Taught at other school districts in or out of the state	33	72%

Site-Based Funding Metric

The purpose of developing the site-based funding metric is to allow the district to track and control the expenditure of site-based funds. Site-based funds are a product of the school’s pupil units and the annual per pupil unit allocation assigned each year during the budget process. This amount may be adjusted due to the prior year’s carryover and donations. The General Fund expenditures apply to items such as instructional supplies, office supplies, printing, etc. The Capital Fund expenditures are used for nonconsumable instructional equipment and material.

Analysis of Site-Based Funding

The budget is reviewed on a monthly basis by the Assistant Superintendent and Principals. When the need exists, meetings are set up with the Director of Business Services or the Controller. As shown in the charts below, overall, the principals have done an excellent job of controlling expenditures. Table 2.7 describes site-based funding over the past eight years and Table 2.8 describes 2003-2004 site-based funding by schools⁴.

**Table 2.7
Site-Based Funding Over Years Comparison, 1996-2004**

	General Fund			Capital Fund		
	Budget	Actual	Difference	Budget	Actual	Difference
1996-97	\$803,311	\$741,828	\$61,483	\$115,000	\$107,953	\$ 7,047
1997-98	\$748,464	\$714,990	\$33,474	\$122,047	\$ 96,357	\$25,690
1998-99	\$835,748	\$782,303	\$53,445	\$141,451	\$110,443	\$31,008
1999-00	\$908,484	\$709,810	\$198,674	\$227,783	\$147,742	\$80,041
2000-01	\$1,007,959	\$731,834	\$276,125	\$235,528	\$88,431	\$147,097
2001-02	\$1,072,713	\$644,156	\$428,557	\$383,005	\$196,366	\$186,639
2002-03	\$1,203,551	\$682,184	\$521,367	\$363,477	\$208,666	\$154,811
2003-04	\$1,233,071	\$746,498	\$486,573	\$399,425	\$218,981	\$180,444

⁴ Information about site-based funding is from Jay Willemsen, Director of Business Services, Edina Public Schools.

Table 2.8
Site-Based Funding Comparison by Schools

	General		Capital	
	Budget	Actual	Budget	Actual
Concord	\$101,564	\$58,285	\$29,191	\$33,466
Cornelia	\$78,371	\$52,737	\$16,376	\$17,540
Countryside	\$156,428	\$57,131	\$33,090	\$13,450
Highlands	\$103,105	\$81,697	\$14,288	\$6364
Creek Valley	\$95,177	\$57,196	\$39,390	\$12,683
Normandale	\$107,653	\$49,213	\$33,945	\$6625
South View	\$142,142	\$128,423	\$52,688	\$19,316
Valley View	\$287,491	\$96,187	\$105,489	\$66,354
Edina High	\$161,140	\$170,629	\$74,968	\$43,183
Total	\$1,233,071	\$746,498	\$399,425	\$218,981

CHAPTER THREE SPECIAL SERVICES⁵

The December 1, 2003 child count for the Special Services Department of the Edina Public Schools was 751. This is an increase of 32 students from 2002-03. These students receive Special Education services in the areas of learning disabilities, mental handicaps, physical impairment, hearing and vision impairments, emotional/behavioral disorders, autism spectrum disorders and communication disorders.

Key Findings

- The percent of Edina students receiving special education services that met goals of Individual Education Plans (IEP) and migrated to regular education continues to be considerably higher than that of state figures for previous years. Statewide, the percent of students who discontinued receiving special education services declined significantly over five years.
- The Department of Special Education Services of Edina Public Schools has successfully maintained a low dropout rate, ranging from 0.00 to 0.06 percent, of students in special education, while the state dropout rate (11 percent) is significantly higher than the district.

The following data show special education migration trends to regular education. Table 3.1 shows Edina Public Schools' discontinuation of all special education services, due to meeting goals of Individual Education Plans (IEP) and the dropout rate of students in special education. Discontinuation data are based on the total special education child count from Pre-K through Grade 12 and the dropout figures are based on grades 8-12+. Table 3.2 shows discontinuation of all special education services for Minnesota students in Grade 8 through 12 due to meeting goals of Individual Education Plan (IEP)⁶ and the dropout rate of students in special education, based on grades 8-12+. Table 3.3 shows discontinuation of special education services by disability categories. Table 3.4 shows results from initial assessments and identification of students for special education services in each individual site.

⁵ All data regarding Special Services are from Penny Kodrich, Director of Special Services.

⁶ Figures supplied by the U.S. Department of Special Education and Rehabilitative Services, Office of Special Education and are available only for Grades 8-12+.

Table 3.1
Discontinuation and Dropout Rate of Special Education Services
Edina Public Schools

	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Discontinuation	7.0%	6.0%	6.0%	7.5%	10.0%	10.9%	9.7%	9.4%
Dropout	0.01%	0.01%	0.02%	0.01%	0.03%	0.00%	.006%	0.00%

Table 3.2
Discontinuation and Dropout Rate of Special Education Services
Minnesota

	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Discontinuation	.09%	.08%	0.0029	0.0014%	.001%	N/A	N/A
Dropout	11.3%	11.0%	19.0%	19.0%	16.0%	14%	11%

Table 3.3
Discontinuation of Special Services by Disability Categories

Disability Category	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Speech/Language Impairments	5%	5%	5%	9%	17.6%	20.4%	21%
Specific Learning Disabilities	1%	1%		6%	7.6%	5.4%	3%
Emotional/Behavioral Disorders	.07%	.05%	.05%	0%	0.8%	1.5%	1.1%
Other Health Impairments	04%	.04%	1.1%	.05%	1.0%	2.5%	3.2%
Hearing/Vision Impairments, Severe/Mild Mental Impairments Physical Impairments	0%	0%	0%	0%	0%	0%	0%
Deaf/Hard of Hearing					.08%	0%	0%
Physically Impaired					.5%	0%	0%
Early Childhood Special Education					10.3%	12.6%	11%

CHAPTER FOUR COMMUNITY EDUCATION SERVICES⁷

Along with excellent programs for PK-12 students, Edina Public Schools provides adult education opportunities to the larger Edina community of approximately 46,000 residents of all ages. A wide variety of classes are offered to adult learners. Over 10,000 adult learners attend about 650 courses each year. Those continuing education programs not only satisfy people's desire to explore new ideas, to improve their skills and knowledge, to develop friendships and to enjoy life, but also, promote lifelong learning and meet community needs.

In order to evaluate Edina's adult education programs and assess adult learners' needs, Community Education Services has administered the student opinion survey every year since 1998. The survey was designed with eight categories and examines areas such as instructors' knowledge, presentation of course information, learners' expectations, registration process, availability of a variety of courses, location of the courses, number of courses taken and the cost of the courses.

In the 2004 school year, about 1842 adult learners responded to this survey. Among them, 21 percent are male learners and 79 percent are female learners. Results from the survey this year and a comparison to previous years' results provide useful information about student satisfaction with adult education services. Also, this data provide valuable information for Community Education Services to evaluate its services to better serve adult learners in the future.

Key findings

- Adult education student ages range from 18 to over 70. The majority of adult learners (76 percent) are between ages 30 and 70. In addition to Edina residents, adult learners also came from Richfield, Eden Prairie, Minnetonka, Bloomington, St. Louis Park, Hopkins, and other west metro communities.

⁷ Data are from Doug Johnson, Director of Community Services, Edina Public Schools.

Key Findings (continued)

- Ninety-two percent of adult learners report these courses exactly meet their expectations and another 8 percent feel the courses somewhat meet their expectations. All (100 percent) adult learners agree that instructors' knowledge is excellent or good. Ninety-eight percent of these adult learners think instructors' presentations are excellent or good.
- A vast majority of adult learners are satisfied with the registration process (97 percent), the variety of courses (88 percent) and the cost of the courses (96 percent).
- A seven-year comparison shows that adult learners' satisfaction levels and ratings remained steady from 1998-2000, increased from 2000 to 2003, and remain stable in 2004. The highly positive ratings over the years indicate high quality courses and satisfied learners for Edina Community Education Services.

Table 4.1 displays adult learners' ages. Most of them (81 percent) take 1-3 courses a year, while about 16 percent take 4-6 courses and the rest (3 percent) of learners take 7 or more courses a year.

**Table 4.1
Adult Learner Age Range**

Age	Percent
NA	6%
18-30	10%
31-40	16%
41-50	24%
51-60	21%
61-70	15%
71-80	8%
80+	1%

Figure 4.1 shows 100 percent of adult learners think the courses meet or somewhat meet their expectations and about 92 percent of adult learners think the courses exactly meet their expectations.

Figure 4.1
Percent of Adult Learners Who Think the Courses Meet Their Expectations

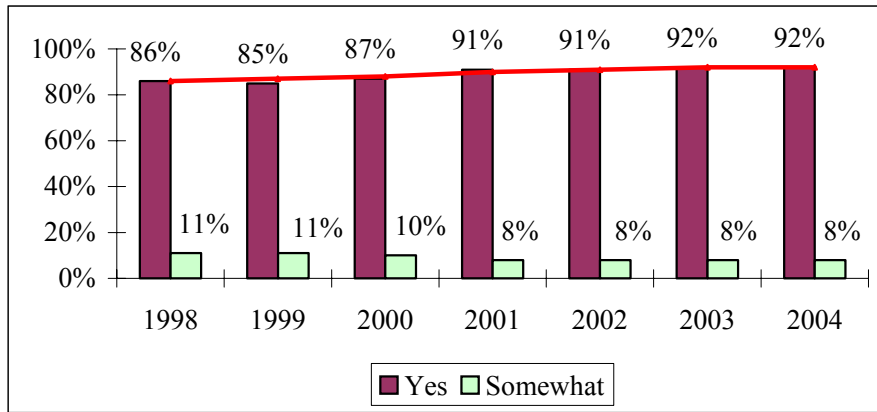


Figure 4.2 shows that 100 percent of adult learners believe the instructors' knowledge of courses is excellent or good. This year, more people rated the instructors' knowledge excellent than before. Figure 4.3 shows that ratings for the instructors' presentation of course information remained stable over the last three years.

Figure 4.2
Percent of Adult Learners Who Rate the Instructors' Knowledge

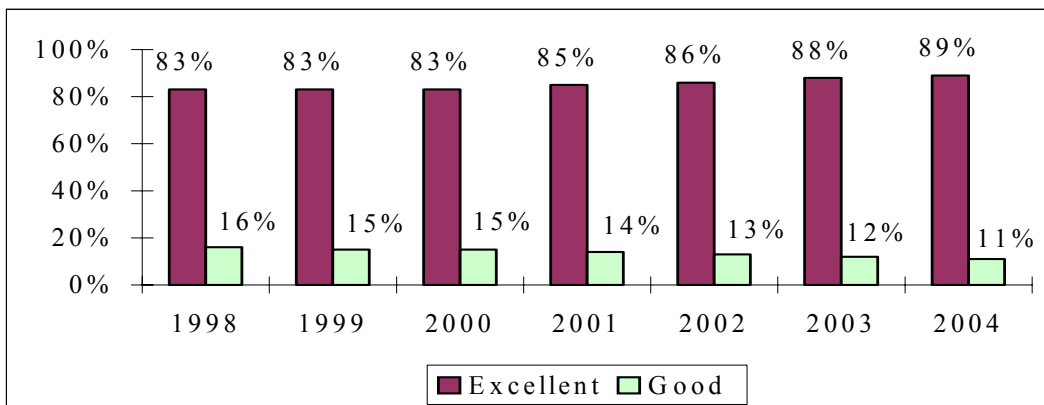


Figure 4.3
Percent of Adult Learners Who Rate the Instructors' Presentations



In 2004, online registration was implemented, which was very well received. Figure 4.4 shows that adult learners are very satisfied with the registration process with 97 percent of them rating the process excellent or good, an increase of 7 percent from 2003. Figure 4.5 shows at least 88 percent of adult learners report they are satisfied with the variety of courses over the years. Figure 4.6 shows that almost all of adult learners (96 percent) are satisfied with the cost of these courses.

Figure 4.4
Percent of Adult Learners Who Are Satisfied with the Registration Process

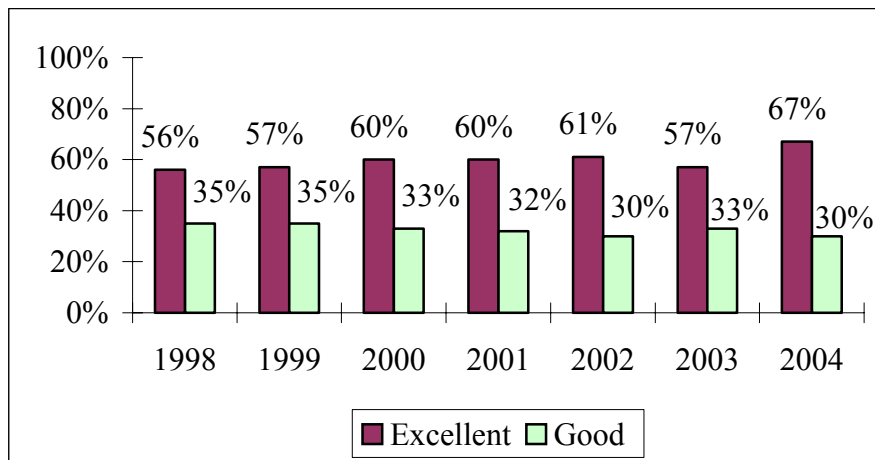


Figure 4.5
Percent of Adult Learners Who Are Satisfied with the Variety of Courses

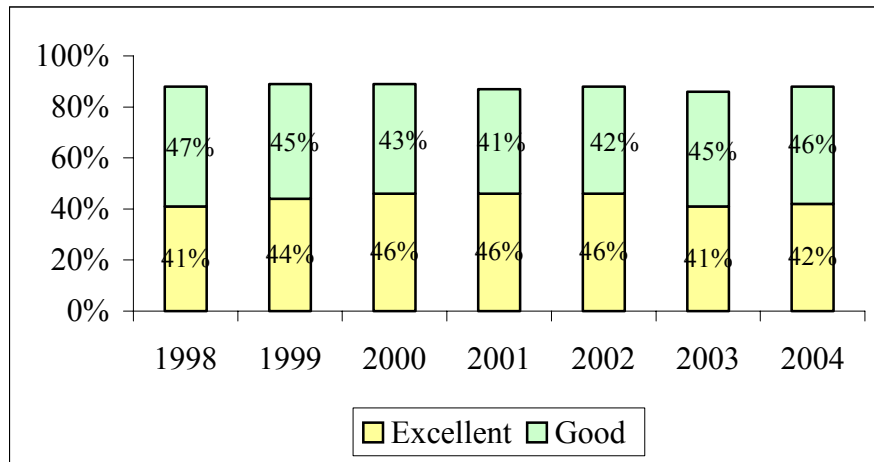
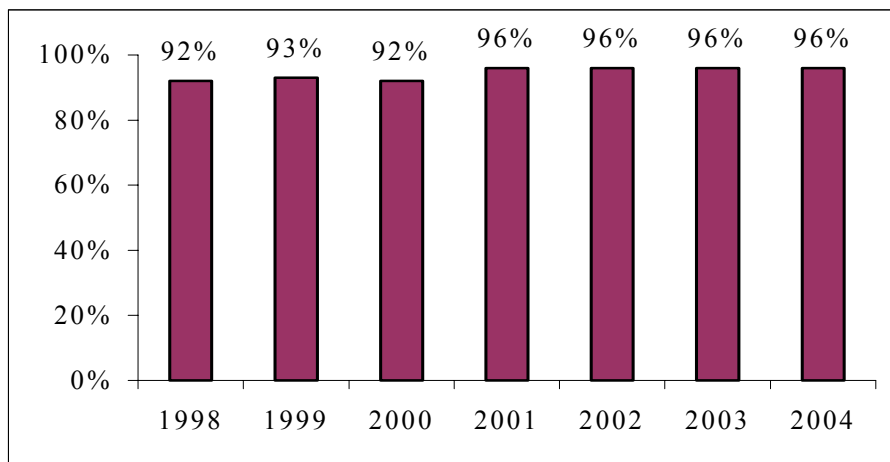


Figure 4.6
Percent of Adult Learners Who Are Satisfied with the Cost of the Course



In summary, data provide strong evidence that the highly positive ratings over the seven years indicate high quality courses and satisfied learners for Edina Community Education Services.

CHAPTER FIVE ELEMENTARY AND MIDDLE SCHOOL ACHIEVEMENT

Edina Public Schools uses multiple assessment tools, including statewide and national standardized tests, to assess student academic progress and evaluate individual student academic needs. These assessments include:

- Minnesota Comprehensive Assessments (MCA)
- Minnesota Basic Standards Tests (BST)
- Achievement Level Tests (ALT)
- Cognitive Ability Tests (CogAT)

Minnesota Comprehensive Assessments

The 1997 statewide testing law called for the creation of a comprehensive assessment system and the use of statewide tests. These tests are part of the educational accountability system in Minnesota. Accountability calls for a results oriented educational system that focuses on continuous improvement, community involvement, and public reporting of results. Under the federal No Child Left Behind Act (NCLB), these tests are used to judge progress against set performance levels.

The Minnesota Comprehensive Assessments (MCA), statewide tests administered to all students in Grades 3, 5, 7, 10, and 11, measure how well a student has mastered the State of Minnesota Academic Standards in math and reading. Grade 5 students are also tested in writing.

The MCAs include 75 percent multiple-choice and 25 percent open-ended questions in reading and mathematics. The writing test includes all open-ended prompts and requires each student to write a composition for one of four purposes (narrate a story, describe a person or event, tell about a problem to be solved, or clarify a situation). Using a standard scoring guide the scoring contractor engaged by the state evaluates each piece of writing for organization, style, sentence formation, word usage, punctuation and spelling.

Minnesota Basic Standards Tests

The Minnesota Basic Standards Tests (BST) measure whether a student has learned the basic skills needed to live and work in today's society. Students must pass tests in reading, mathematics and writing to show they meet the Minnesota Basic Standards and in order to be eligible to graduate from a Minnesota public high school. The reading and mathematics tests are first given in grade 8 and the written composition test is first given in Grade 10.

The BSTs in reading and mathematics include all multiple-choice questions. Students must achieve a scale score of 600 to pass the BST in reading and math. The writing test provides a prompt to which students write an essay. A score of 3 or higher on the 6-point scale meets the Minnesota Basic Standards.

Achievement Level Tests (ALT)

Since the 2000-2001 school year, the ALTs have been administered to students in Grades 2 through 7. Grade 8 was also included until 2003-2004. The ALTs are based on the Edina curriculum and include a series of achievement tests that systematically increase in difficulty from one level to the next.

The multiple levels of the ALTs make it possible to give each student a test appropriate to his/her current achievement levels, giving the ALT three attributes. First, the ALTs focuses on learner growth. Because the tests are linked from level to level and grade to grade, it is possible to get an accurate measure of the growth at the student, class, school, and district levels. Second, the ALTs are aligned with the Edina curriculum and instruction. ALT test items were specifically selected from a large test item bank to best match the Edina curriculum and classroom daily learning. Third, the ALTs provide more accurate information about student achievement and learning, helping the district assess whether instructional programs are working effectively.

Cognitive Abilities Test (CogAT)

The Cognitive Abilities Test is an integrated series of tests that provide information about the level of development of general and specific cognitive skills. These skills have substantial correlations with learning and problem solving both in and out of school.

The primary purpose of CogAT is to provide a description of the student's own cognitive resources for learning that educators can use to help the student achieve instructional objectives.

The CogAT is comprised of three batteries of tests: verbal, quantitative, and nonverbal (spatial symbols), providing both age scores and grade scores and is administered in grades 2 and 4 during the spring.

Minnesota Comprehensive Assessments Grades 3, 5 and 7

The *No Child Left Behind* act requires that every student, regardless of race, income, disability or length of time in the public school, be proficient in reading and math by 2013-2014. Each state establishes its own testing system and sets performance standards on these tests that define proficiency.

Schools that fail to meet this goal ultimately face sanctions including potential state takeover, conversion to charter schools, or private firms taking over the schools under government contracts. Schools receiving Title I funding, federal funds based on poverty level, would be required to use their federal funds to pay for the services under the sanctions.

The Minnesota Comprehensive Assessments (MCA) are used to measure whether a Minnesota public school meets the adequate yearly progress target (AYP). To do that, MCA results are divided into five performance levels that measure if students meet the Minnesota Academic Standards. Students who achieve Level 3 or above demonstrate satisfactory work (proficiency) in the state accountability system. These levels are described as the following.

Level 5:	Students demonstrate advanced academic performance, knowledge, and skills that exceed the level necessary for satisfactory work in the state's content standards.
Level 4:	Students demonstrate solid performance and competence in the knowledge and skills necessary for satisfactory work in the state's content standards.
Level 3:	Most students in this level are working successfully on grade-level material and are on track to achieve satisfactory work in the state's content standards.
Level 2:	Students have partial knowledge and some of the skills necessary for achieving satisfactory work in the state's content standards.
Level 1:	Students have gaps in the knowledge and skills necessary for satisfactory work in the state's content standards.

Key Findings

- Across grades 3, 5 and 7 Edina Public Schools ranked number 1 in reading and mathematics performance among large districts in Minnesota. In comparison with other west metro districts Edina again ranked number one in these two areas and tied with Minnetonka for number 1 on grade 5 writing.

- In Grade 3, 90 percent of students met or exceeded Level 3 in reading and 91% of students met or exceeded Level 3 in mathematics. In Grade 5, 92% of students met or exceeded Level 3 in reading, 95% of students met or exceeded Level 3 in math, and 92% of students met or exceeded Level 3 in writing. In particular, students responding to the “problem solution” prompt on the writing assessment performed extremely well.
- Statewide, grade 7 entered the MCA Program this year. Again, Edina performance was exceptional. Ninety-one percent of students in reading and 94% in math achieved Level 3 or higher.
- All schools, including all subgroups, have met the rigorous standard of achievement required by the federal and the state accountability requirements.

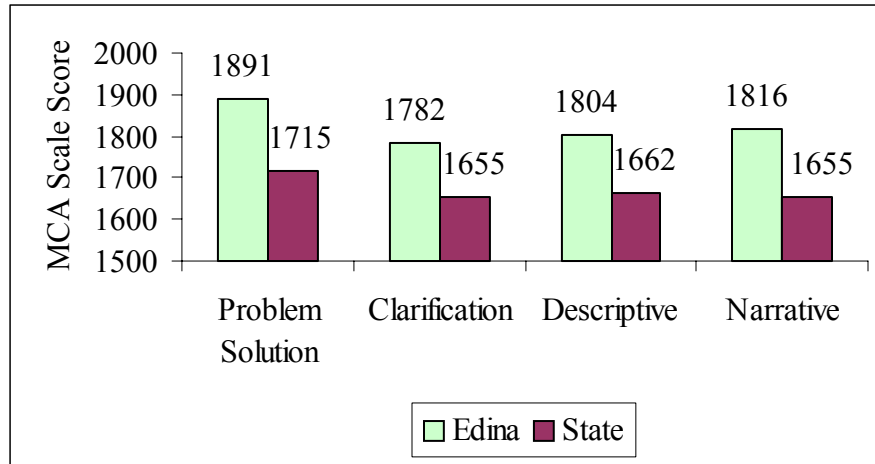
Table 5.1.1 shows the distribution of Edina students falling into the five levels at Grades 3 and 5 across reading, mathematics and writing as well as the average scale scores in comparison with the state.

Table 5.1.1
Percentage of Edina Elementary Students in MCA Levels

	Reading				Mathematics				Writing	
	Grade 3		Grade 5		Grade 3		Grade 5		Grade 5	
	Edina	State	Edina	State	Edina	State	Edina	State	Edina	State
Level 5	42%	23%	52%	30%	26%	15%	42%	18%	30%	20%
Level 4	41%	37%	32%	34%	53%	40%	45%	41%	55%	49%
Level 3	7%	13%	8%	11%	13%	15%	8%	15%	7%	9%
Level 2	6%	15%	7%	15%	7%	22%	5%	21%	8%	17%
Level 1	3%	12%	2%	9%	1%	8%	<1%	5%	1%	6%
Scale score	1652	1535	1714	1579	1635	1523	1674	1539	NA	NA
N=	524	57456	562	60836	524	57421	555	60679	556	60617

Grade 5 writing results by types of writing are summarized in Figure 5.1.1. It is notable that students, on average, achieved scores greater than 1600 in all types of writing. Among the four types of writing, students performed extremely well in problem solution writing this year.

Figure 5.1.1
MCA Grade 5 Writing Results by Writing Type



The next set of graphs show the percentage of students who achieved Level 3 or higher in comparison with the previous years. This comparison indicates that Edina third graders' performance increased slightly in both subjects, and fifth graders' decreased slightly in reading, increased moderately in mathematics and increased significantly in writing.

Figure 5.1.2
Percent of Edina Grade 3 Students Who Achieved Proficiency or Higher 2000-2004

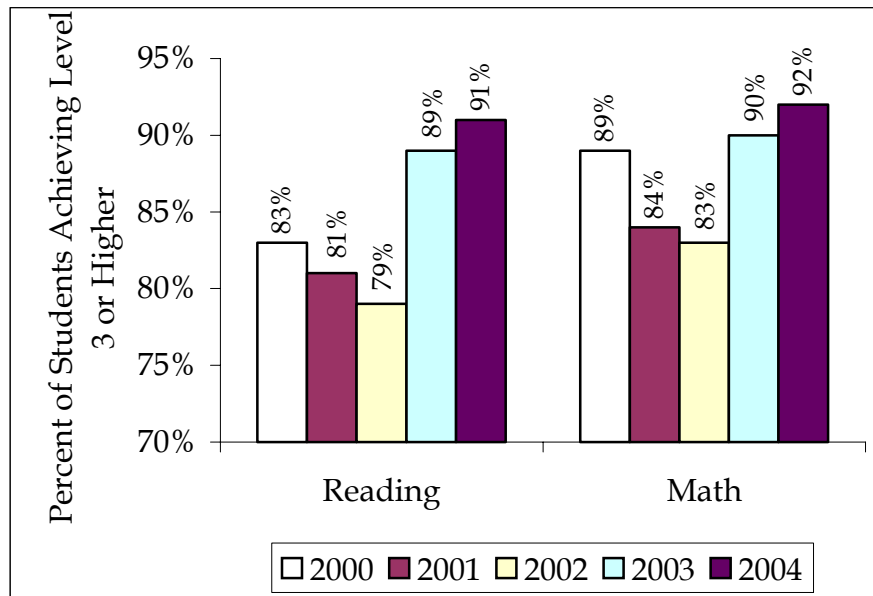
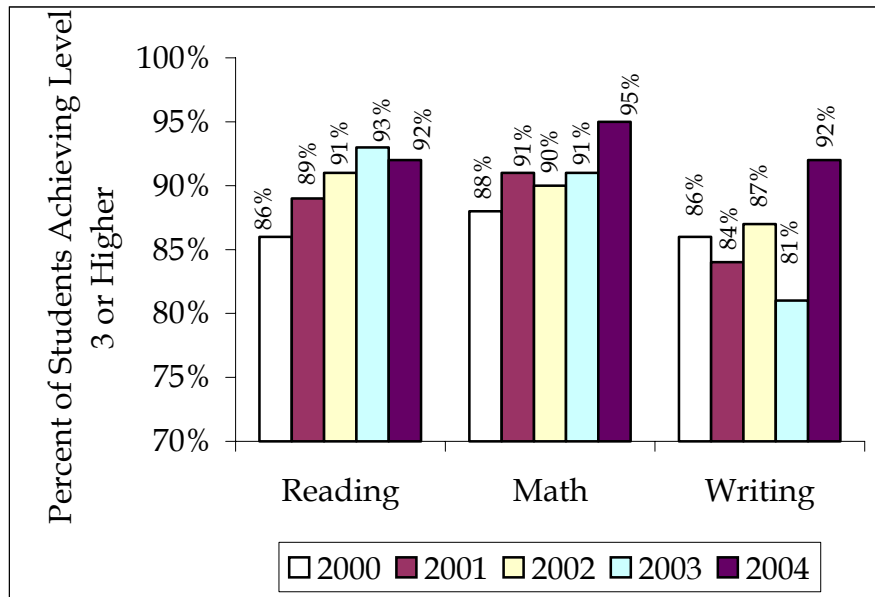


Figure 5.1.3
Percent of Edina Grade 5 Students Who Achieved Proficiency or Higher
2000-2004



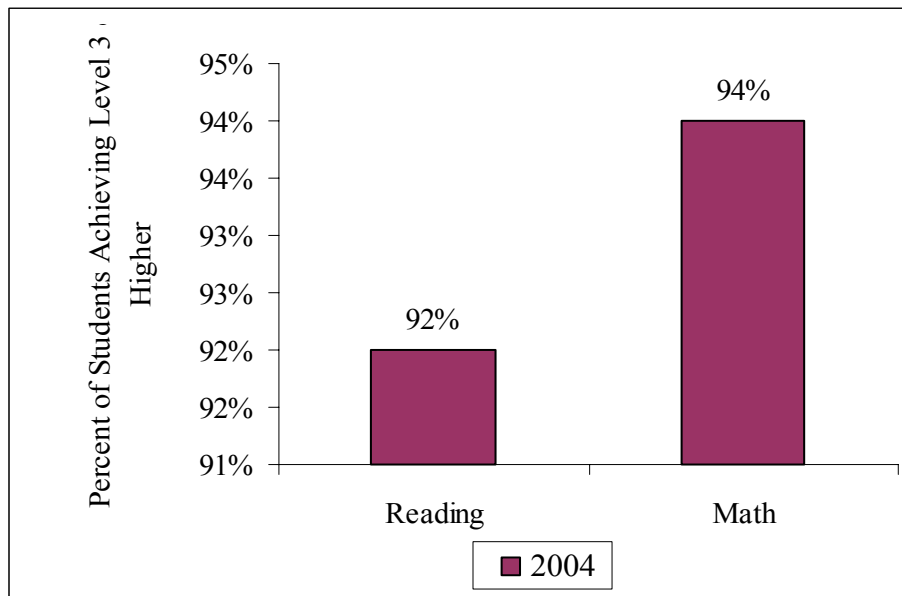
In grade 3 reading 91% of Edina students achieved in Levels 3-5 while only 69% of Minnesota students achieved in those levels. For mathematics 94% of Edina students were in the upper three levels as compared to 67% of Minnesota students. At grade 5 92% of Edina students achieved proficiency in reading as compared to 75% of Minnesota students. In mathematics the corresponding figures were 95% and 74% and in writing they were 92% and 78%.

Table 5.1.2 and Figure 5.1.4 show results for the grade 7 MCAs in reading and math. This was the first year that the MCA was administered at this grade.

Table 5.1.2
Percentage of Edina Grade 7 Students in MCA Levels

	Reading		Mathematics	
	Edina	State	Edina	State
Level 5	18%	6%	33%	9%
Level 4	51%	32%	33%	19%
Level 3	23%	31%	28%	39%
Level 2	8%	25%	6%	27%
Level 1	<1%	6%	<1%	7%
Scale score	1531	1461	1529	1452
N=	578	64131	578	64076

Figure 5.1.4
Percent of Edina Grade 7 Students Who Achieved Proficiency or Higher
2004



At grade 7, 92% of Edina students were proficient or above in reading compared to 69% of Minnesota students. For mathematics 94% of Edina students were proficient or above while 67% of Minnesota students achieved that status.

The following graphs compare Edina with referent west metro school districts that had high percentages of students who achieved Proficiency (Level 3) or higher. The comparisons show that Edina students rank at the top among west metro school districts in MCA scores for reading and mathematics.

Figure 5.1.5
Percent of Student Achieving Proficiency or Higher in Comparison with West Metro Districts, MCA Grade 3 Reading, 2004

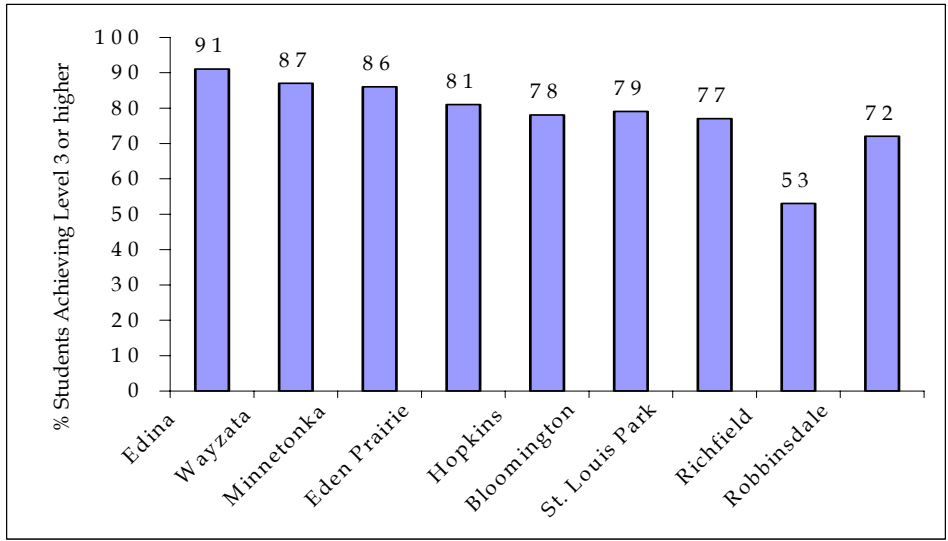


Figure 5.1.6
Percent of Students Achieving Proficiency or Higher in Comparison with West Metro Districts, MCA Grade 3 Math, 2004

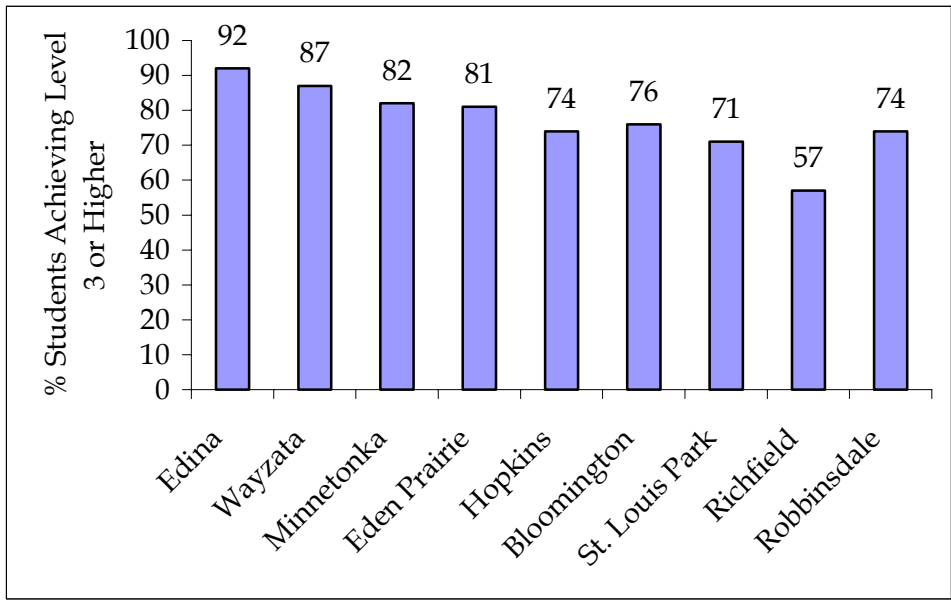


Figure 5.1.7
Percent of Students Achieving Proficiency or Higher in Comparison with West Metro Districts, MCA Grade 5 Reading, 2004

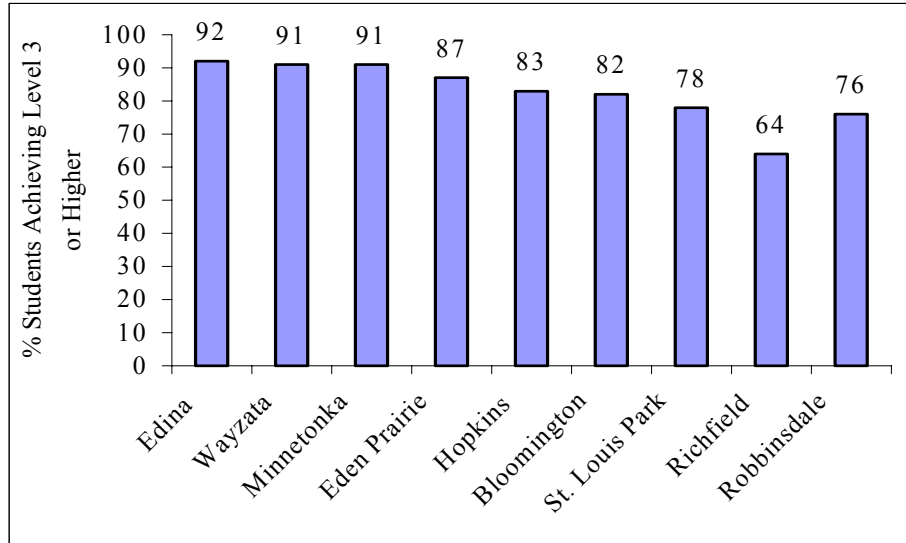


Figure 5.1.8
Percent of Students Achieving Proficiency or Higher in Comparison with West Metro Districts, MCA Grade 5 Math, 2004

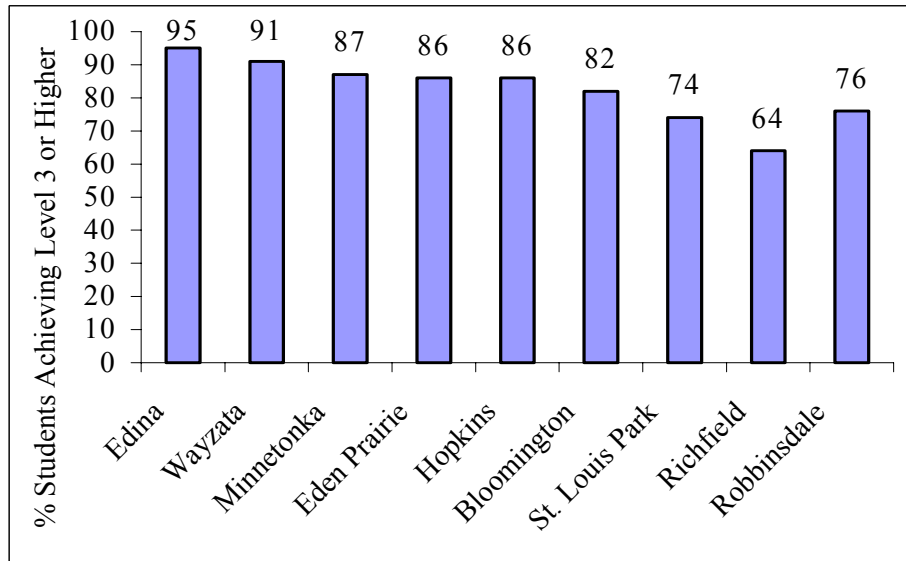


Figure 5.1.9
Percent of Students Achieving Proficiency or Higher in Comparison with West Metro Districts, MCA Grade 5 Writing, 2004

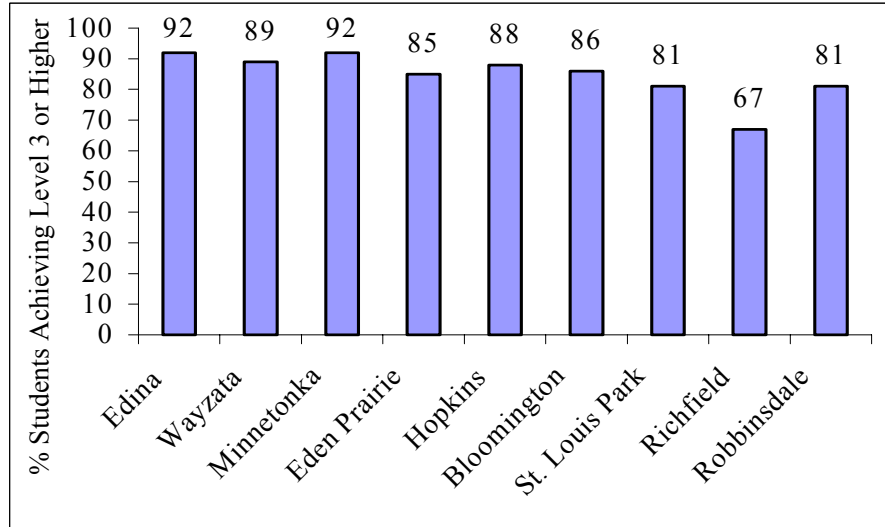


Figure 5.1.10
Percent of Students Achieving Proficiency or Higher in Comparison with West Metro Districts, MCA Grade 7 Reading, 2004

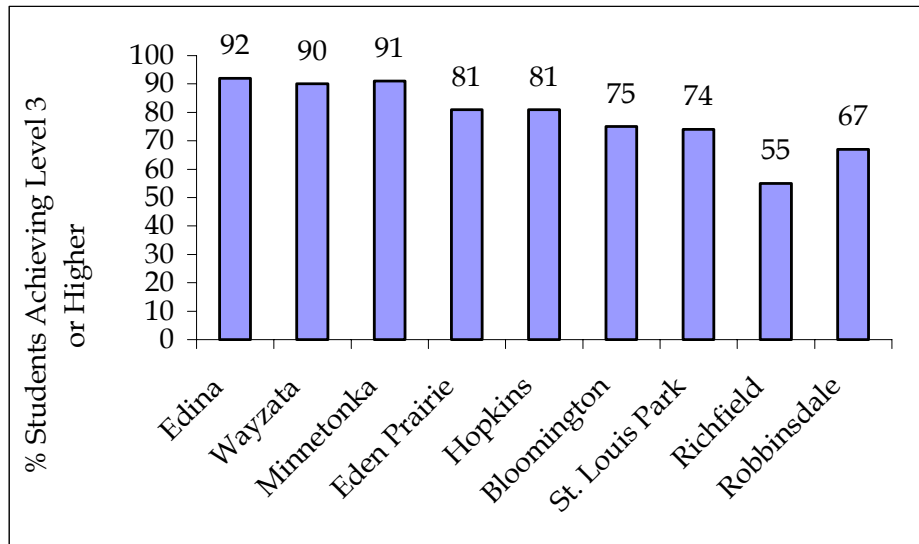
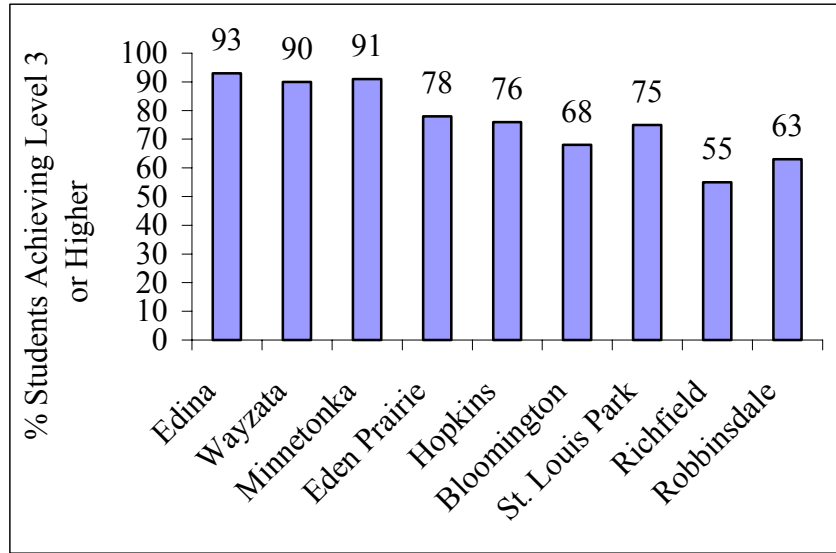


Figure 5.1.11
Percent of Students Achieving Proficiency or Higher in Comparison with West Metro Districts, MCA Grade 7 Math, 2004



Tables 5.1.3 through 5.1.9 show how Edina students' MCA results compare to other large Minnesota districts. At all three grades tested – 3, 5, and 7 – Edina reading and mathematics performance ranked number one and, in grade 5 writing, it ranked number two.

Table 5.1.3
Statewide Top 10 Districts with Highest Percentages of Students Who Achieved Proficiency or Higher in Grade 3 MCA Reading

<i>District*</i>	Number of Students Tested	Percent of Students Satisfactory or Higher
EDINA	524	90.5
Wayzata	729	87.2
Minnetonka	520	86.2
Lakeville	764	84.8
Brainerd	461	83.7
Centennial	498	82.9
Stillwater	580	82.8
Farmington	457	81.6
St. Michael-Albertville	311	81.0
Eden Prairie	758	80.9

Statewide Totals	57,388	73.2
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* Including districts with a minimum of 300 students at this grade who took the test.

Table 5.1.4

Statewide Top 10 Districts with Highest Percentages of Students Who Achieved Proficiency or Higher in Grade 3 MCA Math

<i>District*</i>	Number of Students Tested	Percent of Students Satisfactory or High
EDINA	524	92.2
Wayzata	729	87.0
Farmington	454	84.6
Lakeville	763	84.0
Brainerd	461	83.1
Chaska	616	82.5
Minnetonka	521	81.8
Rosemount-Apple Valley-Eagan	2007	81.3
Mounds View	756	81.1
Centennial	498	80.7
Statewide Totals	57,403	70.5

* Including districts with a minimum of 300 students at this grade who took the test.

Table 5.1.5

Statewide Top 10 Districts with Highest Percentages of Students Who Achieved Proficiency or Higher in Grade 5 MCA Reading

<i>District*</i>	Number of Students Tested	Percent of Students Who Met Proficiency Level or Higher
EDINA	562	91.3
Minnetonka	578	91.2
Wayzata	765	90.9
Lakeville	794	89.2
Centennial	559	88.0
Eden Prairie	794	86.7
Stillwater	654	85.6
Mounds View	788	84.8
Brainerd	525	84.2
Rosemount-Apple Valley-Eagan	2115	84.1
Statewide Totals	60,834	75.5

* Including districts with minimum 300 students at this grade who took the test.

Table 5.1.6
Statewide Top 10 Districts with Highest Percentages of Students Who Achieved Proficiency or Higher in Grade 5 MCA Math

<i>District*</i>	Number of Students Tested	Percent of Students Who Met Proficiency Level or Higher
EDINA	555	95.1
Wayzata	763	91.0
Brainerd	524	88.6
Lakeville	794	88.2
Centennial	556	88.0
Minnetonka	578	87.4
Hopkins	569	86.1
Eden Prairie	789	85.7
Chaska	623	84.4
Rosemount-Apple Valley-Eagan	2107	84.2
Statewide Totals	60,658	74.3

* Including districts with a minimum of 300 students at this grade who took the test.

Table 5.1.7
Statewide Top 10 Districts with Highest Percentage of Students Who Achieved Proficiency or Higher in Grade 5 Writing

<i>District*</i>	Number of Students Tested	Percent of Students Who Met Proficiency Level or Higher
Farmington	411	93.9
EDINA	556	91.6
Minnetonka	577	91.6
Lakeville	795	90.8
Chaska	625	89.0
Wayzata	763	88.9
Mounds View	787	88.8
Centennial	555	88.5
Rosemount-Apple Valley-Eagan	2111	88.5
Hopkins	567	87.7
Statewide Totals	60,617	77.7

* Including districts with a minimum of 300 students at this grade who took the test.

Table 5.1.8
Statewide Top 10 Districts with Highest Percentages of Students Who Achieved Proficiency or Higher in Grade 7 MCA Reading

<i>District*</i>	Number of Students Tested	Percent of Students Who Met Proficiency Level or Higher
EDINA	578	91.5
Minnetonka	639	91.4
Wayzata	751	90.3
Alexandria	319	86.2
Mounds View	827	84.3
Lakeville	839	81.3
Hopkins	587	81.3
Eden Prairie	749	80.8
Centennial	575	80.3
Rosemount-Apple Valley-Eagan	2120	80.1
Statewide Totals	64,131	69.8

* Including districts with a minimum of 300 students at this grade who took the test.

Table 5.1.9
Statewide Top 10 Districts with Highest Percentages of Students Who Achieved Proficiency or Higher in Grade 7 MCA Math

<i>District*</i>	Number of Students Tested	Percent of Students Who Met Proficiency Level or Higher
EDINA	578	93.6
Minnetonka	635	90.6
Wayzata	750	90.3
Alexandria	319	86.2
Lakeville	840	82.5
Buffalo	396	80.8
Prior Lake-Savage	415	80.5
Rosemount-Apple Valley-Eagan	2112	80.5
Mounds View	830	80.4
Eden Prairie	748	77.9
Statewide Totals	64,098	66.7

* Including districts with a minimum of 300 students at this grade who took the test.

Table 5.1.10 shows Edina eligible student groups who should meet the Federal and the state accountability requirements that are based on "No Child Left Behind." In the

2003-04 school year at the district level, five groups including all students, Asian students, White students, Special Education students, as well as students who have free or reduced priced lunch, were measured by the Federal and the state NCLB Adequate Yearly Progress. The results show that all groups have met the federal and the state accountability requirements.

**Table 5.1.10
Edina District Results in Meeting NCLB Adequate Yearly Progress**

Eligible Group for Accountability		Participation		Proficiency		Attendance		Graduation	
		Actual Achieved	State Target	Actual Achieved	State Target	Actual Achieved	State Target	Actual Achieved	State Target
All Students	Mathematics	>99%	95%	95	68	96%	90%	100%	80%
	Reading	>99%	95%	95	71				
Asian Students	Mathematics	99%	95%	94	61	97%	90%	100%	80%
	Reading	100%	95%	92	63				
White Students	Mathematics	>99%	95%	96	68	96%	90%	100%	80%
	Reading	>99%	95%	96	70				
Hispanic Students	Mathematics	NA	NA	88	54	96%	90%	NA	NA
	Reading	NA	NA	90	60				
African American Students	Mathematics	99%	95%	77	61	94%	90%	NA	NA
	Reading	100	95%	81	63				
Free or reduced price of Meals	Mathematics	>99%	95%	84	63	94%	90%	100%	80%
	Reading	100%	95%	84	66				
Special Education	Mathematics	99%	95%	80	63	95%	90%	100%	80%
	Reading	>99%	95%	77	66				
Limited English Proficient Students	Mathematics	100%	95%	85	59	95%	90%	NA	NA
	Reading	100%	95%	78	60				

Minnesota Basic Standards Tests Reading and Mathematics in Grade 8 and Writing in Grade 10

Key Findings

- For the class of 2004, all students who were eligible for graduation had passed the Minnesota Basic Standards Tests in reading, math and writing, except for one student.
- Passing rates have remained high and stable in reading and writing over the last four years, and decreased slightly in math.
- Edina students scored highly in all subjects in comparison with the west metro school districts. In particular, Edina ranks at the top among these districts in reading and math passing rates..
- White students did significantly better than minority students in both reading and mathematics. Limited English Proficient students and students who are receiving special education services scored much lower than did the all student group.

The longitudinal BST data presented in Figure 5.2.1 shows the pass rate trend in reading, math and writing. Comparison over the five years indicates Edina students' pass rate remained high and stable in reading and writing and declined slightly in math. Figures 5.2.2 through 5.2.4 compare the Edina Public Schools with the referent west metro school districts. Edina School District scored highly in all subjects in comparison with the west metro school districts. In particular, Edina School District ranks at the top in terms of reading and math test results.

Figure 5.2.1
Edina Public Schools Grade 8 BST Pass Rates Comparison over Five Years

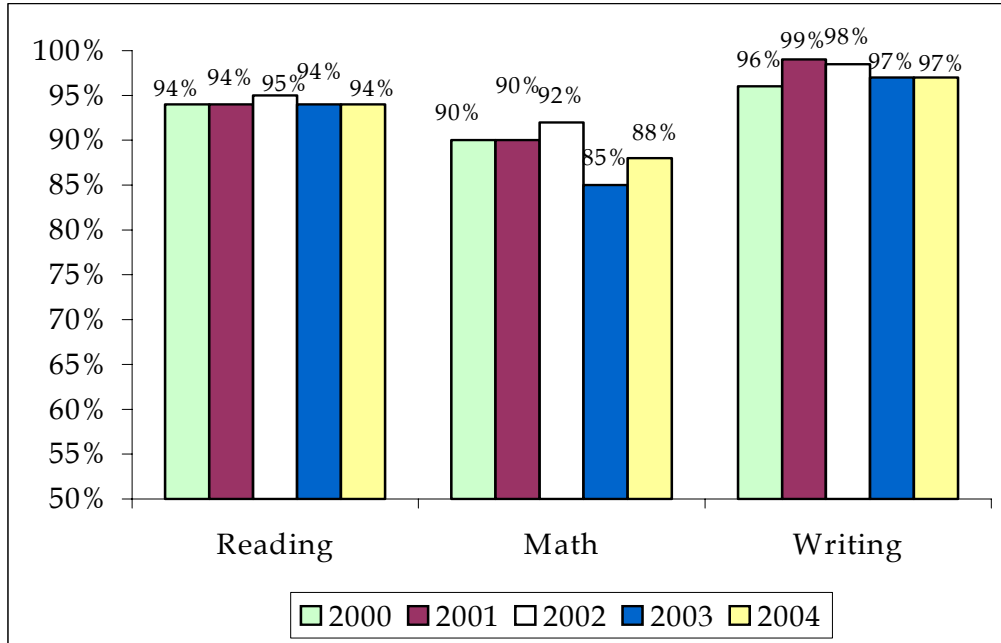


Figure 5.2.2
Pass Rate Compared with Referent West Metro Districts
Grade 8 BST Reading

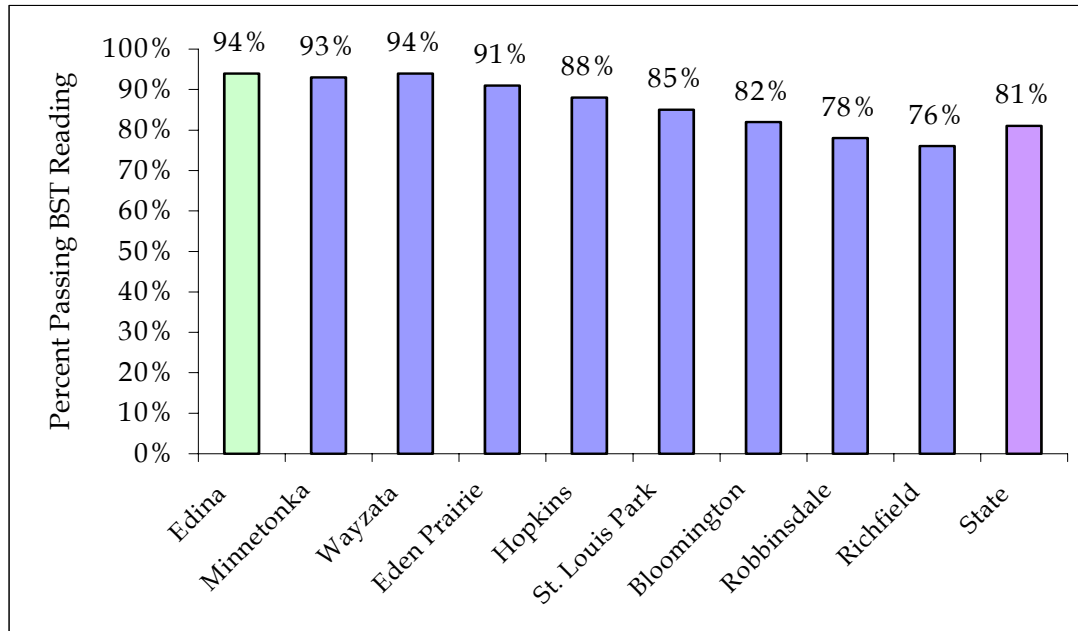


Figure 5.2.3
Pass Rate Compared with Referent West Metro Districts
Grade 8 BST Mathematics

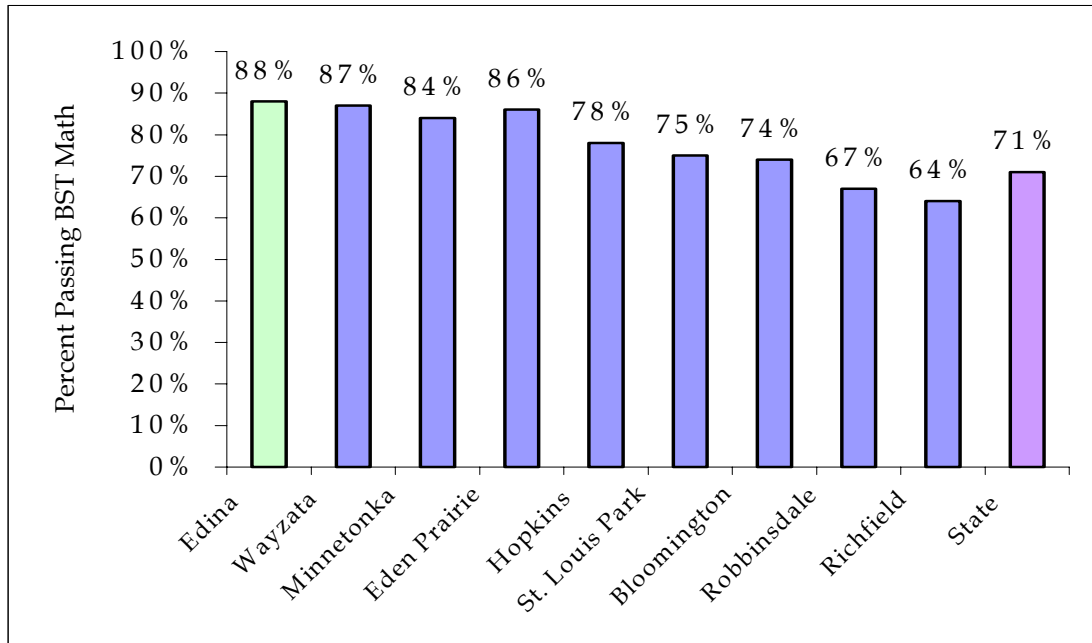
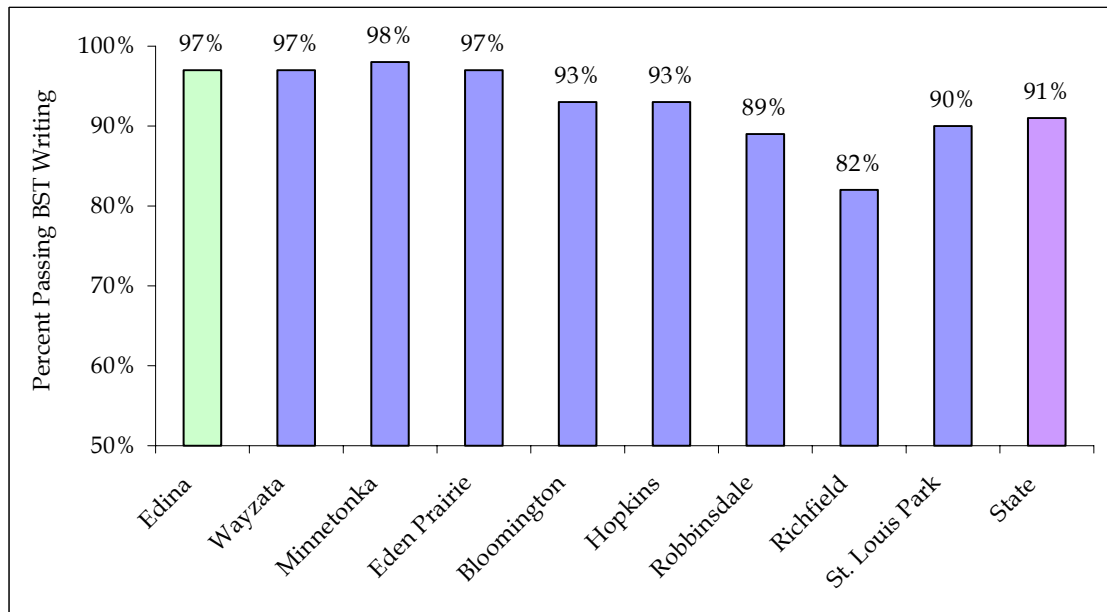


Figure 5.2.4
Grade 10 Writing Pass Rate Compared with Referent West Metro Districts



As of August, 2004, all students who are eligible for high school graduation passed the Minnesota Basic Standards Tests in reading, math and writing, except one student who had not yet passed. This student was receiving ESL service.

Gender comparison as Figure 5.2.5 shows does not reveal a significant difference between females and males in their BST scores in reading and math. Ethnicity comparison in Figure 5.2.6 indicates that white students did significantly better than minority students in reading and mathematics. Specific group comparisons in Figure 5.2.7 show that Limited English Proficient students and students who are receiving Special Education services received much lower pass rates than the all student group did in reading and math. Students receiving special education services also showed a significant discrepancy between their reading and math scores.

Figure 5.2.5
BST Grade 8 Pass Rate Comparison by Gender, 2004

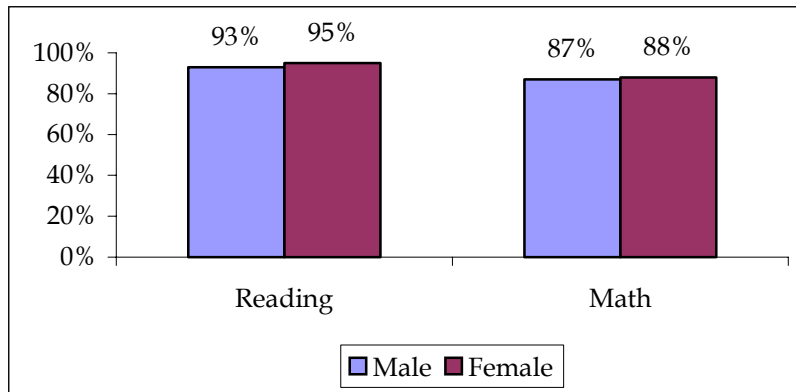


Figure 5.2.6
BST Grade 8 Pass Rate Comparison Between White and Minority Students, 2004

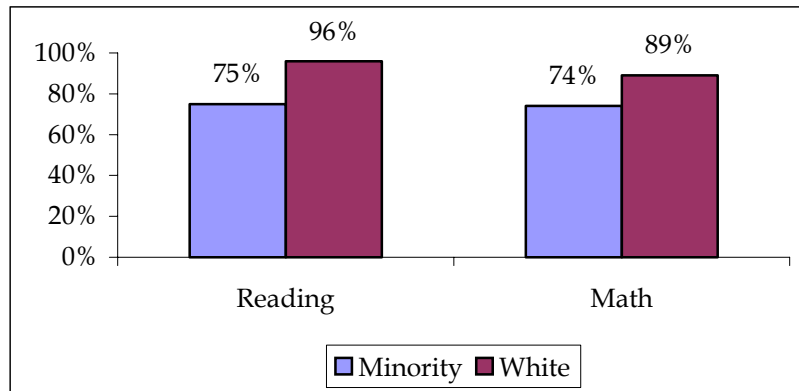
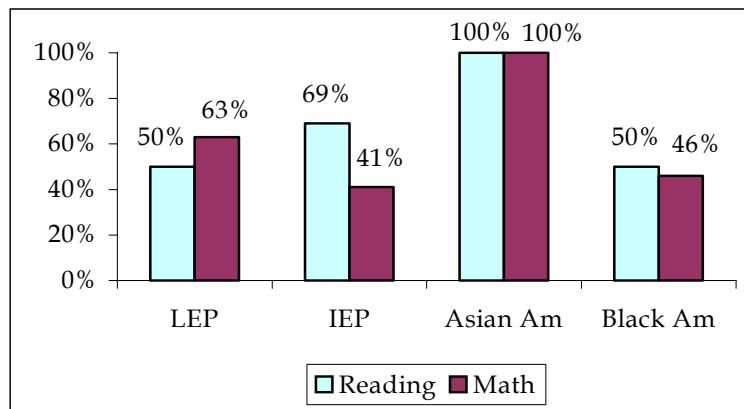


Figure 5.2.7
BST Grade 8 Pass Rate by Specific Groups, 2004



Northwest Achievement Level Tests (ALT) Grade 2 through Grade 7

Key Findings

- Edina students scored at least one grade level higher than national norm groups in both reading and math across all grades tested. As students get older, the gap between Edina students and national norm groups becomes even wider.
- Edina students scored, on average, at the 77th national percentile in reading and at the 87th national percentile in mathematics across grades 2-7.
- In reading, 45 to 60 percent of students scored in the top quarter across the grades (compared to 25 percent of students in the nation) and nine percent or less scored in the bottom quarter (again compared to 25 percent of students in the nation) in Grades 3-7. As students get older, fewer fall in the bottom quarter.
- In mathematics, in Grades 3 through 7, 55 to 78 percent of students scored in the top quarter across grades (compared to 25 percent of students in the nation) and six percent or less scored in the bottom quarter (again compared to 25 percent of students in the nation). As in reading as students get older, fewer fall in the bottom quarter.
- White students did better than minority students, and students with poverty backgrounds, or who are receiving ESL or Special Education Services did less well than the total student group.
- Edina students made greater academic progress in reading and math than the national norm group.
- Edina students did very well in understanding literal comprehension, and interpretation and evaluation in reading. They are less proficient in vocabulary in younger grades and improve in Grade 5 and higher.
- Math strand analysis shows a good balance in math content domains in learning. Although students do less well in computation in Grades 2, 3 and 7, and older students do less well in problem solving.

Figures 5.3.1 and 5.3.2 show the comparison of average scores between Edina students and the national norm groups across the grades and over years. These graphs suggest that Edina students' achievement is at least one grade level higher than the national norm groups and Edina students are making greater academic growth than the national norm groups. No grade 8 data are shown for 2004 since Edina no longer administers ALT at that grade.

Figure 5.3.1
Reading Averages in Comparison with the Nation, 2000-2004

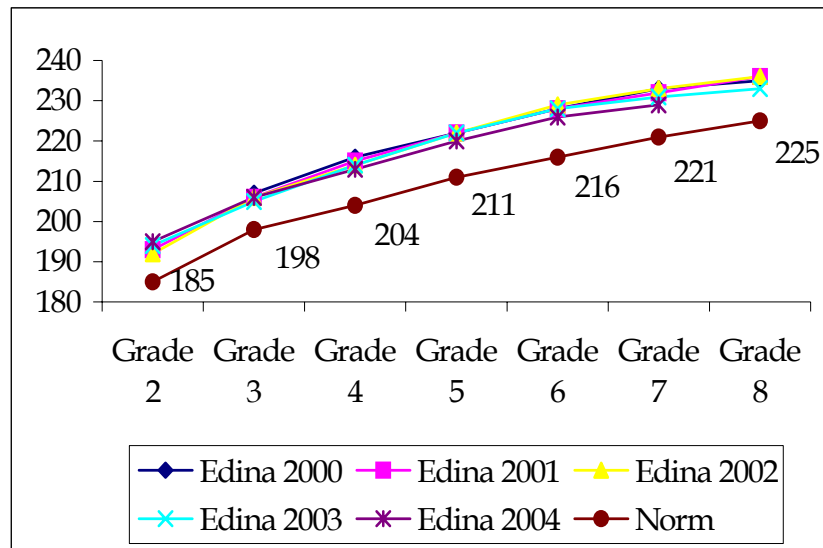


Figure 5.3.2
Math Averages in Comparison with the Nation, 2000-2004

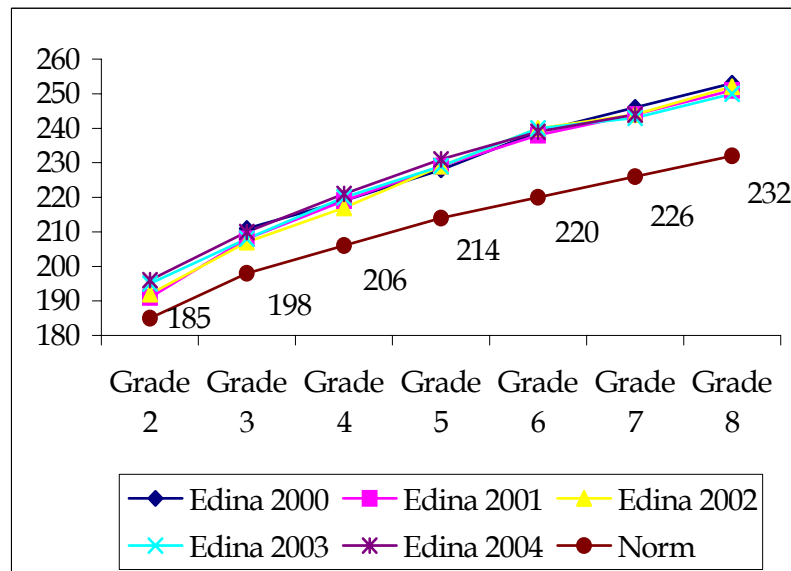


Table 5.3.1 shows the distribution of test scores based on the ALT national norms by grade level. The median score for the District represents the point where 50% of Edina students scored higher and 50% scored lower.

Table 5.3.1
Edina Student Distribution in the National Quarters from ALTs, 2004

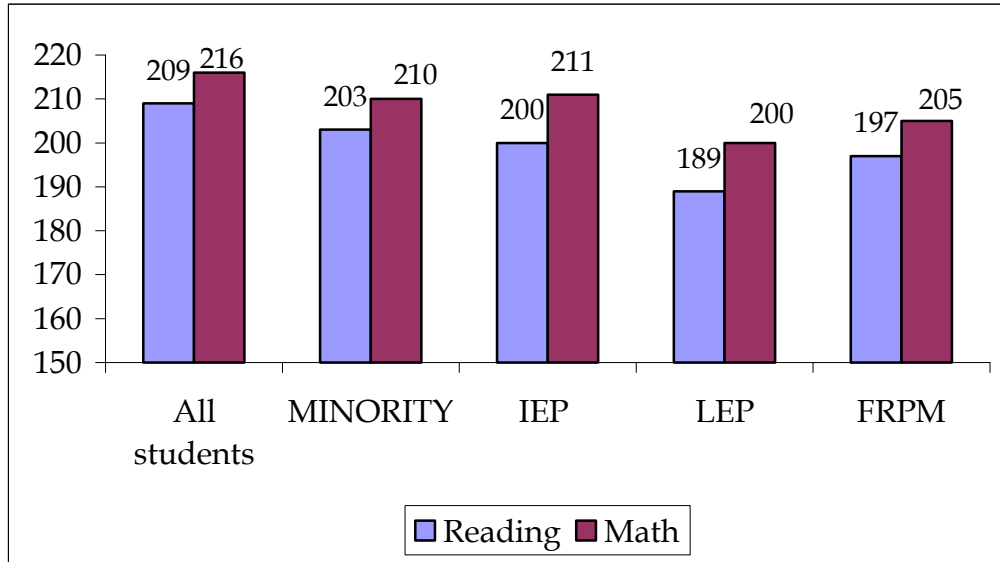
Grade Level		Reading	Mathematics
Grade Two	N=	441	442
Quarter 4		52%	55%
Quarter 3		27%	23%
Quarter 2		13%	17%
Quarter 1		9%	6%
Median National %ile		76	79
Grade Three	N=	530	529
Quarter 4		45%	66%
Quarter 3		32%	20%
Quarter 2		18%	10%
Quarter 1		6%	4%
Median National %ile		72	86
Grade Four	N=	552	551
Quarter 4		50%	68%
Quarter 3		25%	23%
Quarter 2		17%	7%
Quarter 1		9%	2%
Median National %ile		74	88
Grade Five	N=	563	562
Quarter 4		54%	78%
Quarter 3		24%	16%
Quarter 2		16%	6%
Quarter 1		6%	1%
Median National %ile		77	91
Grade Six	N=	543	541
Quarter 4		60%	72%
Quarter 3		24%	19%
Quarter 2		12%	7%
Quarter 1		4%	2%
Median National %ile		82	93
Grade Seven	N=	575	578
Quarter 4		55%	73%
Quarter 3		26%	19%
Quarter 2		12%	6%
Quarter 1		7%	2%
Median National %ile		79	86

N = Number of students.

Figure 5.3.3 shows reading and mathematics achievement categorized by student demographics. Students from an ethnic minority culture, students who are receiving

Special Education Services (IEP), students with Limited English Proficiency, or students who are from a low SES family background (FRPM) did less well than other students.

Figure 5.3.3
Grades 2-5 ALT Results by Student Demographics, 2004



Note: FRPM means Free or Reduced Priced Meals.

ALT scale scores provide a valid comparison of student scores across grades and over years. The following table presents Edina student academic growth in comparison with the national norm groups. In 2004 Edina students made greater annual growth in mathematics than national norm groups. The data show a trend for growth in reading achievement in most grades to have declined over the five-year period. For mathematics, achievement growth increased or remained steady at the early grades but showed a pattern of decline in the upper grades.

Table 5.3.2
Edina Student Yearly Growth in Comparison with the National Norms 2000-2004

	Reading						Mathematics					
	Edina 2000	Edina 2001	Edina 2002	Edina 2003	Edina 2004	Norm	Edina 2000	Edina 2001	Edina 2002	Edina 2003	Edina 2004	Norm
Grade 2-3			13	13	12	13			16	16	16	12
Grade 3-4	11	10	9	9	8	7	9	10	10	12	13	9
Grade 4-5	9	8	6	6	6	6	11	15	8	12	11	5
Grade 5-6	7	9	7	7	7	5	10	12	11	11	10	7
Grade 6-7	7	7	5	2	1	3	9	7	7	4	4	6
Grade 7-8	5	4	4	1	--	5	9	7	7	6	--	7

Figures 5.3.4 and 5.3.5 compare student ALT scores across content domains (strands). Because ALT scale scores are used, grade differences in achievement may be compared. The graph for reading shows that students in the younger grades did well on literal comprehension as well as on interpretation and evaluation, but less well on vocabulary. As students grow older, their vocabulary skills improve. Their knowledge and skills in the reading content domains are well-balanced when they reach Grade 7. The graph for math shows well-balanced learning in the math content domains. Although students in earlier grades do less well in computation in grades 2, 3 and 7 and older students do less well in problem solving.

Figure 5.3.4
Reading Content Domains as Measured, 2004

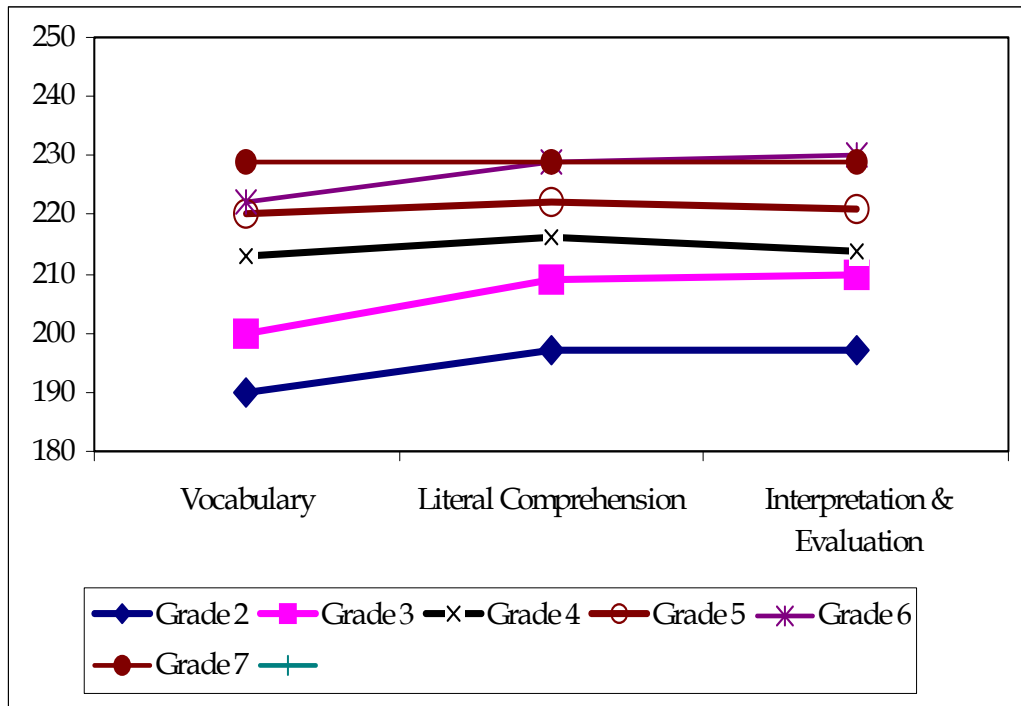
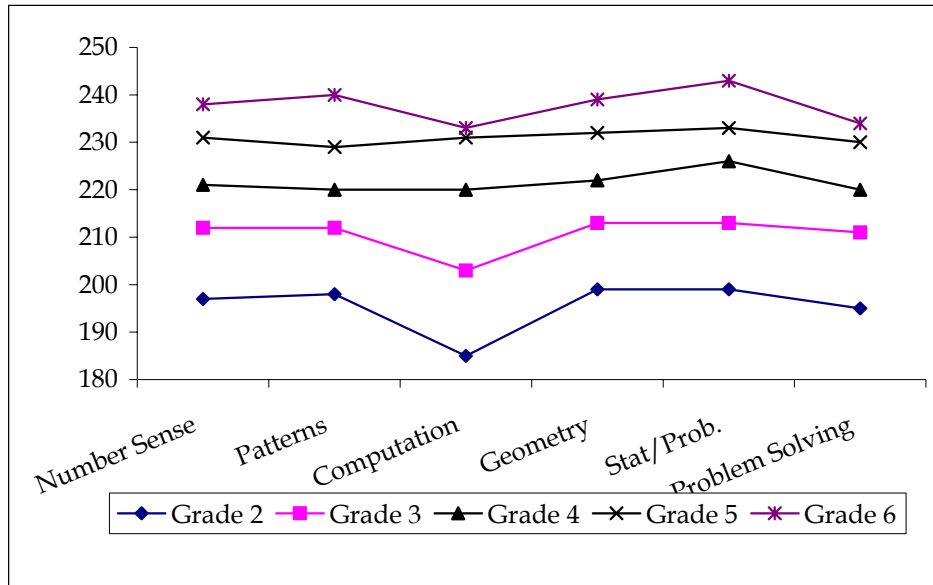


Figure 5.3.5
Math Content Domains as Measured, 2004



Cognitive Abilities Test (CogAT)

Key Findings

- Forty-seven percent and 46%, respectively, of Edina students scored in the top national quarter in Grades 2 and 4 in the cognitive Verbal ability test, compared to 25% for the nation. Fifty-eight percent and 51%, respectively, of Edina students in grades 2 and 4 scored in the top national quarter in the cognitive Quantitative ability test as did 54% and 52% on the Nonverbal ability test.

Table 5.4.1 provides a comparison of CogAT scores between Edina and the nation by showing the percentage of Edina students falling into each quarter. If Edina students mirror the nation, approximately 25% of students would fall into each quarter. Median national percentiles show that average Edina Grades 2 and 4 students are above 72 percent of his/her national peers in verbal abilities, above 77 percent of his/her national peers in quantitative abilities, and above at least 77 percent of his/her national peers in non-verbal cognitive abilities.

**Table 5.4.1
Student Distribution in the National Quartiles From CogAT, 2004**

Grade Level		Verbal	Quantitative	Non-Verbal	Total
Grade Two	N=	540	539	540	539
Quarter 4 (Top)		47%	58%	54%	58%
Quarter 3		32%	24%	28%	26%
Quarter 2		16%	14%	15%	12%
Quarter 1		4%	5%	4%	4%
Median National %ile		74	77	78	81
Grade Four	N=	551	550	549	547
Quarter 4		46%	51%	52%	49%
Quarter 3		29%	28%	28%	31%
Quarter 2		15%	16%	13%	11%
Quarter 1		10%	6%	7%	8%
Median National %ile		72	77	77	75

Middle School Social Sciences Stanford 9 Test Results⁸

In the 2001-02 school year, the Stanford Social Science Tests were given to Grade 7 students in June to collect baseline information for Social Studies curriculum review and modification. In the 2003-2004 school year, the Stanford Social Science Tests were again given to Grade 7 students to measure student knowledge and skills in social studies as well as progress over the years.

The content standards in the Stanford Social Science Tests reflect the goals established by *GOALS 2000*. GOAL 5 states that “Every adult American will be literate and will process the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.” Questions on the Social Science tests represent the most current thinking in the content areas of history, geography, civics and government, economics, and culture.

Key Findings

- Edina 7th grade students scored at the 73rd national percentile, indicating that the average Edina 7th grader performs as well or better than 73 percent of his/her grade 7 peers nationwide in social science achievement.
- Sixty-one percent of Edina 7th graders scored above the national average.
- A three-year comparison shows some declines in progress from different cohorts at the same grade (grade 7) from 2002 to 2004.
- The Social Sciences domain analysis shows that grade 7 students achieved best in Basic Understanding and Economics.

Grade 7 test results show that on average, students answered 22 questions correctly out of 40 questions (54 percent correct). The scores ranged from 5 correct answers as the lowest score to 37 as the highest score.

⁸ Contact Eileen Johnson, Social Studies Curriculum Specialist or Jenni Norlin-Weaver, Director of Teaching and Learning, for detailed information about Edina Middle School Social Studies curriculum.

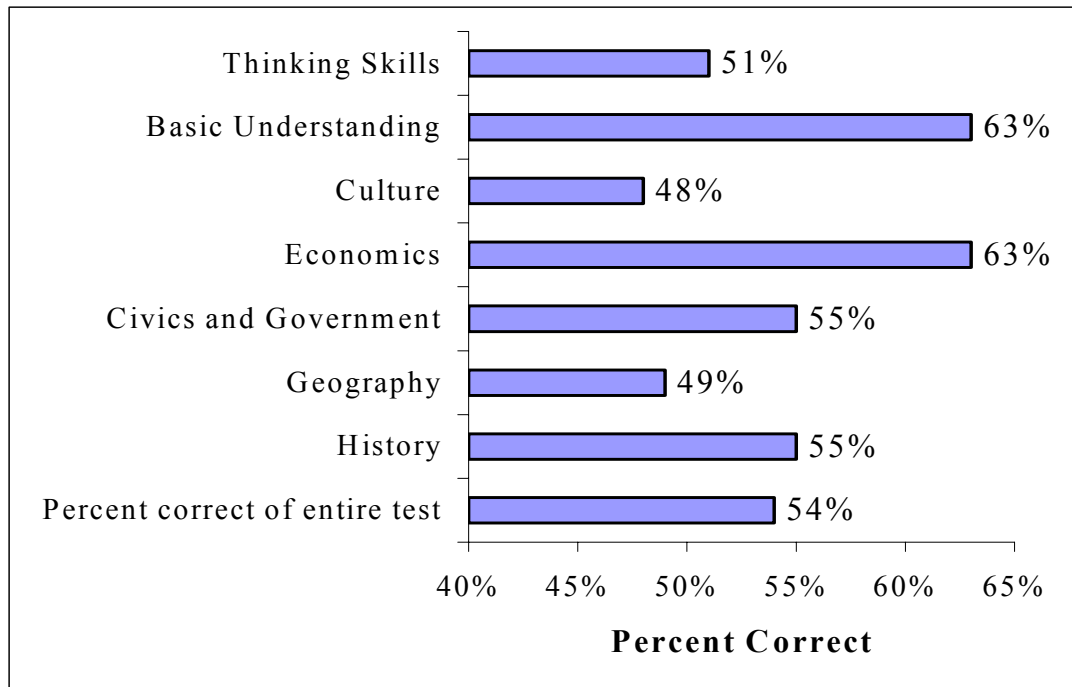
Distributions of scores into the national quarters (Table 5.4.2) shows that sixty-one percent of Edina 7th graders scored above the national average. A three-year comparison shows some declines in progress from different cohorts at the same grade (grade 7) from 2002 to 2004.

**Table 5.4.2
Student Distribution in the National Quartiles
2002-2004**

Quartile	2002 Grade 7	2003 Grade 7	2004 Grade 7
Top quarter	44%	55%	36%
High Average quarter	31%	27%	25%
Low Average quarter	16%	12%	9%
Bottom quarter	9%	6%	30%
Median	70	78	73

The Social Sciences domain analysis in Figure 5.4.1 shows that grade 7 students achieved best in Basic Understanding and Economics.

**Figure 5.4.1
Grade 7 Student Performance on Social Studies Domains**



Science Stanford 9 Test Results⁹ Grades 9 and 11

In order to obtain baseline information for reviewing Edina Sciences curriculum, the Science Curriculum Committee gave Stanford 9 Science Assessments to Grade 9 students in December 2002 and Grade 11 students in April 2003. Mirroring the philosophy presented in Science for All American, the Science tests de-emphasize specific content vocabulary and emphasize the unifying themes and concepts of Science. Criteria used to determine these concepts include the idea that the concept should have strong predictive power, be applicable in many situations, guide observation, encourage questioning, and represent organizing principles. These are the same criteria that were employed in the National Science Education Standards, which guided the development of the Science tests.

Key Findings

- Edina 9th graders scored at the 73rd national percentile and 11th graders scored at the 75th national percentile, suggesting an average Edina students performs as well or better than 73 to 75 percent of his/her grade peers nationwide in science achievement.
- Seventy-seven percent of Edina 9th graders and 72 percent of 11th graders scored above the national average and nearly half of them scored in the top national quarter in sciences.
- Edina 9th and 11th graders did well on Using Evidence and Models and less well on Comparing Form and Function. Students did better in Basic Understanding than Thinking Skills.

Table 5.4.3 shows Edina students' science performance in comparison with national norms. In comparison with the national peers, Edina 9th graders scored at the 73rd national percentile rank (NPR) and Edina 11th graders scored at the 75th NPR, suggesting an average Edina 9th grader performs as well as or better than 73 percent of his/her national peers and an average Edina 11th grader performs as well as or better than 75 percent of his/her national peers in science achievement. Seventy-seven percent of

⁹ Contact Mark Laven, Science Curriculum Specialist or Jenni Norlin-Weaver, Director of Teaching and Learning, for detailed information about Edina Science curriculum.

Edina ninth graders and 72% of 11th graders scored above the national average and 44% to 48% scored in the national top quarter in sciences.

**Table 5.4.3
2004 Science Performance in Comparison with National Norms**

Quarter	Percent of Edina Students in Each Quarter Grade 9	Percent of Edina Students in Each Quarter Grade 11
Top Quarter	48%	44%
High Average Quarter	29%	28%
Low Average Quarter	20%	20%
Bottom Quarter	4%	8%
Median	73	75

Table 5.4.4 shows Edina students' performance on science strands. Edina 9th graders did well on using evidence and models and 11th graders did well in life sciences. Both grades did better on basic understanding and using evidence and models than on comparing form and function.

Table 5.4.4
Grades 9 and 11 Student Performance on Science Strands

Content	Description	Percent Correct	
		Grade 9	Grade 11
Physical Science	Demonstrate an understanding of patterns of energy and matter changes on the Earth and in space, natural resources, and impacts of technology on the Earth.	63%	50%
Life Science	Demonstrate an understanding of the cell, heredity, interdependence and behavior of organisms, adaptation of organisms to changing environments, health, environmental quality, technological challenges, and matter, energy, and organization in living systems.	61%	64%
Earth and Space Science	Demonstrate an understanding of the structure of atoms and matter, motions and forces, interactions of energy and matter, and uses of physical concepts in technological designs.	71%	47%
Process			
Using Evidence and Models	Use and analyze evidence, science experiments, and models of the processes in the natural and technological worlds, including historical evidence and historically significant models.	85%	60%
Recognizing constancy and Patterns of change	Use observations, data, and basic understanding to recognize and analyze patterns in the natural and technological worlds.	59%	54%
Comparing form and function	Use observations, data, and basic understanding to compare form and functions of objects and organisms in the natural and technological worlds.	61%	43%
Basic Understanding		72%	68%
Thinking Skills		63%	51%

Trend and Longitudinal Analysis

This section provides two types of information: comparison of achievement between Edina students and their national peers; and comparison in achievement between Edina continuously enrolled students and newly enrolled students. These comparisons are important indicators about the Edina's academic programs and how Edina students are learning.

Comparison of **academic growth** among schools is more objective than comparison of achievement among schools. Different schools, because of their different characteristics of students, may have different achievement levels. Students' academic growth is a primary goal for every school no matter what the starting point may be. Achievement Level Tests provide a developmental scale that provides valid growth measures.

Key Findings

- Edina students continue to show academic growth at a greater rate than students nationwide across subjects and grades. The achievement gaps between Edina Public Schools' students and their national peers become wider as students become older; thus indicating greater growth rates.
- Academic achievement comparisons for students who came to Edina Public Schools in different years show a strong and positive correlation between achievement and time spent in the Edina Public Schools. Students continuously enrolled for longer periods of time in the Edina Public Schools reached higher levels of achievement in reading and mathematics. Even staying in Edina one more year results in higher achievement.

Figures 5.5.1 and 5.5.2 show five years' academic growth and gain from groups of continuously enrolled students who took the Achievement Level Tests in three consecutive years. The generally diverging lines in reading and math indicate that these continuously enrolled Edina students made greater academic growth than the national norm group.

Figure 5.5.1
Edina Student Reading Progress over Years
For Continuously Enrolled Students 2000 to 2004

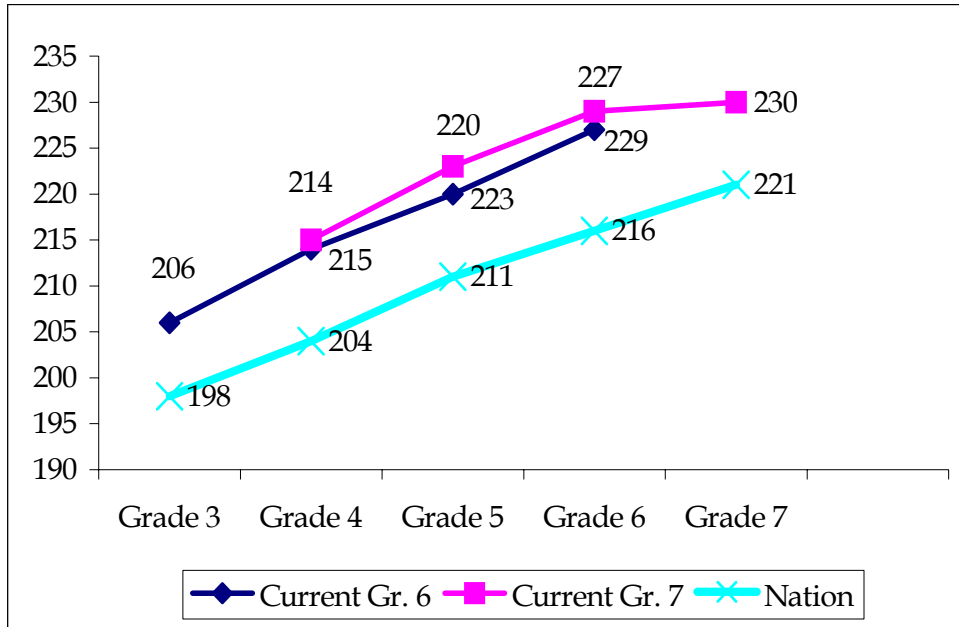
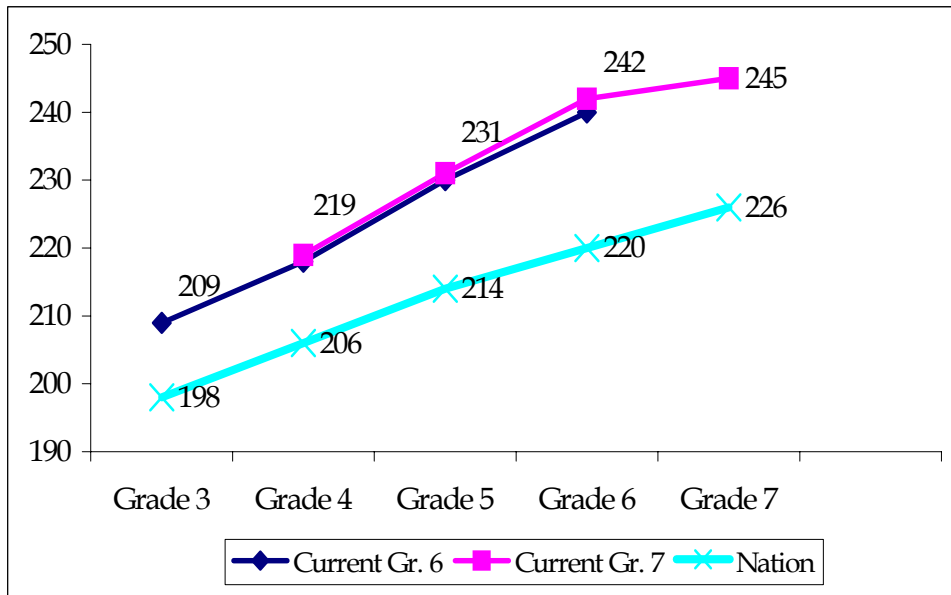
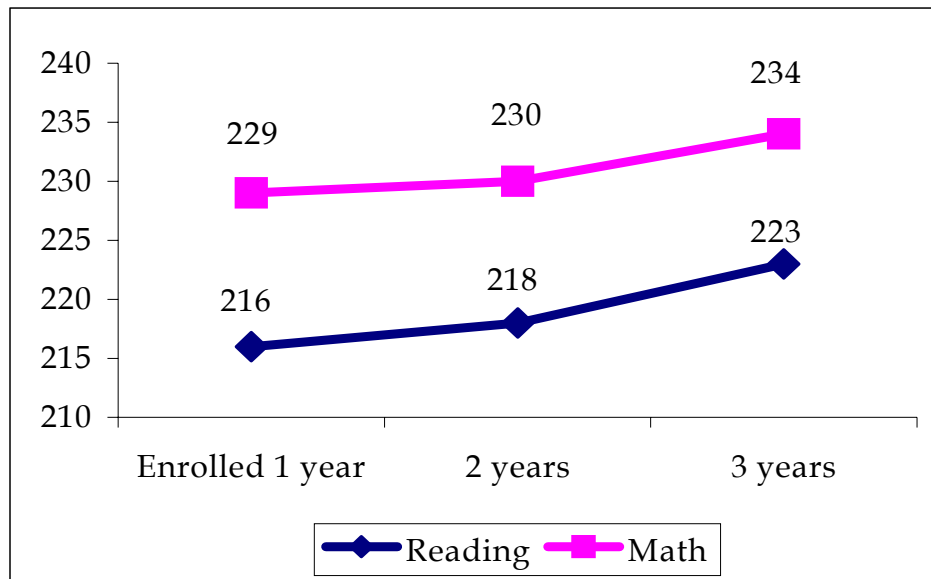


Figure 5.5.2
Edina Student Math Progress over Years
For Continuously Enrolled Students 2000 to 2004



Grades 4-7 students were combined and grouped by the years they were continuously enrolled in Edina Public Schools, such as continuously enrolled three years or more, two years or one year, respectively. Figure 5.5.3 compares these groups in terms of their reading and math achievement. The results show a strong and positive correlation between achievement and years in Edina. The longer students stayed in Edina Public Schools, the higher they achieved. Even one more year in Edina results in higher achievement.

Figure 5.5.3
Achievement Comparison among Students Who Were Enrolled in Edina for Differing Lengths of Time



CHAPTER SIX

EDINA HIGH SCHOOL ACADEMIC ACHIEVEMENT

As one of the top 100 best high schools among 14,000 high schools in the nation¹⁰, Edina students demonstrate high levels of achievement in academics. The following assessment tools and academic program information emphasizes student academic achievement.

- PLAN
- MCA Reading and Writing Test for Grade 10 and Math for Grade 11
- Scholastic Aptitude Test (SAT) and American College Testing (ACT).
- PSAT/NMSQT, National Merit Scholarship Program.
- Advanced Placement Program.

Key Findings

- Edina High School is the only high school in Minnesota to be rated as one of the Top 100 Best High Schools (among 14,000 high schools nationally) for the past two decades (1981, 1986, 1998, 2000, and 2003) by Newsweek magazine.
- For more than nine years on PLAN, ACT and SAT, Edina students have scored significantly higher than students nationwide across all subjects. From 62 to 77 percent of Grade 10 students scored in the national top quarter compared to 25 percent of students nationwide on PLAN.
- Edina High School ranks in the top ten among large high schools in both Grade 10 MCA Reading and Grade 11 MCA Math tests. Also, Edina High School students scored high in MCA Writing with 97 percent of students passing.
- Edina High School ranks first in Minnesota in number of students who took AP tests. In the 2003-04 year, 555 Edina High School students took 1265 AP tests. Eighty-one percent of them achieved scores of three or above on a five point scale. The number of students who participate in AP tests has significantly grown since the mid-1990s.
- Twenty-seven Edina High School students received National Merit Commended scholar status and 13 students were National Merit Semifinalists.
- In comparison with west metro reference high schools in Minnesota, Edina High School ranks highly in all indicators including number of AP courses offered, percent of students who go to college, student ACT/SAT scores and participation rates and number of National Merit Scholars and high school graduation rate.

¹⁰ The Top 100 Best High Schools in America. Newsweek Magazine, June 2, 2003.

GRADE 10 PLAN TEST RESULTS, 2003-2004

The PLAN assessment which is developed and administered by the ACT organization, is given to all Edina students in Grade 10. PLAN test results are reported by a scale score ranging from 1 to 32.

Figure 6.1 shows how the score performance of the Edina Grade 10 students compares with that of Grade 10 students nationwide. When comparing means, differences in Science Reasoning or Composite scores of 0.4 or greater, and differences in English, Mathematics, or Reading of 0.5 or greater, are likely to be statistically significant. In all areas Edina students scored significantly higher than their national peers.

Figure 6.1
Edina Grade 10 Student Performance Compared with that of Grade 10 Students Nationwide, 2003-04 (PLAN Mean Scores)

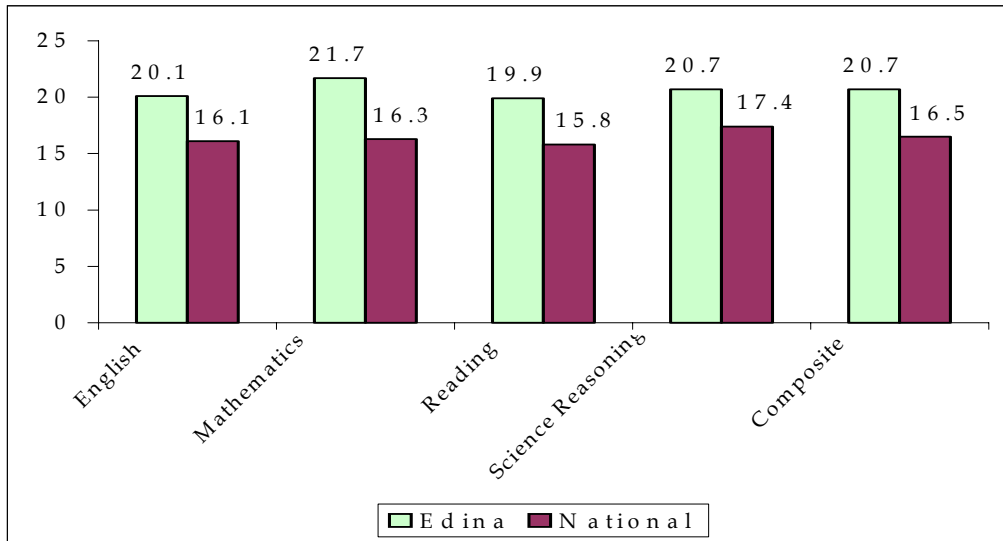


Table 6.1 shows how Edina students are distributed into national quartiles. The percentage of Edina students in the top quartile ranges from 62 to 77 as compared to 25% nationally. That is, Edina has two and one-half to three times as many students in the top quartile as would be expected based on the national sample

Table 6.1
Percentage of Grade 10 Students in PLAN National Quartiles

National Quartile	English		Mathematics		Reading		Science Reasoning	
	% of Edina Students	Score Range	% of Edina Students	Score Range	% of Edina Students	Score Range	% of Edina Students	Score Range
75-99%	62	19-32	77	18-32	63	19-32	72	19-32
50-74%	20	16-18	16	16-17	24	17-18	18	16-18
25-49%	13	13-15	5	14-15	7	15-16	7	14-15
1-24%	5	1-12	2	1-13	7	1-14	4	1-13

Table 6.2 shows a seven year history of PLAN test results for Edina students. The data show significant increases in all areas since the 1997 baseline. While results in English, mathematics, and reading were somewhat higher in 1999, the differences do not reach the levels of significance noted above. The science score is at its highest point over the seven years.

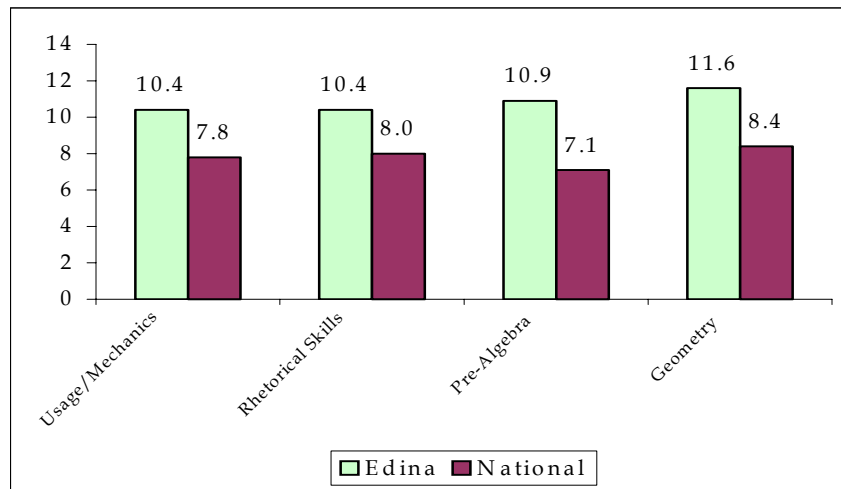
Table 6.2
Edina Grade 10 Student PLAN Results, 1997-2003

	1997	1998 N=472	1999 N=506	2000 N=455	2001 N=504	2002 N=511	2003* N=534	National Average
English	19.7	20.4	20.5	20.1	19.9	19.8	20.1	16.1
Mathematics	21.3	21.4	21.9	21.9	20.7	21.5	21.7	16.3
Reading	18.8	19.3	20.2	19.7	19.7	20.3	19.9	15.8
Science	20.2	20.6	20.5	20.4	20.2	21.0	20.7	17.4
Composite	20.1	20.5	20.9	20.7	20.3	20.8	20.7	16.5

* Since the PLAN is given in fall, 2003 is data for 2003-2004.

The PLAN English and math tests are further subdivided into usage/mechanics and rhetorical skills for English, and pre-algebra and geometry for mathematics. The results in Figure 6.2 show that Edina students score very evenly in the two English areas but in math, geometry skills are higher than pre-algebra skills.

Figure 6.2
Edina Grade 10 Student Performance Compared with that of Grade 10 Students Nationwide, 2003-2004 (PLAN Mean Subscores)



The results in Table 6.3 show that females achieved significantly higher scores in English, reading and composite as compared to males. For mathematics the males significantly outperformed the females and in science reasoning both genders scored equally. The data in Table 6.4 indicate that Asian and white students scored comparably except in mathematics where Asian students scored significantly higher than the white students. In all content areas, both Asian and white students achieved significantly higher than African American and Hispanic students.

Table 6.3
Edina Grade 10 Student Performance with Gender Comparison

	Number of Students	English	Math	Reading	Science Reasoning	Composite
Males	257	19.4	21.9	19.2	20.7	20.4
Females	273	20.7	21.4	20.4	20.7	21.0

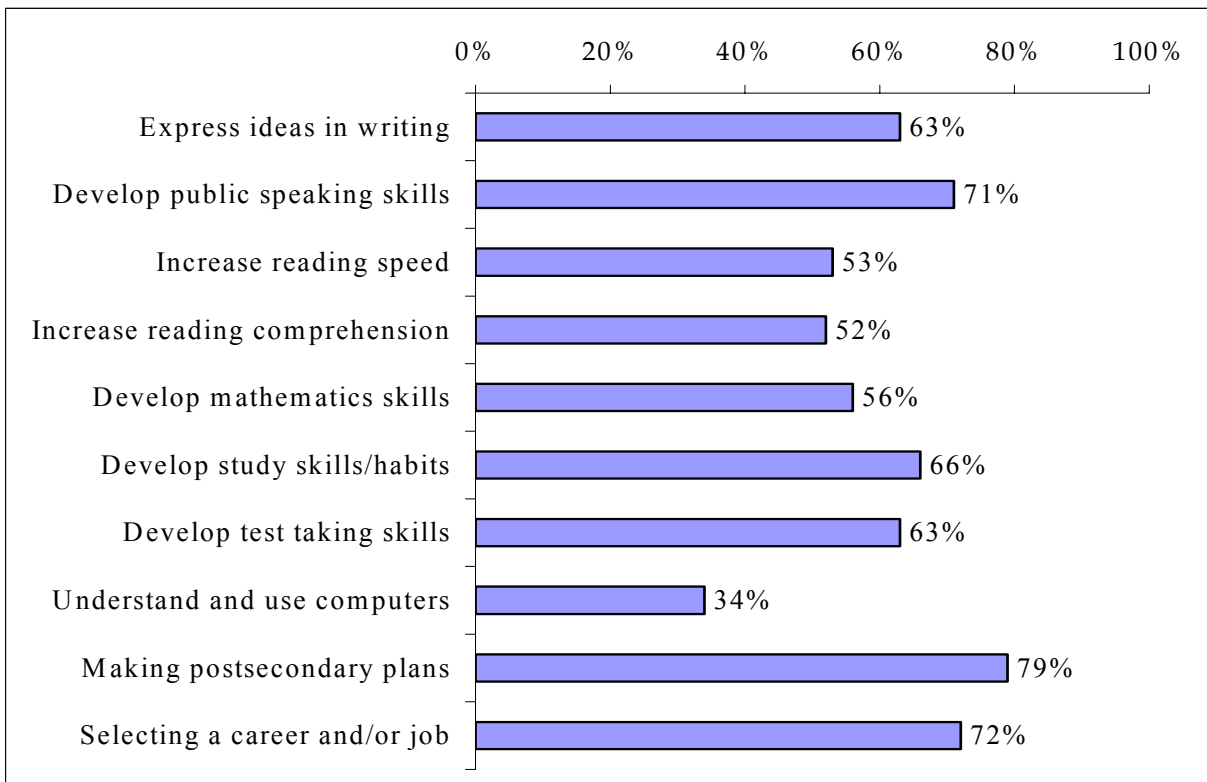
Table 6.4
Edina Grade 10 Student Performance with Ethnicity Comparison

	Number of Students	English	Math	Reading	Science Reasoning	Composite
African American	11	14.4	17.1	14.2	16.9	15.7
White	418	20.5	22.1	20.2	21.0	21.1
Asian	25	20.3	22.6	20.4	20.9	21.1
Hispanic	15	15.8	17.9	16.5	18.0	17.2

Means are not reported for groups of fewer than 5 students.

As part of the PLAN tests students are asked to indicate areas where they feel they need help as they prepare for postsecondary education. Figure 6.3 shows the results for Edina students. The number one area of requested assistance is in making postsecondary plans. The area where students felt the least need for assistance is in understanding and using computers.

Figure 6.3
Grade 10 Students Reporting Help Needed in Particular Areas



MCA Reading and Mathematics Assessments

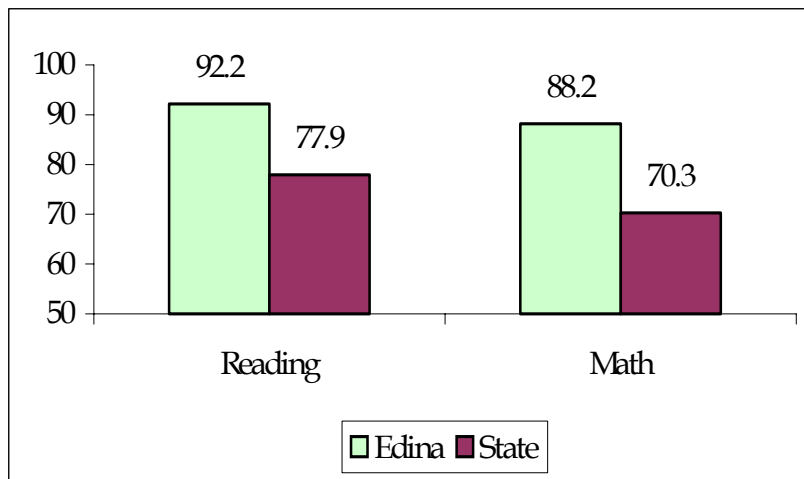
Minnesota public high school students started to take the MCA in reading at Grade 10 and in mathematics at Grade 11 in 2002. The State uses the Minnesota Comprehensive Assessments (MCAs) to assess whether Minnesota public schools meet the accountability requirements required by the federal No Child Left Behind Act. Also, schools and districts use the results to make decisions for their students about curriculum and instructional practices.

There are five achievement levels, numbered 1 (lowest) to 5 (highest). Level 3 is the level that defines grade-level achievement as required for the statewide accountability system. These levels are defined in Chapter 5, page 24.

Table 6.5
2004 Edina High School MCA Results

	Grade 10 Reading		Grade 11 Math	
	Edina	State	Edina	State
Level 5: Advanced	22.6	9.9	12.5	5.9
Level 4: Above Grade Level	43.0	31.4	37.0	22.4
Level 3: Satisfactory	26.6	36.6	38.7	42.0
Level 2: Partial Knowledge & Skills	6.9	16.7	10.47	25.3
Level 1: Gaps in Knowledge and Skills	<1.0	5.4	1.4	4.4
Scale Score	1716	1586	1647	1536
Number of Students	553	65192	506	61620

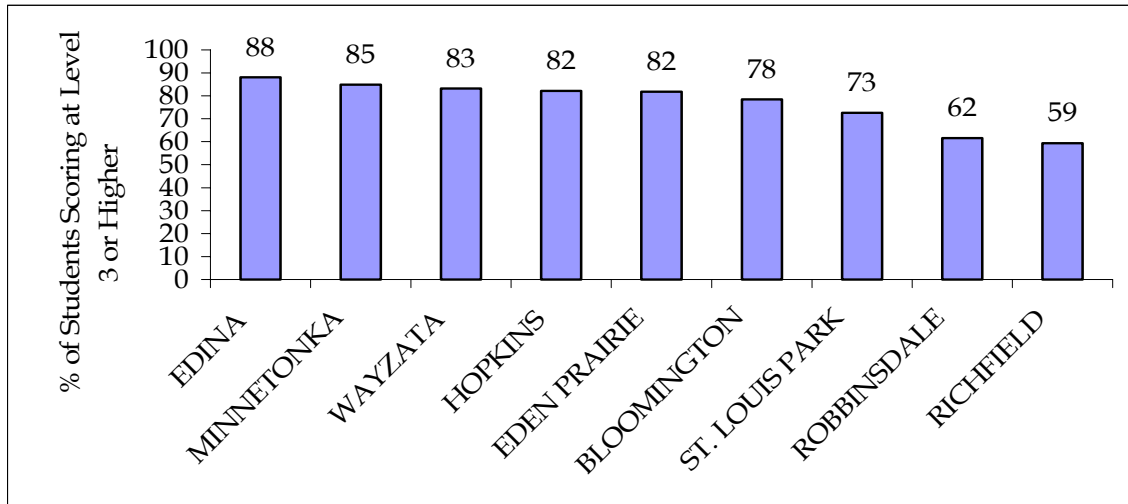
Figure 6.4
Percent of Students Who Achieved at or above Grade Level



Figures 6.5 and 6.6 compare Edina with other west metro school districts. The comparisons show that Edina ranks number one among west metro districts in math and number two in reading.

Figure 6.5
Percent of Students Achieving Proficiency or Higher in Comparison with West Metro Districts, MCA Grade 10 Reading, 2004
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Figure 6.6
Percent of Students Achieving Proficiency or Higher in Comparison with West Metro Districts, MCA Grade 11 Math, 2004



Tables 6.6 and 6.7 compare the top 10 large high schools with the highest achievement on the MCAs statewide. Results demonstrate that Edina ranks in the top ten large high schools in both reading and math. It is notable that Edina High School is one of only two west metro high schools in the list of top ten high schools.

Table 6.6
Top 10 High Schools with the Highest Achievement in Grade 10 MCA Reading

District name	School name*	# Students Tested	% at Level 3 or above	MCA Scale Score
Mounds View	Mounds View Sr.	426	96	1751
Virginia	Virginia Secondary	132	95	1669
Eden Prairie	Eden Prairie Sr.	821	93	1686

Elk River	Rogers Senior High	235	93	1670
Edina	Edina Sr.	553	92	1716
Bloomington	Jefferson Sr.	429	92	1700
New London-Spicer	New London-Spicer Sr.	126	92	1666
Rosemount-Apple Valley-Eagan	Eagan Sr.	570	92	1680
Cloquet	Cloquet Sr.	180	92	1660
Stillwater	Stillwater Sr.	713	91	1683

*Ranked among high schools that tested 100 or more students.

Table 6.7
Top 10 High Schools with the Highest Achievement in
Grade 11 MCA Math Results

District name	School name*	# Students Tested	% at Level 3 or above	MCA Scale Score
Virginia	Virginia Sr.	133	94	1616
St. Anthony-New Brighton	St. Anthony Village Sr.	135	92	1651
Mounds View	Mounds View Sr.	451	91	1696
Bloomington	Jefferson Sr.	360	91	1663
Sibley East	Sibley East-Arlington Sr.	100	90	1601
Rosemount-Apple Valley-Eagan	School of Environmental Studies	174	89	1616
Edina	Edina Sr.	506	88	1647
Lakeville	Lakeville Sr.	660	88	1627
Orono	Orono Sr.	181	88	1630
Watertown-Mayer	Watertown-Mayer Sr.	135	87	1616

*Ranked among high schools that tested 100 or more students.

BST/MCA Writing Assessment

The BST/MCA writing assessment is given to grade 10 students. A score of 3 or higher on the 6-point scale meets the Minnesota Basic Standards. Edina’s Grade 10 student writing results in comparison with the state from 1999 to 2004 are presented in the graph below.

Figure 6.7
BST/MCA Writing Pass Rates, Grade 10 1999-2004

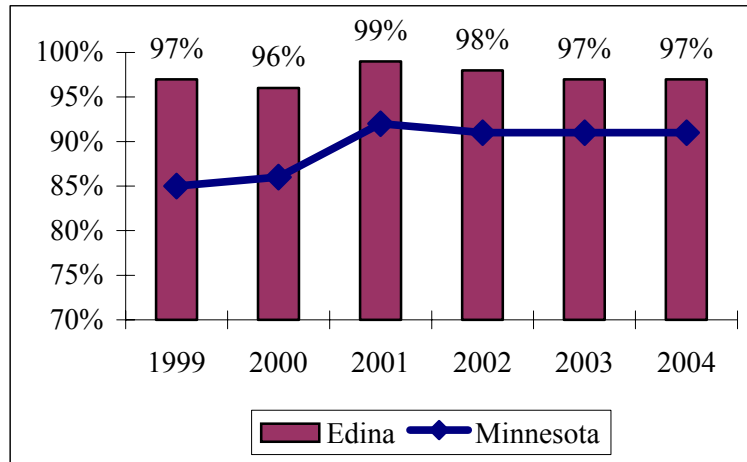


Table 6.8 shows Edina BST writing performance in relation to other west metro districts. Based on average score Edina is tied with Minnetonka as the number one district in the west metro area. Based on passing rate, Edina ranks third among the peer districts.

Table 6.8
Edina Writing Results Among West Metro Districts

District	% Pass	Average Score
Minnetonka	98.0	3.5
Wayzata	97.4	3.4
Edina	96.8	3.5
Eden Prairie	96.7	3.4
Hopkins	93.4	3.4
Bloomington	92.8	3.2
Richfield	81.9	3.0
Robbinsdale	88.8	3.2
St. Louis Park	89.9	3.2

Advanced Placement Program

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and many colleges and universities as arranged by the College Board. The program encourages students to apply themselves in college-level studies through their secondary school experiences. It also provides the means for colleges to grant credit, advanced standing, or both, to students who have applied themselves successfully.

The Edina School District offers a variety of courses for high school students to participate in Advanced Placement programs. Edina High School has the largest number of students participating in AP examinations in Minnesota. Table 6.9 shows a general summary of the number of Edina students who participated in AP tests and the percent of students who received a score of 3 or above. Three is the score that is accepted by many colleges and universities as evidence that the student has successfully mastered the course content/skills. The results show a significant increase in the number of students who took AP tests in the 2003-2004 school year. Table 6.10 selects several AP tests showing the number of participants and test results from 1990 to present.

Table 6.9
Edina High School AP Results
1995-2004

School Year	# of Students	# of Tests Taken	% of Scores 3+
2003-04	555	1265	81
2002-03	516	1151	82
2001-02	535	1226	78
2000-01	542	1314	69
1999-00	464	958	73
1998-99	448	909	71
1997-98	457	997	69
1996-97	343	645	76
1995-96	377	740	73
1994-95	317	597	76

Table 6.10
AP Scores and Number of Participants
1990-2004

Year	American History		English Language		English Literature		Calculus AB and BC	
	# Tested	% Scores 3+	# Tested	% Scores 3+	# Tested	% Scores 3+	# Tested	% Scores 3+
1990	64	86%	15	80%	78	95%	36	94%
1991	77	65%	26	100%	52	81%	33	97%
1992	68	82%	9	100%	55	76%	42	93%
1993	65	82%	31	77%	86	76%	38	92%
1994	93	63%	40	70%	95	78%	53	74%
1995	64	76%	5	100%	76	80%	56	75%
1996	112	73%	26	81%	94	76%	53	81%
1997	130	81%	56	82%	104	65%	33	85%
1998	153	71%	105	80%	170	67%	75	75%
1999	151	66%	113	87%	109	75%	26	50%
2000	151	74%	123	82%	127	77%	23	57%
2001	167	76%	155	77%	145	74%	34	65%
2002	177	62%	134	84%	170	85%	41	88%
2003	180	76%	135	88%	152	80%	71	96%
2004	227	67%	143	86%	134	90%	99	88%

The four test areas shown in this Table represent 603 of the total 1265 AP Examinations taken in spring, 2004, by Edina High School students in a total of 26 different subject areas.

PSAT and National Merit Scholarship Program

The PSAT/NMSQT assesses student knowledge and skills developed through years of study in a wide range of courses and experiences outside the classroom. Although the PSAT/NMSQT and the SAT Program tests are not directly related to a specific high school curriculum, they are developed to reflect the kinds of academic experiences that teachers consider important and to predict success in college. There are 270 Edina grade 11 students (53%) who took PSAT/NMSQT and competed for a National Merit Scholarship. Table 6.11 shows Edina grade 11 students' PSAT scores over the four years. Table 6.12 shows the historical results of the National Merit Scholarship Program in Edina from 1993 to 2004.

Table 6.11
Edina Student PSAT Average Scores, 2000-2004

Year	# Juniors taking test	% Junior Class	Average Scores		
			Verbal	Math	Writing
2003-04	329	64%	54.7	54.7	57.1
2002-03	270	53%	56.0	57.9	55.8
2001-02	272	59%	54.5	56.2	55.7
2000-01	291	64%	56.4	57.1	54.9
1999-00	293	64%	54.8	57.6	54.6

Table 6.12
Results for National Merit Scholarship Program, Grade 11

Year	# Commended	# Semi-finalists	# Finalists	Size Jr. Class	% of Total National Merit
1993-94	25	17	17	337	12.4
1994-95	20	11	11	410	7.6
1995-96	30	14	14	408	10.8
1996-97	20	10	10	412	7.3
1997-98	28	11	11	449	8.6
1998-99	26	16	15	465	9.0
1999-00	21	12	9	456	7.2
2000-01	20	13	13	486	6.7
2001-02	19	10	10	495	5.8
2002-03	17	18	18	495	5.8
2003-04	27	13		526	7.6

Edina High Student Performance on College Admissions Tests

Edina college-bound student performance is measured using two college admission tests, American College Testing (ACT) and Scholastic Aptitude Test I (SAT I). For the graduating Class of 2004, 424 students (80%) took the ACT.

ACT Tests. ACT tests include a 75-item English test, a 60-item math test, a 40-item reading test and a 40-item science test. Figure 6.8 displays Edina student performance on the ACT in comparison with the state and the nation. Figure 6.9 shows the trend of ACT composite scores since 1996. The Class of 2004 posted the highest ACT Composite average of any class over the past nine years.

Figure 6.8
Edina Grade 12 Student Performance in ACT, 2003-2004

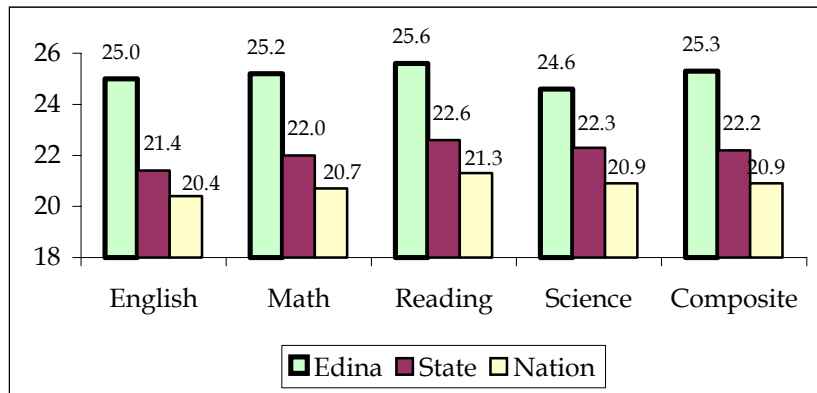
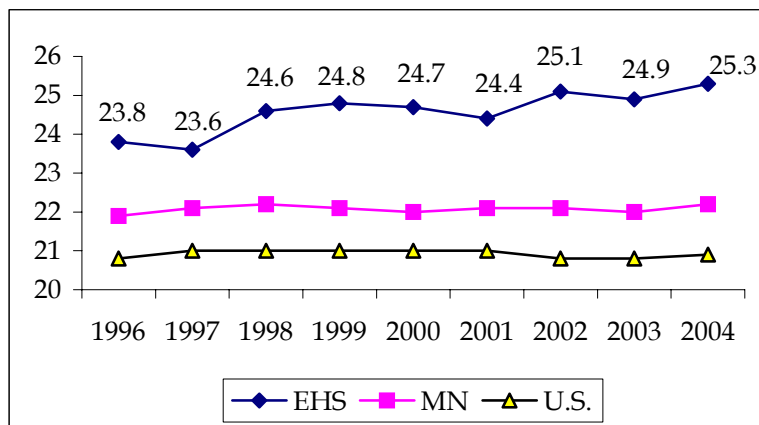


Figure 6.9
Edina Grade 12 Student ACT Composite Score Trend, 1996-2004



The following figure compares ACT scores between students who completed the recommended college preparatory courses (core) and students who completed less than the recommended core set of courses. The recommended college core courses include four years or more of English, and three years or more of mathematics, natural sciences and social studies. The results show that students who completed core or more achieved higher on the ACT than did students who completed less than the core.

Figure 6.10
Edina Grade 12 Student ACT Scores by Core, 1995-2004

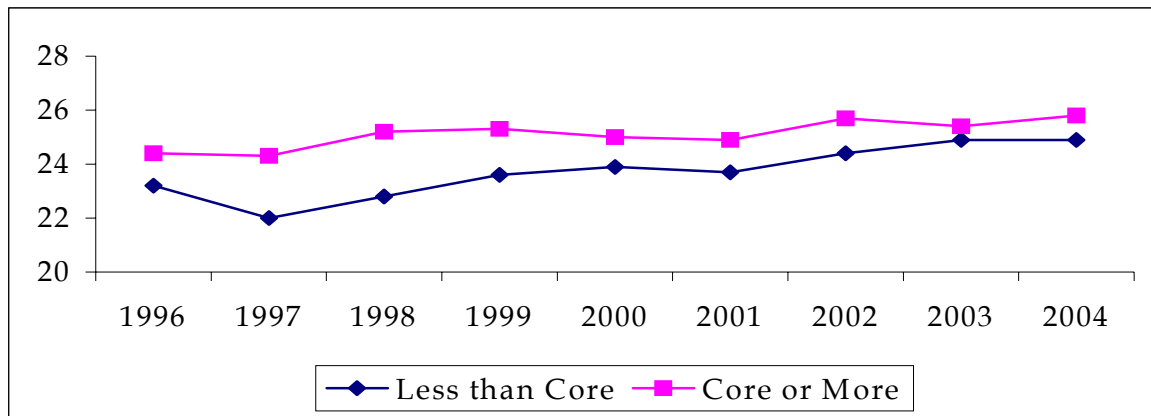


Table 6.13 shows a seven year history of ACT subscores and participation rates. Participation rates have remained high over the seven-year period. English, mathematics and reading scores posted by the Class of 2004 were as high as they had even been over the seven years. Science was the second highest of the period.

Table 6.13
Edina High School ACT Results and Participation Rates
1998-2004

Class	Total Students	# Took ACT	% Took ACT	Composite	English	Mathematics	Reading	Science
1998	440	338	77%	24.6	24.2	24.8	24.7	24.3
1999	460	356	77%	24.8	24.8	24.2	25.4	24.2
2000	455	374	82%	24.7	24.1	24.9	25	24.3
2001	490	402	82%	24.4	24.1	24.4	24.9	23.9
2002	513	408	80%	25.1	24.5	25.1	25.6	24.6
2003	495	393	79%	24.9	24.8	25.2	24.4	24.9
2004	538	424	79%	25.3	25.0	25.2	25.6	24.6

SAT Tests. Sixty-two percent of (331) Edina 2004 graduates took the Scholastic Assessment Test (SAT I: Reasoning Test). The percentage of Minnesota students taking the SAT I was 9%. Figures 6.11 and 6.12 present Edina student results in comparison with the nation. About 44% of students nationally take the SAT I each year. Table 6.14 shows a six-year comparison of SAT scores. With a combined Verbal and Mathematics average of 1184, the Class of 2004 achieved the best results of any class this decade.

Figure 6.11
SAT Verbal Test Results, Grade 12, 1990-2004

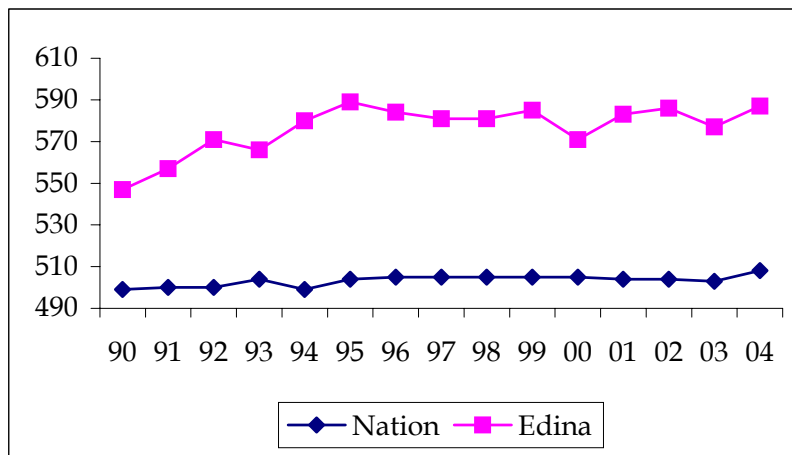


Figure 6.12
SAT Math Test Results, Grade 12, 1990-2004

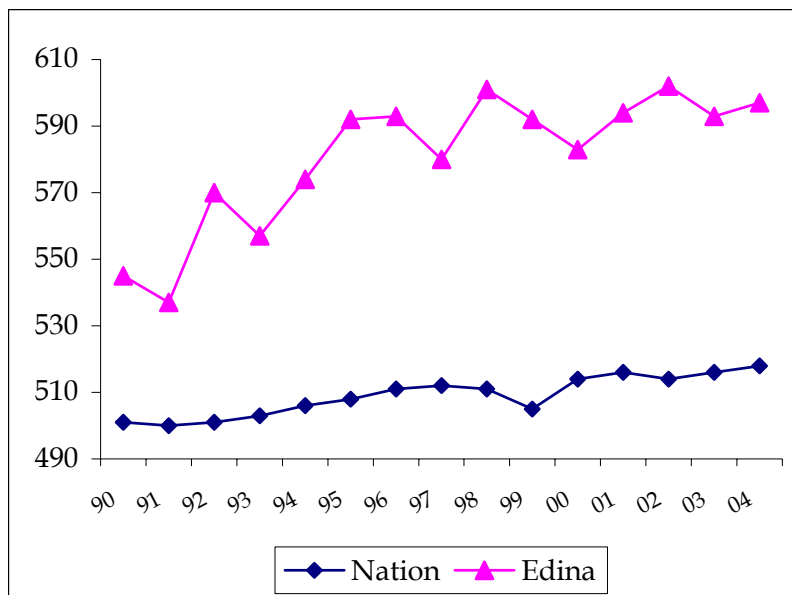


Table 6.14
Edina High School SAT Results and Participation Rates
1998-2004

Class	Enrollment	# Took		Verbal	Mathematics
		SAT	% Took SAT		
1998	440	267	61%	589	606
1999	460	288	63%	585	592
2000	455	306	67%	578	588
2001	490	278	57%	573	603
2002	513	336	65%	586	602
2003	480	332	69%	577	593
2004	538	331	62%	587	597

Minnesota West Metro High Schools Comparison

In order to evaluate Edina High School performance, data about the Minnesota west metro high schools were compared. These results are for the 2002-2003 school year so they will not match the 2003-2004 data presented in other sections of this report.

Table 6.15¹
West Metro High School Comparison, 2002-2003

District	# AP Course	% to College	ACT		SAT			National Merit		
			Score	% Taking	Verbal	Math	% Taking	Comm ended	Semi- and Final-ists	% Grad-uation
Bloomington	24	82%	23.0	68%	588	599	19%	9	4	97%
Eden Prairie	16	95%	23.5	76%	583	607	22%	18	18	99%
Edina	21²	92%	24.9	79%	577	593	67%	18	18	99%
Hopkins	11	78%	24.0	62%	581	603	43%	13	11	97%
Minnetonka	18	90%	24.0	71%	589	591	30%	14	2	98%
Richfield	4	68%	21.2	60%	599	607	3%	0	1	90%
Robbinsdale	13	NA	22.2	63%	NA	NA	NA	11	10	95%
St. Louis Park	10	98%	23.7	70%	647	630	11%	12	4	92%
Wayzata	18	86%	24.3	84%	609	622	29%	18	12	99%

1. Data Source: School House Magazine, Regional Guide to Minnesota Schools, 2004-05.
2. Number of AP courses in School House was not accurate. Data presented here are provided by the Edina High School Counseling Office.

National Top High Schools Comparison

In order to provide benchmarks for Edina High School performance, data about national top high schools were collected and compared. The criteria of top national high schools were based on the list from the New York Times, American Association of School Administrators, etc. Among nationwide top high schools, we focus on those that have similar student composition and school characteristics.

Table 6.8 shows this benchmark data for the 2002-2003 school year.

Table 6.16
Top High School Comparison 2002-2003

High School Name	# Students	SAT Verbal	SAT Math	% Taking SAT	ACT	% Taking ACT
Edina High School, MN	1534	577	593	69%	24.9	79%
Grosse Pointe South, MI	1581	572	587	50%	24.0	80%
Highland Park High School, IL	1784	620	650		24.9	
Horace Greeley High School, NY	1128	610	636	100%		
Ladue Horton Watkins High School, MO	1140	574	579	70%	24.8	82%
Lake Forest High School, IL	1742	592	599	61%	25.1	88%
Mountain Brook High School, AL	854	591	603	76%	25.1	88%
New Trier Township High School, IL	3829	608	636	63%	26.9	94%
Oak Park & River Forest High School, IL	2962	589	597		22.6	
Orange High School, OH	936	566	578			
Plano East Senior High School, TX	2431	548	569	64%	23.9	29%
Plano Senior High School, TX	2287	551	577	72%	23.7	33%
Scarsdale High School, NY	1316	614	648	99%		
Shawnee Mission East High School, KS	2111	587	585	43%	24.2	73%
Staples High School, CT	1280	571	584	96%		
Upper Arlington High School, OH	1915	550	570	80%	24.8	77%
Vestavia High School, AL	1458	615	620	41%	24.3	94%
Wilton High Schools, CT	1170	584	600	99%	25.0	9%

Data are from a survey conducted in spring, 2004, by the Communications & Public Affairs Department of the Edina Public Schools.

Table 6.16 (Continued)
National Top 30 High School Comparison

High School Name	% Going to 4 Year College	# AP Test Taken	% AP Scores of 3 or higher	# National Merit Commended	# National Merit Semi-finalists
Edina High School, MN	86%	1151	82%	17	18
Grosse Pointe South, MI	78%	698	77%	7	10
Highland Park High School, IL	90%	638	93%	21	14
Horace Greeley High School, NY	93%	867	90%	20	18
Ladue Horton Watkins High School, MO	81%	530	77%	15	13
Lake Forest High School, IL	92%	589	89%	24	10
Mountain Brook High School, AL	94%	602	89%	15	13
New Trier Township High School, IL	90%	1932	90%	58	32
Oak Park & River Forest High School, IL	74%	988	88%	54	20
Plano East Senior High School, TX	62%	1668	75%	45	24
Plano Senior High School, TX	85%	1816	82%	44	33
Scarsdale High School, NY	95%	695	91%	46	22
Shawnee Mission East High School, KS	65%	184	89%	15	20
Staples High School, CT	86%	509	76%	20	6
Upper Arlington High School, OH	90%	484	93%	15	12
Vestavia High School, AL	92%	238	87%	22	16
Wilton High Schools, CT	88%	382	80%	28	7

Data are from a survey conducted in spring, 2004, by the Communications & Public Affairs Department of the Edina Public Schools.

CHAPTER SEVEN DISTRICT SURVEY RESULTS

Districtwide Student, Parent, and Staff Opinion Surveys

Beginning in 2000, the Edina Public Schools has conducted student, parent and staff opinion surveys every year. The surveys are designed to capture feelings and perspectives from students, staff, and parents regarding their educational experience with the Edina Public Schools. In spring 2004, all students in grades 1-12 were surveyed along with all building staff and all parents. Parents of elementary students received a paper copy of the survey in their child's backpack and were asked to complete and return it. At grades 6-12 the survey was conducted on-line and parents were notified of their opportunity to complete the survey through the Edline system.

Findings presented in this report are organized around seven areas of inquiry, such as General Satisfaction, Teaching and Learning, Learning Climates, Technology and Diversity.

Findings at the district level are summarized in this yearbook. Findings for each individual school will be provided in the individual School Information Reports¹¹.

Key Findings

- Parents, staff and students continue to maintain extremely positive attitudes toward Edina Public Schools. Ninety-nine percent of parents and 95 percent of students report they are proud that their children/they are students in Edina Public Schools. All staff (100 percent) like to work in their schools and 99% find their work satisfying.
- A vast majority of students (92%) and parents (95%) report that schoolwork is challenging. Ninety-seven percent of parents and 90% of students feel teachers use a variety of learning activities to help them achieve. About 9 out of 10 students, based on student and staff reports, use technology in their schoolwork. Ninety-nine percent of students and 95% of parents believe teachers provide help to students when needed.

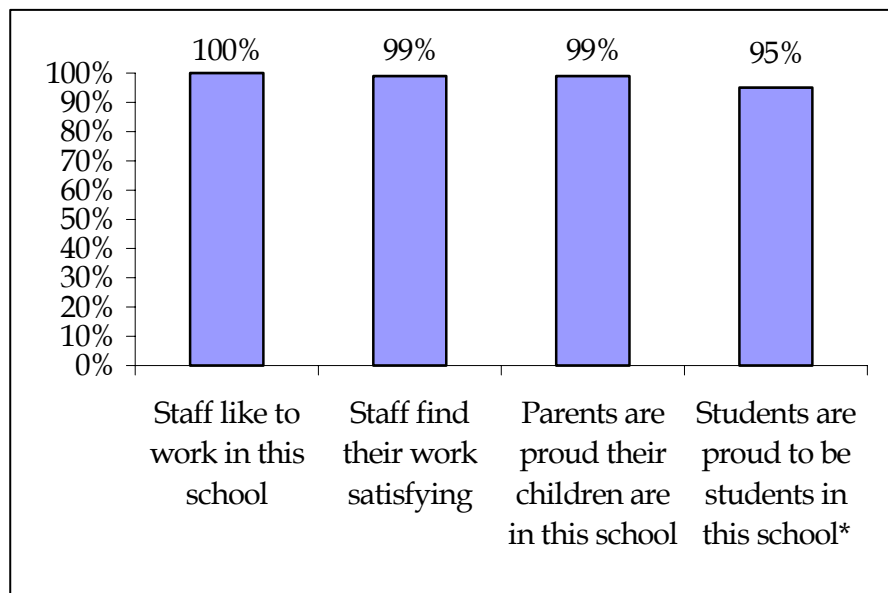
¹¹ Survey results for each school can be found at the district website: www.edina.k12.mn.us, or contact Dr. Thel Kocher, Director of Research and Evaluation.

- School learning climates are perceived positively by a large percentage of students, staff and parents. More than nine out of ten students report that they are cared about. Mutual respect between students and adults highly exists in school. Ninety-four percent of students, 97% of parents and 85% of staff report that schools provide a safe and orderly environment. High levels of respect exist among students and among students and staff. Students and staff both report that students have somewhat less respect for property.
- Ninety-three percent of parents and 68% of students feel that the curriculum provides multiple perspectives. Ninety-three percent of parents also feel that students from different backgrounds get along well. This view was echoed by 79% of high school students.

General Satisfaction

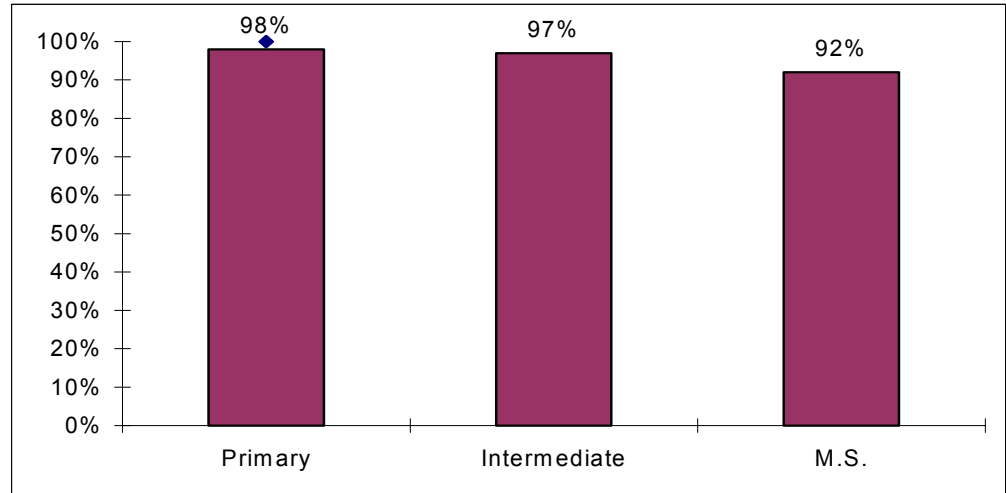
Figure 7.1 presents data about student and parent pride in the school as well as data about staff satisfaction in their work. The results show extremely positive attitudes by the stakeholders toward their schools. Figure 7.2 reports percent of students at various levels who are proud of their schools. Again, these results indicate highly positive student attitudes toward their schools.

Figure 7.1
Students, Staff and Parents Feel about Their Schools, 2004



* Asked only of students at grades 1-9.

Figure 7.2
Percent of Students by Level Reporting They Are Proud to Be Students at Their Schools



Teaching and Learning

Figure 7.3 shows a strong majority of parents and students rated teachers' help and their diverse teaching methods highly. Over ninety percent of parents and students feel that teachers use a variety of learning activities to help them achieve and that schoolwork is challenging.

Figure 7.3
Percent of Students and Parents Reporting about Student Learning

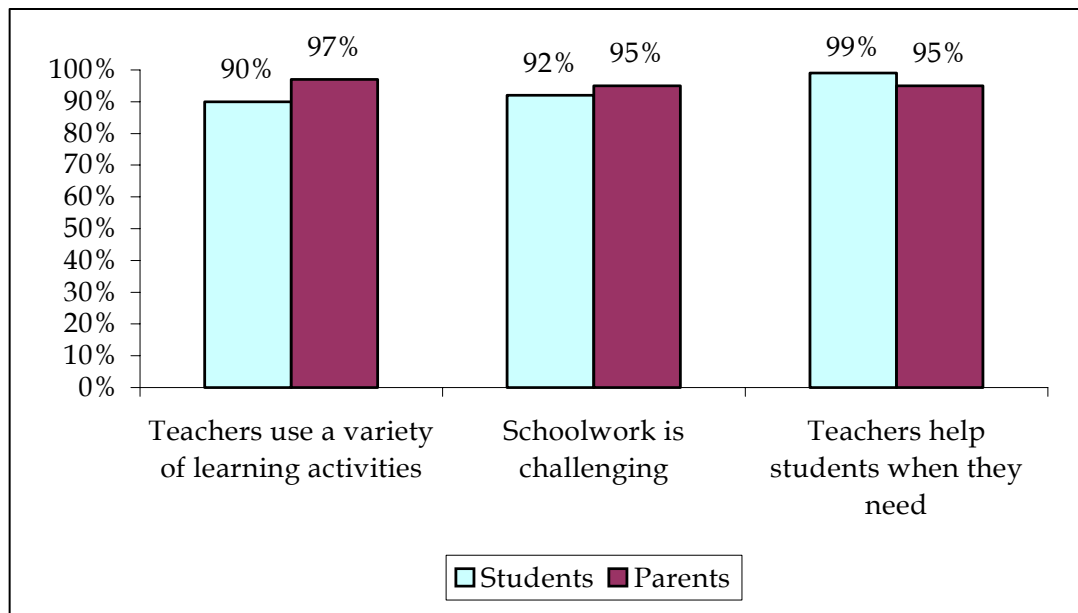
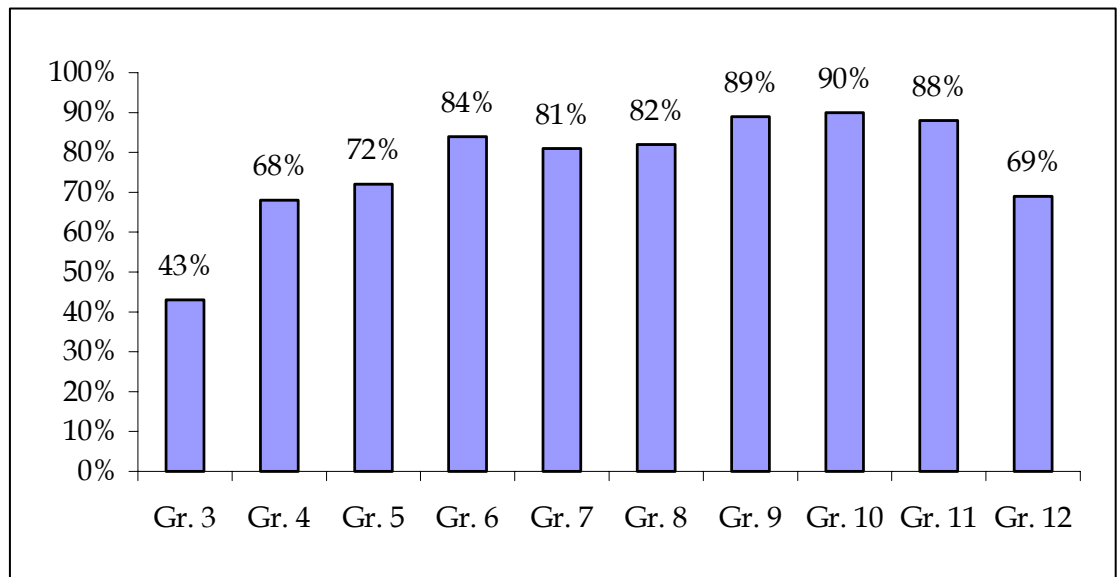


Figure 7.4 shows a comparison across grades about homework. A majority of students in Grades 4 through 12 and nearly 9 out of ten in grades 9-11 report spending at least a half hour every day doing homework.

Figure 7.4
Percent of Students Who Report that They Spend at Least A Half Hour Each Day Doing Homework



Learning Climates

Figures 7.5 through 7.7 present data about student learning climate: students being cared about; respected or being taught to respect other students, adults, school and other people's property; as well as school safety. Results suggest that students in Edina Public Schools are cared for, respected, and feel safe in school. Students, staff and parents all highly rated the mutual respect between students and staff. The results suggest that students tend to show more respect for people than for property.

Figure 7.5
Percent of Students Reporting that Teachers Care About Them

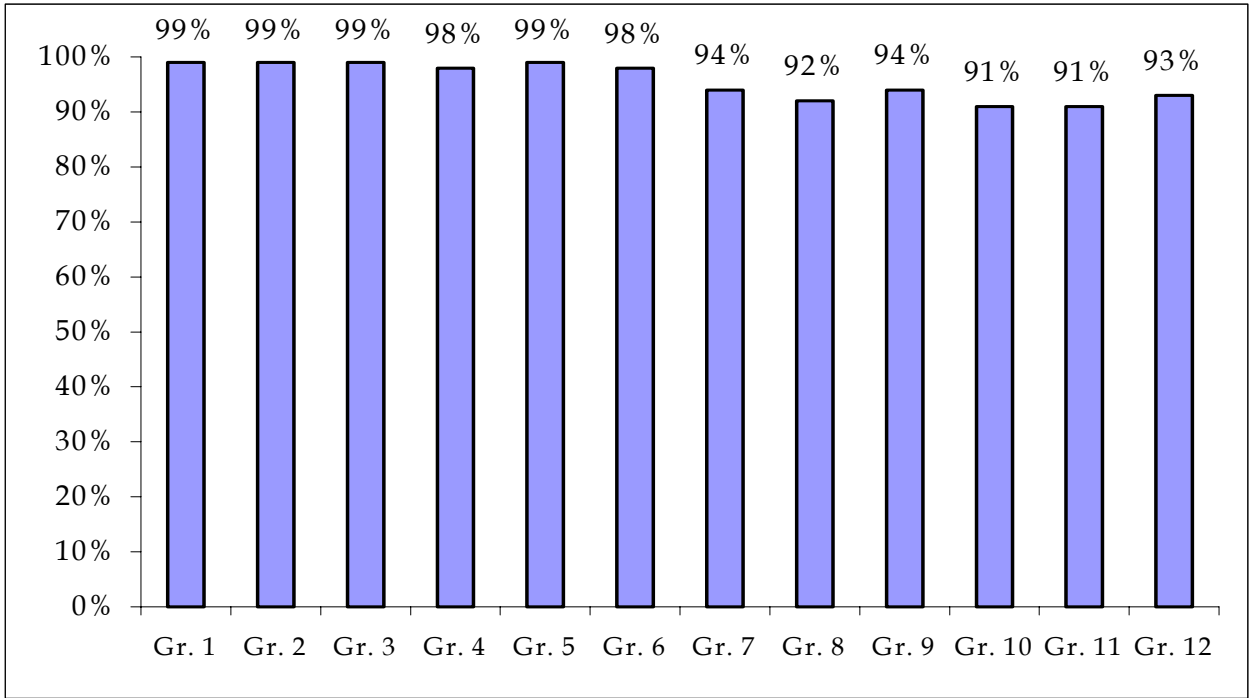


Figure 7.6
Percent of Respondents Feeling That The School Provides a Safe and Orderly Environment

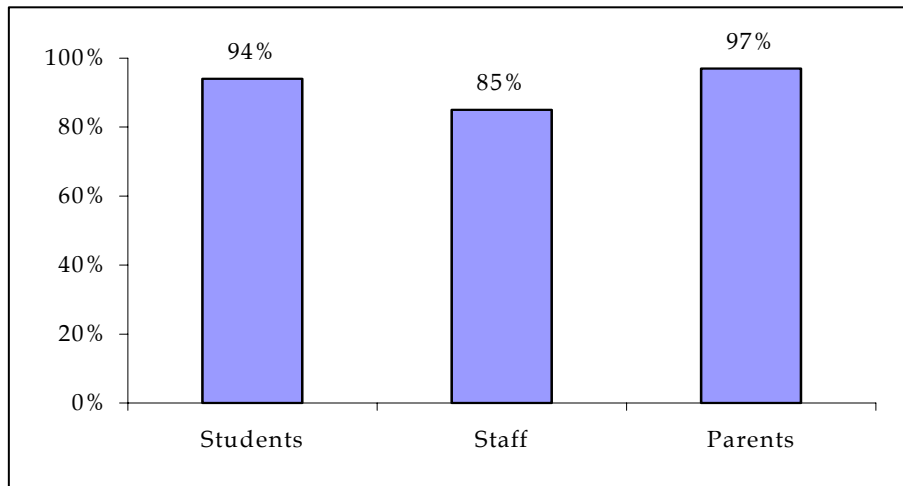
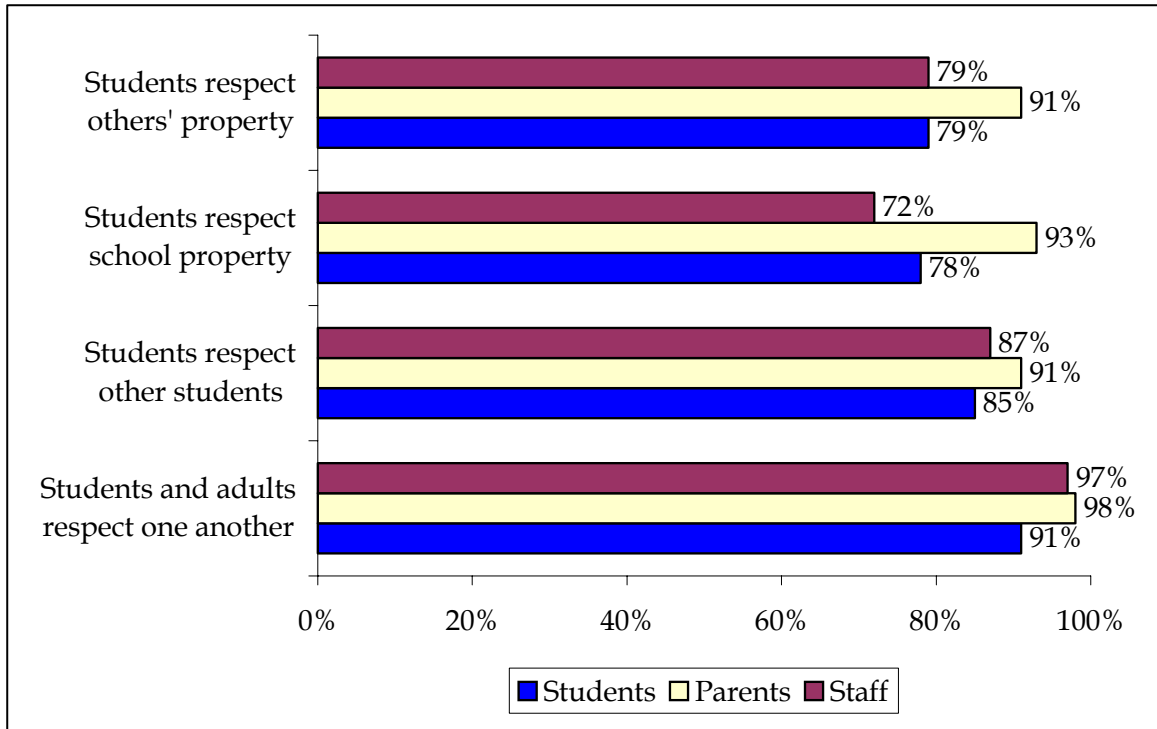


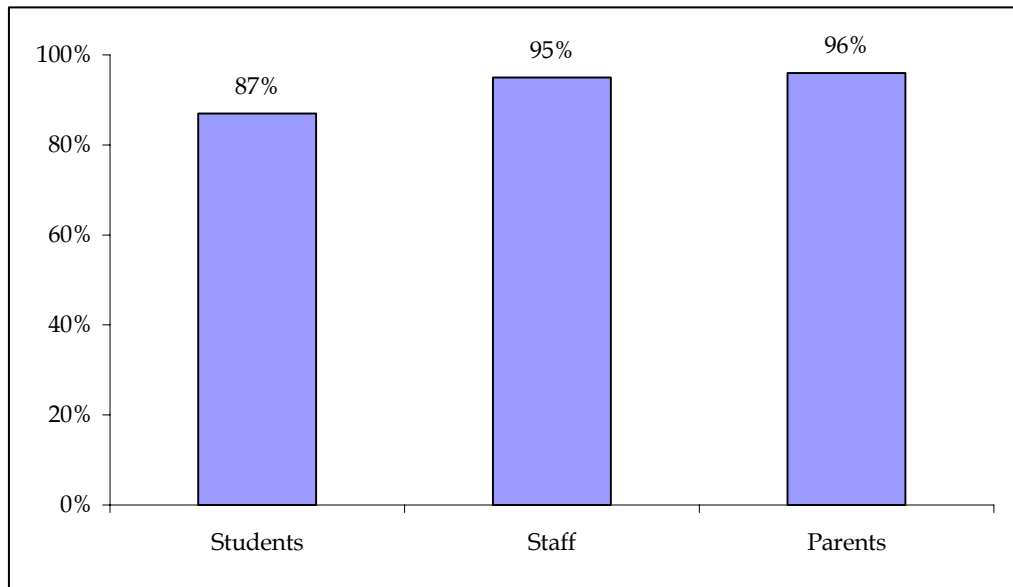
Figure 7.7
Percent of Parents, Staff and Students Reporting Respect in School



Technology

Results in Figure 7.8 show that about nine out of ten students use technology (computers, software, programs, etc.) in their schoolwork. Staff and parents are even stronger in their beliefs that students use technology in their schoolwork.

Figure 7.8
Percent of Students, Parents and Staff Reporting that
Students Use Technology in Schoolwork*



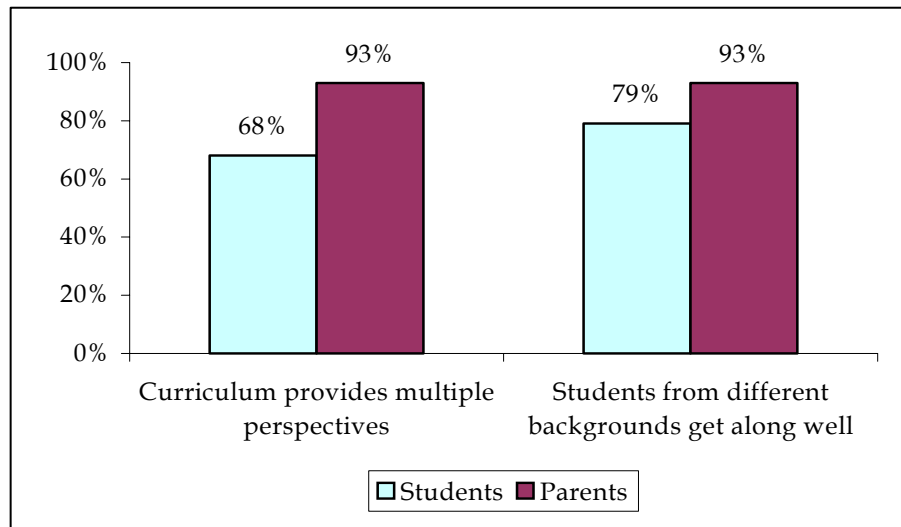
* Asked only at grades 3-12.

Diversity

Working in partnership with the community to welcome and support diversity is one of the Edina Public Schools strategies for promoting optimum student performance. Our staff believe that students can learn better in, and benefit from, a diverse environment. With the growth of minority student population statewide and districtwide, and implementation of the "Choice Is Yours" program, the student population in Edina is more diverse than it was five years ago. Over the years, Edina Public Schools has worked hard to enhance diversity in teaching, learning, instruction and our environment.

More than two-thirds (68 percent) of students and 93% of parents feel the curriculum provides perspectives representing various cultures and ethnic backgrounds are included in schoolwork and curriculum. Also, most high school students and parents at all levels (79 and 93 percent, respectively) feel students from different backgrounds get along well. Staff responses indicate that our schools provide a welcoming and positive learning environment for all students.

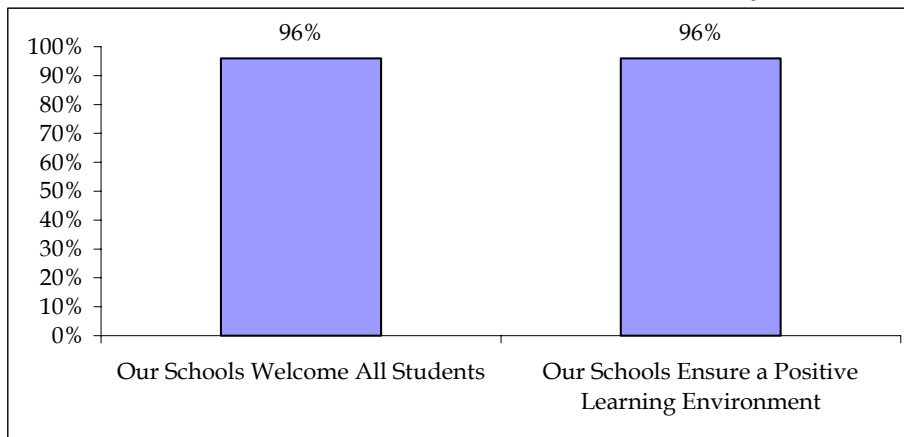
Figure 7.9
Percent of Students and Parents Reporting about School Diversity



The question about curriculum was asked of students in grades 3-12 and of parents at all three levels.

The "Students from different backgrounds.." question appeared on the parent surveys at all three levels but on only the survey for high school students.

Figure 7.10
Percent of Staff Reponses about Diversity



Appendix I Definition of Terms

Scale Score

The scale score of a test is an equal-interval score, like feet and inches, so scores can be added together to calculate accurate class or school averages. Usually testing companies convert the total number of items a student answers correctly into a scale score to allow comparisons and track growth.

Different testing batteries have a different range of scale scores. ALT scale score ranges from 120 to 300, scale scores (called standard score) of Iowa Tests of Basic Skills range approximately from 150 to 350, scale scores for Minnesota Comprehensive Assessment approximately range from 500 to 3500, PLAN scale scores range from 1 to 32.

Generally, scale scores provide fair comparison between individual students, groups, or over years and also are used to indicate student growth from one year to another.

National Percentile Ranks

National Percentile Ranks range from a low of 1 to a high of 99. A student's percentile rank tells where the student ranks on a test in comparison with other students nationally at the same grade level. For example, if a student has a score of 39, he/she exceeds about 39% of the students in his/her grade in a national sample.

Quartiles

Quartile divides the 99 percentile units into four units. The first quartile extends from the 1st to the 25th percentile, the second from the 26th to the 50th percentile, the third quartile from the 51st to the 75th, and the fourth quartile from the 76th to the 99th percentile. The first quartile indicates below average achievement, the second and the third represents average achievement, and the fourth quartile is considered above average achievement.

Norm-Referenced Tests

The unique aspect of a norm-referenced test is its standardization: all the tests have been administered under uniform conditions, at each grade level, to a representative sample of students from the nation's public and private schools. Score distributions obtained from the national standardization program are the norms that provide a basis for interpreting student performance on the tests.

The normative data collected at the time of standardization is what separates norm-referenced tests from other tests. It is through the standardization process that a test battery's scores and scales are developed, as well as the norms themselves. The norm sample should be as representative of the nation as possible, thus ensuring a proportional representation of all cultural and socioeconomic groups.

The major uses of norms are (1) to provide a frame of reference for interpreting the growth of students, and (2) to compare students with other students, compare schools with other schools. Such comparisons enable a school to look at the achievement levels of its students in relation to a nationally representative student group.