

THE 10TH ANNUAL

AP® Report to the Nation

STATE SUPPLEMENT FEBRUARY 11, 2014

Mevada A



Table of Contents

- 3 State Strategies
- 6 Fostering AP® Participation and Success
- 8 A Closer Look at Equity Gaps in AP Participation and Success

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.

THE 10TH ANNUAL AP REPORT TO THE NATION \cdot NEVADA SUPPLEMENT STATE STRATEGIES

Nevada 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:

- Include AP in the state accountability system.
 - Establish AP participation and performance indicators.
 - Set clear, measurable statewide goals toward improvement.
- 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.

Opportunities

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

☐ Provide funding for professional development for teachers in underserved areas of the state. ☐ 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. ☐ Encourage schools to practice a sustained effort to increase participation and success in AP with a focus on underrepresented students so they can be recognized on the AP Honor Roll. ☐ Encourage your educators to participate in the development of AP, including in the AP Readings and professional development. Provide targeted assistance and resources to schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs. ☐ Clearly communicate how AP fits into state graduation requirements, and share information about funding opportunities that enable students to participate and succeed in AP. ☐ Develop policies that allow AP course work and exam scores for sophomores and juniors to substitute for statewide graduation requirements and/or end-of-course assessments. Provide resources to schools and districts to support research-based programs that build content knowledge and skills—particularly in literacy and math—to prepare students for success in AP course work, and in college and careers. ☐ Participate in the Expedited AP data program, which provides

states with their AP student data earlier than ever before, free of charge, by using a standardized data agreement and file format.



Highlights

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

Participation in the Development of AP

2013 Reading participants — Total: **54**Nevada represents **0.5% of all Readers**

• AP High School Teachers: 39

• College and University Faculty: 15

2013 AP Professional Development Leaders - Total: 3

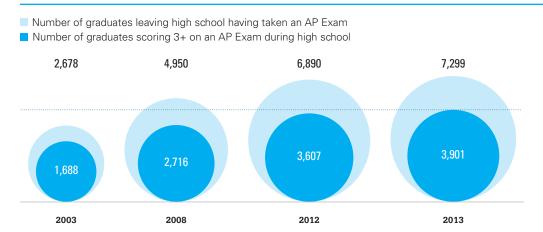
2013 AP Development Committee Members – Total: 0

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 Nevada: 0

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 Nevada Graduating Class 0% 30% 60% 1.4% Art History, Music Theory, Studio Art: Drav 2-D Design, and Studio Art: 3-D Design

Art History, Music Theory, Studio Art: Drawing, Studio Art: Arts 16.5% English Language and Composition, and **English** English Literature and Composition Comparative Government and Politics, European History, 22.9% History and Human Geography, Macroeconomics, Microeconomics, **Social Sciences** Psychology, United States Government and Politics, 10.1% United States History, and World History 11.1% **Mathematics and** Calculus AB, Calculus BC, Computer Science A, and Statistics **Computer Science** Biology, Chemistry, Environmental Science. Physics B, Physics C: Electricity and Magnetism, **Sciences** and Physics C: Mechanics Chinese Language and Culture, French Language and Culture, German Language and Culture, Italian Language World Languages and Culture*, Japanese Language and Culture, Latin, Spanish Language, and Spanish Literature and Culture 31.6% Any Discipline 16.9%

Total Number of Graduates: 23,097

History and Social Sciences

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

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

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

ank	Subject	No. of Exams					% of	Exam S	cores+				
-			100%	80%	60%	40%	20%	0%	20%	40%	60%	80%	100%
	Chinese Language and Culture	24		:				4	<mark>2 8.</mark> 3				87.5
	Studio Art: 2-D Design	110	:		:		4.5	13.6	19.1	25.5		37.3	
	Human Geography	75					5.3	18.7	24.0	29.	3 22	2.7	
	Calculus BC	447					19.9	6.5	22.4	2.3	38.	9	
	Studio Art: Drawing	86	:			1.2		27.9	3	3.7 15.1	22.1		:
	Physics C: Mechanics	147		:			10.9	20.4	23.1	26.5	19.0	:	
10	Spanish Language	752					15.2	16.8	22.3	25.4	20.3		
	Music Theory	105			:		16.2	20.0	28.6	19.0	16.2		:
	Spanish Literature and Culture	80					16.3	20.0		36.3	25.0 2.5		
	Physics C: Electricity and Magnetism	30					16.7	20.0	20.0 6.7		36.7		
	European History	158					19.6	18.4		37.3	22.2 2.5		
	Computer Science A	52					26.9	11.5	11.5	32.7	17.3		
	German Language and Culture	17				5.9		35.3		47.1	11.8		
7	Psychology	1,121					28.5	13.8	20.1	21.1	16.4		
	Comparative Government and Politics	44					43.2	2.3	25.0	18.2 1	1.4		
1	English Language and Composition	3,037	:			13.3	•	34.2	29.	16.7 6	2		:
4	English Literature and Composition	2,391	:	:	:	12.3		35.2	31	.7 16.3	4.5	:	:
	Japanese Language and Culture	21					38.	1 9.5	28.6	4.8 19.			
	French Language and Culture	79				17.7		30.4	29.1	17.7 5	1		:
6	Calculus AB	1,489					36.8	13.0	17.1 1	6.5 16.7			
2	United States Government and Politics	2,865				23.	9	27.8	25.9	13.7 8.7			
	Microeconomics	92				25	.0	27.2	18.5	19.6 9.8			
	Art History	29					31.0	24.1	24.1	17.2 3.	1		:
	Studio Art: 3-D Design	21	:		4.8			52.4	23.8 4.	8 14.3			:
9	Statistics	924		:			37.6	20.6	21.9	13.4 6.6	:	:	
	Chemistry	734					41.1	17.8	18.0 1	5.5 7.5			:
	Physics B	415					36.6	23.4	26.0	9.4 4.6			:
3	United States History	2,846		:		26.4		34.2	19.4	<mark>4.3</mark> 5.8	:	:	Ė
8	Biology	1,004				31.2		32.7	22.0 10	3.9			
	Macroeconomics	128				29.7	•	34.4	17.2 11.7	7.0			
5	World History	1,821		:		37.	3	28.3	17.8 11.8	4.8			:
	Latin	6	:					66.7	3	3.3			
	Environmental Science	422				41	1.2	26.8	12.3 15.4	4.3	:	:	
	Italian Language and Culture*	0		:	:							:	:

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

Subjects with fewer than five AP $\operatorname{\mathsf{Exam}}$ 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 ...

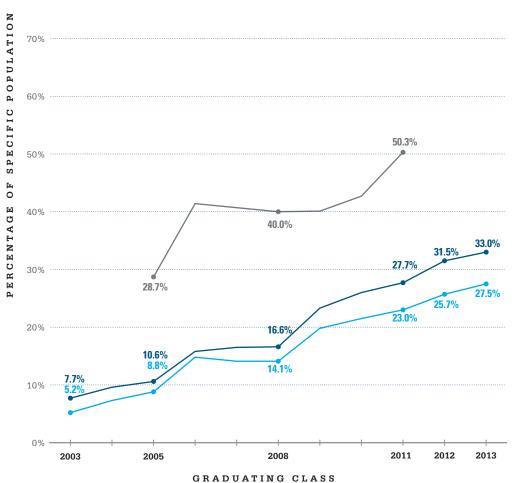
- K-12 students eligible for free or reduced-price lunch*
- graduates leaving high school having taken an AP Exam who are from low-income backgrounds
- graduates scoring 3+ on an AP Exam during high school who are from low-income backgrounds

6,785

AP Exams were taken by low-income graduates in the class of 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 44), *2011* (Table 45), and *2012* (Table 46).

^{**}The numbers of students in the graduating classes who are eligible for free or reduced-price lunch are not available.

Black/African American

FIGURE 5 Trends in AP Exam Participation and Success

The percentage or number of ...

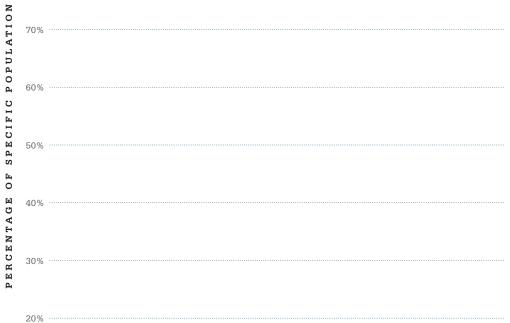
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are black/African American

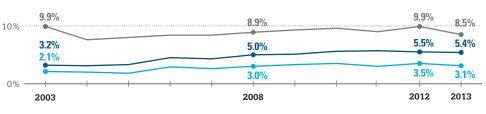
397

black/African American graduates in the class of 2013 took an AP Exam during high school

90%	,			
80%				

	2003	2008	2012	2013
•	1,626	1,682	2,547	1,969
•	85	248	382	397
•	36	81	126	120





Hispanic/Latino

FIGURE 6 Trends in AP Exam Participation and Success

The percentage or number of ...

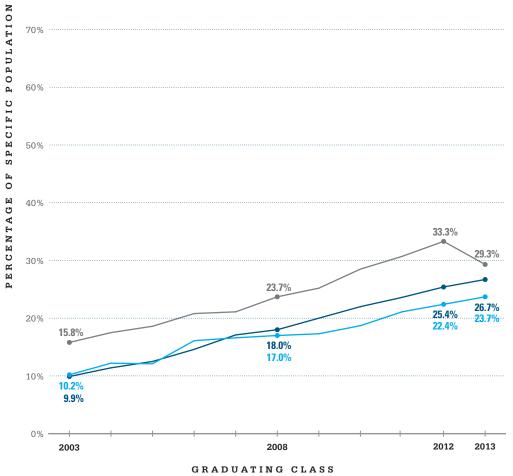
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are Hispanic/Latino

1,947

Hispanic/Latino graduates in the class of 2013 took an AP Exam during high school



	2003		2012	
•	2,595	, -	8,553	-,
•	266	891	1,749	1,947
•	173	461	809	923



American Indian/ Alaska Native

FIGURE 7 Trends in AP Exam Participation and Success

The percentage or number of ...

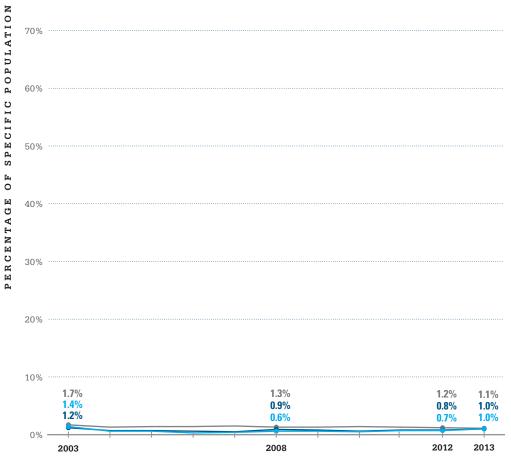
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are American Indian/Alaska Native

73

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



	2003		2012	
•	276	242	305	255
•	33	43	57	73
•	24	17	24	40



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

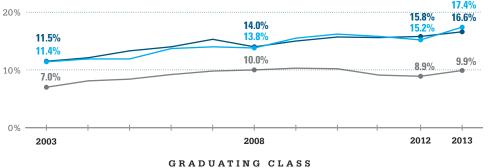
1,211

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



	2003	2008	2012	2013
•	1,139	1,885	2,284	2,293
•	308	695	1,086	1,211
•	193	374	549	680





White

FIGURE 9 Trends in AP Exam Participation and Success

The percentage or number of ...

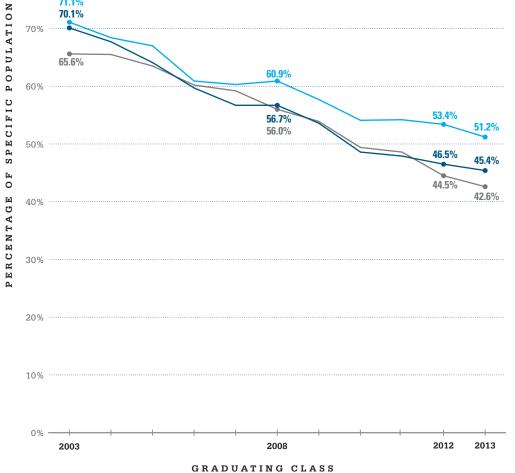
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are white

3,313

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



	2003	2008	2012	2013
•	10,742	10,545	11,448	9,838
•	1,877	2,806	3,204	3,313
•	1,200	1,654	1,925	1,996





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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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