



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.

Utah 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:

- ✓ Celebrate the 3 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 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.*
- ✓ Participate in AP Diagnostic of the Granite School District to report on the current state of AP participation and success.
- ✓ Host public weekend of professional development for educators in Salt Lake City.
- ✓ Provide access to online AP Biology training through partnership opportunities like the Hewlett grant.
- ✓ Sponsor an AP Summit.

## Opportunities

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

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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: **135**

Utah represents **1.2% of all Readers**

- AP High School Teachers: **83**
- College and University Faculty: **52**

2013 AP Professional Development Leaders— Total: **16**

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

Physics C	Brigham Young University
Chinese Language and Culture	University of Utah
German Language and Culture	University of Utah
Spanish Language	University of Utah
Psychology	Viewmont High School
Japanese Language and Culture	Waterford School

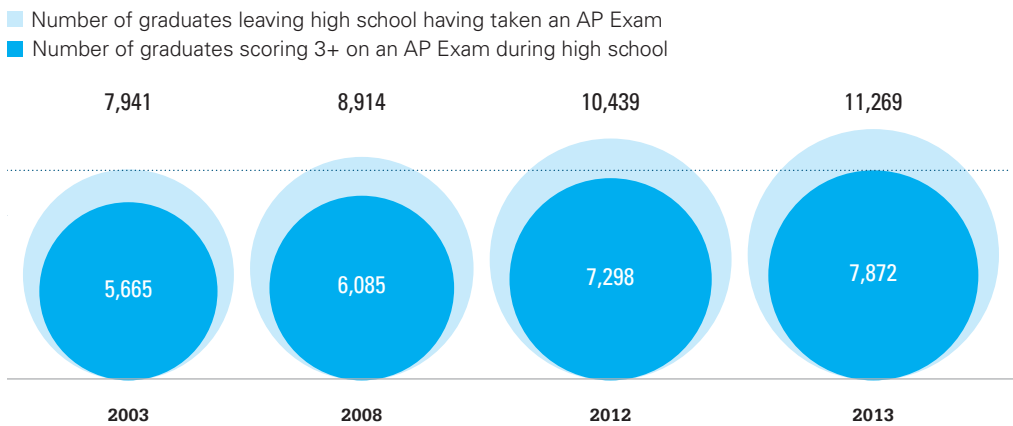
### The AP Honor Roll

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 Utah: **3**

Alpine School District\*  
Davis School District\*  
Morgan County School District

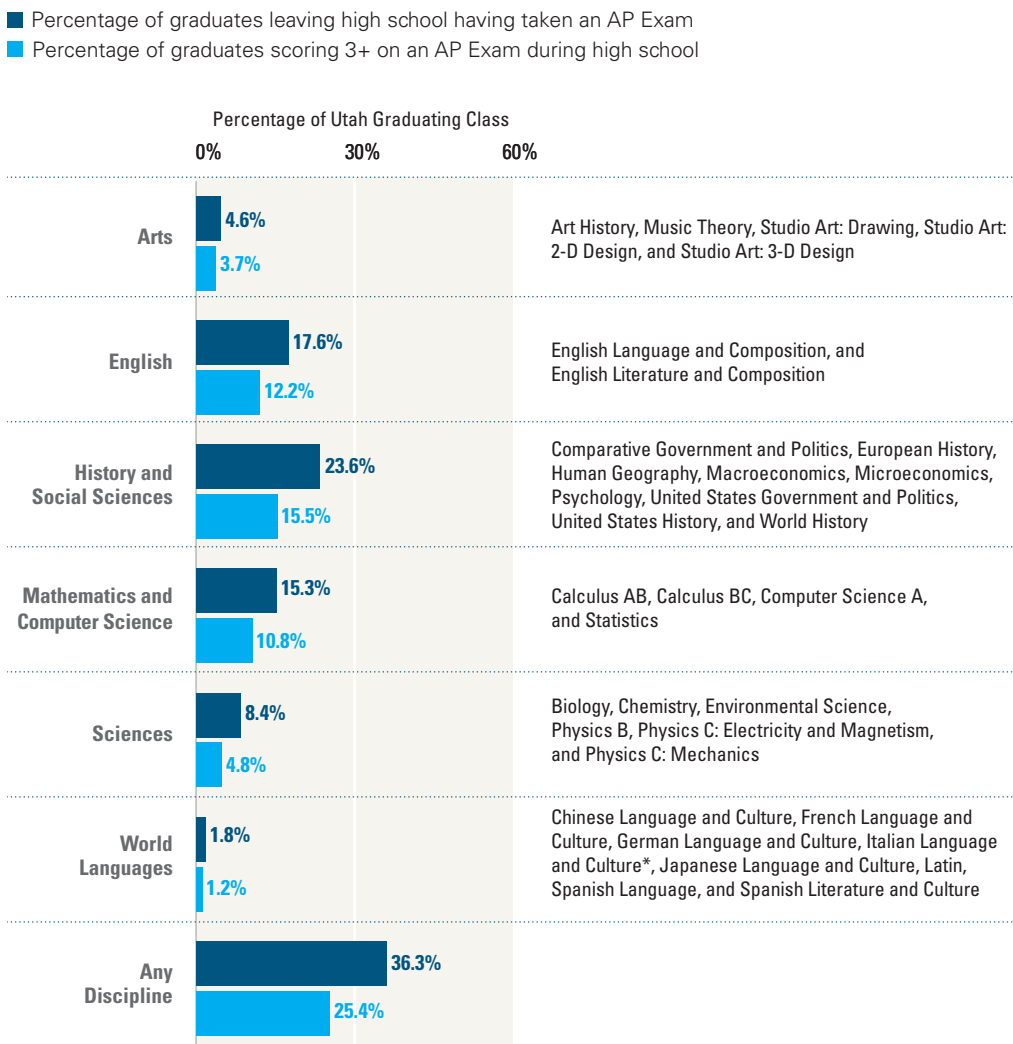
**FIGURE 1** Growth in AP® Participation and Success



## More graduates

are succeeding on AP Exams today than ever before

**FIGURE 2** Participation in and Success on AP Exams in the Class of 2013



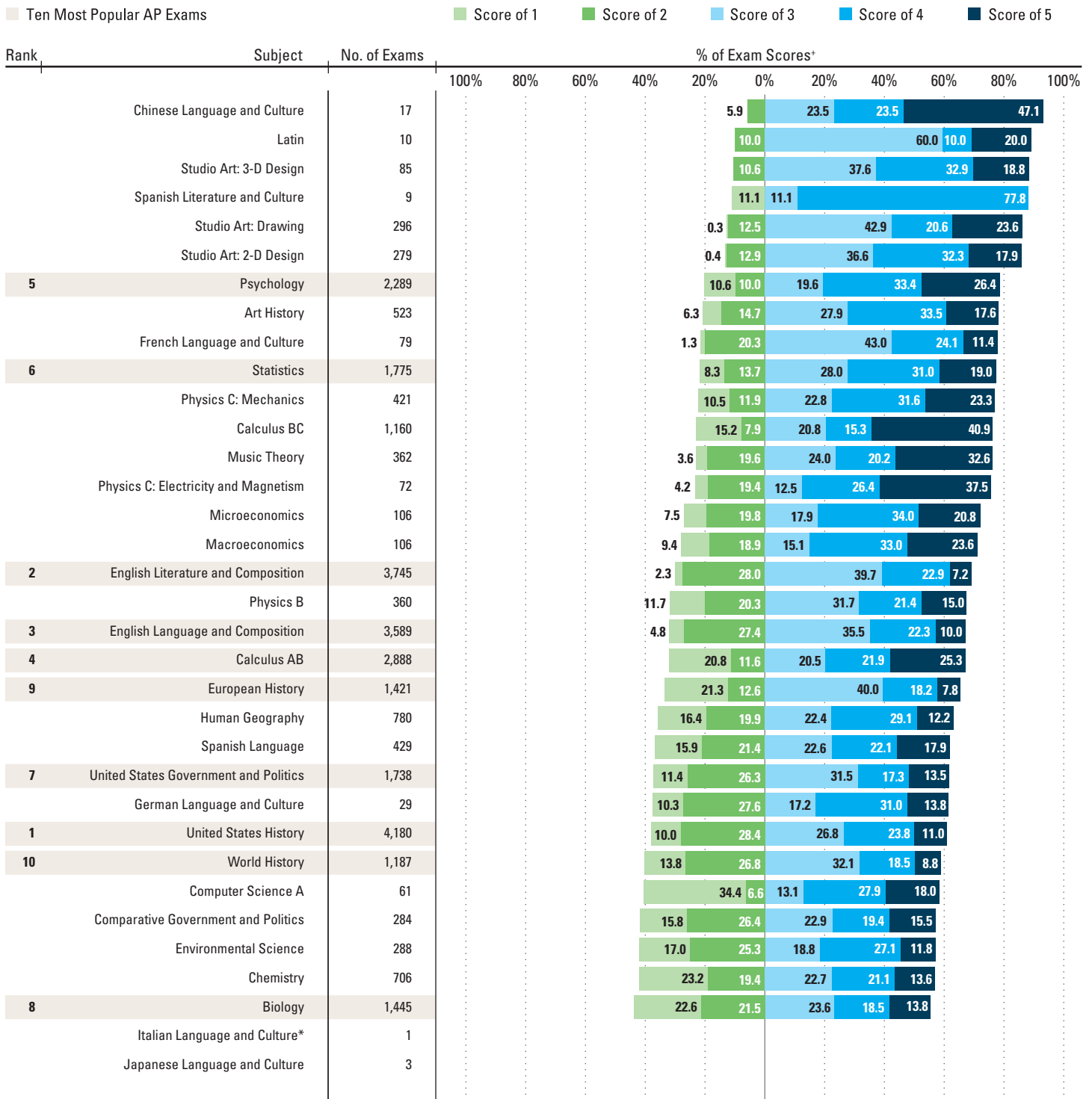
## History and Social Sciences

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

\* 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

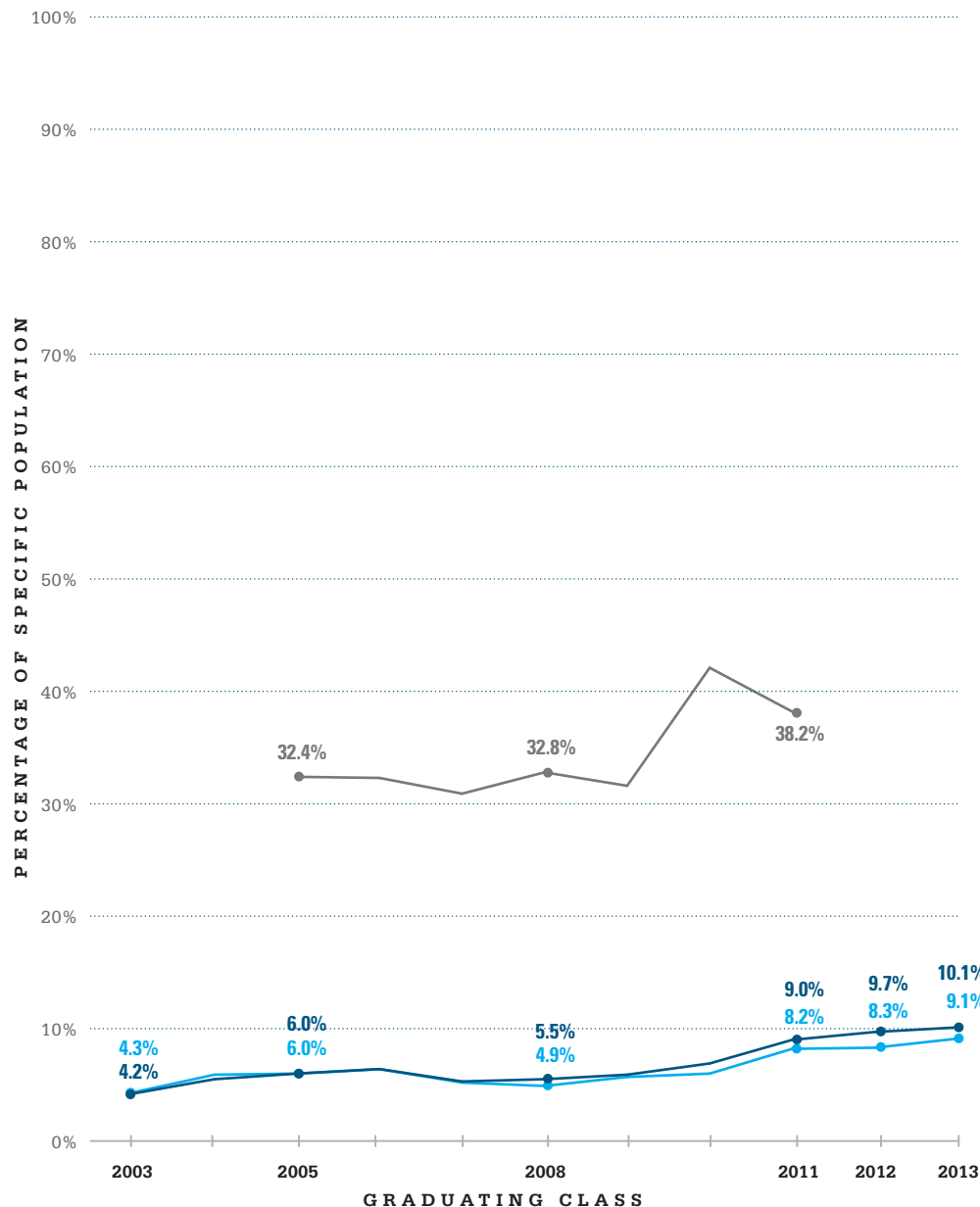
**FIGURE 4** Trends in AP Exam Participation and Success

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

**3,042**

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



	2003	2008	2012	2013
●	**	**	**	**
●	337	486	1,017	1,135
●	245	301	607	715

\*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

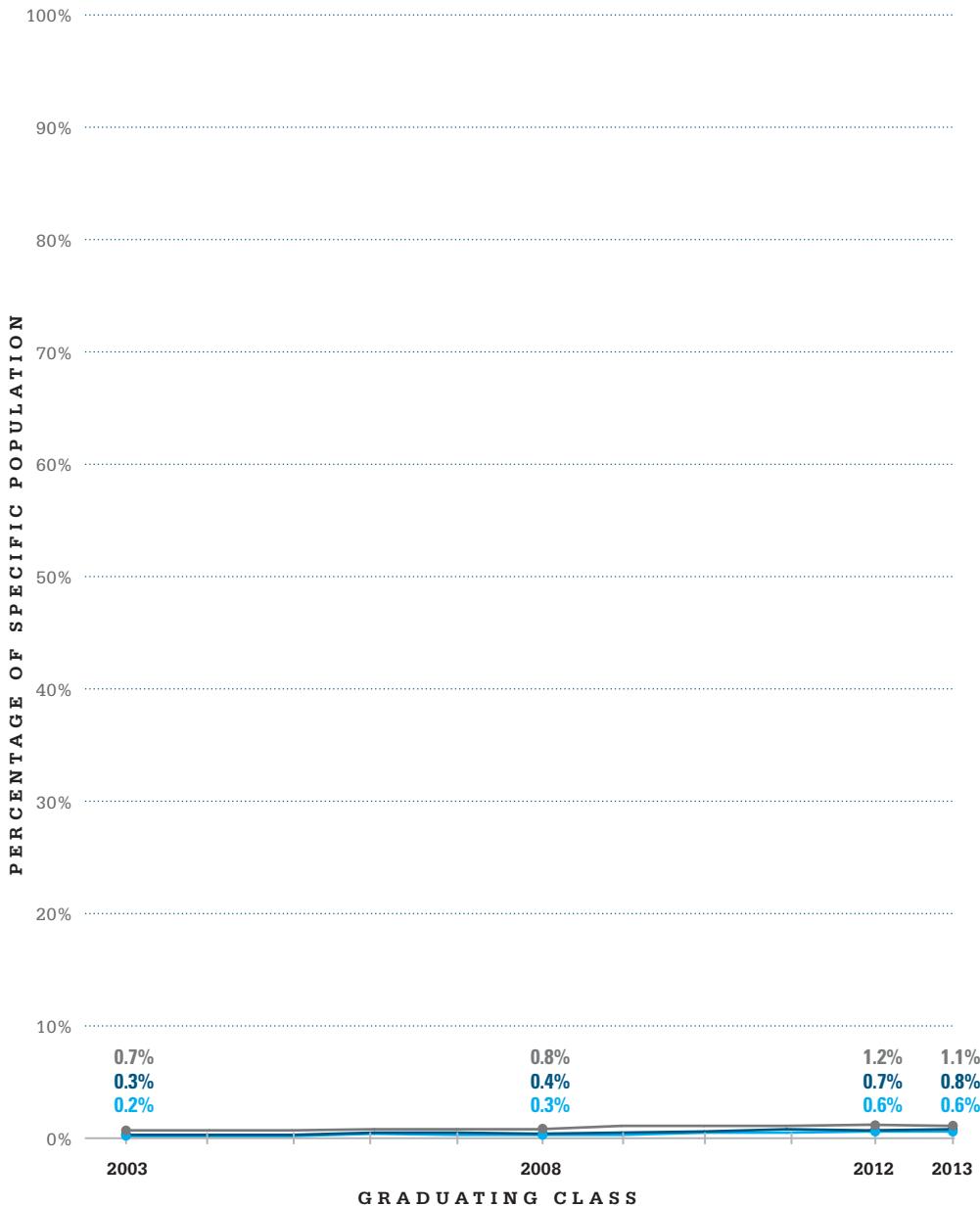
**FIGURE 5** Trends in AP Exam Participation and Success

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

**88**

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



	2003	2008	2012	2013
●	203	229	349	335
●	23	35	77	88
●	12	19	42	48

# Hispanic/Latino

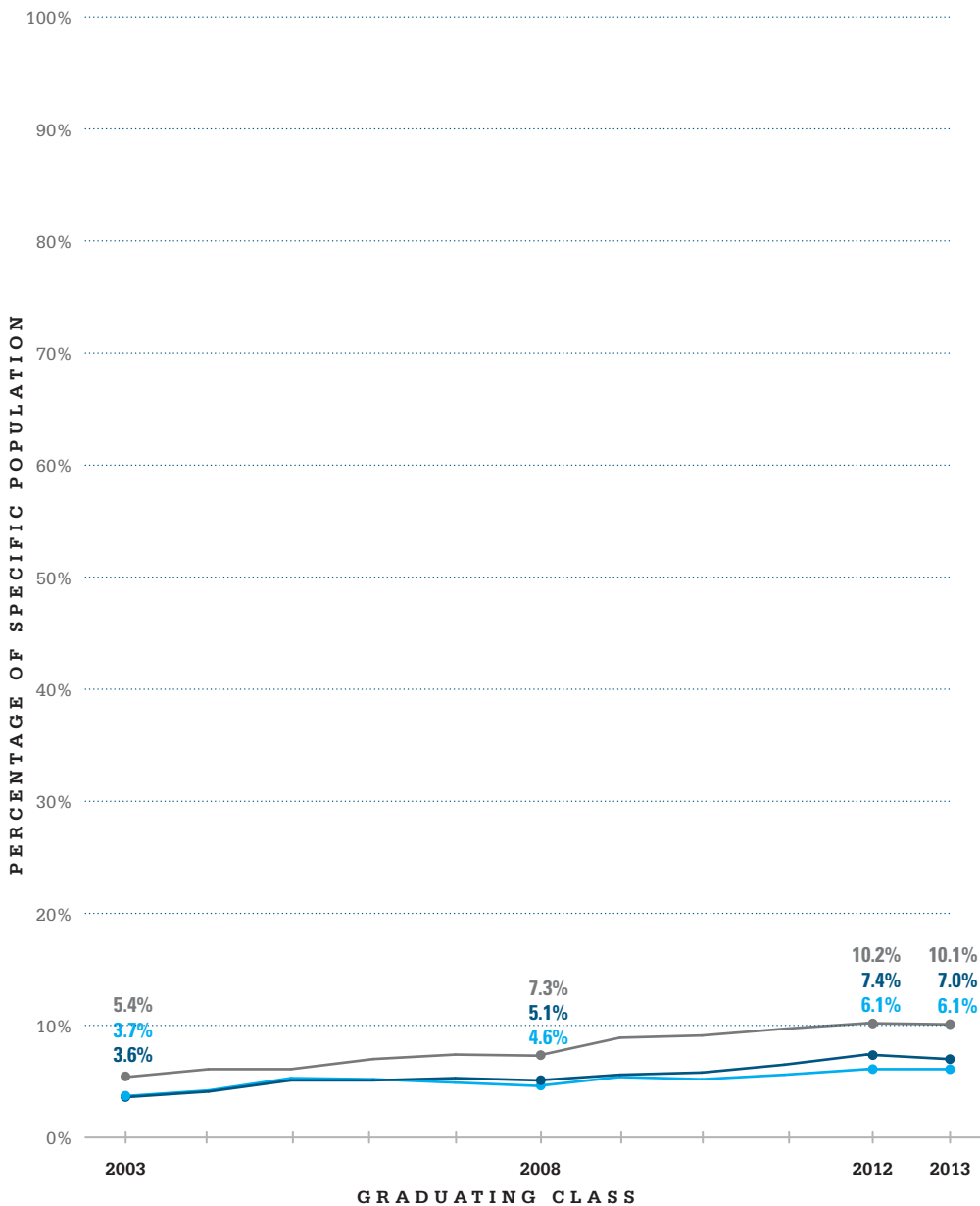
**FIGURE 6** Trends in AP Exam Participation and Success

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

**785**

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



	2003	2008	2012	2013
●	1,590	2,063	3,070	3,121
●	288	454	768	785
●	212	279	446	478

# American Indian/ Alaska Native

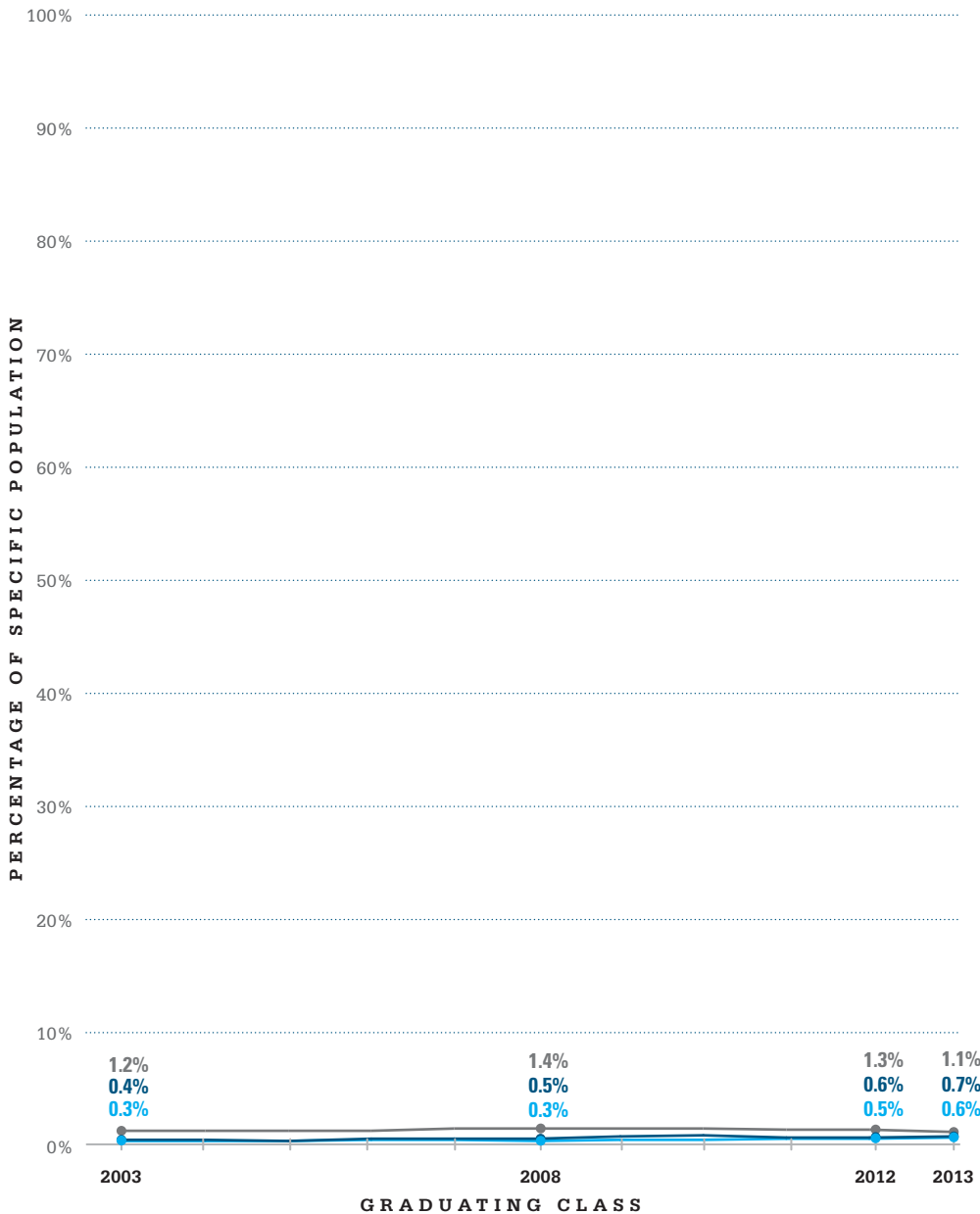
**FIGURE 7** Trends in AP Exam Participation and Success

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

**79**

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



	2003	2008	2012	2013
●	340	382	383	352
●	35	48	65	79
●	19	19	39	44

# Asian/Asian American/ Pacific Islander

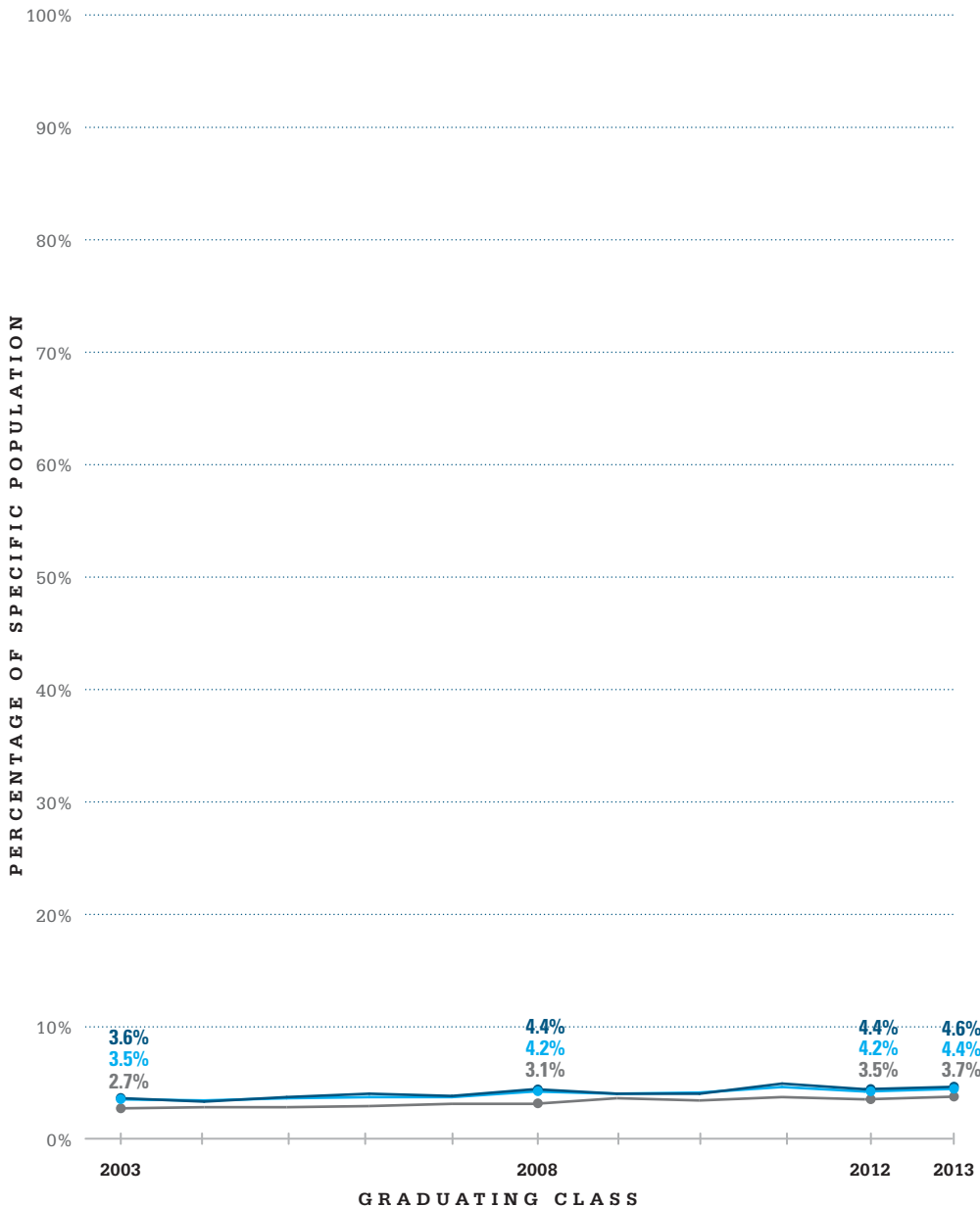
**FIGURE 8** Trends in AP Exam Participation and Success

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

**523**

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



	2003	2008	2012	2013
●	808	868	1,052	1,154
●	286	392	462	523
●	199	257	305	344

# White

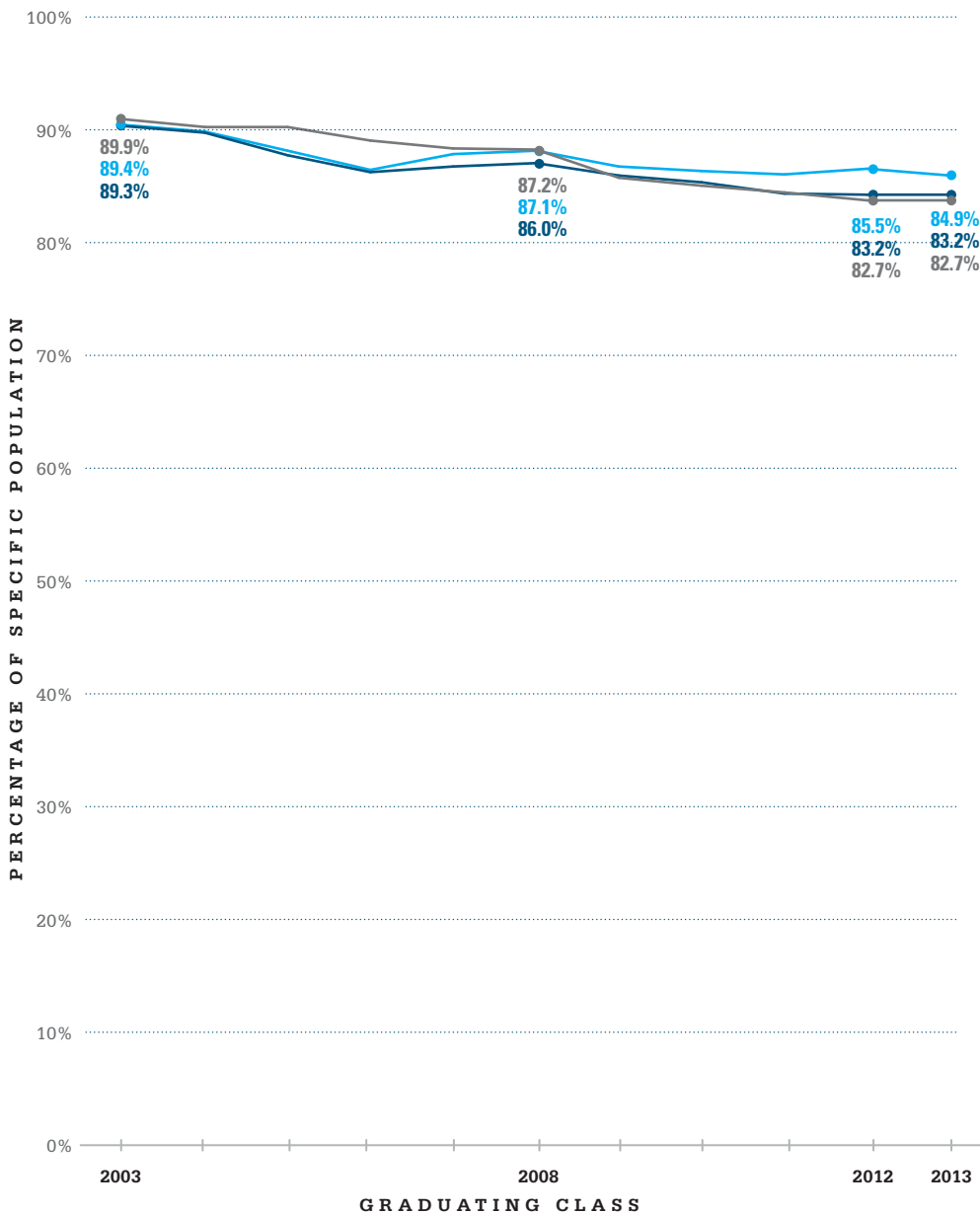
**FIGURE 9** Trends in AP Exam Participation and Success

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

**9,375**

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



	2003	2008	2012	2013
●	26,555	24,549	25,003	25,686
●	7,089	7,664	8,689	9,375
●	5,067	5,298	6,239	6,683



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