



THE 10TH ANNUAL

# AP<sup>®</sup> Report to the Nation


STATE SUPPLEMENT  
FEBRUARY 11, 2014



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## About This Report

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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](http://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.

Ohio 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

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Congratulations. You are already using these strategies to build a robust AP Program. You:

- ✓ Include AP in the state accountability system.
- ✓ Celebrate the 37 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.*
- ✓ 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.
- ✓ Provide funding for students to take an online AP course.

## Opportunities

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

- Create opportunities for other schools and districts to learn from your AP Honor Roll winners.
- Set clear, measurable statewide goals toward improvement.
- Provide funding for teachers in underserved areas of the state to participate in professional development.
- Hold an annual recognition event for schools demonstrating outstanding AP performance or growth.
- 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: **428**

Ohio represents **3.8% of all Readers**

- AP High School Teachers: **214**
- College and University Faculty: **214**

2013 AP Professional Development Leaders— Total: **33**

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

Art History	Bexley High School
Environmental Science	Bowling Green State University
Art History	Bowling Green State University
Chinese Language and Culture	Kenyon College
Microeconomics	Oberlin College
English Language and Composition	Ohio State University
Physics C	Ohio State University
U.S. Government and Politics	Shaker Heights High School
Biology	Sycamore High School
Music Theory	University of Cincinnati
Calculus	University of Cincinnati
Computer Science A	Xavier University

### 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 Ohio: **37**

Aurora City School District  
Beavercreek City School District  
Boardman Local Schools  
Brecksville-Broadview Heights City School District\*  
Canfield Local Schools  
Cincinnati Public Schools  
Diocese of Cleveland  
Dover City Schools\*  
Dublin City Schools\*  
Fairview Park City School District  
Forest Hills Local School District\*  
Gahanna-Jefferson Public Schools  
Goshen Local Schools  
Grandview Heights City Schools

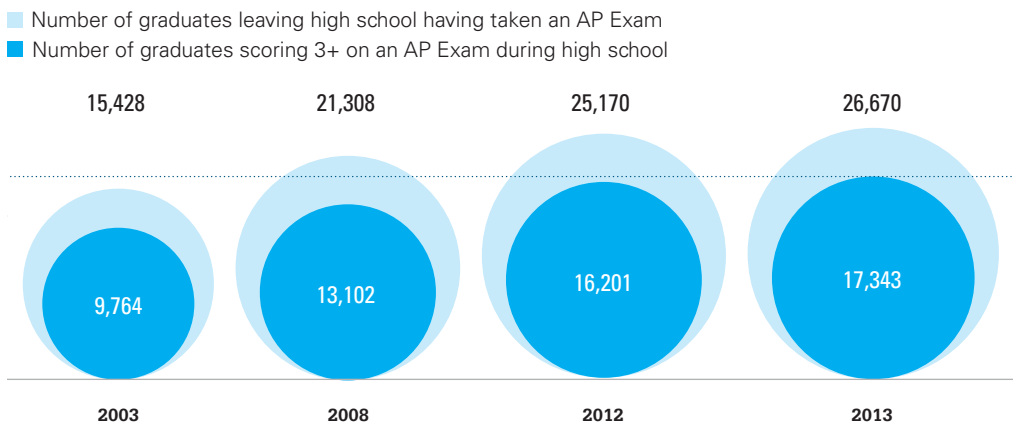


## Highlights (continued)

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Granville Exempted Village School District\*  
Green Local Schools  
Highland Local Schools\*  
Kirtland Local School District  
Lake Local School District\*  
Mason City School District\*  
Mayfield City Schools\*  
Milford Exempted Village Schools\*  
Mount Vernon City School District\*  
Napoleon Area City School District  
New Albany-Plain Local School District  
Olmsted Falls City Schools\*  
Orange City School District\*  
Plain Local School District  
Rocky River City School District  
Springboro Community Schools  
Stow-Munroe Falls City Schools\*  
Sylvania Schools\*  
Tiffin City School District  
Tipp City Exempted Village Schools  
Twinsburg City School District  
Upper Arlington City School District  
Wadsworth City School District\*

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

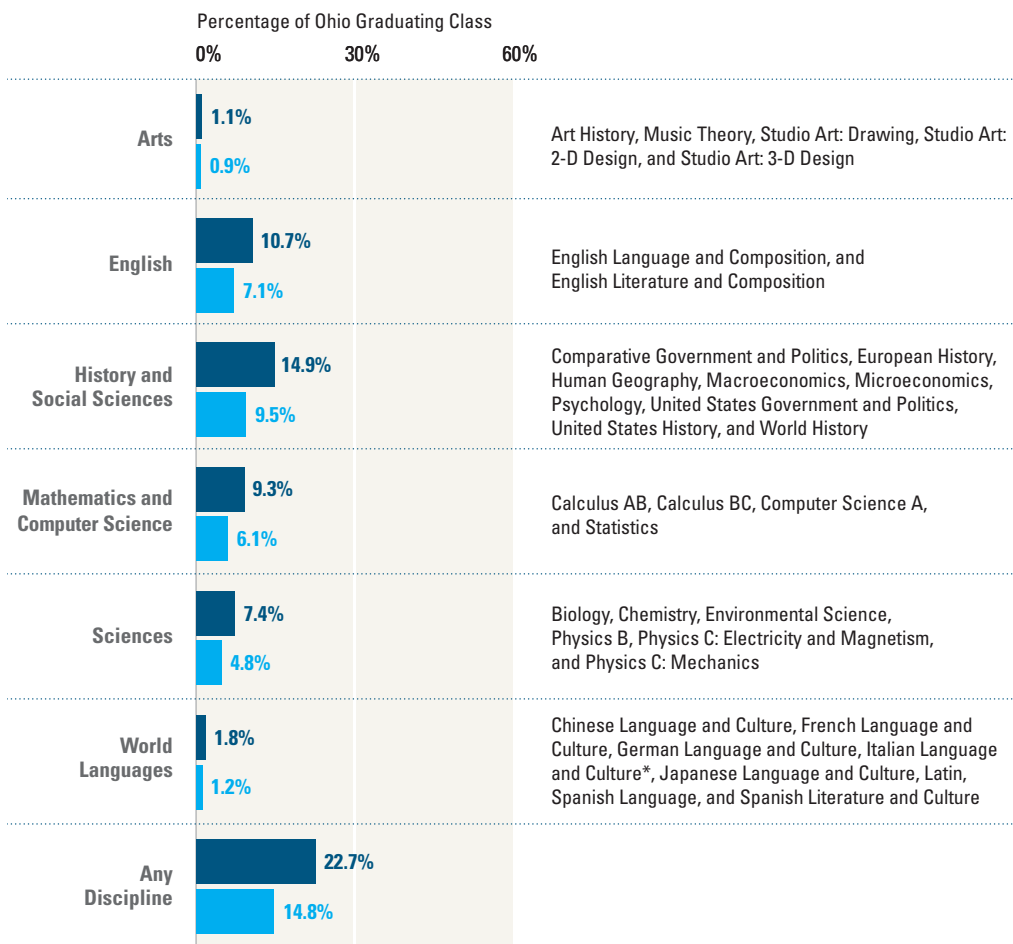


## More graduates

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



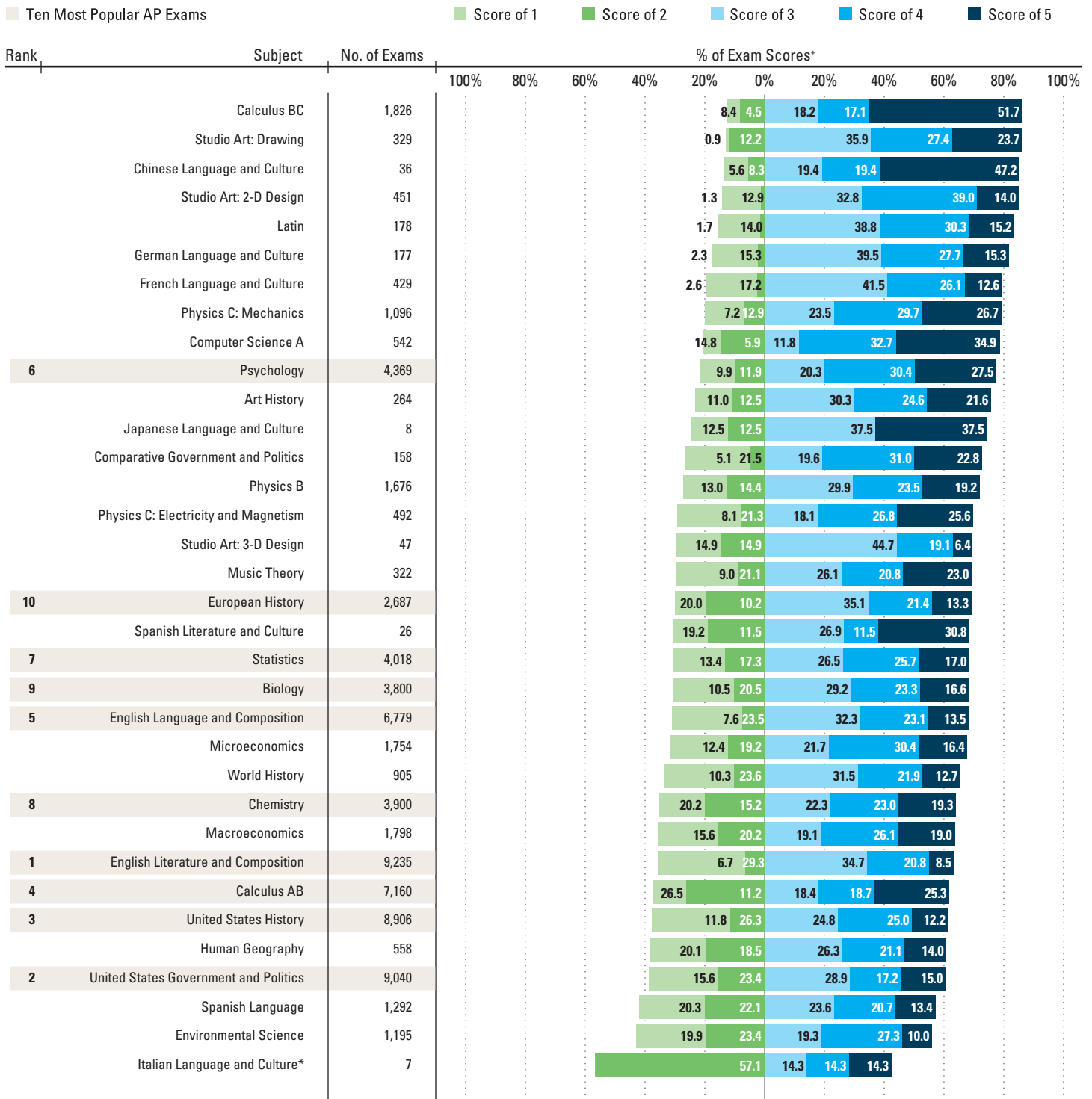
## History and Social Sciences

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

Total Number of Graduates: 117,354

\* 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

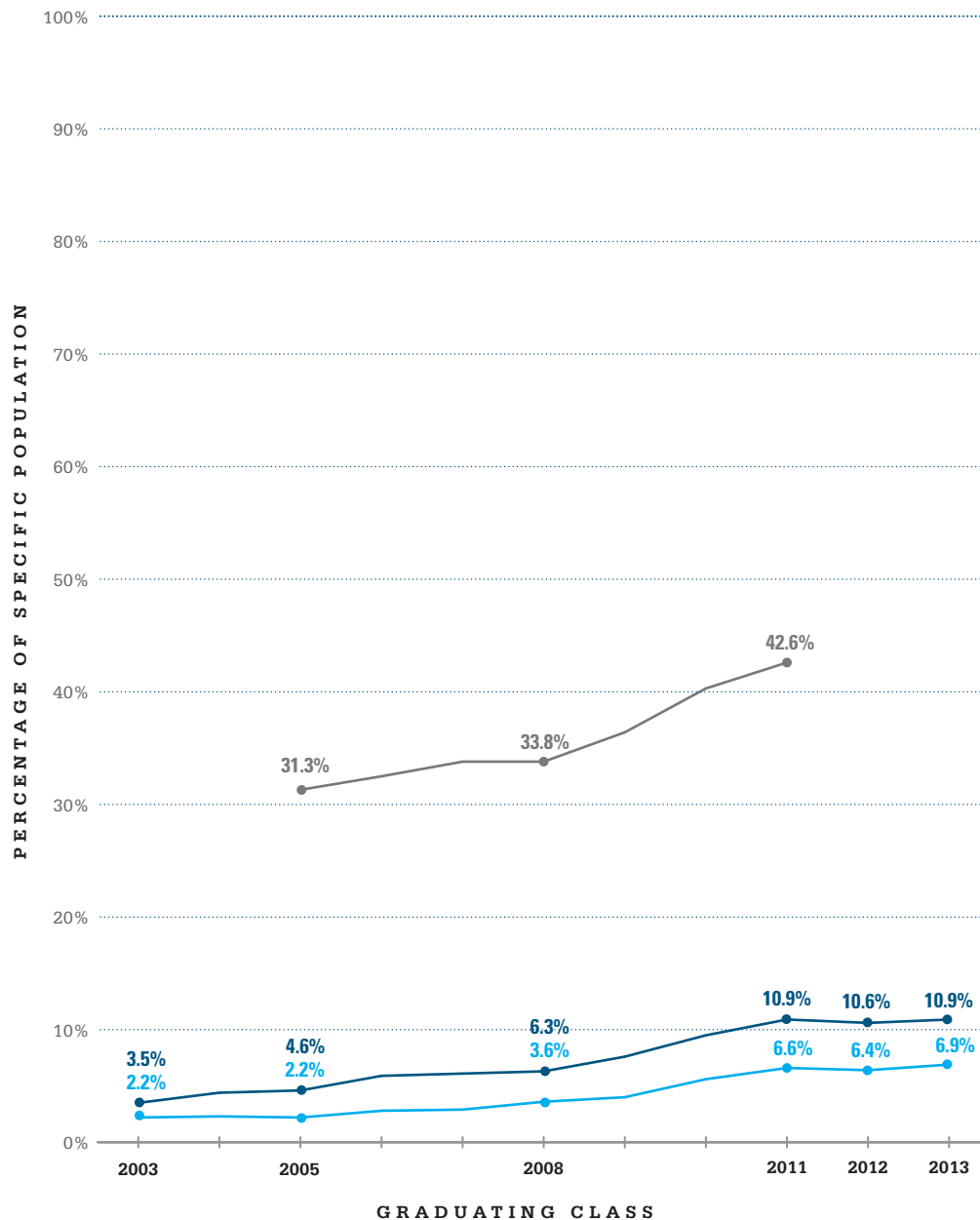
**FIGURE 4** Trends in AP Exam Participation and Success

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

**6,651**

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



	2003	2008	2012	2013
●	**	**	**	**
●	542	1,344	2,669	2,918
●	219	466	1,040	1,201

\*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

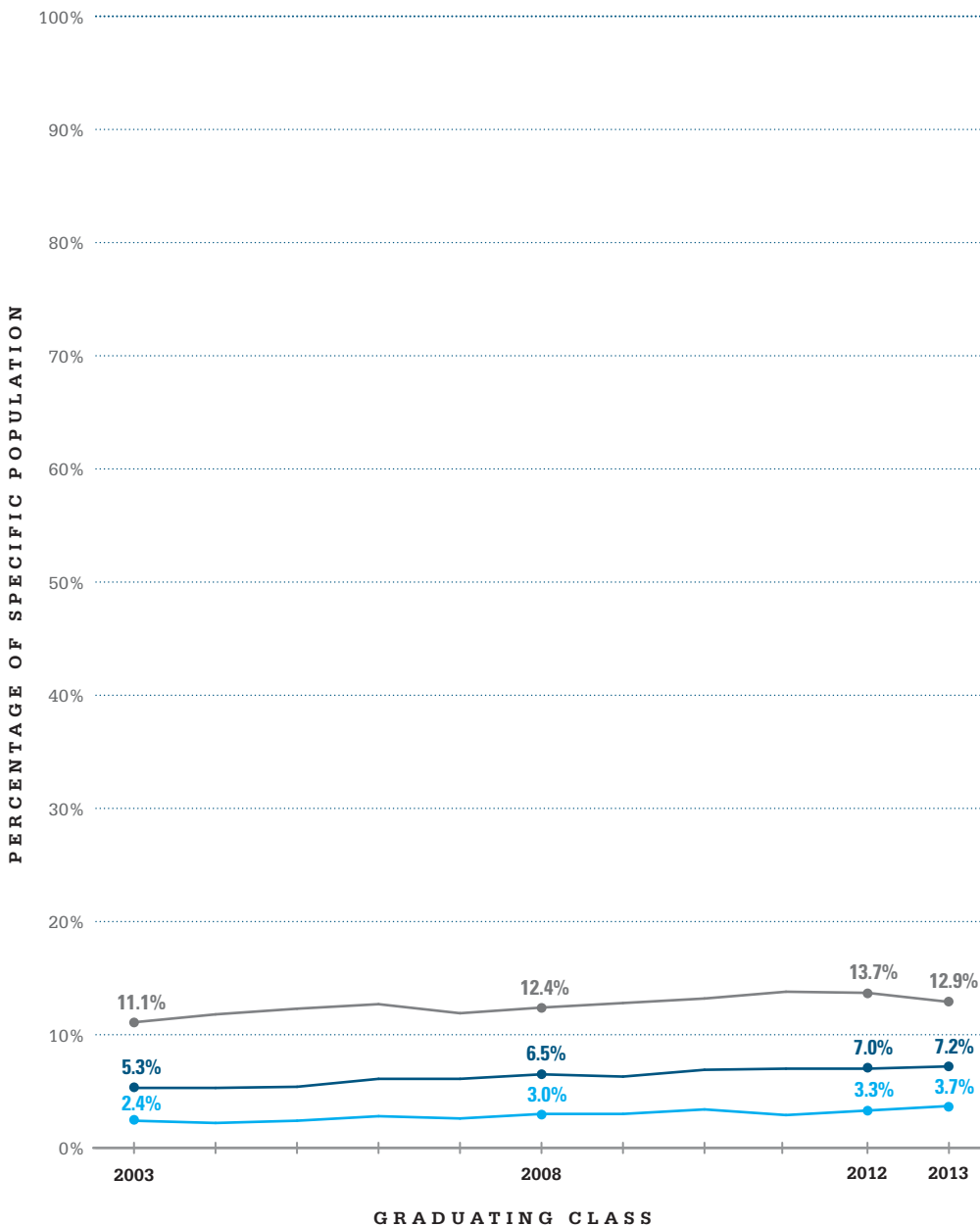
**FIGURE 5** Trends in AP Exam Participation and Success

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

**1,918**

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



	2003	2008	2012	2013
●	12,902	14,956	16,366	15,158
●	813	1,378	1,764	1,918
●	235	397	530	645

# Hispanic/Latino

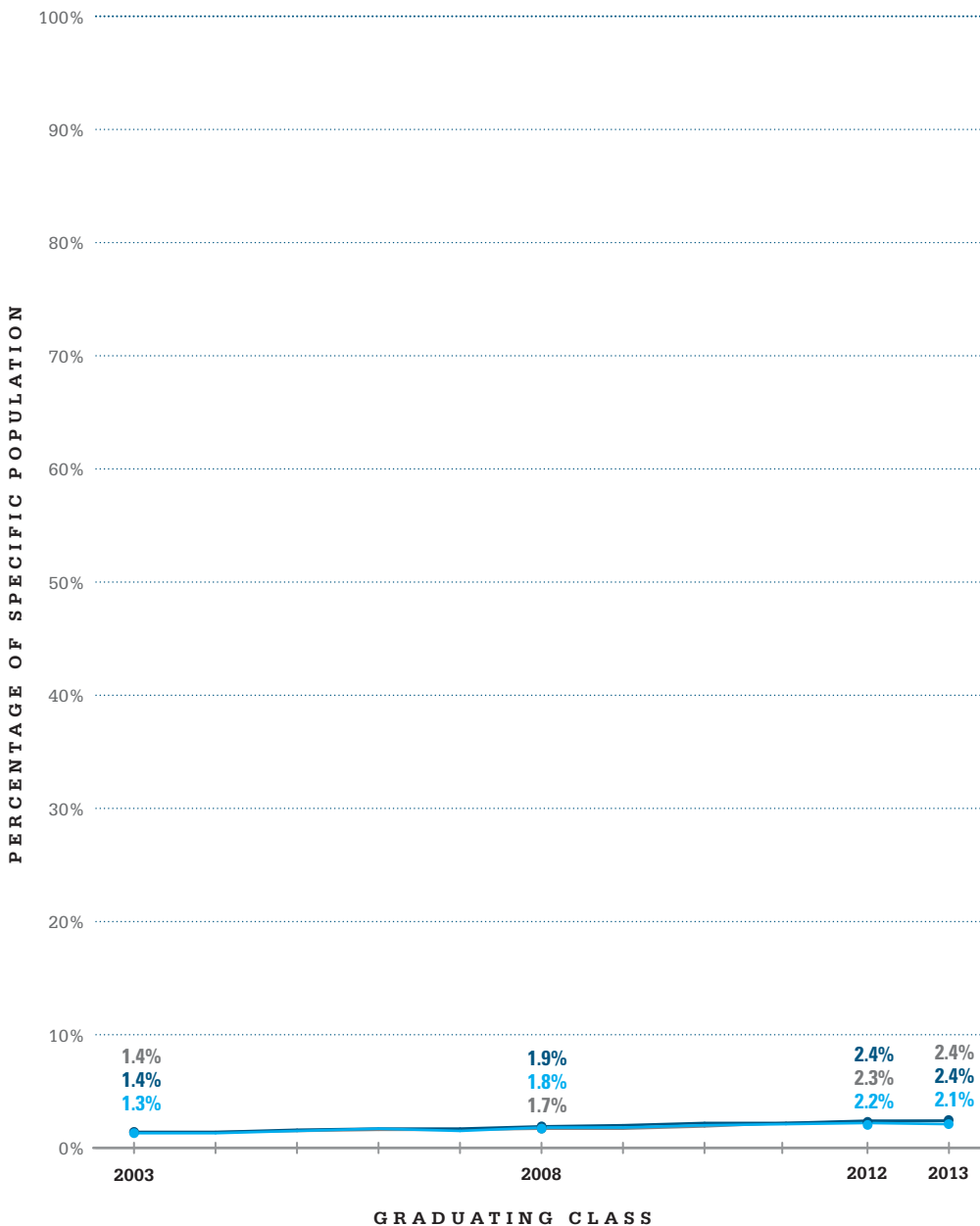
**FIGURE 6** Trends in AP Exam Participation and Success

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

**638**

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



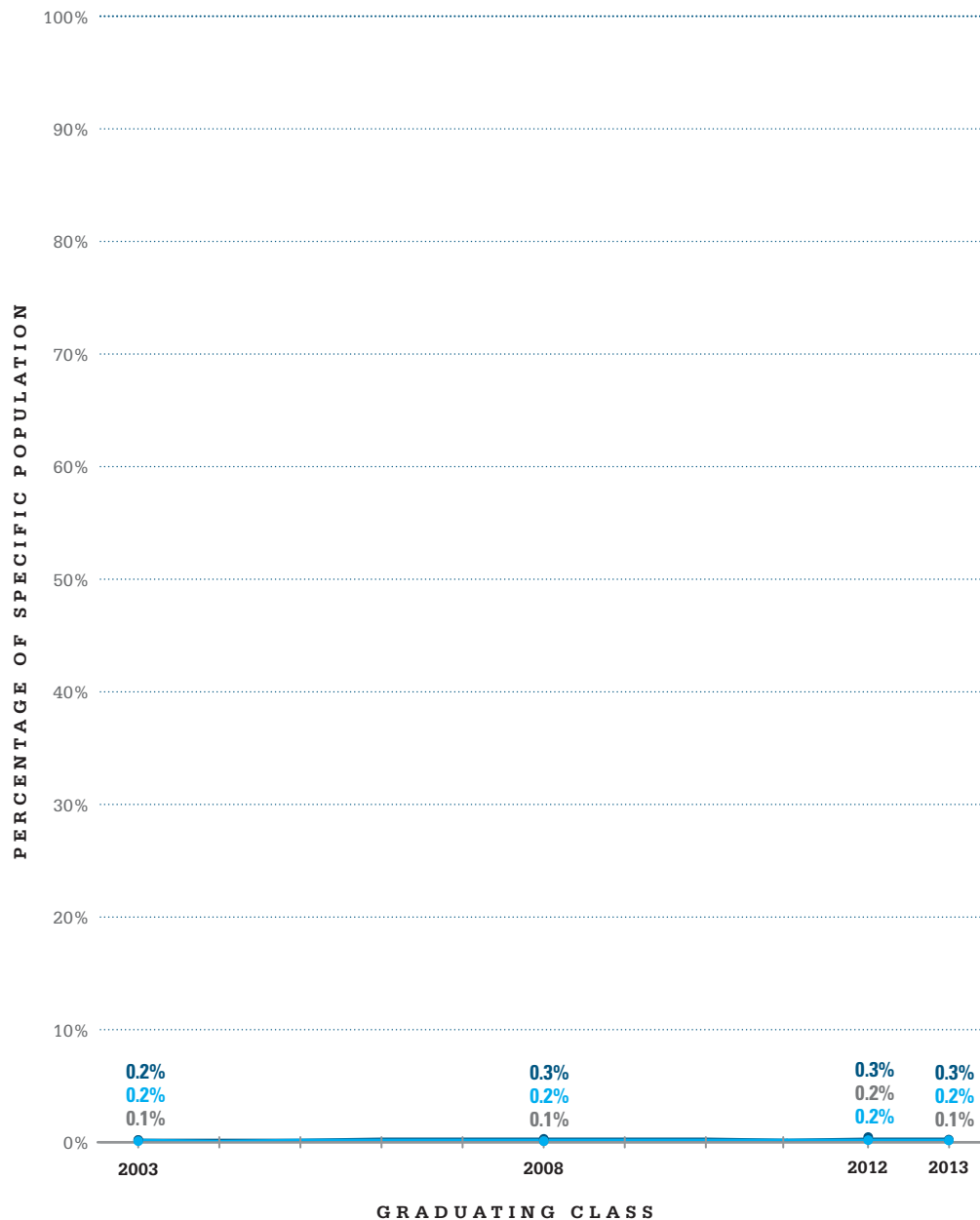
	2003	2008	2012	2013
●	1,654	2,046	2,786	2,778
●	211	411	594	638
●	128	235	357	369

# 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



**72**

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

	2003	2008	2012	2013
●	117	160	181	174
●	36	57	68	72
●	15	24	36	41

# Asian/Asian American/ Pacific Islander

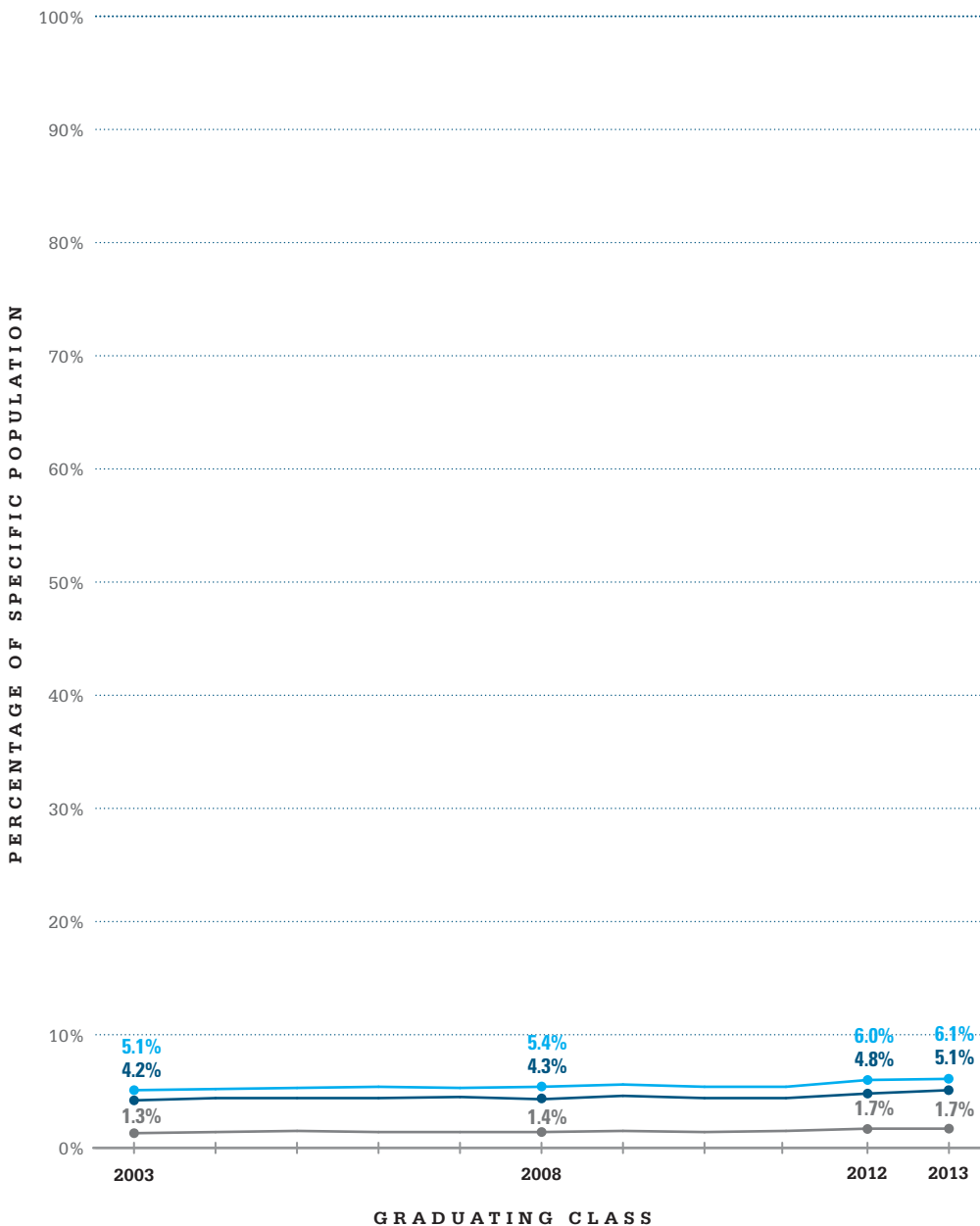
**FIGURE 8** Trends in AP Exam Participation and Success

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

**1,350**

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



	2003	2008	2012	2013
●	1,533	1,749	2,002	1,990
●	642	913	1,217	1,350
●	494	712	964	1,052

# White

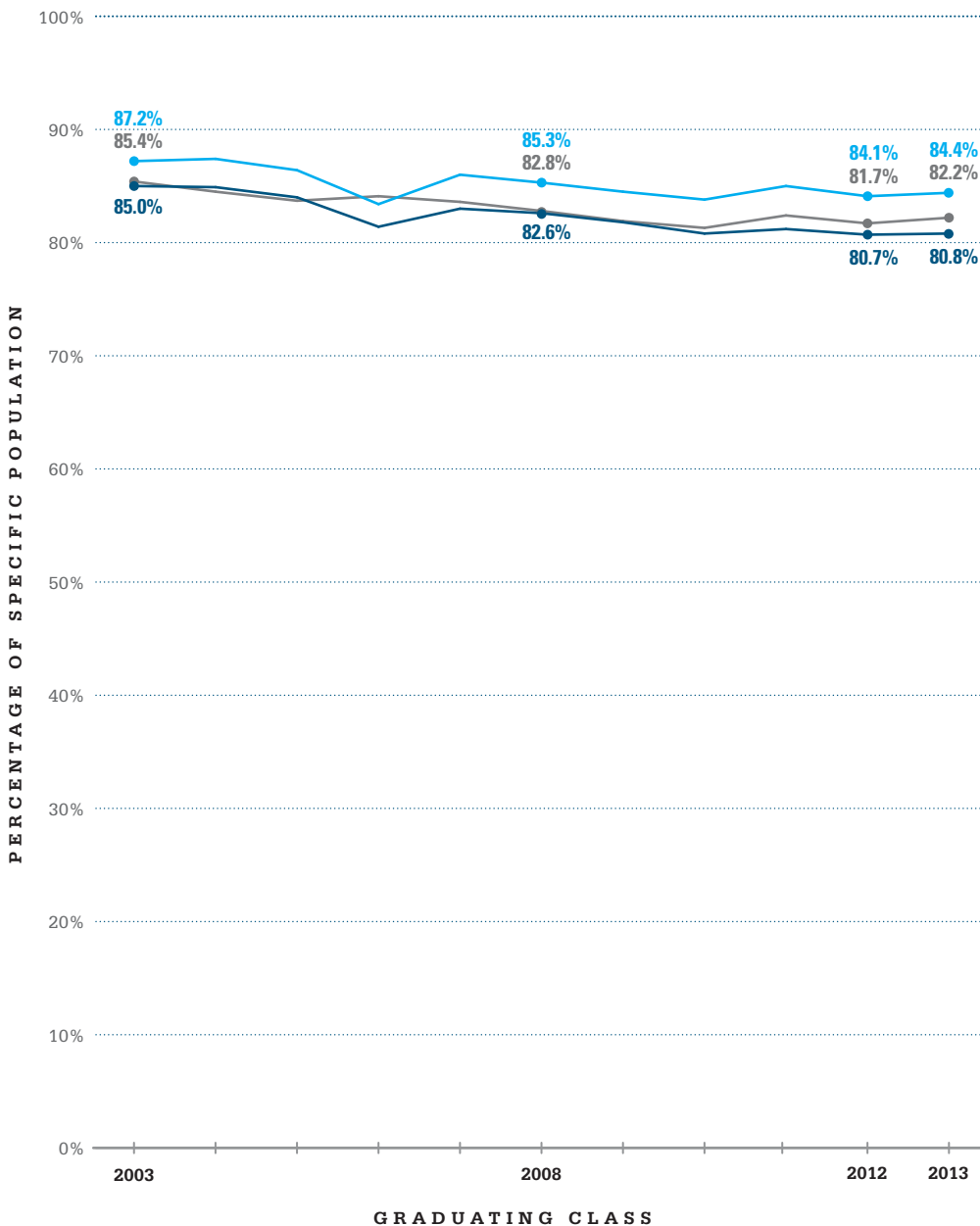
**FIGURE 9** Trends in AP Exam Participation and Success

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

**21,555**

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



	2003	2008	2012	2013
●	98,909	99,936	97,443	96,415
●	13,108	17,598	20,311	21,555
●	8,515	11,181	13,631	14,632

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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<sup>®</sup>, and the Advanced Placement Program<sup>®</sup>. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

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