THE 10TH ANNUAL

AP® Report to the Nation

STATE SUPPLEMENT

FEBRUARY 11, 2014

Wisconsin
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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.
Wisconsin 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 33 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 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.

- Expand access via virtual AP course offerings.
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 funding for teachers in underserved areas of the state to participate in professional development.

- Provide targeted assistance and resources to schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs.

- 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: **259**
Wisconsin represents **2.3% of all Readers**
- AP High School Teachers: **122**
- College and University Faculty: **137**

2013 AP Professional Development Leaders — Total: **25**

2013 AP Development Committee Members — Total: **6**
- Psychology: Germantown High School
- Spanish Language: Lawrence University
- Environmental Science: Marshfield High School
- Studio Art: Milwaukee Institute of Art & Design
- Human Geography: University of Wisconsin-Madison
- Latin: Wayland Academy

**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 Wisconsin: 33**

- Appleton Area School District*
- Beloit Turner School District
- Columbus School District
- Diocese of Madison*
- Dodgeville School District
- Eau Claire Area School District
- Ellsworth Community School District
- Franklin Public School District*
- Germantown School District*
- Hudson School District*
- Lake Geneva Schools
- Marshfield School District* Menasha
- Joint School District Menomonee
- Falls School District* Mequon-
- Thiensville School District Monona
- Grove School District* Mukwonago
- Area School District* Muskego-
- Norway School District*
Highlights (continued)

4th Annual Honor Roll Districts in Wisconsin (continued)

Neenah Joint School District*
Oregon School District
Pewaukee School District
Pulaski Community School District
School District of Lodi
School District of Monroe*
School District of Reedsburg*
School District of Rhinelander*
School District of Whitefish Bay
Sheboygan Area School District
Shorewood School District
Waunakee Community School District*
Wausau School District
West Bend School District*
Unified School District of De Pere*

*District has achieved the honor for multiple years.
More graduates are succeeding on AP Exams today than took them in 2003.

**FIGURE 1** Growth in AP® Participation and Success

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of graduates leaving high school having taken an AP® Exam</th>
<th>Number of graduates scoring 3+ on an AP Exam during high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>11,209</td>
<td>7,734</td>
</tr>
<tr>
<td>2008</td>
<td>15,644</td>
<td>10,704</td>
</tr>
<tr>
<td>2012</td>
<td>18,076</td>
<td>12,590</td>
</tr>
<tr>
<td>2013</td>
<td>19,137</td>
<td>13,392</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Percentage of graduates leaving high school having taken an AP® Exam</th>
<th>Percentage of graduates scoring 3+ on an AP Exam during high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>1.3%</td>
<td>0.9%</td>
</tr>
<tr>
<td></td>
<td><strong>Art History, Music Theory, Studio Art: Drawing, Studio Art: 2-D Design, and Studio Art: 3-D Design</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>13.7%</td>
<td>9.2%</td>
</tr>
<tr>
<td></td>
<td><strong>English Language and Composition, and English Literature and Composition</strong></td>
<td></td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>22.1%</td>
<td>15.6%</td>
</tr>
<tr>
<td></td>
<td><strong>Comparative Government and Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, United States Government and Politics, United States History, and World History</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics and Computer Science</td>
<td>12.6%</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td><strong>Calculus AB, Calculus BC, Computer Science A, and Statistics</strong></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>10.7%</td>
<td>6.7%</td>
</tr>
<tr>
<td></td>
<td><strong>Biology, Chemistry, Environmental Science, Physics B, Physics C: Electricity and Magnetism, and Physics C: Mechanics</strong></td>
<td></td>
</tr>
<tr>
<td>World Languages</td>
<td>1.9%</td>
<td>1.3%</td>
</tr>
<tr>
<td></td>
<td><em><em>Chinese Language and Culture, French Language and Culture, German Language and Culture, Italian Language and Culture</em>, Japanese Language and Culture, Latin, Spanish Language, and Spanish Literature and Culture</em>*</td>
<td></td>
</tr>
<tr>
<td>Any Discipline</td>
<td>31.8%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

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

Total Number of Graduates: 60,254
## Score Distributions of AP Exams Taken by the Class of 2013 During High School

### Ten Most Popular AP Exams

<table>
<thead>
<tr>
<th>Rank</th>
<th>Subject</th>
<th>No. of Exams</th>
<th>Score of 1</th>
<th>Score of 2</th>
<th>Score of 3</th>
<th>Score of 4</th>
<th>Score of 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Psychology</td>
<td>7,906</td>
<td>0.6</td>
<td>1.7</td>
<td>11.4</td>
<td>13.2</td>
<td>8.0</td>
</tr>
<tr>
<td>2</td>
<td>English Language and Composition</td>
<td>4,837</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Studio Art: Drawing</td>
<td>175</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Studio Art: 2-D Design</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Microeconomics</td>
<td>1,023</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>United States History</td>
<td>3,113</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Studio Art: 3-D Design</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Computer Science A</td>
<td>252</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Computer Science A</td>
<td>252</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Calculus BC</td>
<td>1,571</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Language and Composition</td>
<td>4,837</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Studio Art: 2-D Design</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Studio Art: Drawing</td>
<td>175</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>7,906</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

AP Exams were taken by low-income graduates in the class of 2013

<table>
<thead>
<tr>
<th>2003</th>
<th>2008</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>336</strong></td>
<td><strong>958</strong></td>
<td><strong>1,995</strong></td>
<td><strong>2,207</strong></td>
</tr>
<tr>
<td><strong>180</strong></td>
<td><strong>453</strong></td>
<td><strong>1,052</strong></td>
<td><strong>1,207</strong></td>
</tr>
</tbody>
</table>

*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

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

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

---

89

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

- 2003: 1,859
- 2008: 2,428
- 2012: 2,246
- 2013: 2,233

325 609 692 869

224 387 441 561

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

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

16,265 white graduates in the class of 2013 took an AP Exam during high school.
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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