

THE 10TH ANNUAL

AP® Report to the Nation

STATE SUPPLEMENT FEBRUARY 11, 2014



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About This Report

This report provides educators and policymakers with information they can use to celebrate their successes, understand their unique challenges, and set meaningful goals to increase opportunity for all students. It's important to note that while AP® Exams are valid measures of students' content mastery of college-level studies in specific academic disciplines, AP results should never be used as the sole measure for gauging educational excellence and equity.

Because reliable demographic data for nonpublic schools are not available for all states, this report represents public school students only. Additionally, this report looks at students' entire experience with AP—tracking exams taken by graduates throughout their high school careers—as opposed to reporting exam results from a particular calendar year.

Additional data are available at apreport.collegeboard.org.

Note: Throughout this report, public high school graduates represent projections supplied in *Knocking at the College Door* (Western Interstate Commission for Higher Education, 2012).

The redesigned courses, Biology, Latin, and Spanish Literature and Culture, began in fall 2012, and the first AP Exam based on those redesigned courses was administered in May 2013. As a result, the data in this report reflect a blend of the old and redesigned exam results.

Minnesota has made progress in recent years in improving student access and supporting student performance in AP®. Just as we do in the national report, we wanted to take an opportunity to applaud your efforts and offer additional strategies for your consideration.



Current Picture

Congratulations. You are already using these strategies to build a robust AP Program. You:

- Celebrate the 7 districts that have earned a spot on the AP Honor Roll through their hard work and dedication to increasing participation and success in AP, particularly for underrepresented students. See page 5 for more details.
- Encourage your educators to participate in the development of the AP Program, such as by becoming AP Exam Readers or participating in course and exam development committees. See page 5 for more details.
- Ensure that public colleges and universities develop AP Exam credit and placement policies based on institutional goals, alignment with corresponding courses, and objective outcomes research.



Opportunities

The following strategies have been proven effective. To build an even stronger AP program, you could:

- ☐ Include AP in the state accountability system.
 - Establish AP participation and performance indicators.
 - Set clear, measurable statewide goals toward improvement.
- Create opportunities for other schools and districts to learn from your AP Honor Roll winners.
- Provide targeted assistance and resources to schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs.



Highlights

The following information dives a little deeper into the details of your efforts.

Participation in the Development of AP

2013 Reading participants — Total: 172
Minnesota represents 1.5% of all Readers

AP High School Teachers: 100
College and University Faculty: 72

2013 AP Professional Development Leaders - Total: 24

2013 AP Development Committee Members - Total: 8

Music Theory
European History
United States History
Human Geography
Carleton College
Eastview High School
Gustavus Adolphus College
Human Geography
Macalester College

Physics 1 Northfield High School
Chemistry Saint Mary's University of

Chemistry Saint Mary's University of Minnesota Physics 2 St. Anthony Village Senior High Psychology Trek North High School

The AP Honor Roll

The AP Honor Roll recognizes and honors those outstanding school districts that simultaneously increase access to Advanced Placement® course work while increasing the percentage of students earning scores of 3 or higher on AP Exams. Achieving both of these goals is the ideal scenario for a district's AP program because it indicates that the district is successfully identifying motivated, academically prepared students who are likely to benefit most from rigorous AP course work.

4th Annual Honor Roll Districts in Minnesota: 7

Edina Public Schools*

Mankato Area Public Schools*

Marshall Independent School District 413

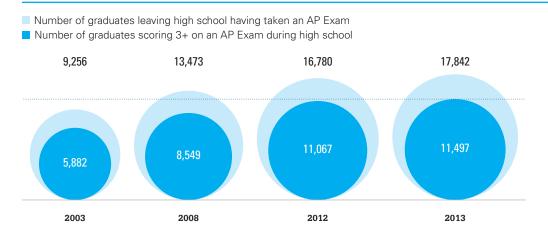
Minnetonka Public Schools District 276*

Mounds View Public Schools*

Rochester Public Schools*

St. Michael-Albertville Schools ISD 885*

FIGURE 1 Growth in AP® Participation and Success



More graduates

are succeeding on AP Exams today than took them in 2003

FIGURE 2 Participation in and Success on AP Exams in the Class of 2013

- Percentage of graduates leaving high school having taken an AP Exam
- Percentage of graduates scoring 3+ on an AP Exam during high school

Percentage of Minnesota Graduating Class

31.6%

20.3%

0% 30% 1.4% Art History, Music Theory, Studio Art: Drawing, Studio Art: Arts 2-D Design, and Studio Art: 3-D Design 1.0% 13.9% English Language and Composition, and **English** English Literature and Composition Comparative Government and Politics, European History, 22.3% History and Human Geography, Macroeconomics, Microeconomics, Psychology, United States Government and Politics, Social Sciences United States History, and World History 14.6% **Mathematics and** Calculus AB, Calculus BC, Computer Science A, and Statistics **Computer Science** 9.2% Biology, Chemistry, Environmental Science, 8.9% Physics B, Physics C: Electricity and Magnetism, **Sciences** and Physics C: Mechanics Chinese Language and Culture, French Language and 1.5% Culture, German Language and Culture, Italian Language World Languages and Culture*, Japanese Language and Culture, Latin, Spanish Language, and Spanish Literature and Culture

* AP Italian Language and Culture was discontinued after the 2008-09 school year, and was reinstated in

2011-12.

Total Number of Graduates: 56,534

History and Social Sciences

had the greatest number of students achieving a score of 3 or higher

Any

Discipline

FIGURE 3 Score Distributions of AP Exams Taken by the Class of 2013 During High School

Ten Most Popular AP Exams			Score of 1 Score of 2 Score		Score	e of 3 Score of 4		Score of 5						
Rank	Subject	No. of Exams	ı				% of	Exam S	cores+					
		1	100%	80%	60%	40%	20%	0%	20%	40	0% 60	1%	80%	100%
	Chinese Language and Culture	24	:	:	:		:	8.3	25.0	4.2			62.5	. :
	French Language and Culture	151					1.3	13.2	29	.8	30.5	;	25.2	
	Studio Art: 3-D Design	105	:	:	:			15.2	3	1.4	21.0	;	32.4	:
	Japanese Language and Culture	6						16.7	16.7	16.7		5	0.0	
	Latin	36					2.8	13.9		33.3	30.6	1	9.4	
	Comparative Government and Politics	484	:	:	:	:	5.6	14.3	18.8	2	8.1	33	.3	:
	Microeconomics	1,145					9.0	13.6	22.0		36.0	19.4		
	Calculus BC	1,953	:				1	6.5 6.5	19.7	17.6		39.7		:
	Studio Art: 2-D Design	220					3.2	21.8	3	1.8	33	.6 9.5	:	:
	European History	2,330					15.3	3 10.5		38.2	22.5	13.5		
6	Psychology	3,585					15.1	12.8	20.3		30.3	21.5		
	Music Theory	178					9.6	21.9	23.6	19.1	1	25.8		
	Studio Art: Drawing	132	:	:	:	3.0		28.8		4	6.2 14.4	7.6		:
2	English Language and Composition	5,852					6.7	25.7	;	33.3	23.0 1	11.4		
8	United States Government and Politics	2,671			:		11.0	21.3	3	1.1	20.5	6.0		
	Computer Science A	258	:				22.5	5 10.1	21.7	2	5.2 2	20.5		
10	Human Geography	2,377	:	:	:		17.0	16.4	22.8		25.7 18	8.0	:	:
	German Language and Culture	73				4.1		30.1		39.7	15.1 11	.0		
	Physics C: Mechanics	412					18.2	16.0	24.3	2	2.3 19	9.2		
	Physics B	1,507					15.3	19.0	31	1.3	21.6 12	2.7		
	Macroeconomics	1,822					15.8	19.6	20.6	2	27.2 16.	.7		
4	English Literature and Composition	4,631				4.5	·	31.5		35.3	20.7 8.	0		
	Art History	168	:	:			14.9	21.4	3	2.1	20.8 10.	7		:
7	World History	2,717				9.	1	27.7	3	2.2	20.0 11.0	D		
	Spanish Literature and Culture	35					20.0	17.1		37.1	14.3 11.4	4		
5	Statistics	3,702			:		16.2	21.4	28.1		22.0 12.2			:
3	Calculus AB	4,645					25.2	12.9	19.7	19.6	22.6			
	Spanish Language	551	:	:	:		18.5	22.3	22.3	23	13.8		:	:
	Environmental Science	574				15	.9	27.2	17.8	26	.8 12.4			
1	United States History	6,590				15.	0	28.5	23.6	2	2.5 10.5			:
9	Biology	2,569					24.0	19.7	24.6	19.	0 12.6			
	Chemistry	1,744	:				26.3	19.2	22.5	18.6	13.4			
	Physics C: Electricity and Magnetism	150		:	:	16.0		34.0	13.3	9.3	17.3			:
	Italian Language and Culture*	0									: -		:	

⁺ Due to rounding, percentages do not always add up to 100.0.

Subjects with fewer than five AP Exam takers were omitted from this figure.

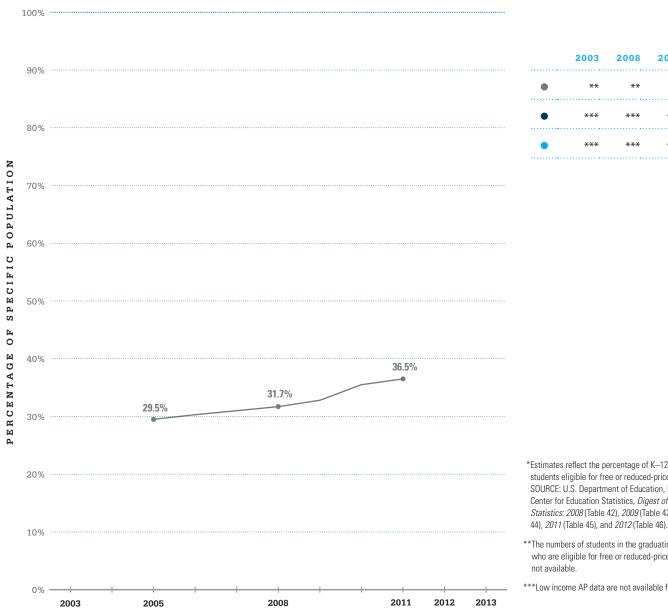
^{*} AP Italian Language and Culture was discontinued after the 2008-09 school year, and was reinstated in 2011-12.

Low Income

FIGURE 4 Trends in AP Exam Participation and Success

The percentage or number of ...

- K-12 students eligible for free or reduced-price lunch*
- graduates leaving high school having taken an AP Exam who are from low-income backgrounds
- graduates scoring 3+ on an AP Exam during high school who are from low-income backgrounds



GRADUATING CLASS

2012

2013

^{*}Estimates reflect the percentage of K-12 public school students eligible for free or reduced-price lunch. SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics: 2008 (Table 42), 2009 (Table 42), 2010 (Table

^{**}The numbers of students in the graduating classes who are eligible for free or reduced-price lunch are

^{***}Low income AP data are not available for Minnesota.

Black/African American

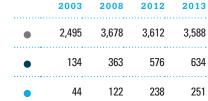
FIGURE 5 Trends in AP Exam Participation and Success

The percentage or number of ...

- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are black/African American

100%



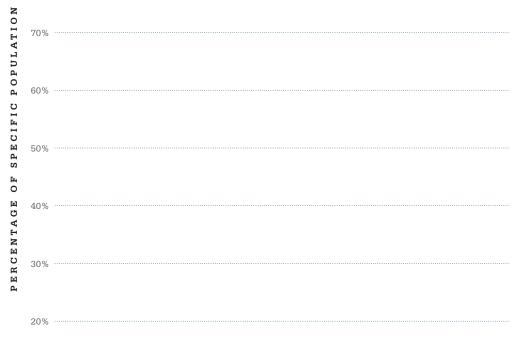


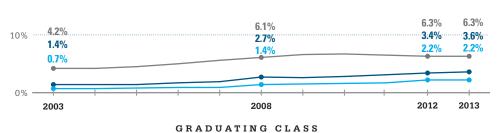
black/African American graduates in the

class of 2013 took an AP Exam during

634

high school





Hispanic/Latino

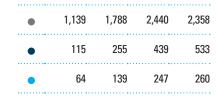
FIGURE 6 Trends in AP Exam Participation and Success

The percentage or number of ...

- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are Hispanic/Latino

100%

90%



2008

2012

2013

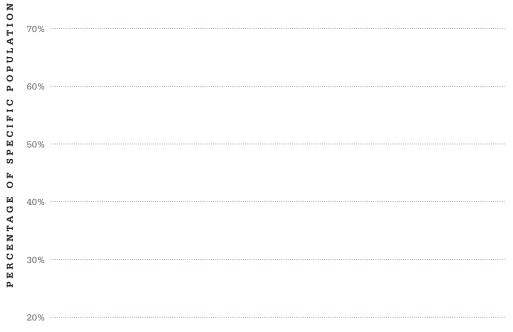
Hispanic/Latino graduates in the

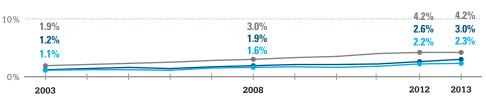
class of 2013 took an AP Exam

533

during high school

2003





American Indian/ Alaska Native

FIGURE 7 Trends in AP Exam Participation and Success

The percentage or number of ...

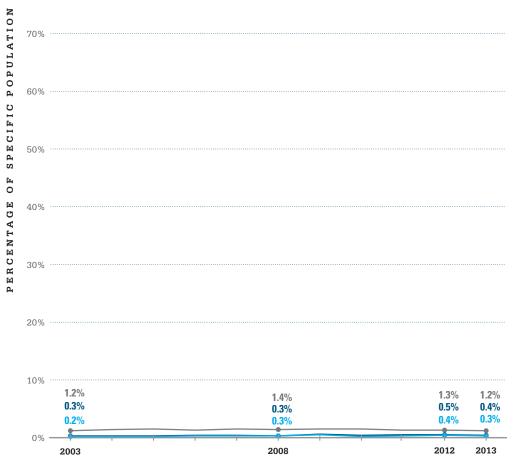
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are American Indian/Alaska Native

70

American Indian/Alaska Native graduates in the class of 2013 took an AP Exam during high school



	2003		2012	
•	736	830	725	
•	31	40	91	70
•	13	24	47	29



GRADUATING CLASS

Asian/Asian American/ Pacific Islander

FIGURE 8 Trends in AP Exam Participation and Success

The percentage or number of ...

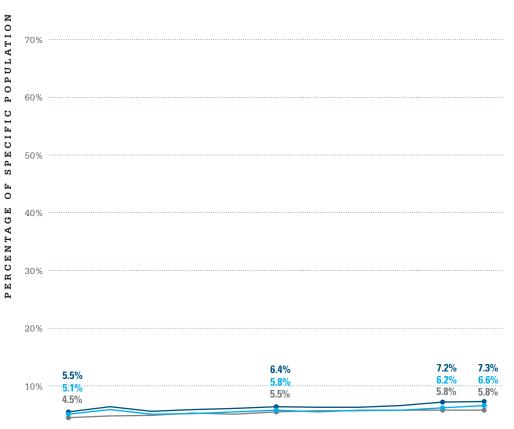
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are Asian/Asian American/Pacific Islander

1,301

Asian/Asian American/Pacific Islander graduates in the class of 2013 took an AP Exam during high school



	2003	2008	2012	2013
•	2,699	3,351	3,351	3,294
•	513		1,202	,
•	300	498	689	763



2008

GRADUATING CLASS

2012

2013

2003

White

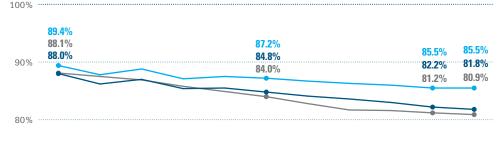
FIGURE 9 Trends in AP Exam Participation and Success

The percentage or number of ...

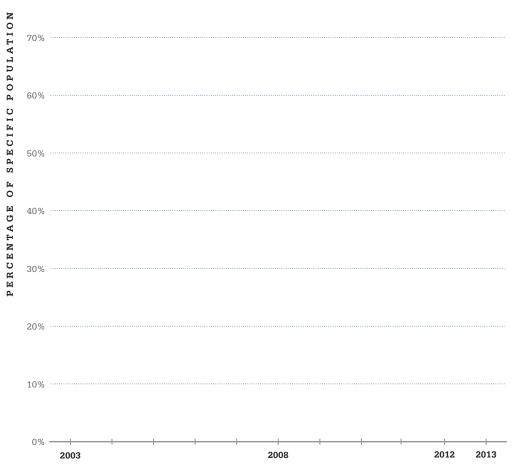
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are white

14,599 white graduates

white graduates in the class of 2013 took an AP Exam during high school



	2003	2008	2012	2013
•	52,363	50,762	46,654	45,727
•	8,142	11,429	13,790	14,599
•	5,260	7,454	9,459	9,834





ABOUT THE COLLEGE BOARD

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education.

Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT®, and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

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