



THE 10TH ANNUAL

AP[®] Report to the Nation


STATE SUPPLEMENT
FEBRUARY 11, 2014

Maryland



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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.

Maryland has led the nation 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.
 - Extend AP performance indicators.
 - Set clear, measurable statewide goals toward improvement.
- ✓ Celebrate the 1 district that has earned a spot on the AP Honor Roll through its 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.*
- ✓ 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.

Opportunities

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

- Include AP participation indicators in the state accountability system.
- Provide support for professional development for teachers in underserved areas of the state. Provide and promote regional training opportunities in which multiple districts can participate.
- Work closely with Higher Ed partners to ensure continued credit offerings by University of Maryland campuses and expand to other colleges and universities throughout Maryland.
- 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: **271**

Maryland represents **2.4% of all Readers**

- AP High School Teachers: **181**
- College and University Faculty: **90**

2013 AP Professional Development Leaders— Total: **40**

2013 AP Development Committee Members— Total: **12**

United States History	Catonsville High School
Chemistry	Goucher College
Studio Art	Rockville High School
Art History	St. Mary's College of Maryland
World History	Springbrook High School
Biology	University of Maryland
Physics 1	University of Maryland
U.S. Government and Politics	University of Maryland
Microeconomics	United States Naval Academy
French Language and Culture	United States Naval Academy
Human Geography	Walter Johnson High School
Italian Language and Culture	Wheaton High School

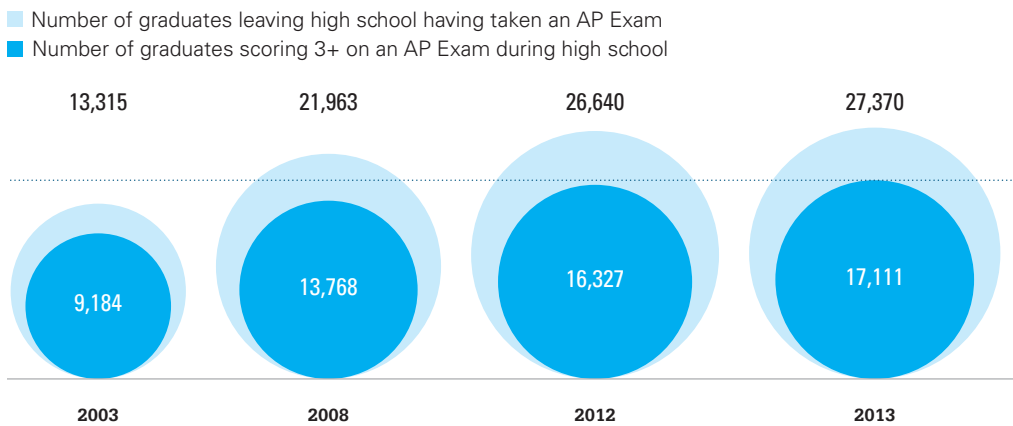
The AP Honor Roll

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 Maryland: **1**

Howard County Public School System*

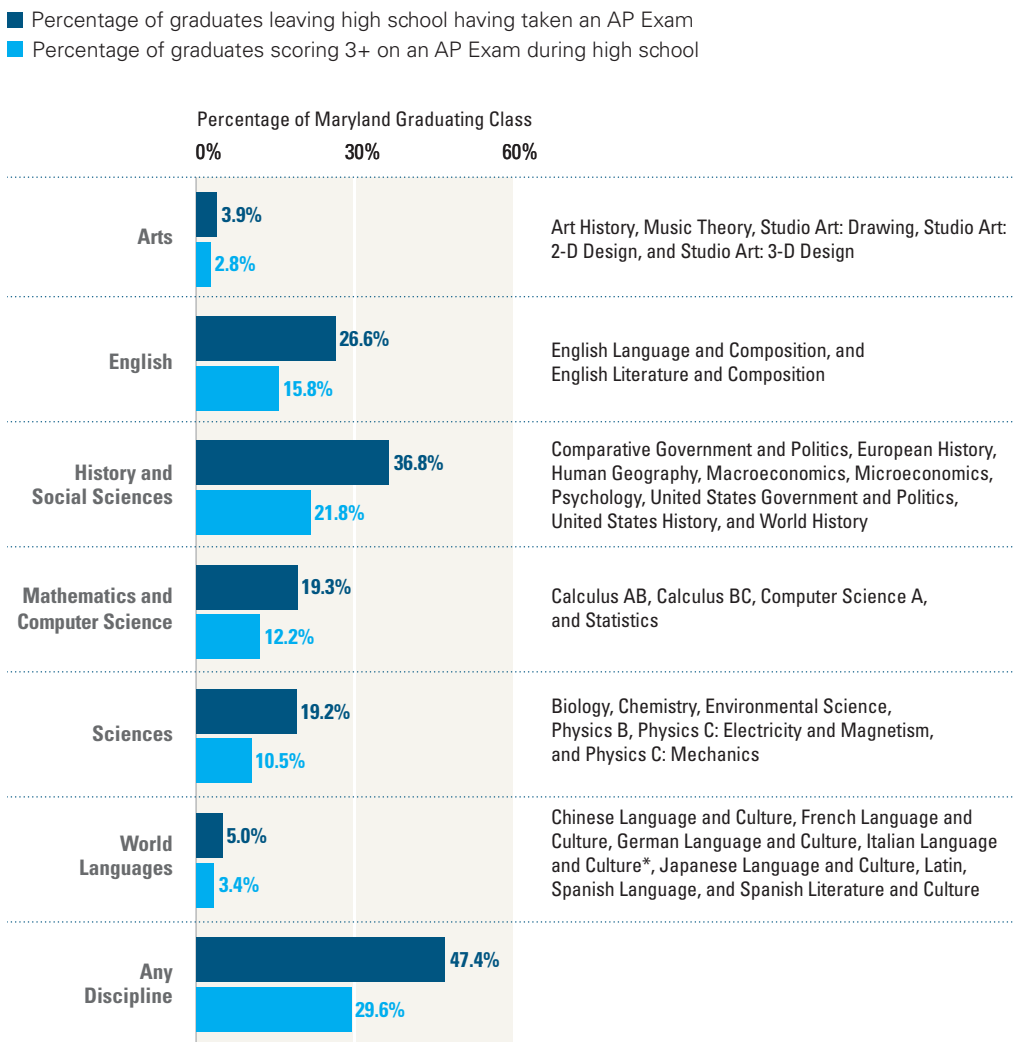
FIGURE 1 Growth in AP® Participation and Success



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



History and Social Sciences

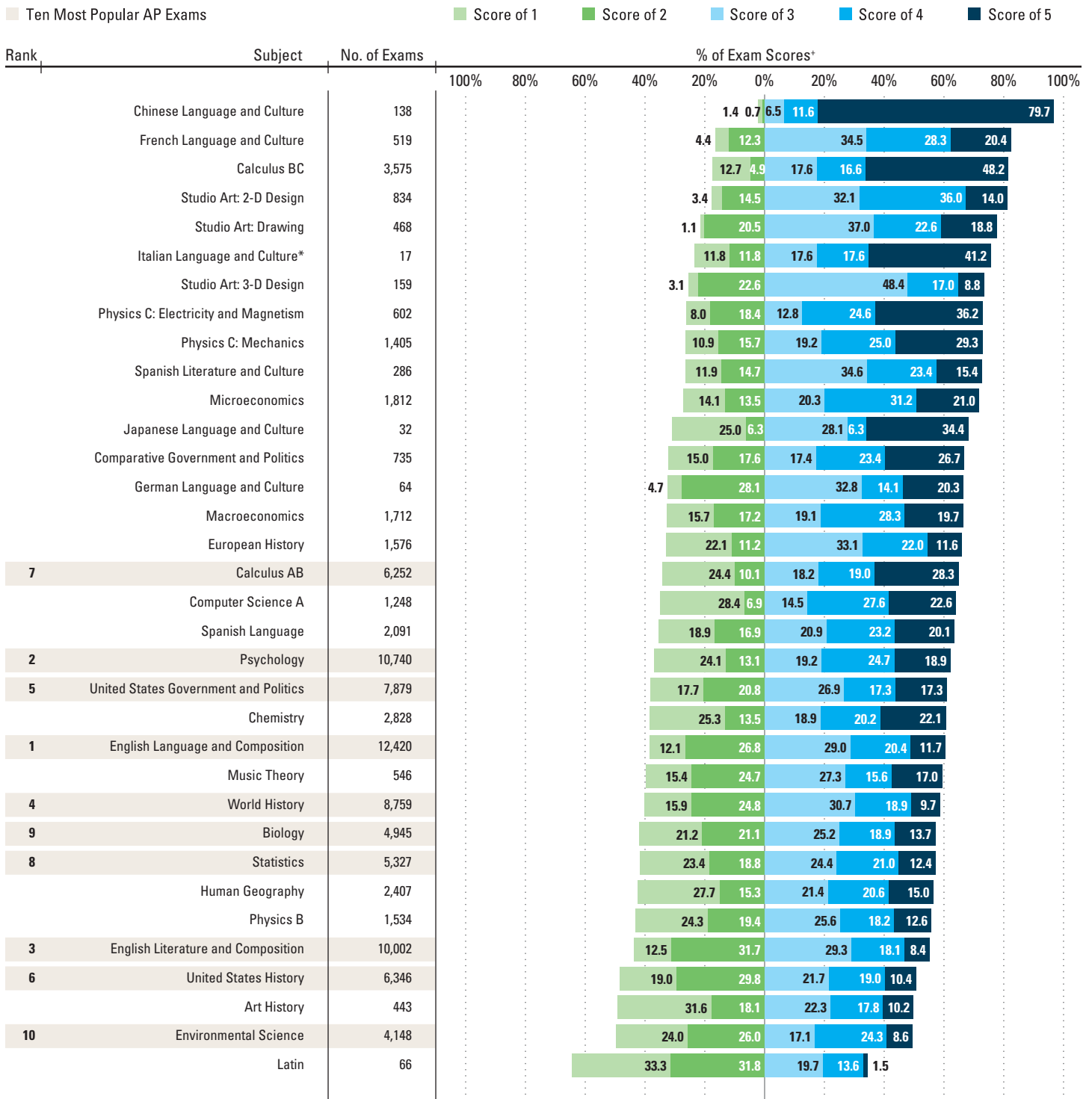
had the greatest number of students achieving a score of 3 or higher

Total Number of Graduates: 57,742

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

FOSTERING AP PARTICIPATION AND SUCCESS

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.

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

Low Income

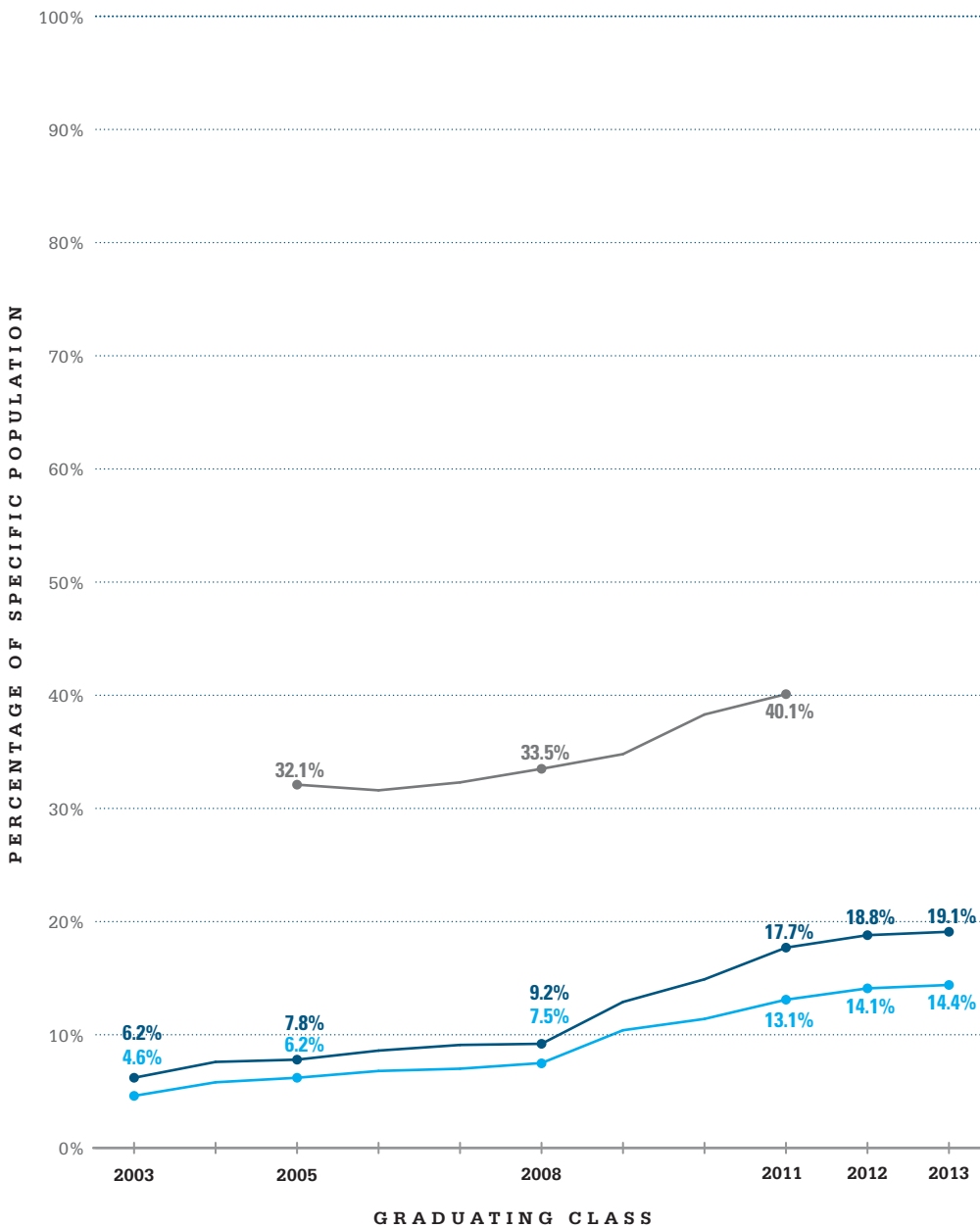
FIGURE 4 Trends in AP Exam Participation and Success

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

16,469

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



	2003	2008	2012	2013
●	**	**	**	**
●	824	2,022	5,007	5,228
●	418	1,035	2,300	2,458

*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

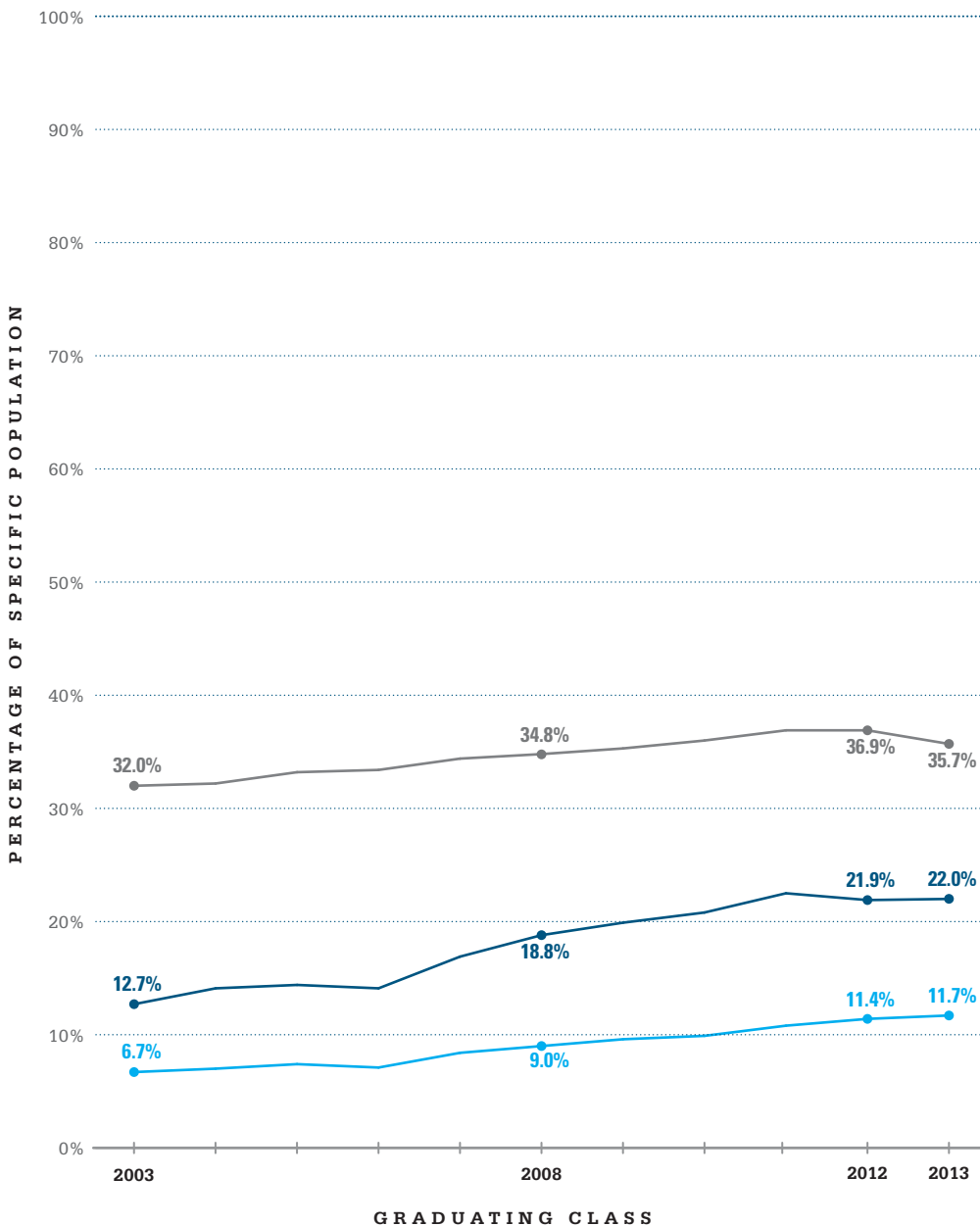
FIGURE 5 Trends in AP Exam Participation and Success

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

6,030

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



	2003	2008	2012	2013
●	16,586	20,602	21,410	20,609
●	1,688	4,134	5,832	6,030
●	618	1,243	1,854	2,000

Hispanic/Latino

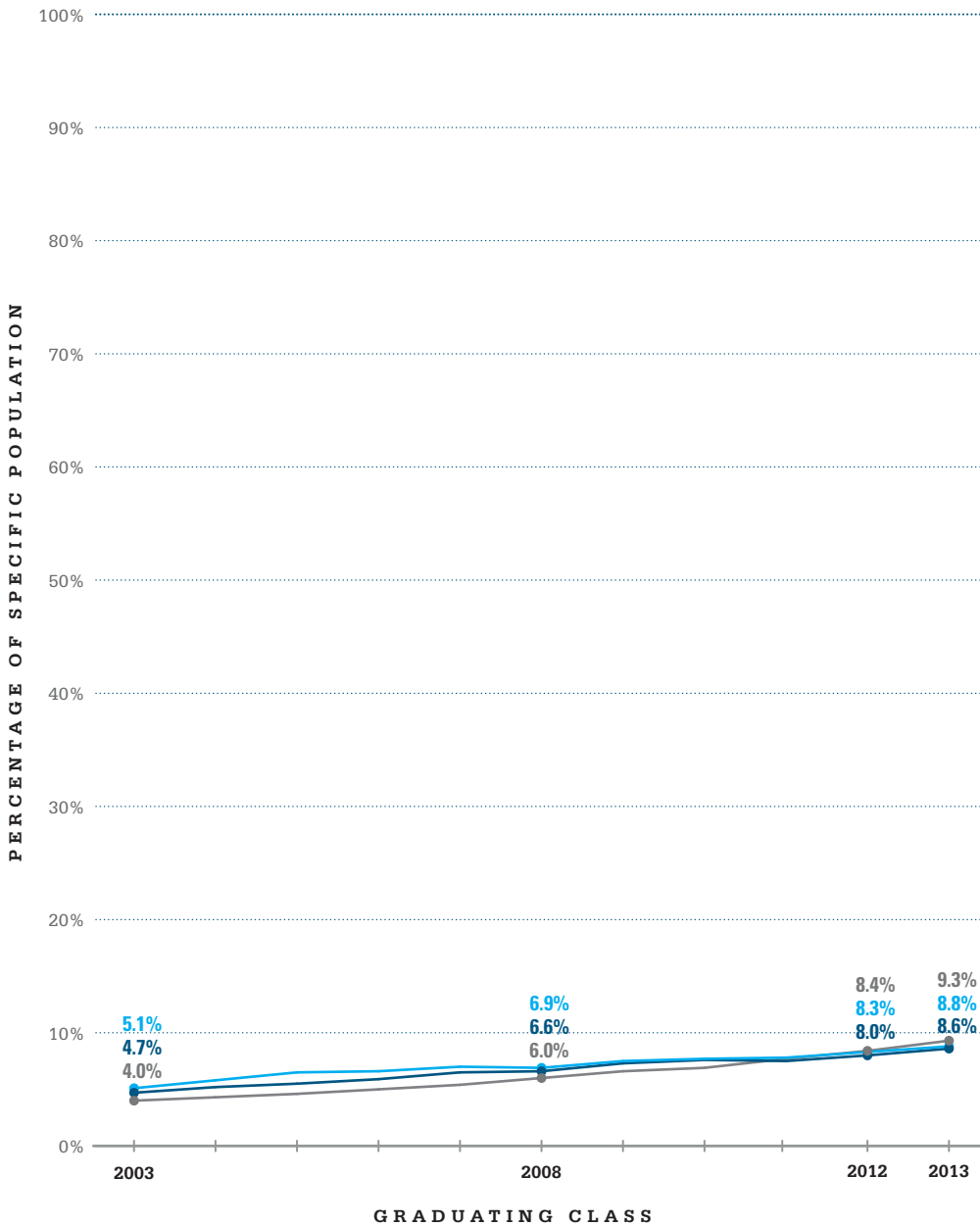
FIGURE 6 Trends in AP Exam Participation and Success

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

2,346

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



	2003	2008	2012	2013
●	2,075	3,555	4,888	5,391
●	623	1,446	2,142	2,346
●	470	954	1,347	1,510

American Indian/ Alaska Native

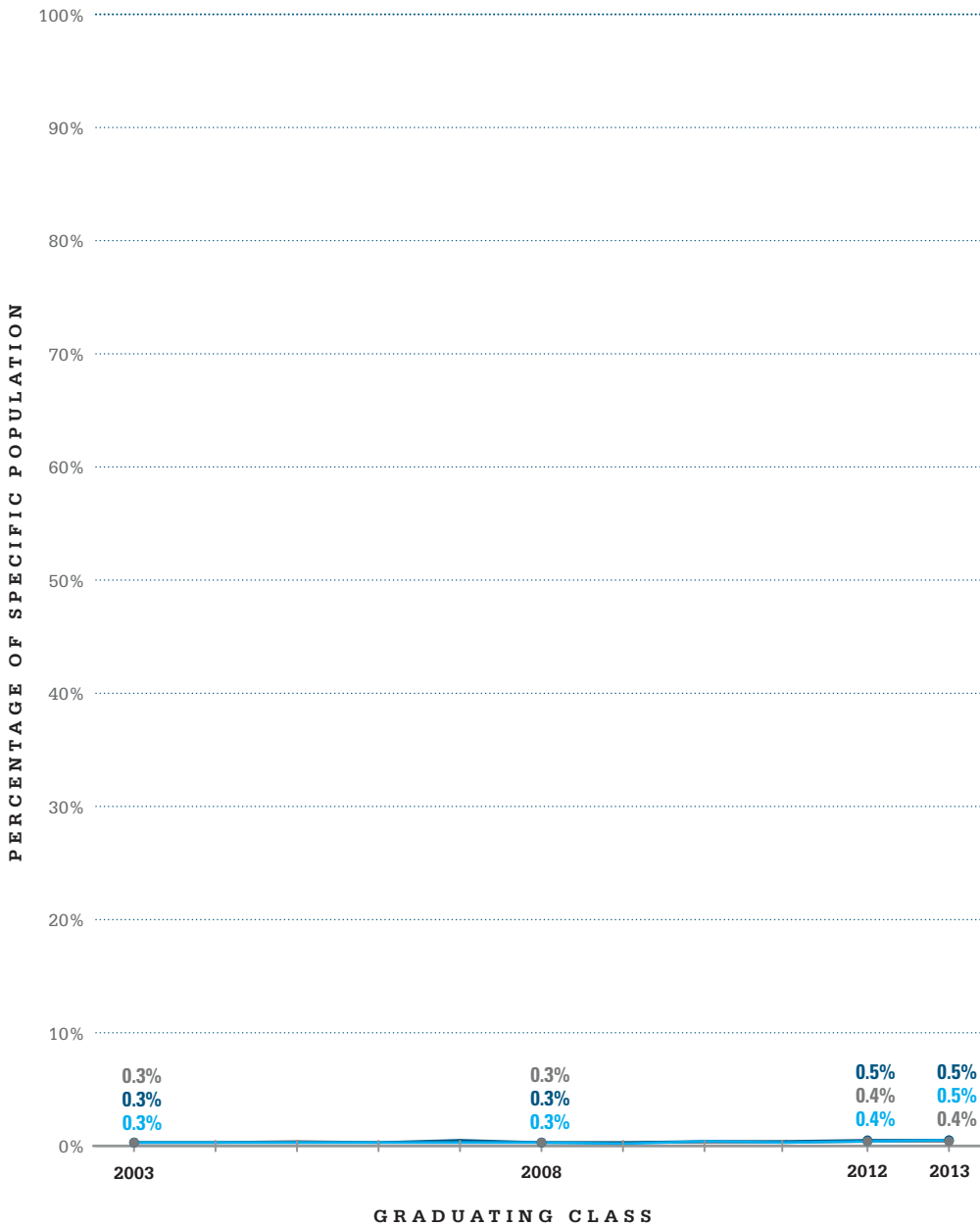
FIGURE 7 Trends in AP Exam Participation and Success

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

148

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



	2003	2008	2012	2013
●	158	193	206	248
●	44	71	128	148
●	30	42	69	82

Asian/Asian American/ Pacific Islander

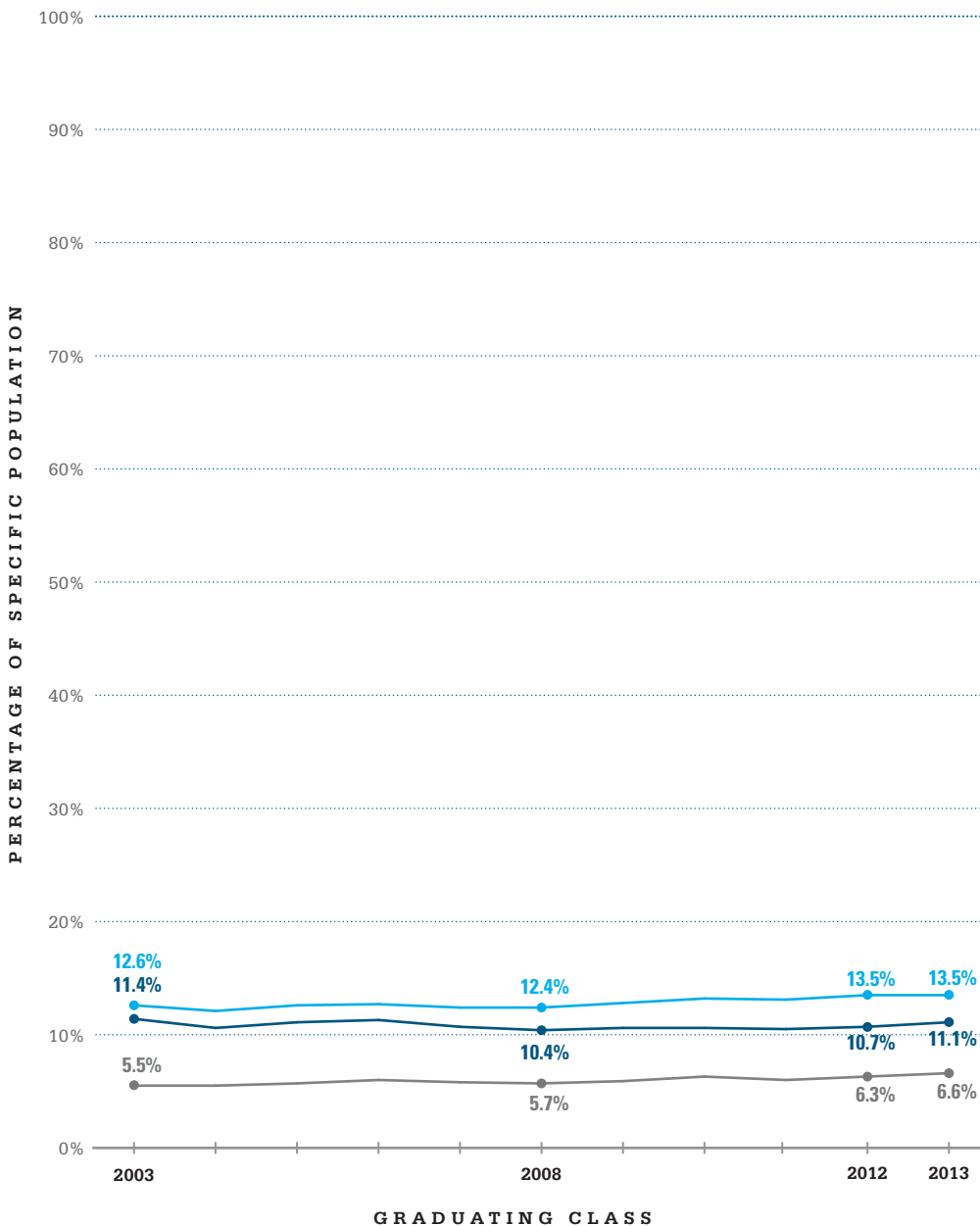
FIGURE 8 Trends in AP Exam Participation and Success

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

3,033

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



	2003	2008	2012	2013
●	2,860	3,392	3,680	3,831
●	1,517	2,295	2,850	3,033
●	1,159	1,711	2,201	2,310

White

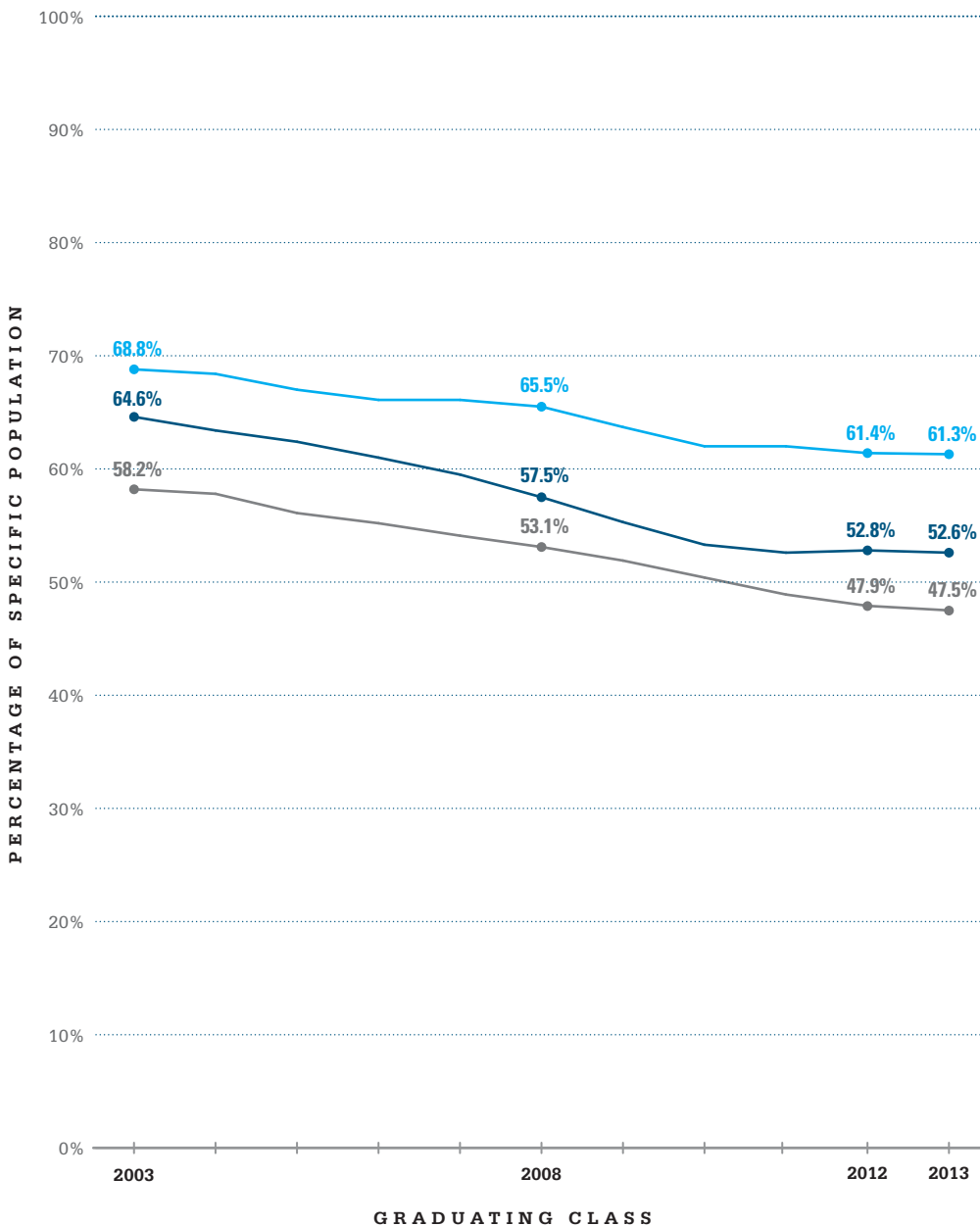
FIGURE 9 Trends in AP Exam Participation and Success

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

14,388

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



	2003	2008	2012	2013
●	30,182	31,429	27,758	27,403
●	8,608	12,623	14,071	14,388
●	6,314	9,015	10,021	10,489



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