



The 9th Annual

# **AP<sup>®</sup> Report to the Nation**

State Supplement  
February 13, 2013



# Rhode Island

# Rhode Island

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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.

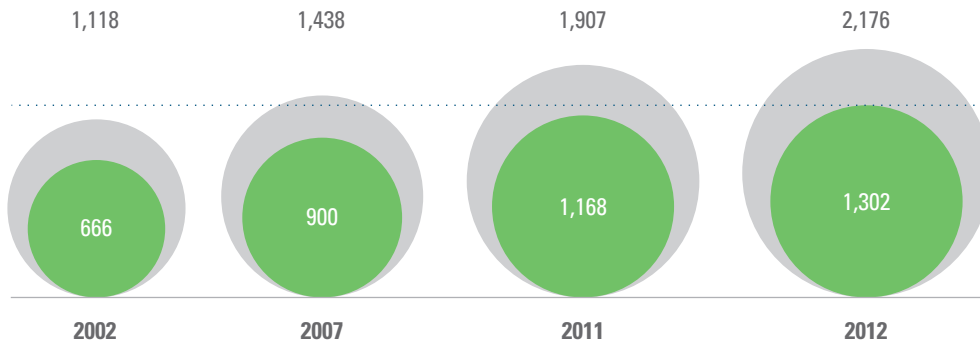
Because reliable demographic data for nonpublic schools are not available for all states, this report represents public school students only. Additionally, this report looks at students' entire experience with AP — tracking exams taken by graduates throughout their high school careers — as opposed to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

Additional data are available at [apreport.collegeboard.org](https://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, 2008).

Figure 1 | Growth in AP® participation and success

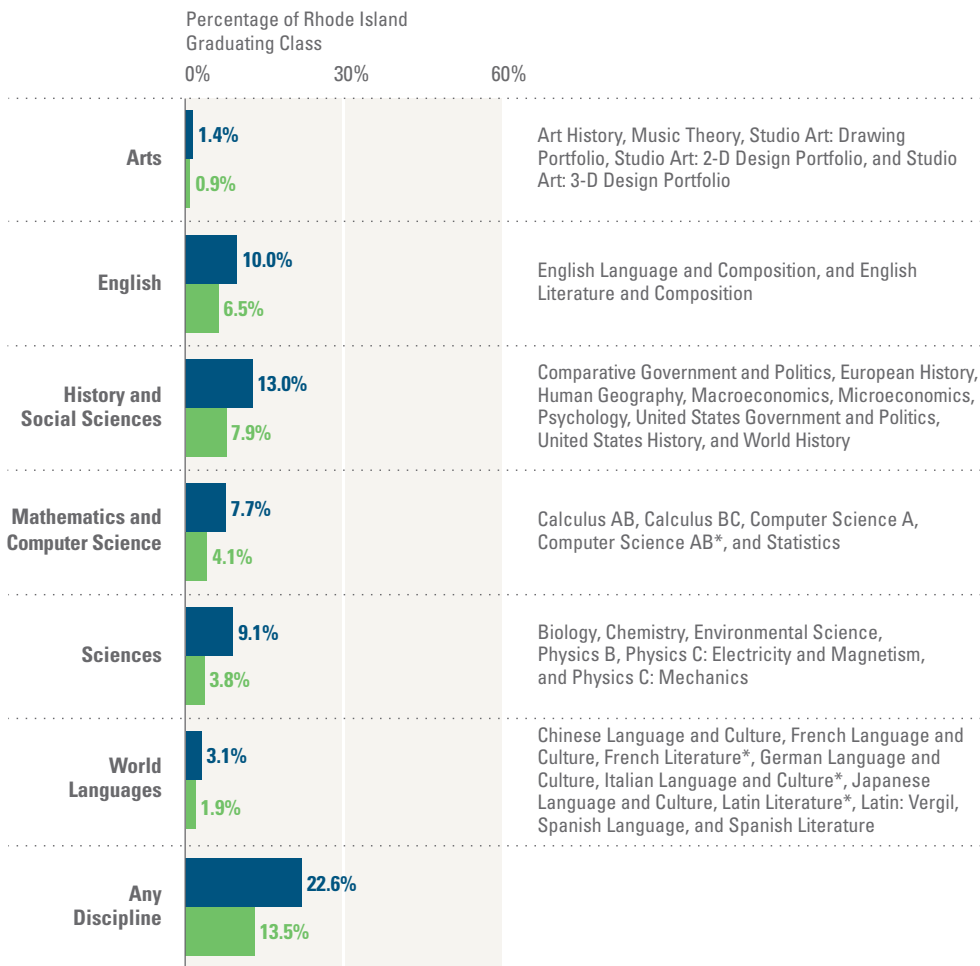
- Number of graduates leaving high school having taken an AP® Exam
- Number of graduates scoring 3+ on an AP Exam during high school



**More graduates** are succeeding on AP Exams today than took them in 2002

Figure 2 | Participation in and success on AP Exams in the class of 2012

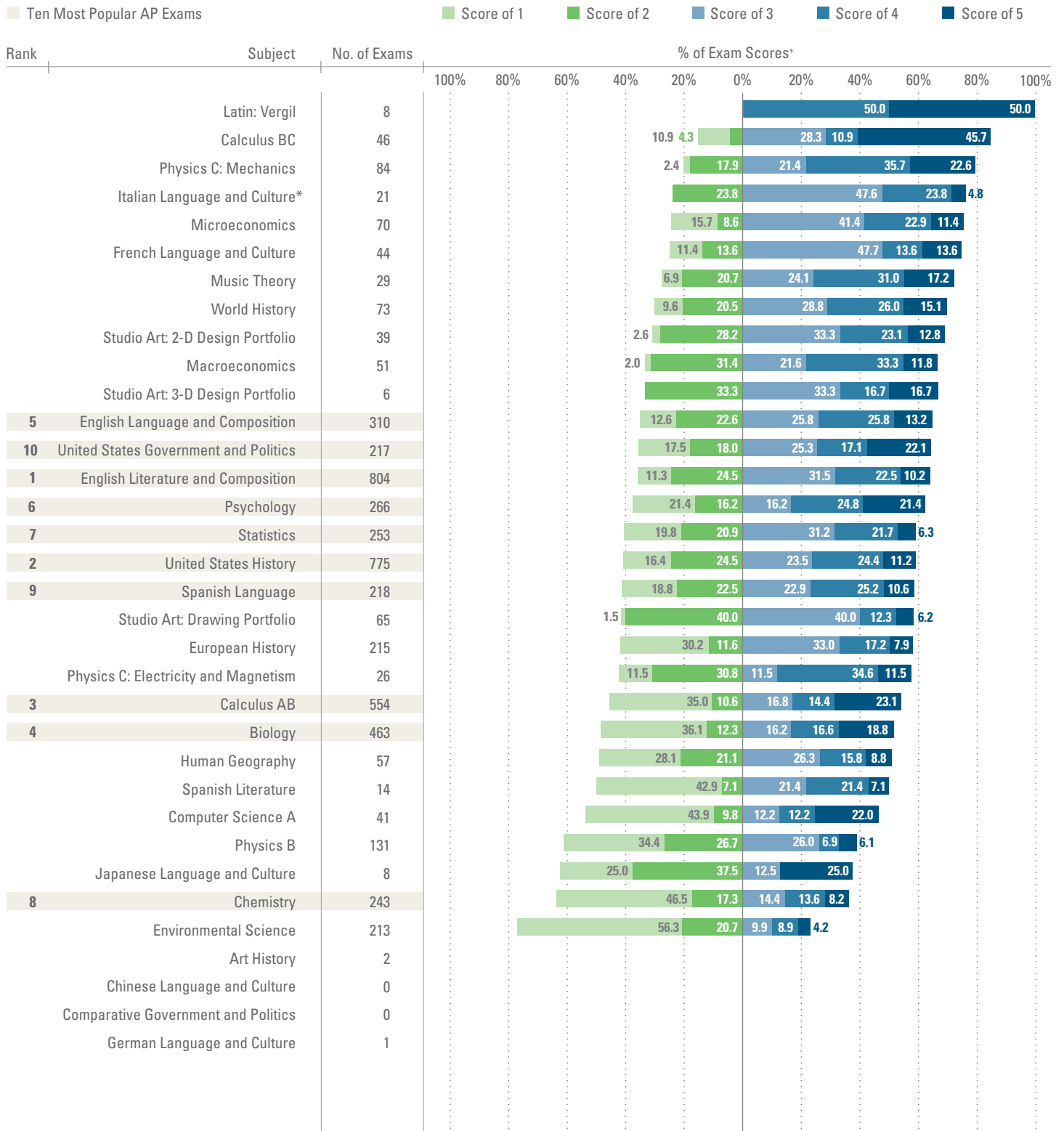
- Percentage of graduates leaving high school having taken an AP Exam
- Percentage of graduates scoring 3+ on an AP Exam during high school



**History and social sciences** had the greatest number of graduates scoring a 3 or higher

\* The AP Computer Science AB, French Literature, and Latin Literature Exams were last offered in the 2008-09 school year. 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 2012 during high school



\* 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.

Discontinued subjects, as well as those with fewer than five AP Exam takers, were omitted from this figure.

# Low Income

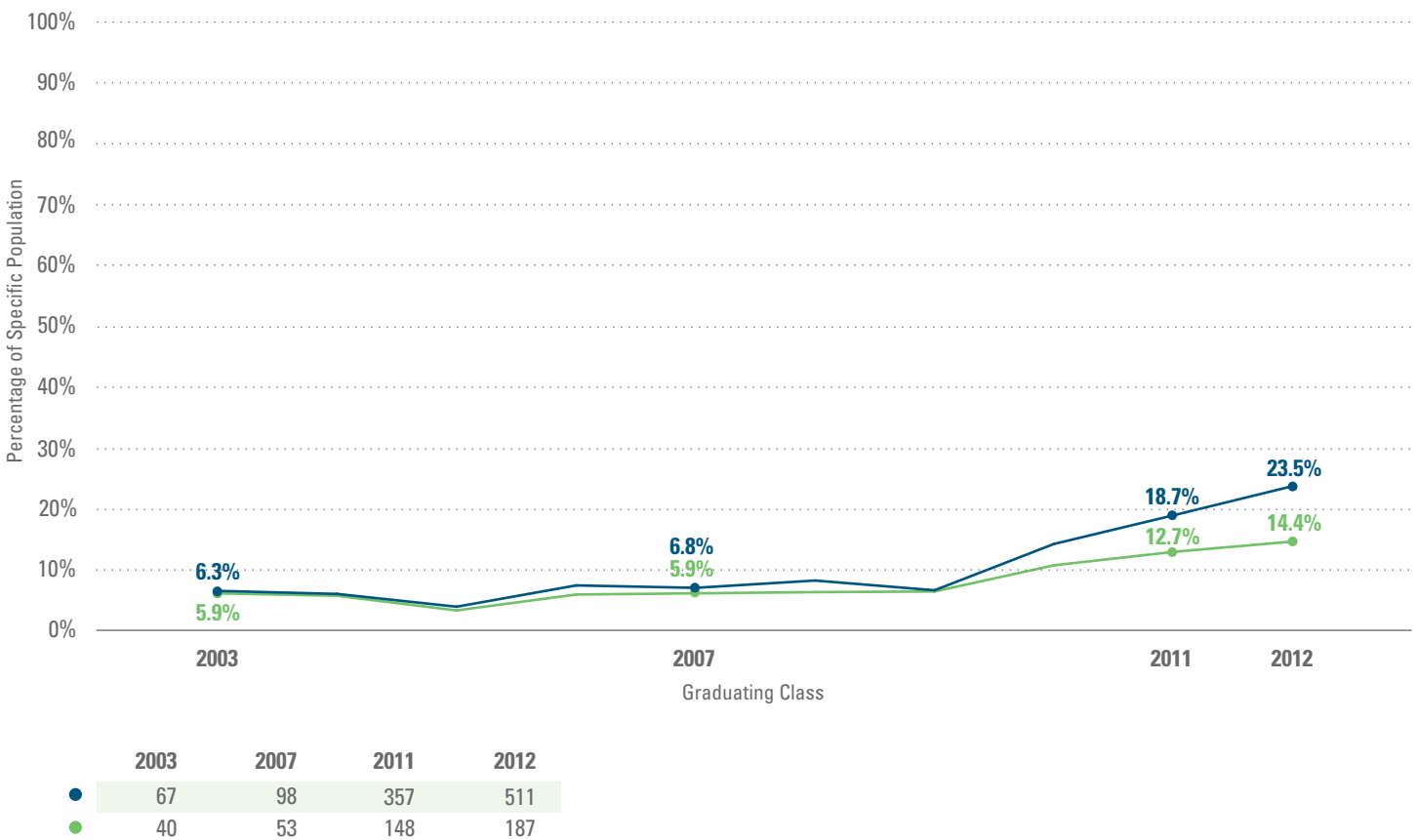
Figure 4 | Trends in AP Exam participation and success

The percentage or number of ...

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

... who are from low-income backgrounds

**1,107**  
 exams were taken  
 by low-income  
 graduates in the  
 class of 2012



At time of press, the numbers of low-income students for each graduating class and for low-income AP Exam takers prior to the class of 2003 were not available.

# Black/African American

Figure 5 | Trends in AP Exam participation and success

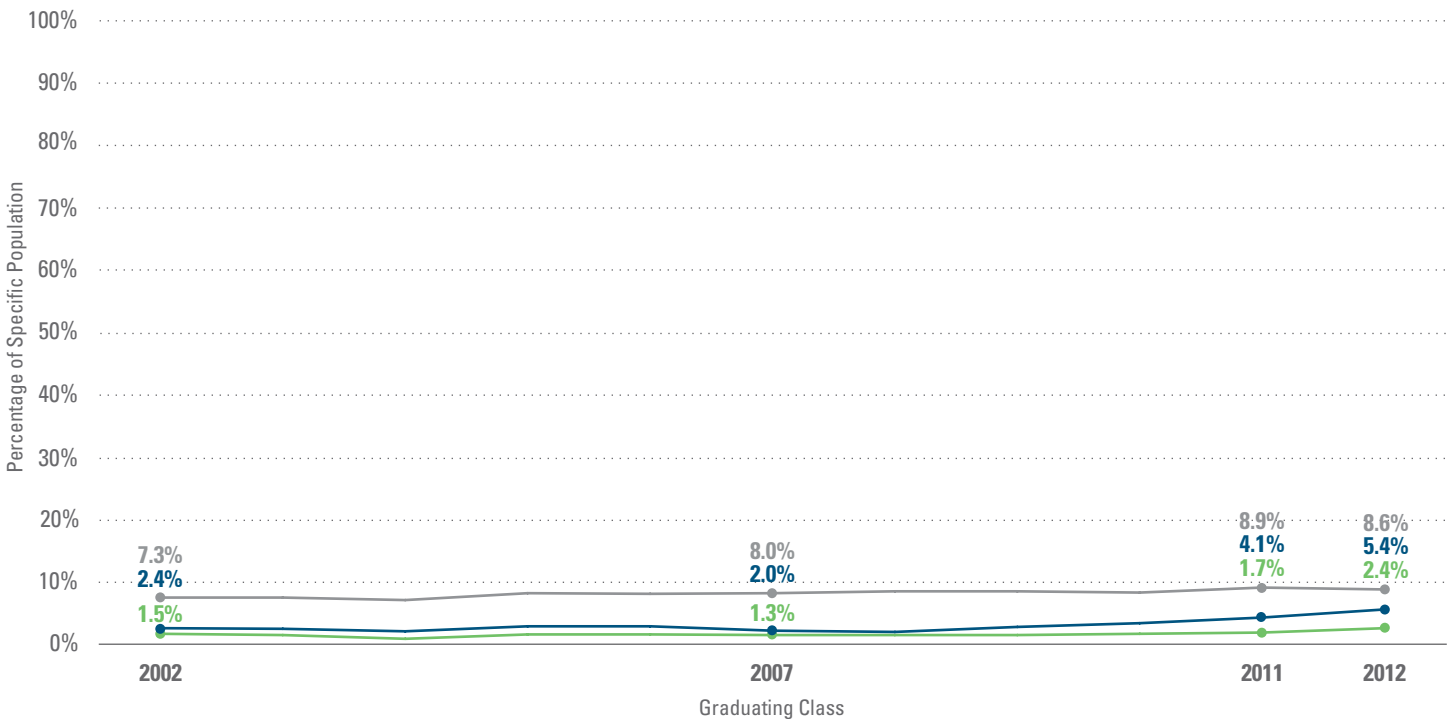
The percentage or number of ...

- 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

# 118

black/African American graduates in the class of 2012 took an AP Exam during high school



	2002	2007	2011	2012
●	657	812	866	826
●	27	29	79	118
●	10	12	20	31

# Hispanic/Latino

Figure 6 | Trends in AP Exam participation and success

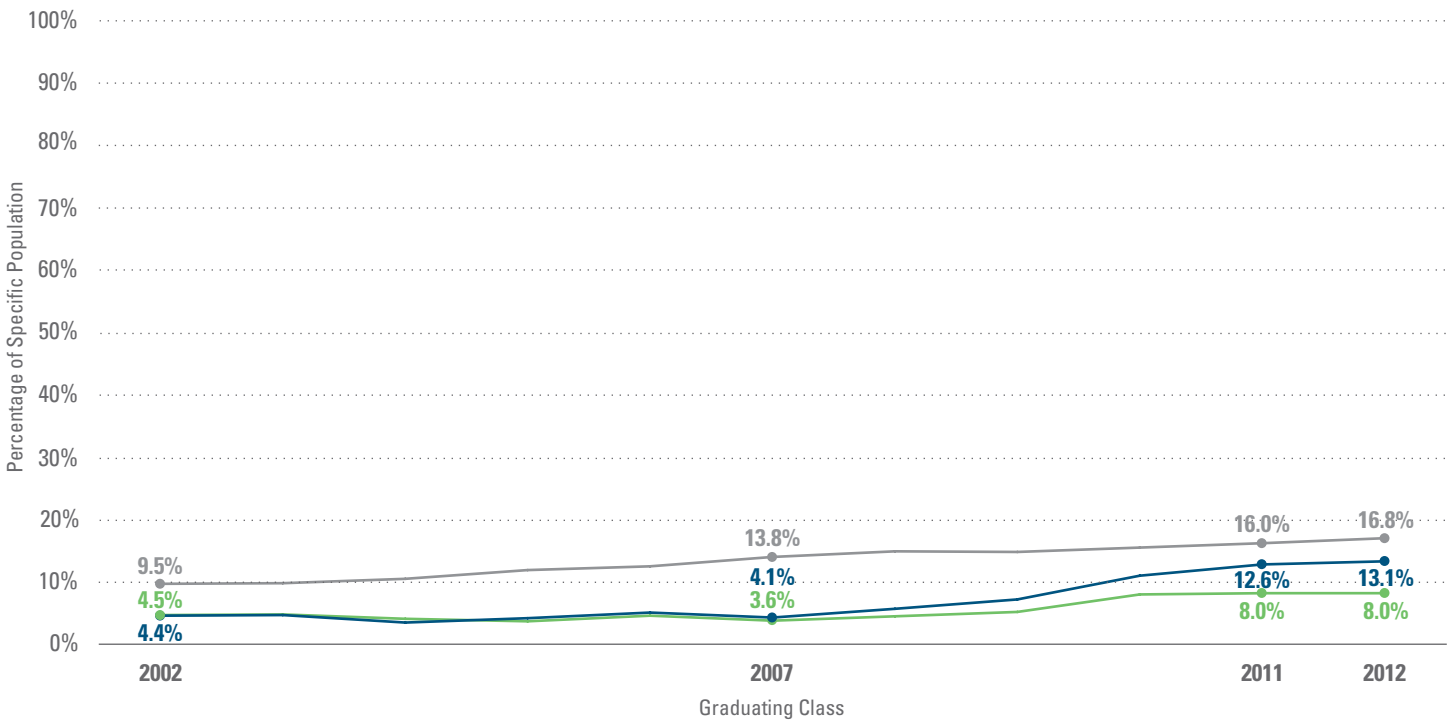
The percentage or number of ...

- 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

# 284

Hispanic/Latino graduates in the class of 2012 took an AP Exam during high school



	2002	2007	2011	2012
●	857	1,409	1,557	1,624
●	49	59	241	284
●	30	32	94	104

# American Indian/ Alaska Native

Figure 7 | Trends in AP Exam participation and success

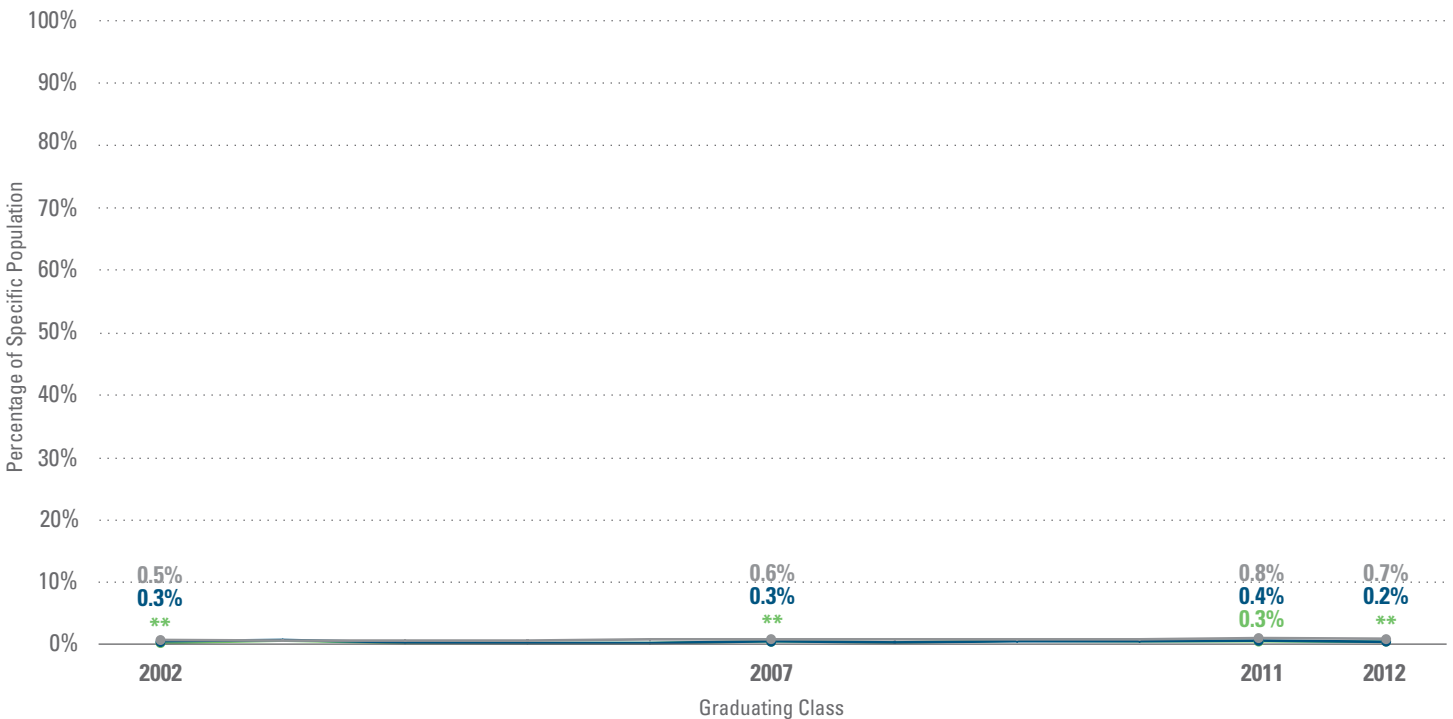
The percentage or number of ...

- 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

# 4

American Indian/  
Alaska Native  
graduates in the  
class of 2012 took  
an AP Exam during  
high school



	2002	2007	2011	2012
●	43	59	79	70
●	3	4	7	4
●	**	**	3	**

\*\* Success data omitted when fewer than five graduates took an AP Exam.



# Asian/Asian American/ Pacific Islander

Figure 8 | Trends in AP Exam participation and success

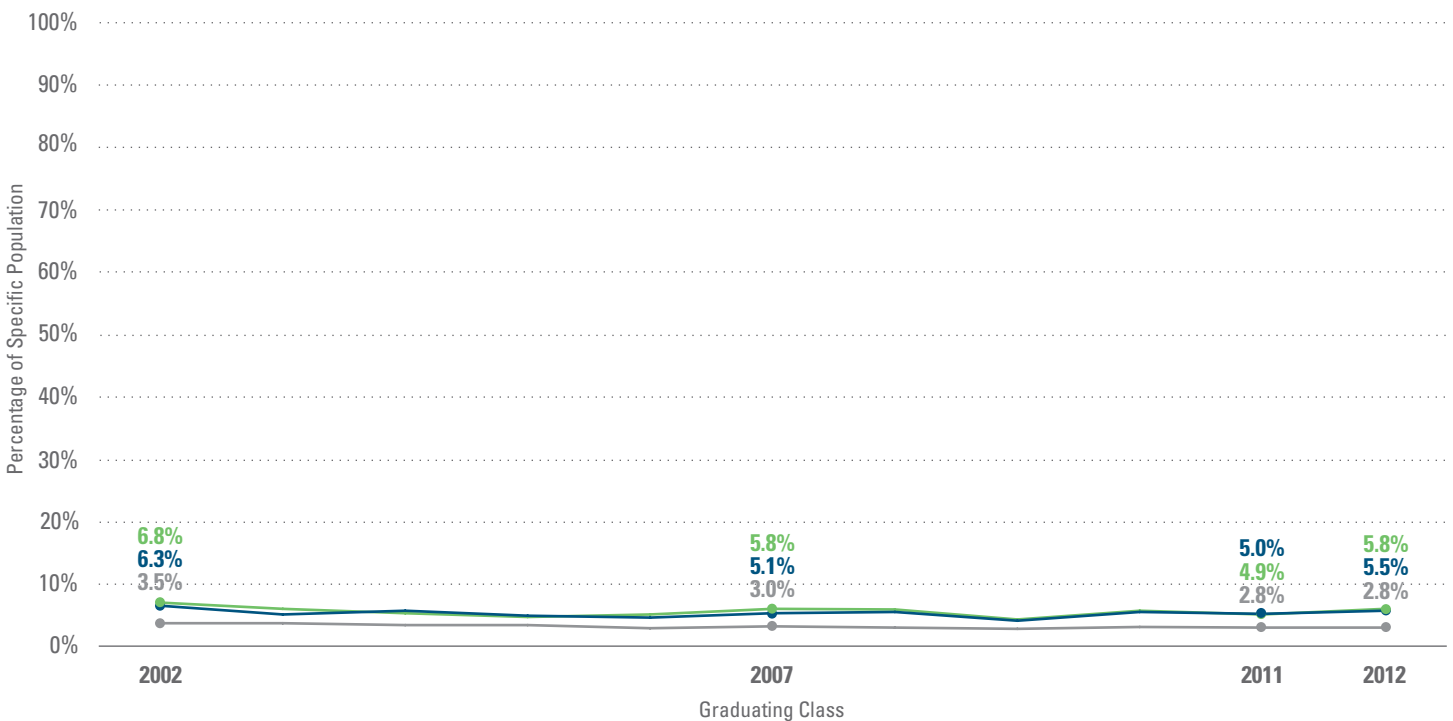
The percentage or number of ...

- 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

# 119

Asian/Asian American/Pacific Islander graduates in the class of 2012 took an AP Exam during high school



	2002	2007	2011	2012
●	317	306	274	271
●	70	73	96	119
●	45	52	57	75

# White

Figure 9 | Trends in AP Exam participation and success

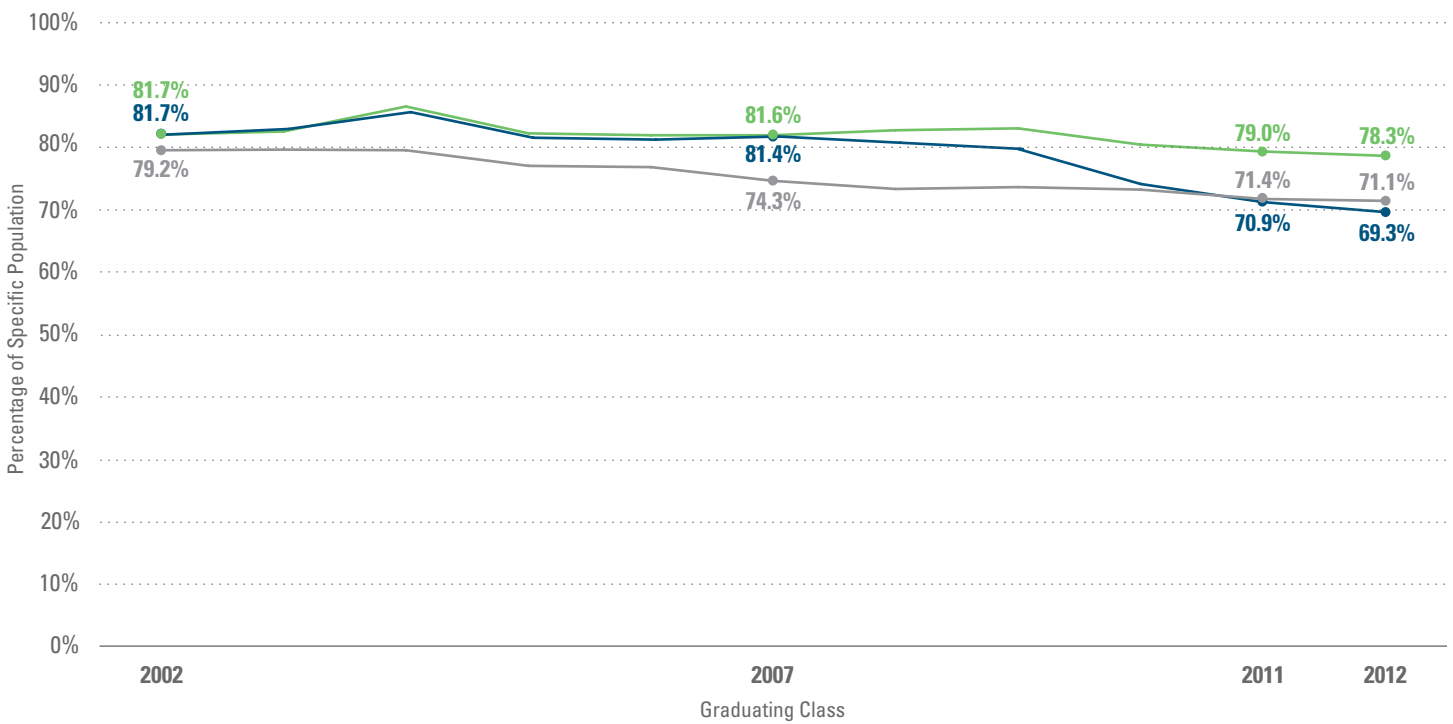
The percentage or number of ...

- 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

# 1,508

white graduates  
 in the class of 2012  
 took an AP Exam  
 during high school



	2002	2007	2011	2012
●	7,132	7,580	6,939	6,862
●	913	1,170	1,353	1,508
●	544	734	923	1,020



### **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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