



THE 10TH ANNUAL

AP[®] Report to the Nation

STATE SUPPLEMENT
FEBRUARY 11, 2014

Connecticut



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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.

Connecticut 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 18 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.*

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.
- 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.
- Create opportunities for other schools and districts to learn from your AP Honor Roll winners.
- Provide funding for professional development for teachers in underserved areas of the state.
- 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.
- 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.

Highlights

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

Participation in the Development of AP

2013 Reading participants— Total: **122**
Connecticut represents **1.1% of all Readers**

- AP High School Teachers: **84**
- College and University Faculty: **38**

2013 AP Professional Development Leaders— Total: **31**

2013 AP Development Committee Members— Total: **10**

U.S. History	Achievement First Amistad High School
French Language and Culture	Avon High School
Spanish Language	Canterbury School
Chemistry	Ludlowe High School
Macroeconomics	Ridgefield High School
Italian Language and Culture	The Hopkins School
Spanish Language	The Hotchkiss School
Music Theory	The Taft School
Microeconomics	Wesleyan University
Comparative Government and Politics	Westminster 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.

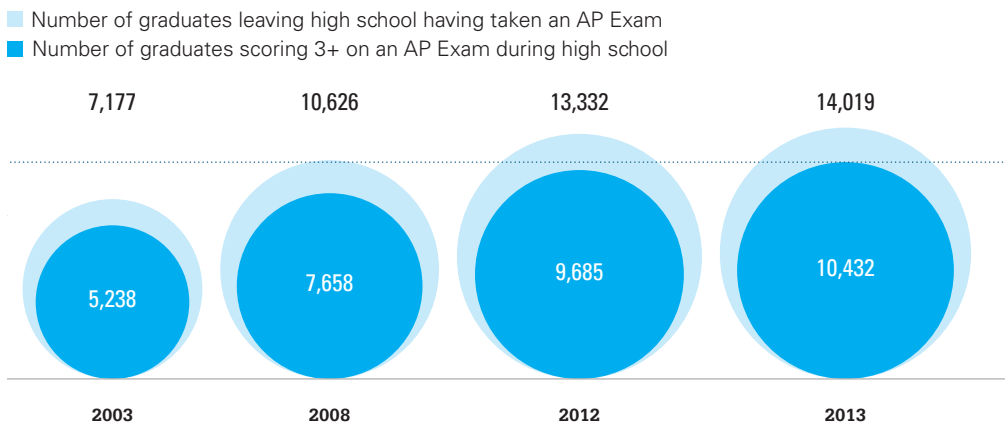


Highlights (continued)

4th Annual Honor Roll Districts in Connecticut: **18**

Berlin Public Schools*
Brookfield Public Schools*
Cheshire Public Schools*
Clinton Public School District
Diocese of Bridgeport
East Hampton Public Schools*
Ellington Town School District*
Enfield School District
Fairfield Public Schools
Greenwich Public Schools
Killingly Town School District
Monroe School District*
Newtown Public School District*
Regional School District No. 8*
Regional School District 14
Regional School District 18
Southington Public Schools*
Wallingford Public Schools

FIGURE 1 Growth in AP® Participation and Success

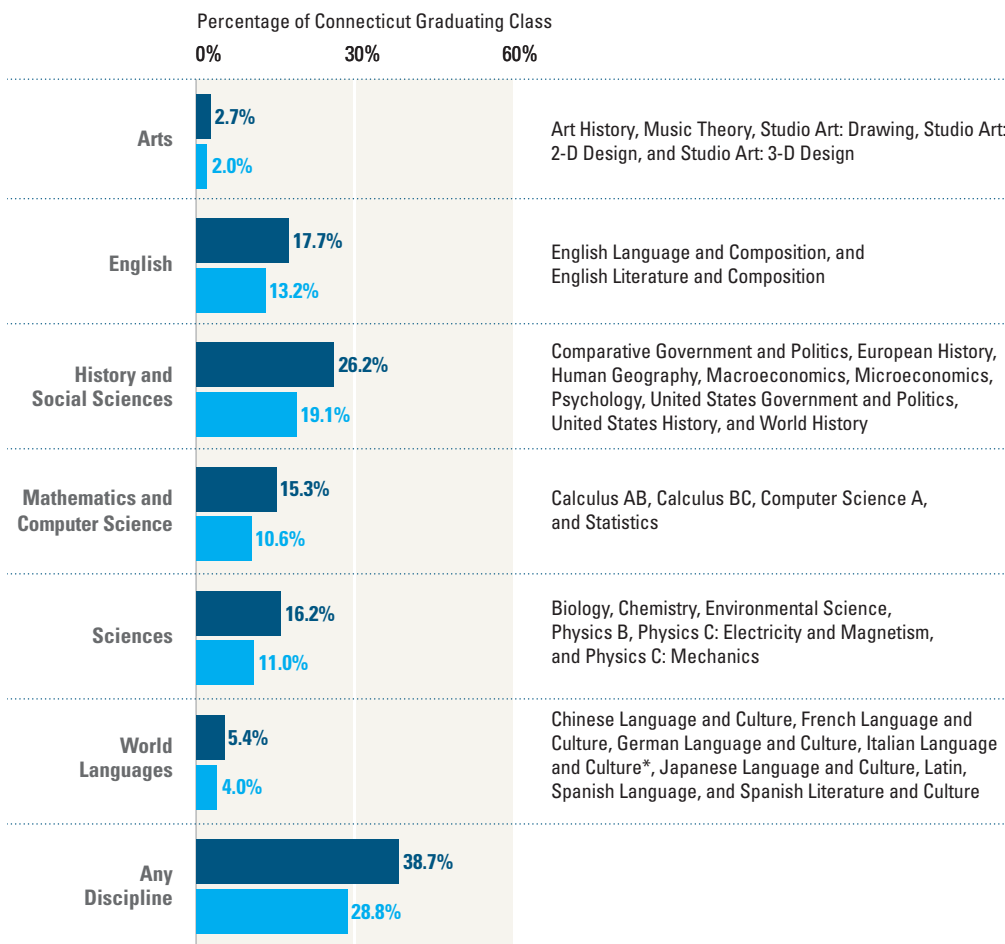


More graduates

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



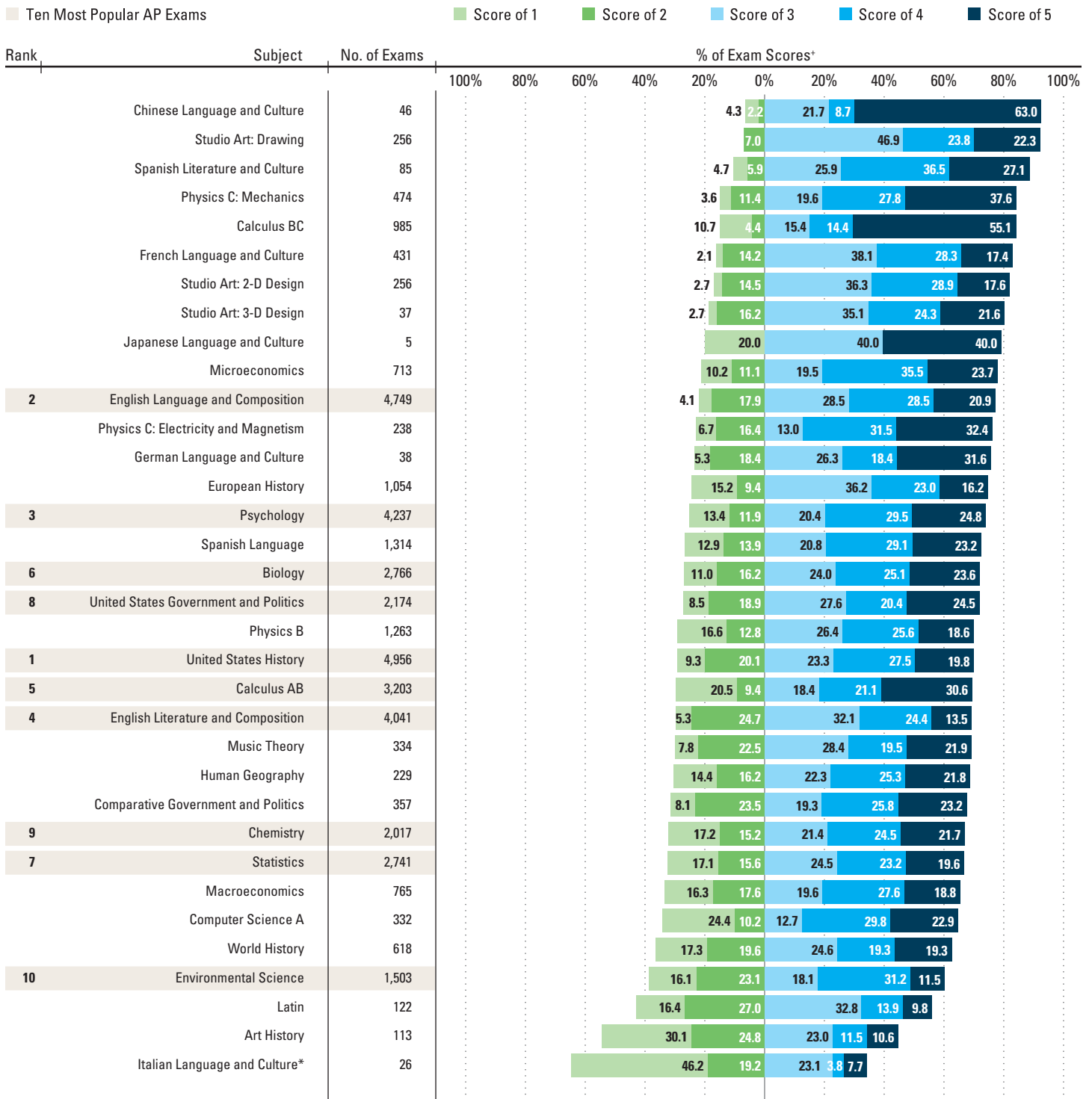
History and Social Sciences

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

Total Number of Graduates: 36,267

* 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



+ 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.

Low Income

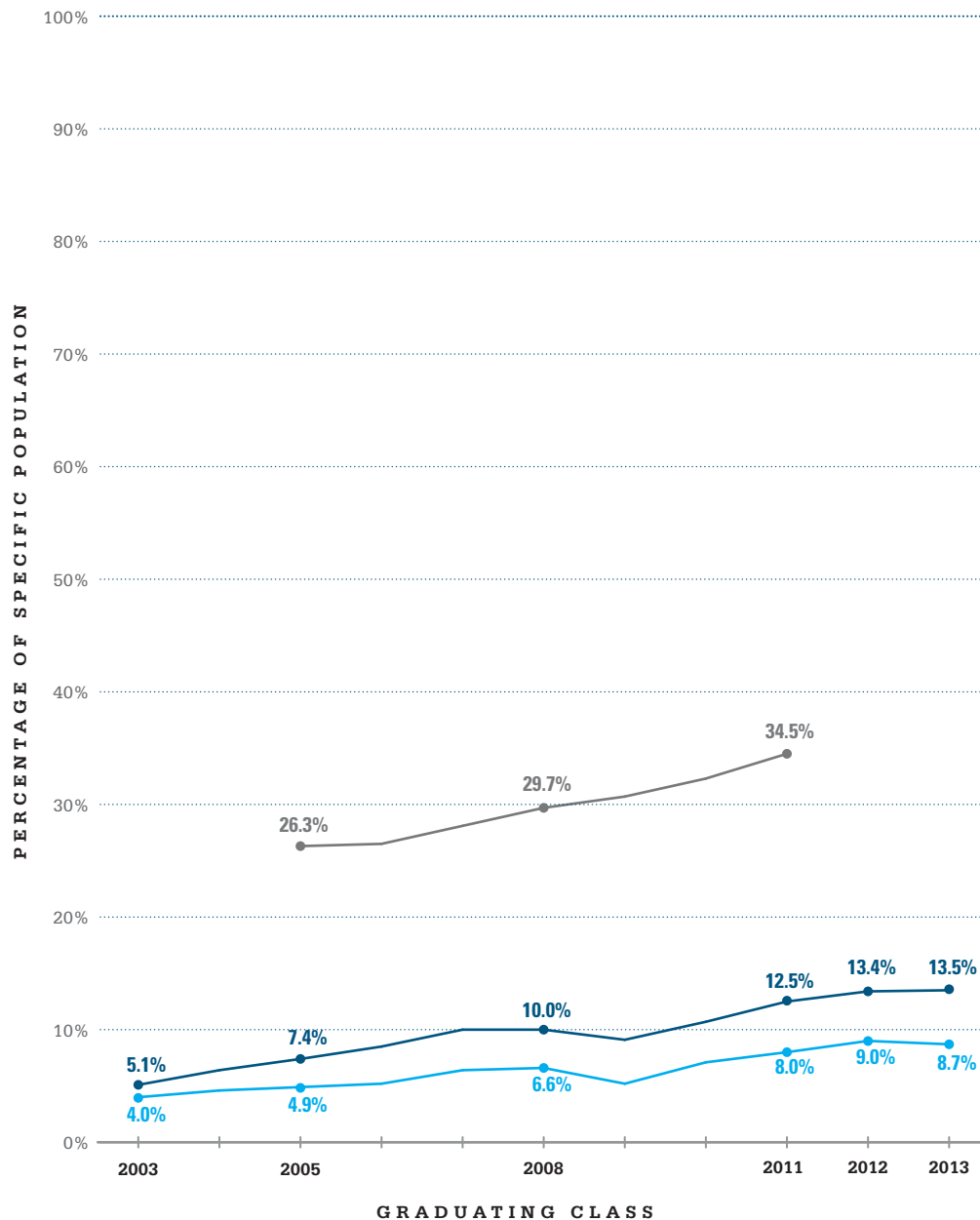
FIGURE 4 Trends in AP Exam Participation and Success

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

4,862

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



	2003	2008	2012	2013
●	**	**	**	**
●	366	1,062	1,790	1,889
●	212	506	874	909

*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

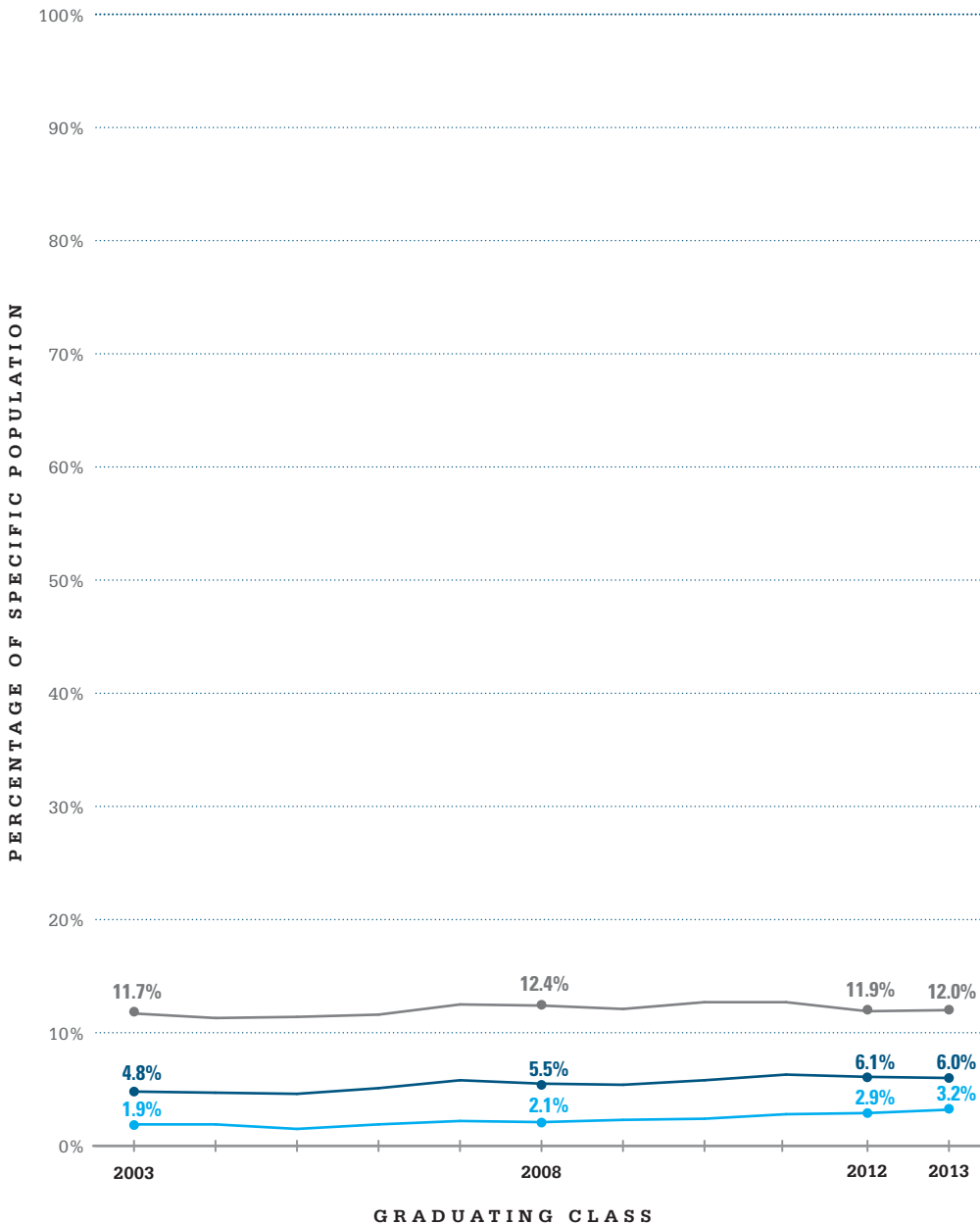
FIGURE 5 Trends in AP Exam Participation and Success

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

843

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



	2003	2008	2012	2013
●	3,952	4,775	4,391	4,336
●	345	580	813	843
●	102	158	280	329

Hispanic/Latino

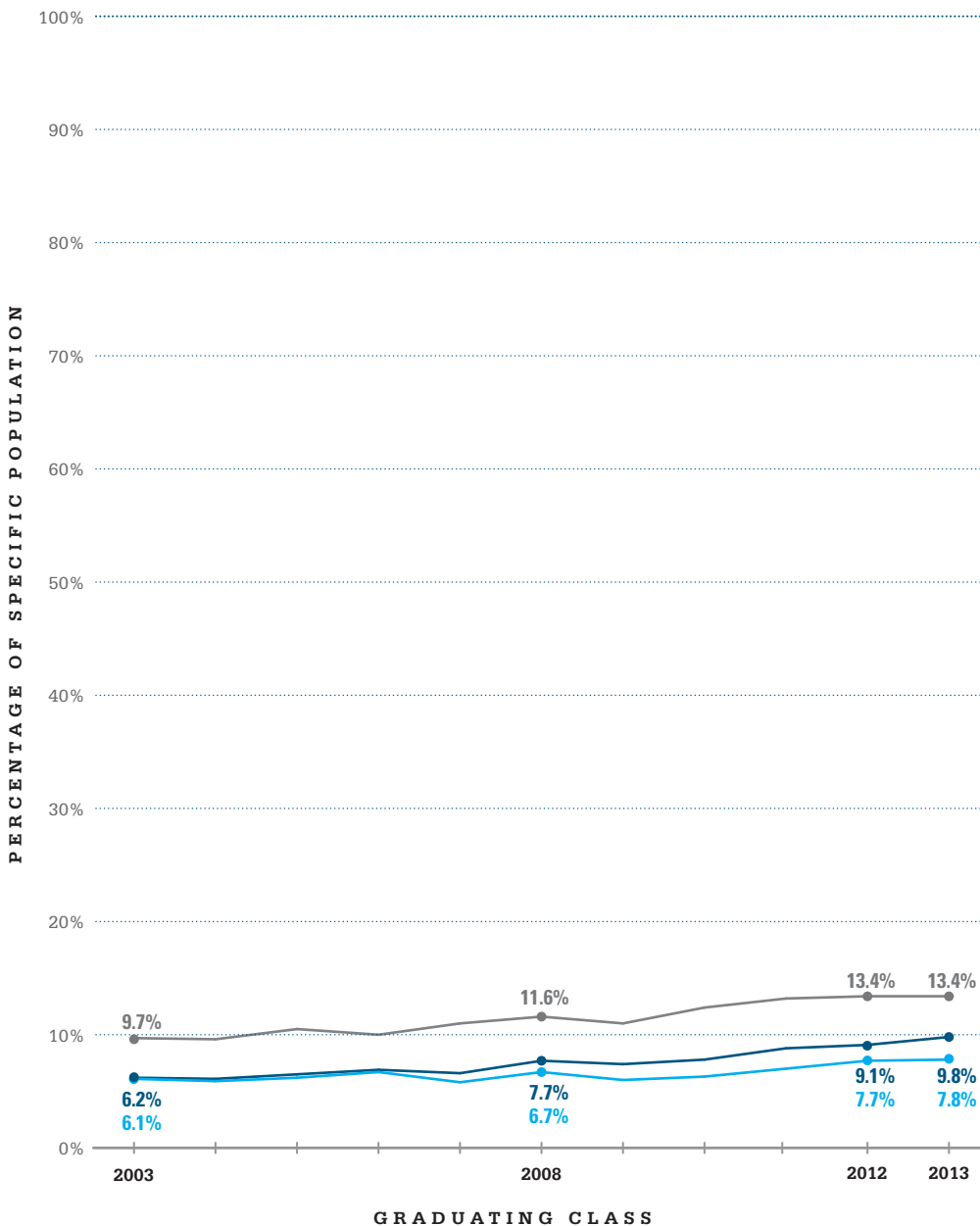
FIGURE 6 Trends in AP Exam Participation and Success

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

1,375

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



	2003	2008	2012	2013
●	3,250	4,451	4,925	4,857
●	442	816	1,211	1,375
●	320	514	742	817

American Indian/ Alaska Native

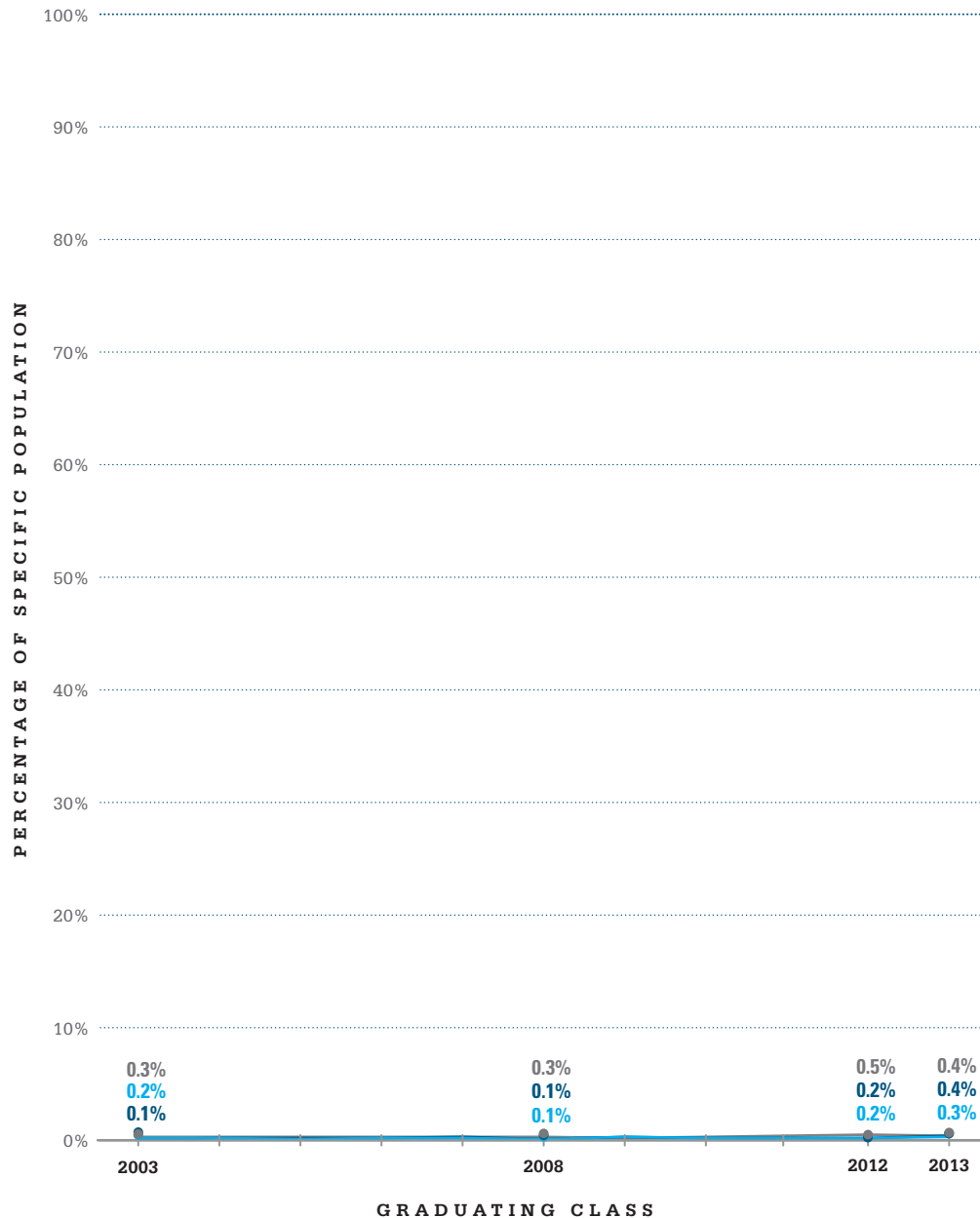
FIGURE 7 Trends in AP Exam Participation and Success

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

50

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



	2003	2008	2012	2013
●	87	104	180	134
●	10	11	28	50
●	8	7	17	36

Asian/Asian American/ Pacific Islander

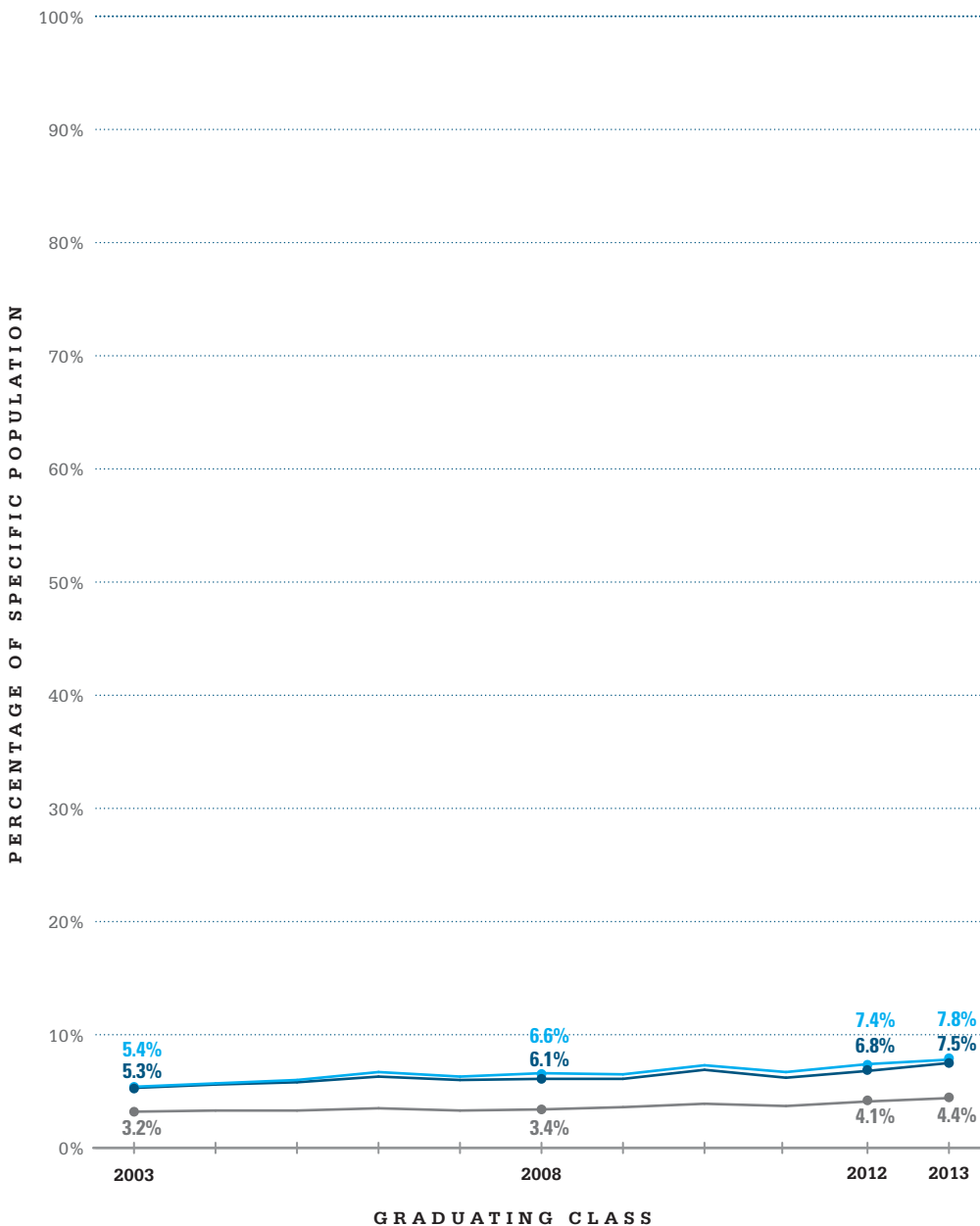
FIGURE 8 Trends in AP Exam Participation and Success

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

1,051

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



	2003	2008	2012	2013
●	1,070	1,307	1,507	1,588
●	382	651	905	1,051
●	282	502	720	813

White

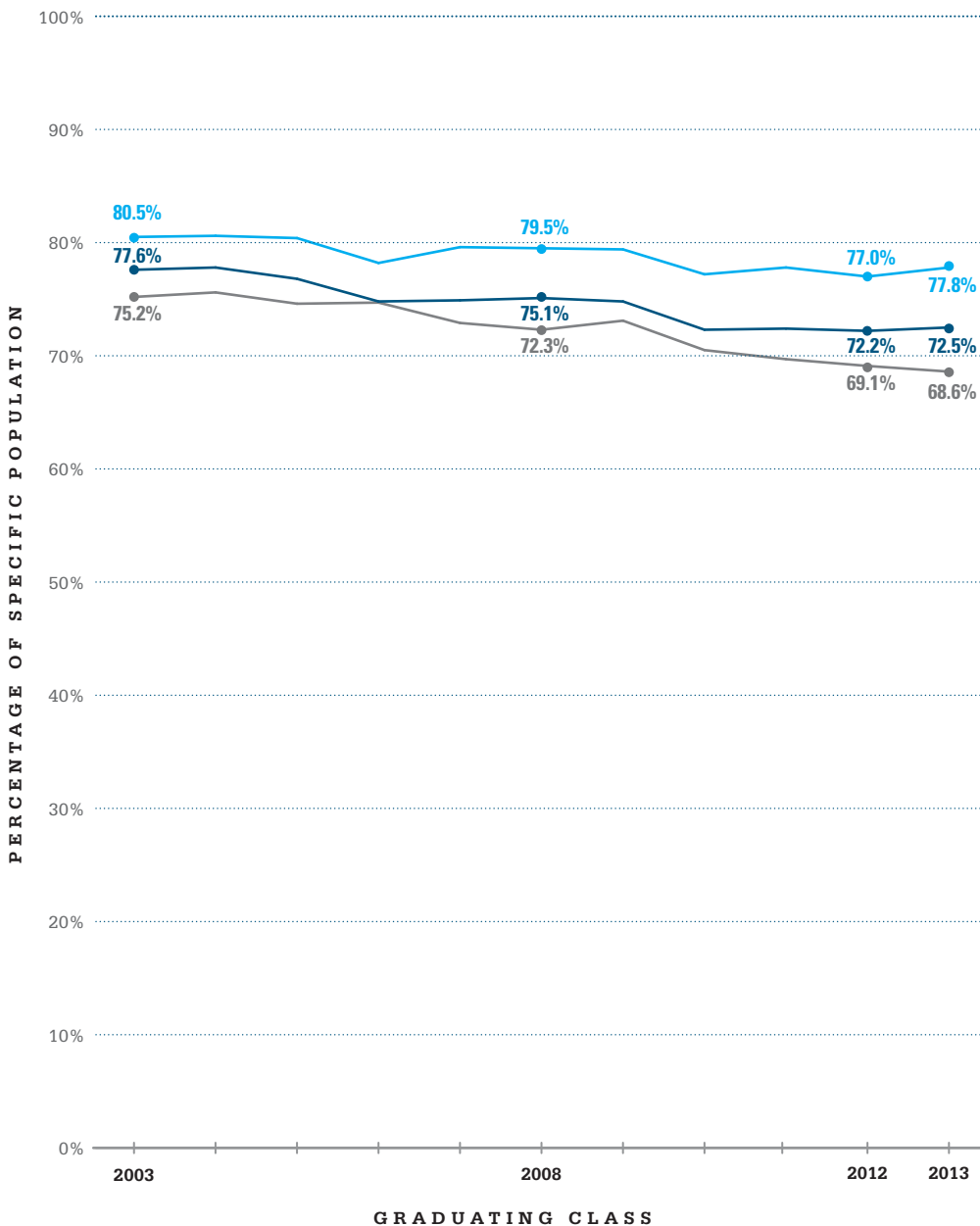
FIGURE 9 Trends in AP Exam Participation and Success

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

10,169

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



	2003	2008	2012	2013
●	25,308	27,782	25,468	24,862
●	5,572	7,977	9,630	10,169
●	4,216	6,091	7,454	8,121



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