



THE 10TH ANNUAL

# AP<sup>®</sup> Report to the Nation

STATE SUPPLEMENT  
FEBRUARY 11, 2014

Indiana



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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.

Indiana 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.
  - Establish AP participation and performance indicators.
  - Set clear, measurable statewide goals toward improvement in AP participation and performance.
- ✓ Provide support for AP students by paying for exam fees.
- ✓ Celebrate the schools that have more than 25 percent of their graduating students scoring a 3 or higher on an AP Exam through their hard work and dedication to increasing participation and success in AP. *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.*
- ✓ Clearly communicate how AP fits into state graduation requirements, and share information about funding opportunities that enable students to participate and succeed in AP.
- ✓ 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.



## Opportunities

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

- Provide funding for teachers in underserved areas of the state to participate in professional development.
- Provide targeted assistance and resources to some schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs.
- 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

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

### Participation in the Development of AP

2013 Reading participants— Total: **236**

Indiana represents **2.1% of all Readers**

- AP High School Teachers: **90**
- College and University Faculty: **146**

2013 AP Professional Development Leaders— Total: **22**

2013 AP Development Committee Members— Total: **6**

U.S. History	Indiana State University
Japanese Language and Culture	Indiana University – Bloomington
Art History	Indiana University – Bloomington
Italian Language and Culture	Indiana University
German Language and Culture	Purdue University
Latin	Park Tudor School

### Indiana’s List of Schools with at least 25 percent of graduates passing an AP Exam

Avon High School  
Batesville High School  
Bloomington High School South  
Bloomington High School North  
Brownsburg High School  
Burris Laboratory School  
Carmel High School  
Carroll High School  
Center Grove High School  
Crown Point High School  
Columbus North High School  
Decatur Discovery Academy  
Fishers High School  
Floyd Central High School  
Herron High School  
Homestead Senior High School  
Hamilton Southeastern High School  
IN Aca for Sci Math & Humanities  
John Glenn High School  
Lanesville Jr-Sr HS  
Lake Central High School  
Manchester Jr-Sr High School  
Munster High School  
North Central High School  
Noblesville High School  
Plymouth High School  
Signature School Inc

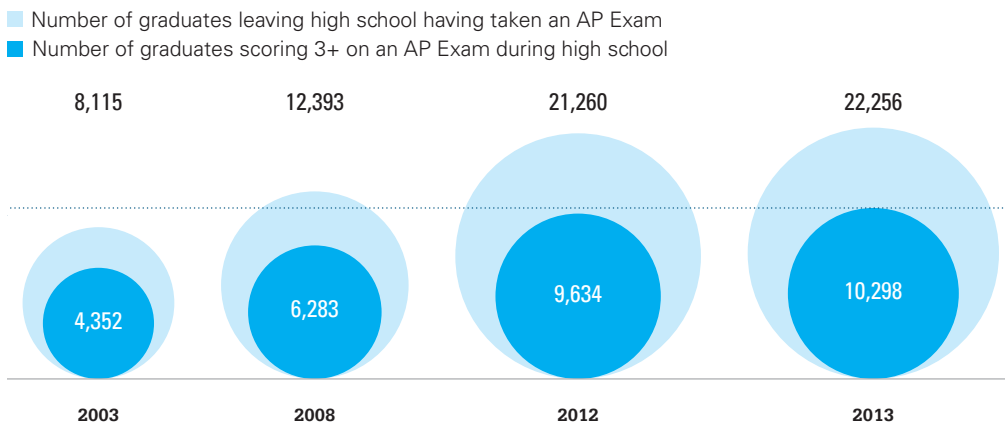


## Highlights (continued)

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Terre Haute South Vigo High School  
Tri Central Middle-High School  
Westfield High School  
West Lafayette Jr/Sr High School  
William Henry Harrison High School  
Yorktown High School  
Zionsville Community High School

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

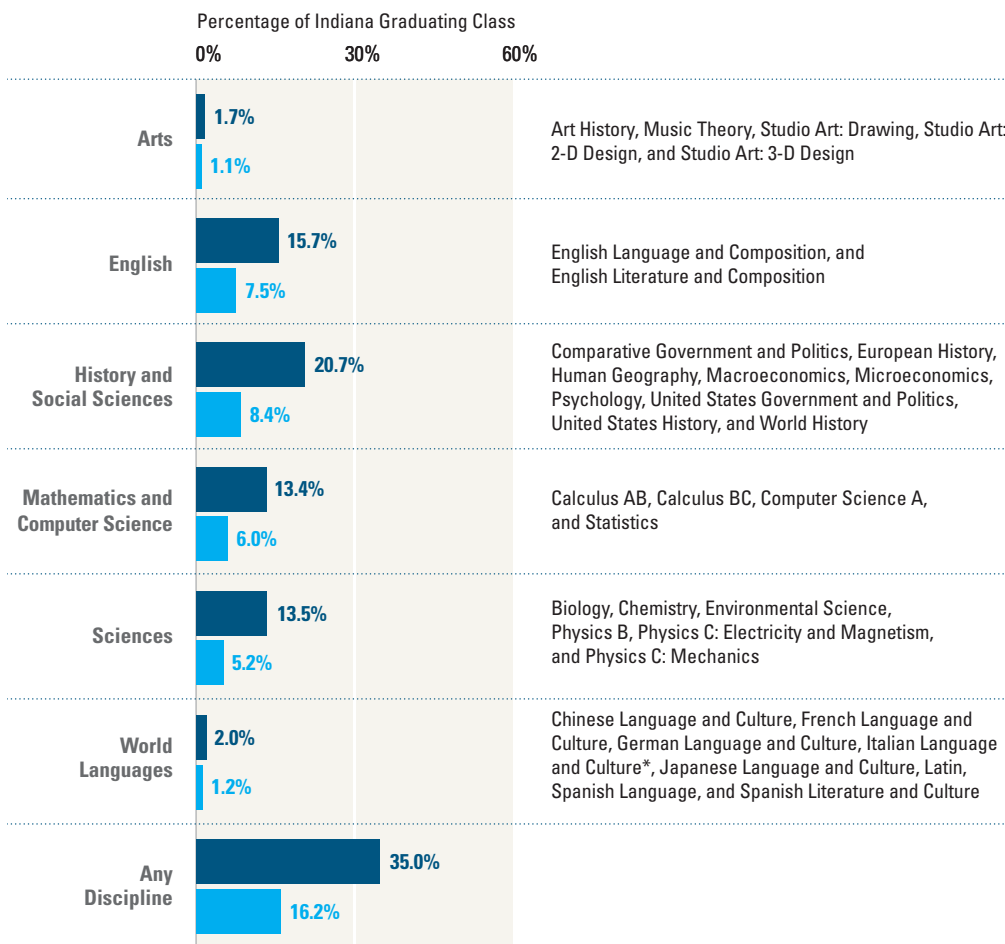


## More graduates

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

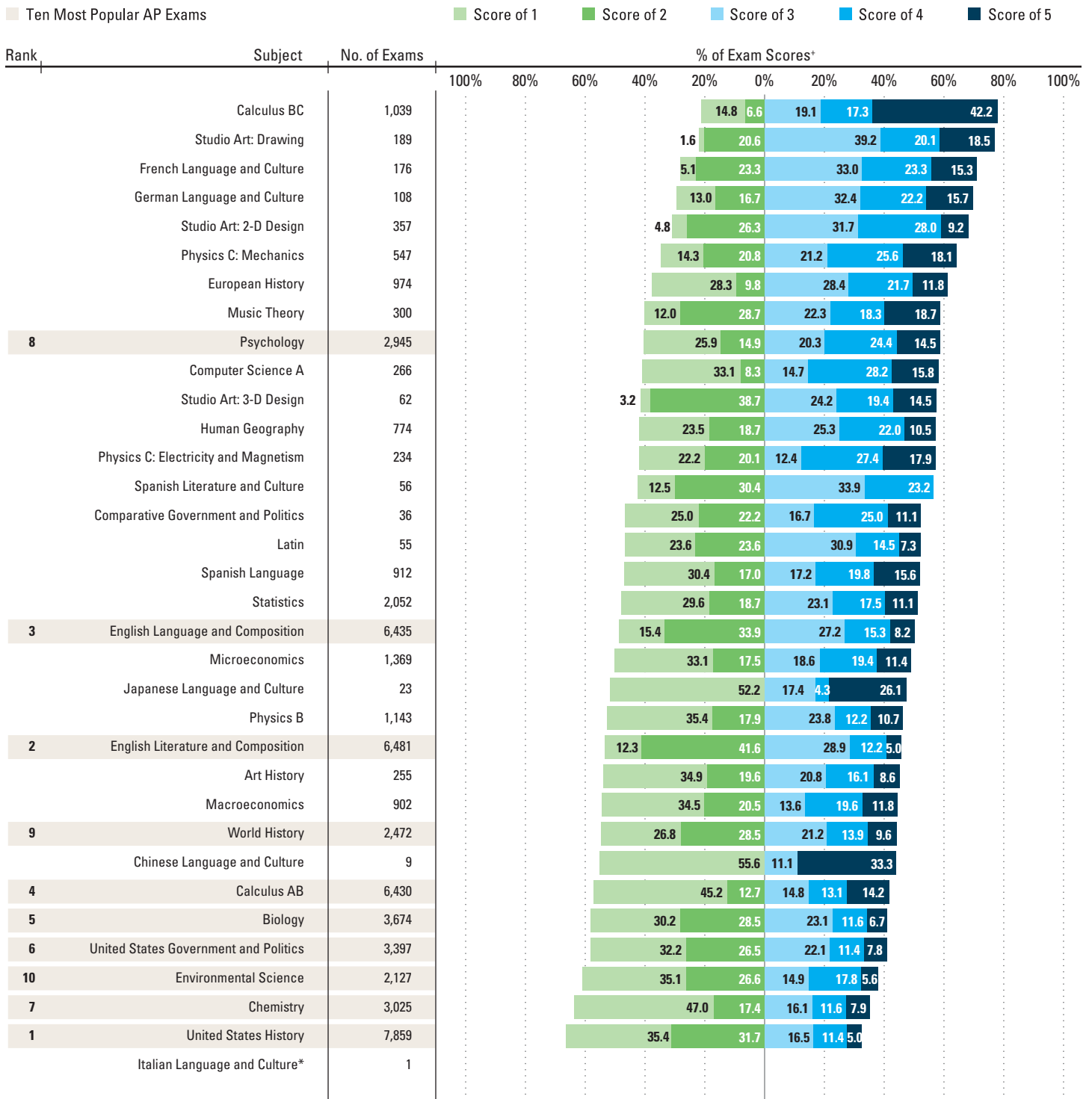


## History and Social Sciences

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

\* 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.

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



# Low Income

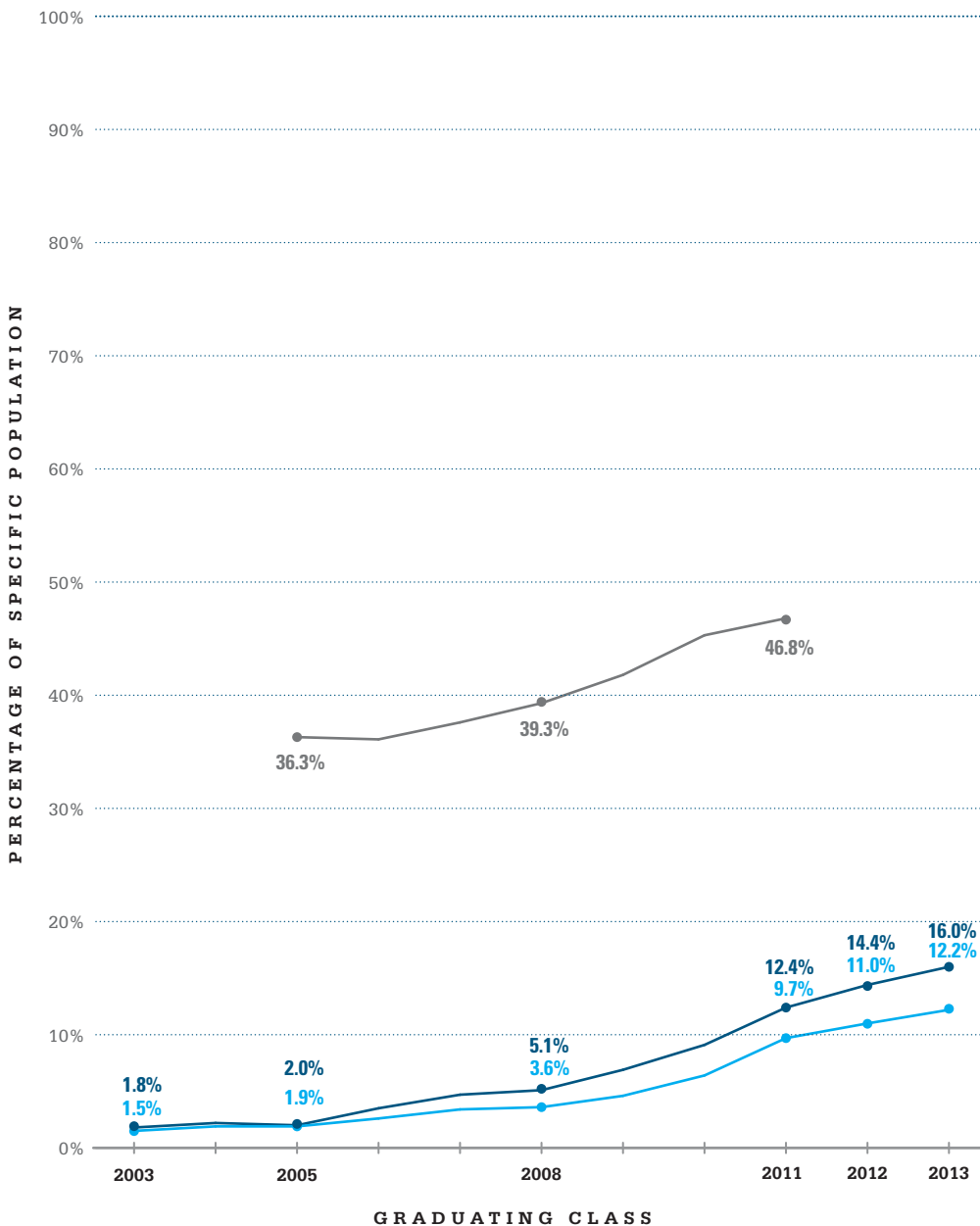
**FIGURE 4** Trends in AP Exam Participation and Success

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

**8,615**

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



	2003	2008	2012	2013
●	**	**	**	**
●	143	637	3,051	3,556
●	67	229	1,056	1,253

\*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

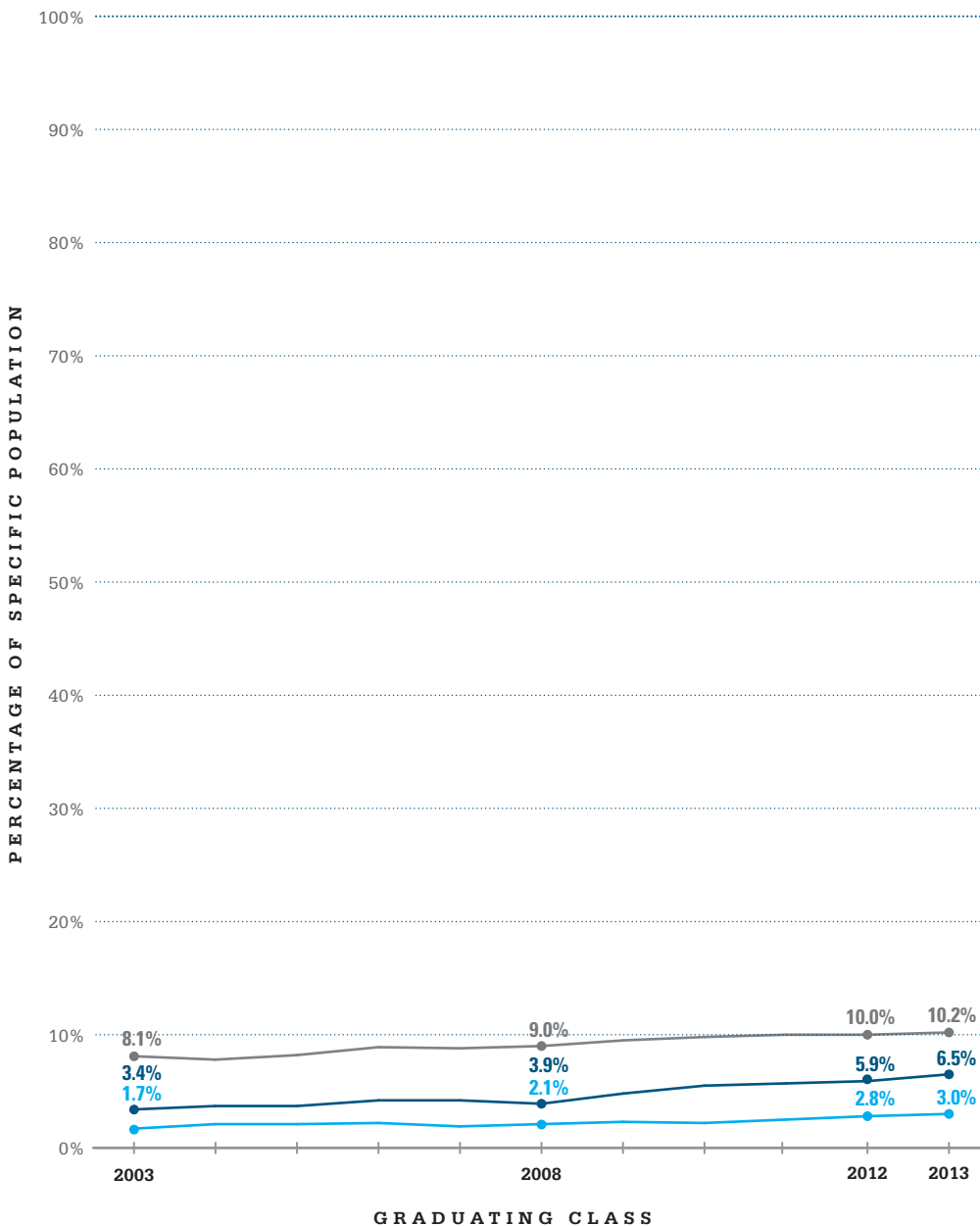
**FIGURE 5** Trends in AP Exam Participation and Success

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

**1,441**

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



	2003	2008	2012	2013
●	4,669	5,564	6,310	6,454
●	276	479	1,249	1,441
●	73	132	265	306

# Hispanic/Latino

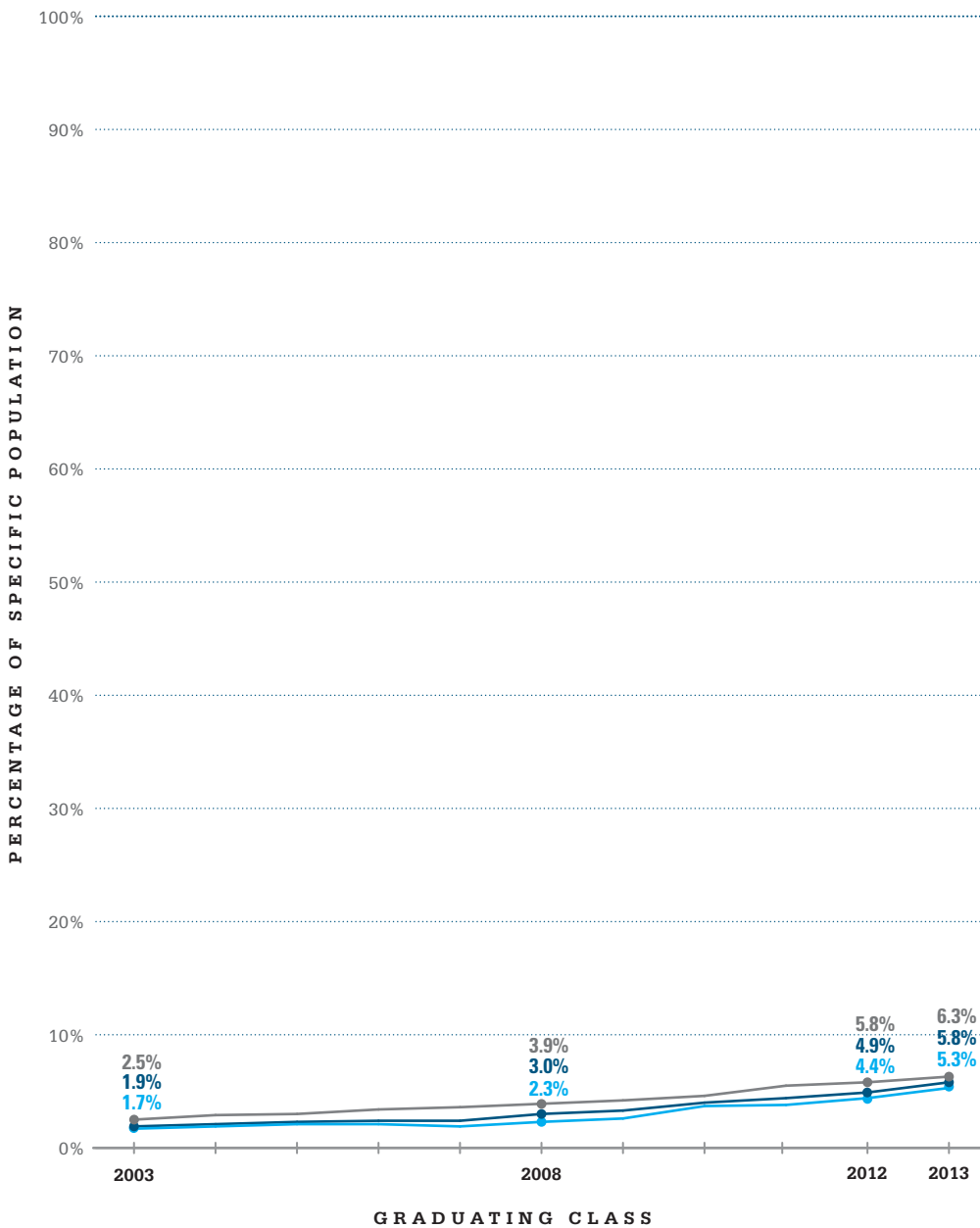
**FIGURE 6** Trends in AP Exam Participation and Success

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

**1,281**

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



	2003	2008	2012	2013
●	1,474	2,433	3,693	4,000
●	155	377	1,042	1,281
●	74	143	420	547

# American Indian/ Alaska Native

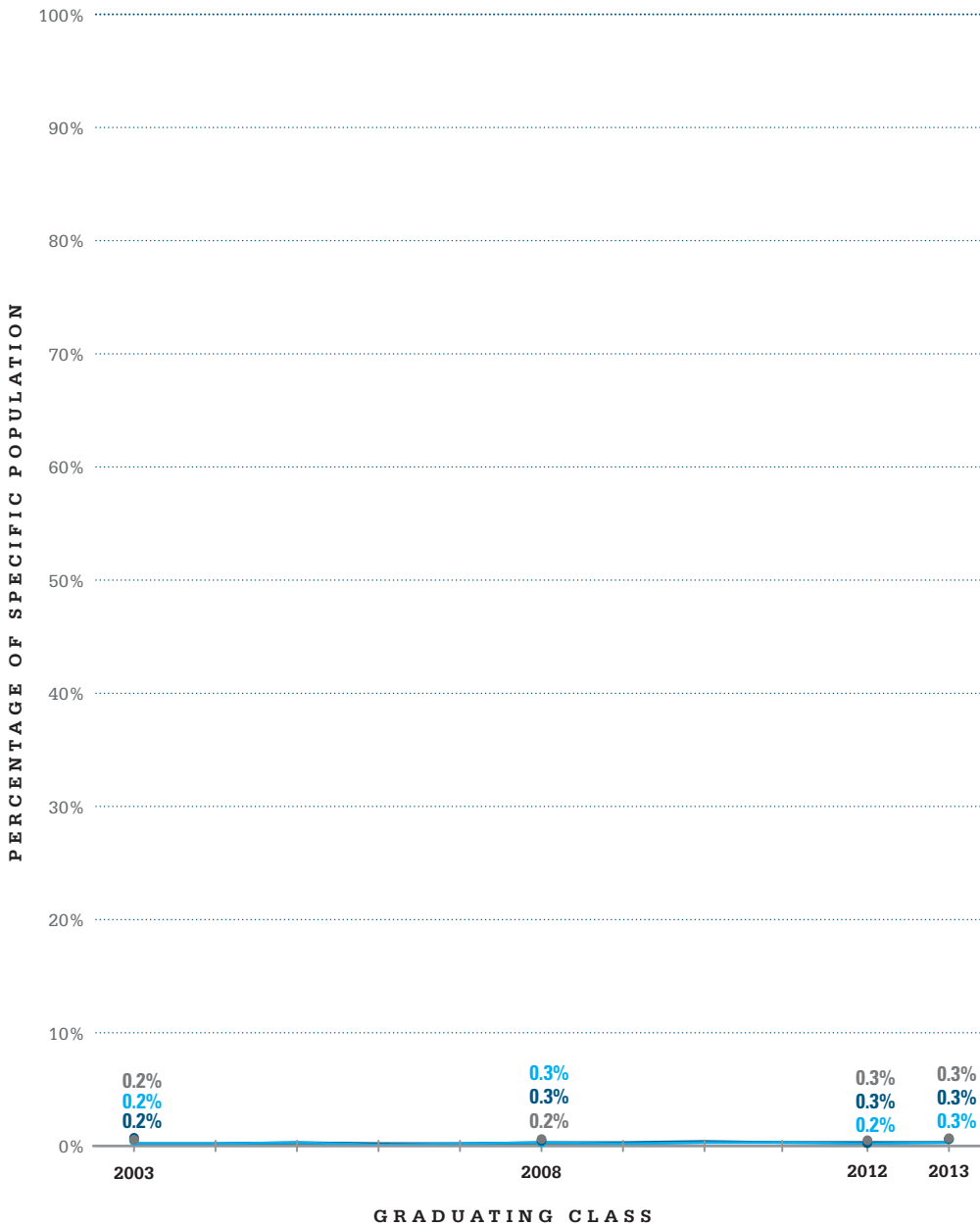
**FIGURE 7** Trends in AP Exam Participation and Success

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

**67**

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



	2003	2008	2012	2013
●	110	141	186	220
●	20	37	70	67
●	7	18	20	27

# Asian/Asian American/ Pacific Islander

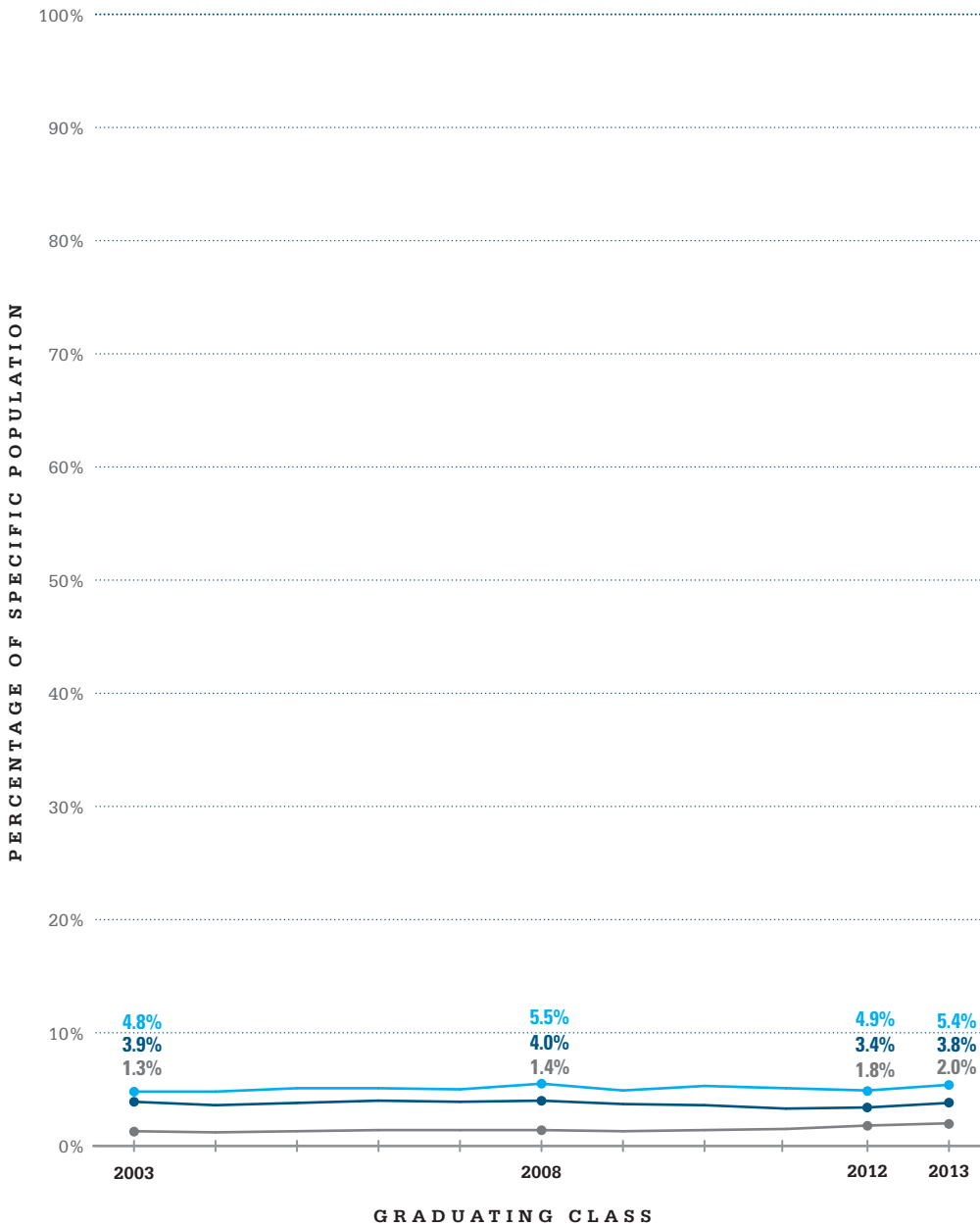
**FIGURE 8** Trends in AP Exam Participation and Success

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

**847**

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



	2003	2008	2012	2013
●	724	844	1,150	1,273
●	316	500	715	847
●	207	347	474	552

# White

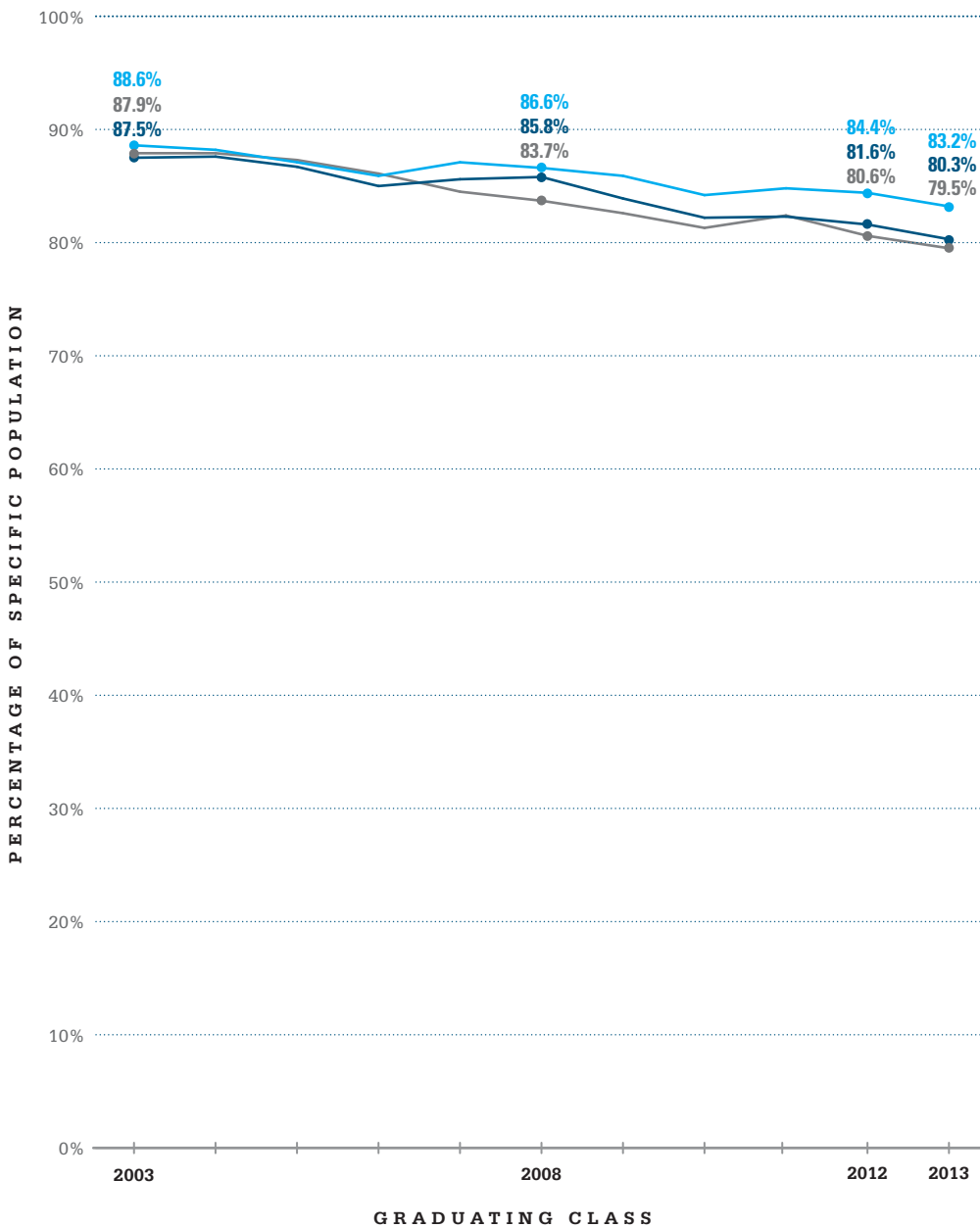
**FIGURE 9** Trends in AP Exam Participation and Success

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

**17,874**

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



	2003	2008	2012	2013
●	50,920	51,810	51,075	50,474
●	7,097	10,631	17,351	17,874
●	3,854	5,442	8,128	8,572



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