

Edina Public Schools
Annual Report on Curriculum, Instruction and Student Achievement
Summary of High School Performance

PLAN Results

The PLAN was developed by the ACT organization. Its major purpose is to measure student academic achievement and help prepare students for the ACT assessment. In Edina the PLAN is administered to all grade 10 students. Data can assist parents and students in career and educational planning.

The table below shows a seven year history of PLAN test results for Edina students. The 2005-2006 means are as high or higher than they have ever been over the seven year period.

Edina Grade 10 Student PLAN Results, 2000-2006

	2000 N=455	2001 N=504	2002 N=511	2003 N=534	2004 N=518	2005 N=528	2006* N=544	2006 Nat'l. Average
English	20.1	19.9	19.8	20.1	19.8	20.5	19.2	16.9
Mathematics	21.9	20.7	21.5	21.7	21.2	22.0	21.8	17.4
Reading	19.7	19.7	20.3	19.9	20.4	20.6	20.1	16.9
Science	20.4	20.2	21.0	20.7	20.8	21.3	21.1	18.2
Composite	20.7	20.3	20.8	20.7	20.7	21.2	20.7	17.5

* Since the PLAN is given in fall, 2006 is data for 2006-2007.

ACT Results

Edina college-bound student performance is measured by two college admissions tests, ACT and SAT. For the graduating Class of 2007, 467 students (82%) took the ACT. The ACT tests assess student knowledge and skills in English, mathematics, reading and science.

The table on the next page shows a ten year history of ACT subscores and participation rates. The 2007 participation rate is the second highest over this ten-year period. All scores posted by the Class of 2007 are the highest ever achieved over the ten-year.

**Edina High School ACT Results and Participation Rates
1998-2007**

Class	Enroll- ment	# 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	25.0	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
2005	537	412	77%	25.2	25.2	24.7	25.7	24.7
2006	533	446	84%	25.3	25.4	24.9	25.6	24.8
2007	570	467	82%	25.9	26.1	25.4	26.2	25.2

SAT Results

Forty-six percent (268) of Edina 2007 graduates took the SAT. This compares very favorably with the percentage of SAT test-takers nationally—about 40% to 42% and far exceeds the typical SAT test taking rate in Minnesota which averages around 8% to 9%.

The table below shows a ten-year comparison of SAT scores. Edina’s Class of 2007 showed a marked gain with averages well above those for any previous year in the ten-year period.

**Edina High School SAT Results and Participation Rates
1998-2007**

Class	Enrollment	# Took SAT	% Took SAT	Critical Reading	Mathematics
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
2005	537	350	66%	587	591
2006	533	254	48%	593	602
2007	588	268	46%	612	611

*Beginning with the Class of 2007 Writing is also reported. Edina’s mean was 594.

Minnesota Comprehensive Assessments, Series II (MCA-II)

These tests form the backbone 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 of 2001* (NCLB), these tests are also used to judge school progress against set performance levels.

In 2005-2006 the Minnesota Comprehensive Assessments underwent several major changes. First, whereas the previous MCAs had been developed to align with the Minnesota Profile of Learning Standards, the new Minnesota Comprehensive Assessments, Series II (MCA-II) were developed to align with the Minnesota Academic Standards in mathematics and reading. Second, in order to comply with the requirements of NCLB, the assessment program was expanded to include assessments of mathematics and reading in grades 3-8, reading in grade 10 and mathematics in grade 11. In 2007-2008, in order to comply with the requirements of NCLB, the system will further expand to include science assessments in grades 5 and 8 as well as a high school life science assessment.

The MCA-IIs include a mixture of multiple-choice and constructed-response (open-ended) questions. For reading the points assigned to open-ended items ranges from 13% in the early grades to 23% in the upper grades. In mathematics the range is 13% to 34%.

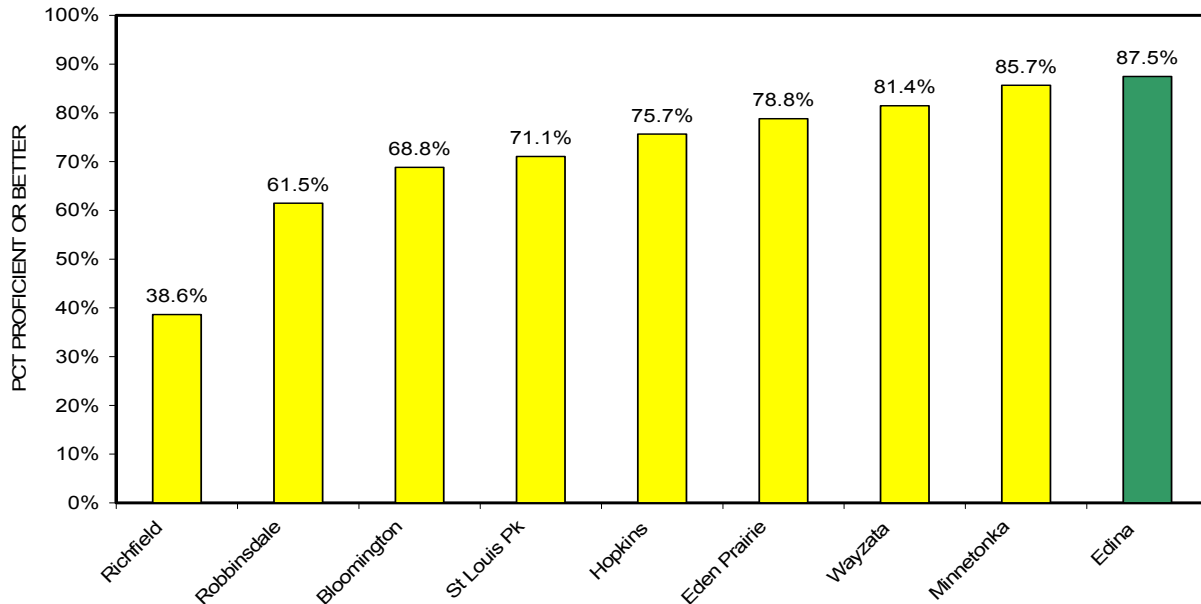
The criteria for determining when a student is proficient are established by the commissioner of education. The table that follows shows the percentages of Edina and Minnesota students judged to be proficient or better. While Minnesota students' performance declined or remained the same across the two years, Edina students showed increases, with an exceptionally large increase in grade 11 mathematics.

Percentages of Students Proficient or Better in Reading and Mathematics

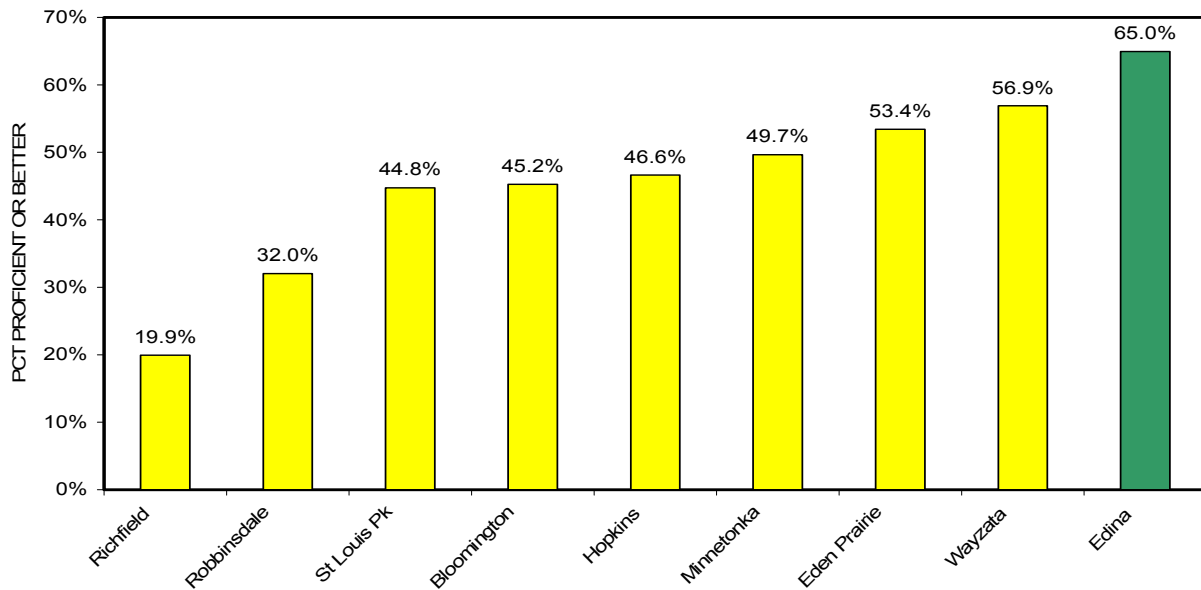
Subj./Grade	2005-2006		2006-2007	
	Edina Proficient	MN Proficient	Edina Proficient	MN Proficient
Reading 10	83%	65%	88%	62%
Math 11	51%	30%	64%	31%

The following graphs compare Edina high school performance with that in other west metro districts. In both reading and mathematics no other west metro district performs as well as Edina with Edina's mathematics performance being truly outstanding.

West Metro Districts H. S. MCA-II Reading, Spring, 2007



West Metro Districts H. S. MCA-II Mathematics, Spring, 2007



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. Most of the nation's colleges and universities award credit, advanced placement, or both based on successful performance on the AP Exams. More than 1,400 institutions award a full year's credit (sophomore standing) to students presenting a sufficient number of qualifying grades. In 2007, thirty-two AP Exams were offered in a wide variety of subject areas, each consisting of multiple-choice and free-response (essay or problem-solving) questions (except for the Studio Art exam which evaluates students' original artwork).

The Edina School District offers a variety of courses for high school students to participate in Advanced Placement programs. 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. There was an exceptional increase in the number of students taking an AP examination in 2005-2006. This was followed by a strong increase in 2006-2007. Even while the numbers of students taking a test and the number of tests taken have risen over the past several years, the percentage of students receiving a 3 or better has remained quite high.

**Edina High School AP Results
1995-2007**

School Year	# of Students	# of Tests Taken	% of Scores 3+
2006-2007	813	2032	80
2005-2006	742	1865	80
2004-2005	586	1288	77
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