



THE 10TH ANNUAL

AP[®] Report to the Nation


STATE SUPPLEMENT
FEBRUARY 11, 2014

WISCONSIN



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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.

Wisconsin 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 33 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.*
- ✓ 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.
- ✓ Expand access via virtual AP course offerings.

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.
- Create opportunities for other schools and districts to learn from your AP Honor Roll winners.
- Provide funding for teachers in underserved areas of the state to participate in professional development.
- Provide targeted assistance and resources to schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs.
- 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: **259**

Wisconsin represents **2.3% of all Readers**

- AP High School Teachers: **122**
- College and University Faculty: **137**

2013 AP Professional Development Leaders — Total: **25**

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

Psychology	Germantown High School
Spanish Language	Lawrence University
Environmental Science	Marshfield High School
Studio Art	Milwaukee Institute of Art & Design
Human Geography	University of Wisconsin-Madison
Latin	Wayland Academy

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 Wisconsin: **33**

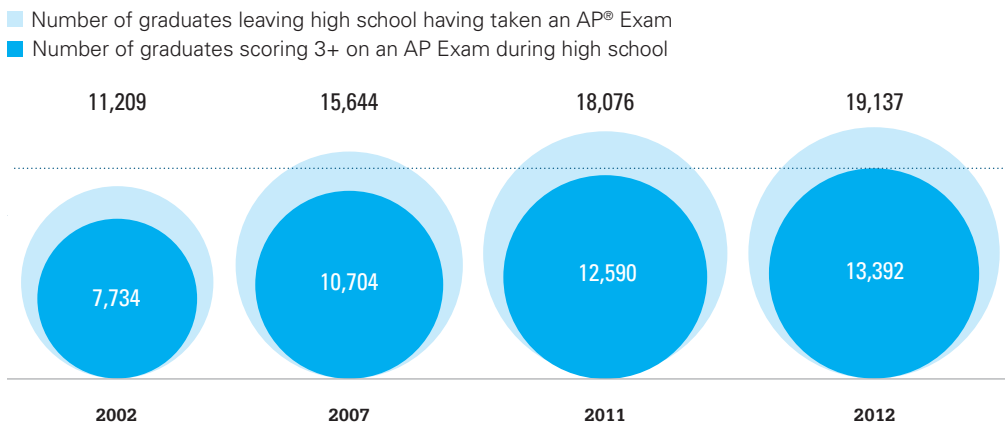
Appleton Area School District*
Beloit Turner School District
Columbus School District
Diocese of Madison*
Dodgeville School District
Eau Claire Area School District
Ellsworth Community School District
Franklin Public School District*
Germantown School District*
Hudson School District*
Lake Geneva Schools
Marshfield School District* Menasha
Joint School District Menomonee
Falls School District* Mequon-
Thiensville School District Monona
Grove School District* Mukwonago
Area School District* Muskego-
Norway School District*

Highlights (continued)

4th Annual Honor Roll Districts in Wisconsin (continued)

Neenah Joint School District*
Oregon School District
Pewaukee School District
Pulaski Community School District
School District of Lodi
School District of Monroe*
School District of Reedsburg*
School District of Rhinelander*
School District of Whitefish Bay
Sheboygan Area School District
Shorewood School District
Waukegan Community School District*
Wausau School District
West Bend School District*
Unified School District of De Pere*

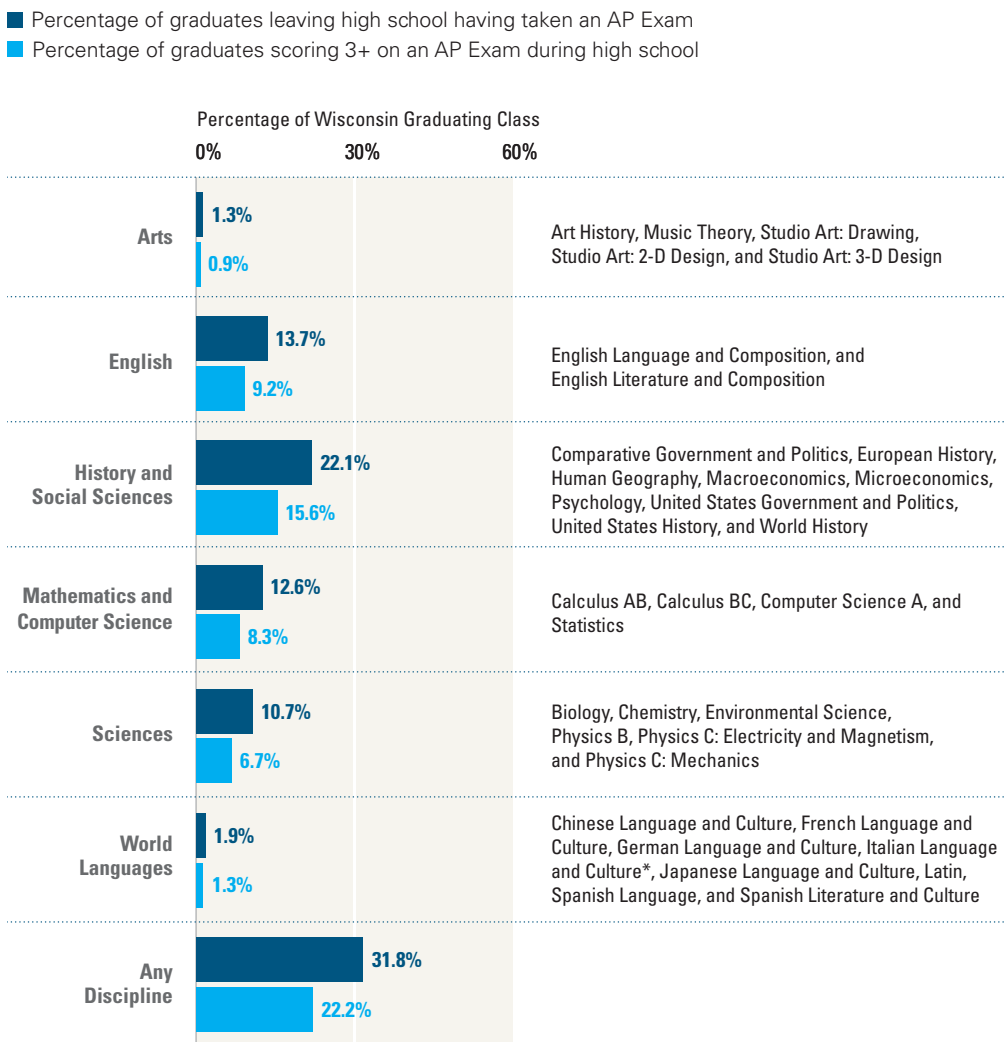
FIGURE 1 Growth in AP® Participation and Success



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



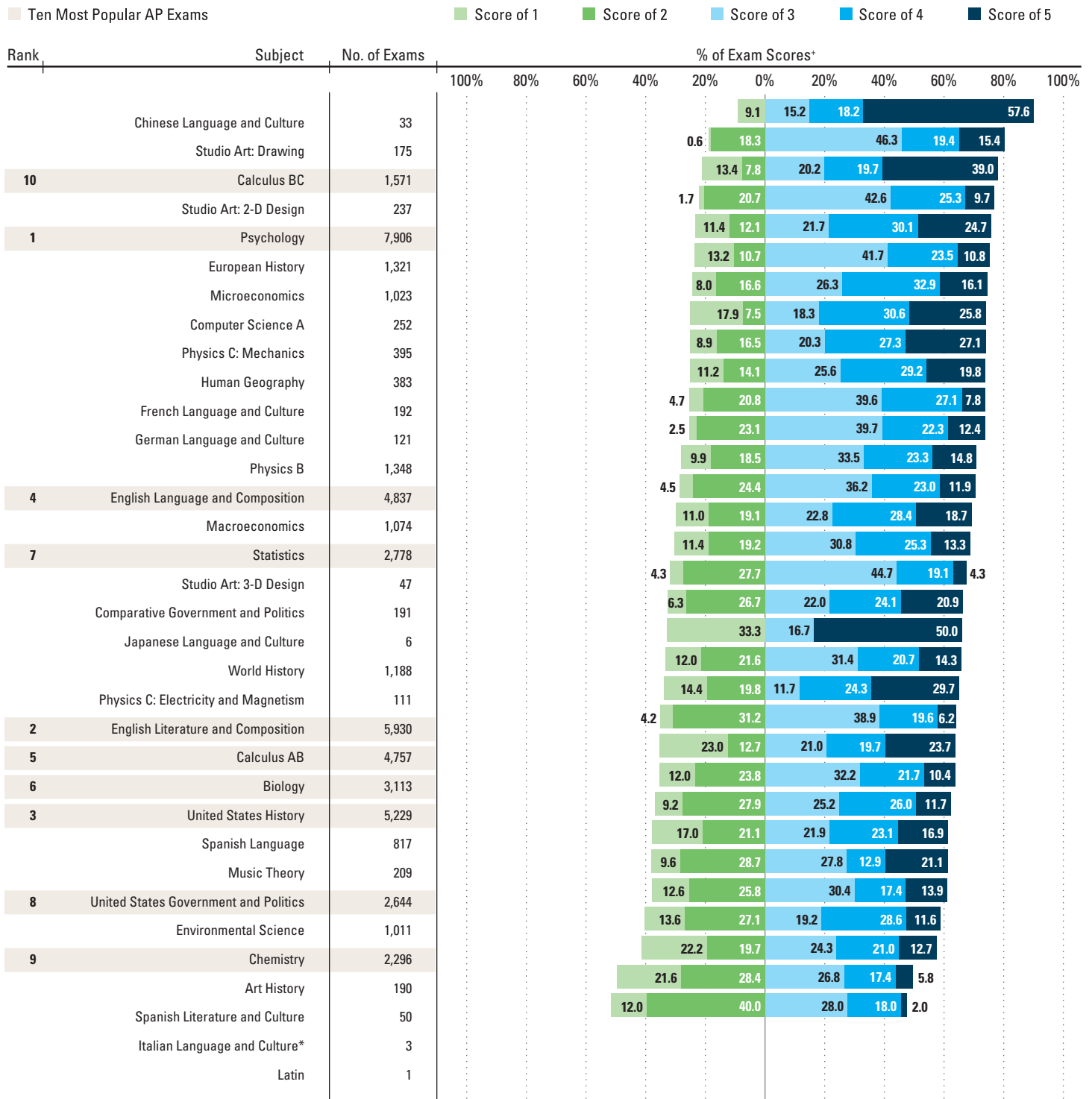
History and Social Sciences

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

Total Number of Graduates: 60,254

*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

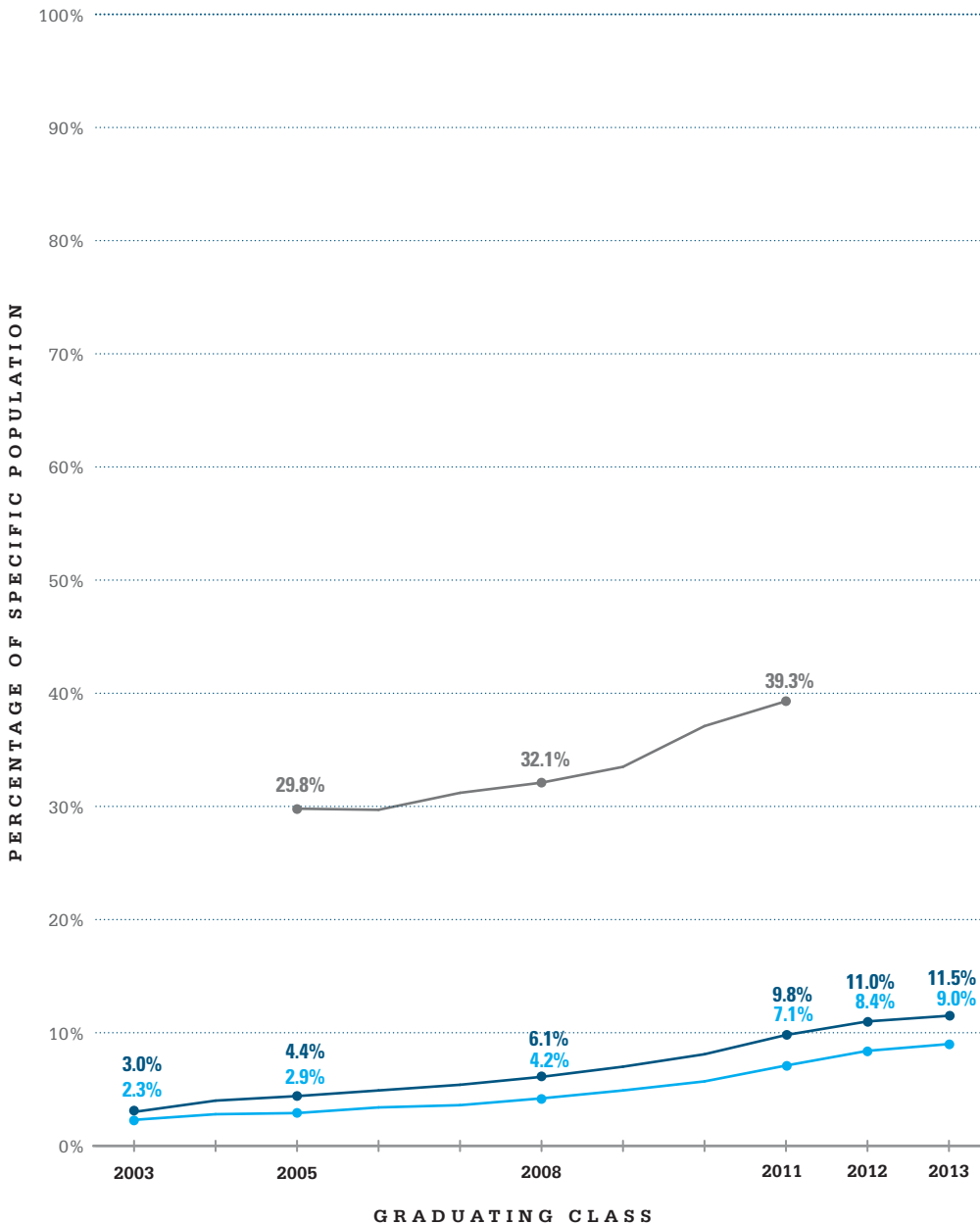
FIGURE 4 Trends in AP Exam Participation and Success

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

5,365

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



	2003	2008	2012	2013
●	**	**	**	**
●	336	958	1,995	2,207
●	180	453	1,052	1,207

*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

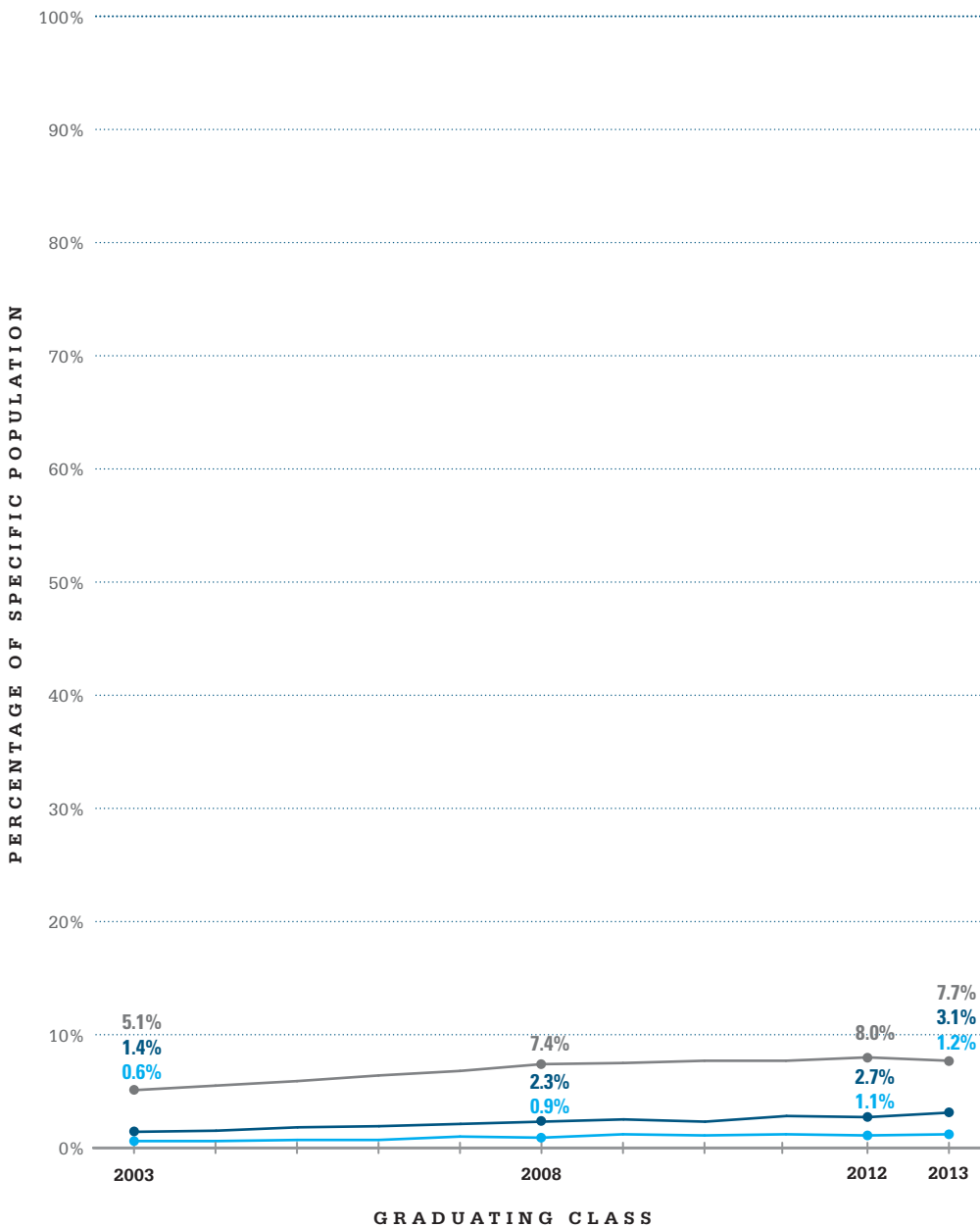
FIGURE 5 Trends in AP Exam Participation and Success

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

584

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



	2003	2008	2012	2013
●	3,196	4,827	4,957	4,621
●	161	365	484	584
●	43	96	135	164

Hispanic/Latino

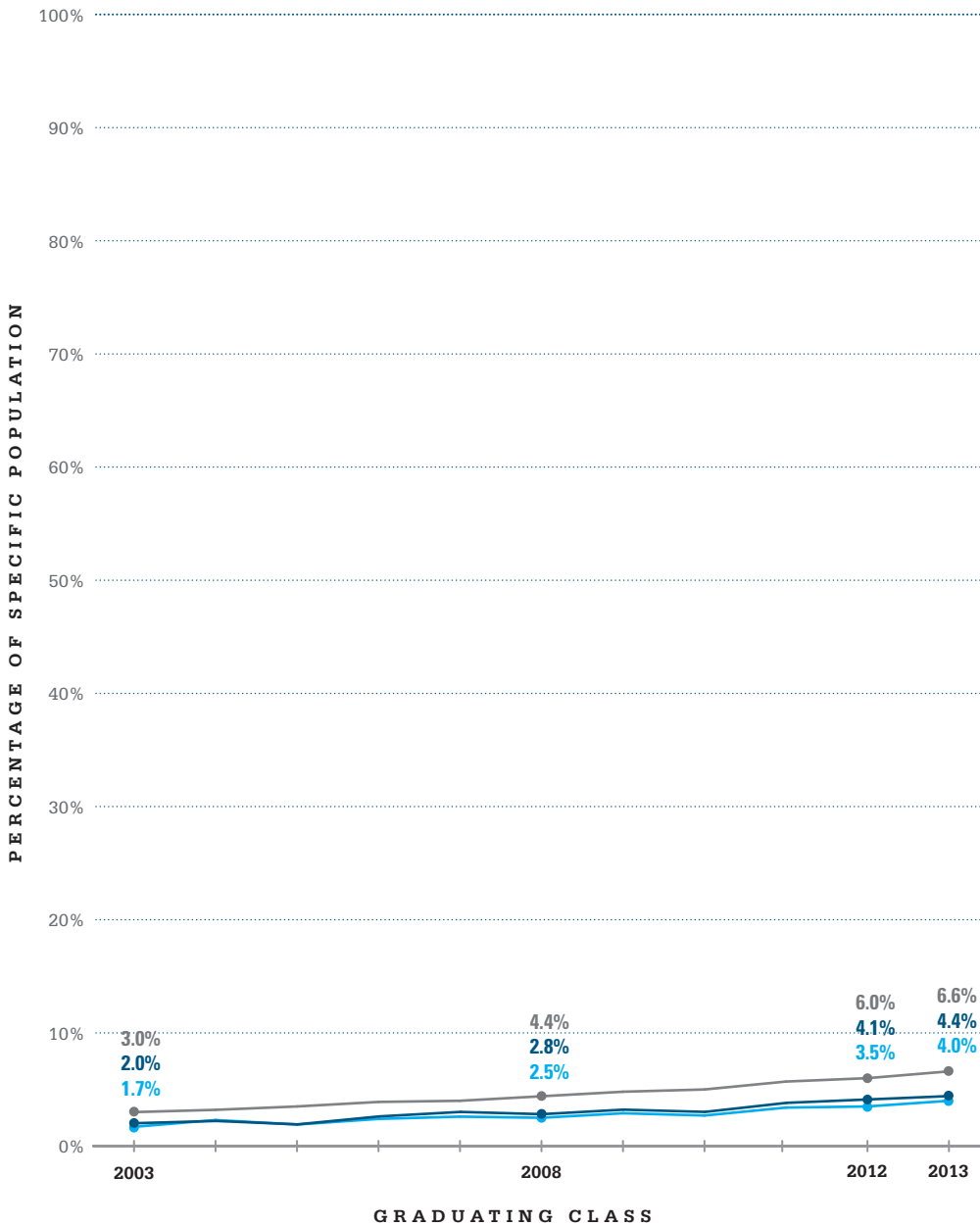
FIGURE 6 Trends in AP Exam Participation and Success

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

843

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



	2003	2008	2012	2013
●	1,870	2,840	3,745	3,964
●	219	438	733	843
●	128	265	438	537

American Indian/ Alaska Native

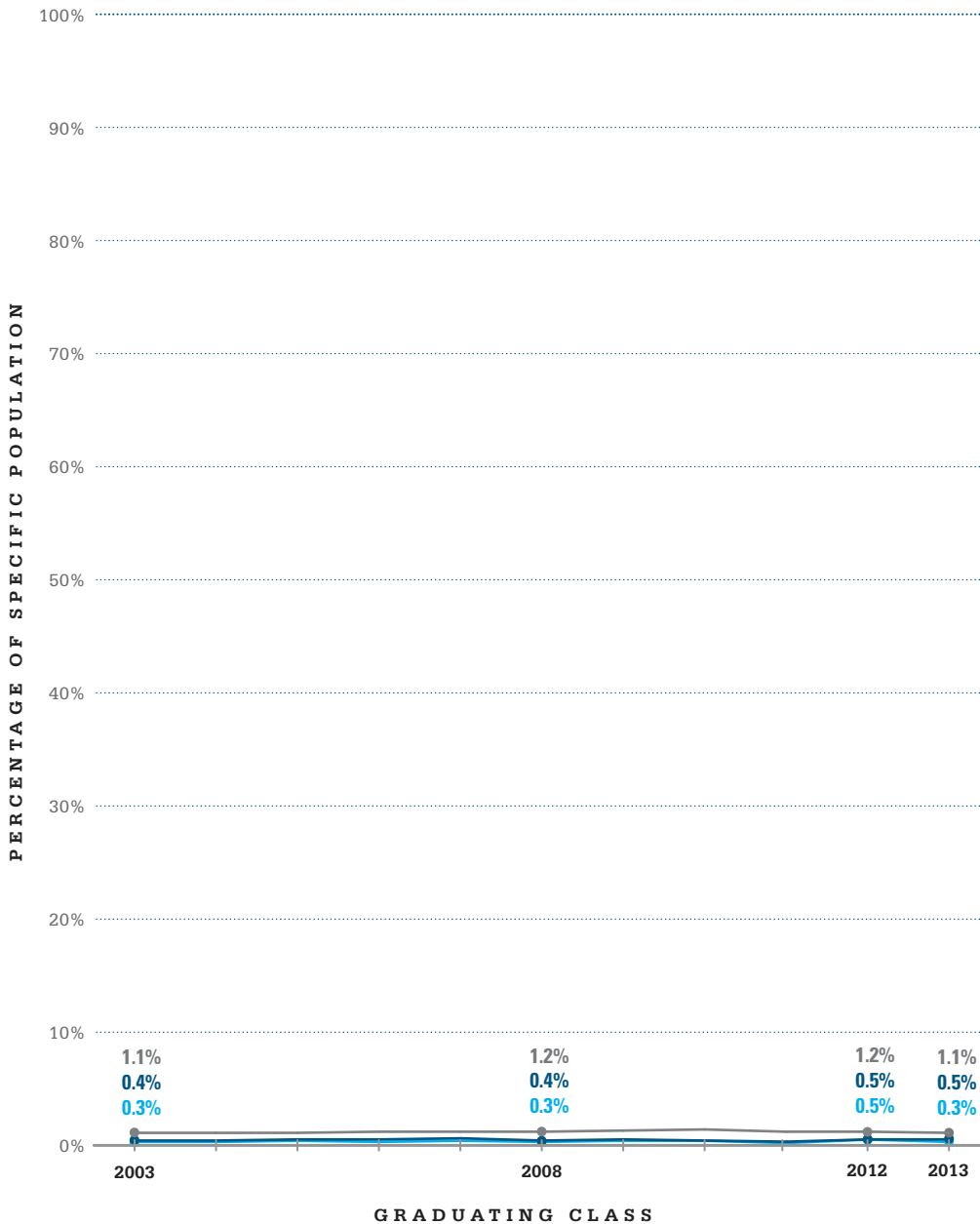
FIGURE 7 Trends in AP Exam Participation and Success

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

89

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



	2003	2008	2012	2013
●	668	800	773	692
●	40	61	98	89
●	21	31	69	46

Asian/Asian American/ Pacific Islander

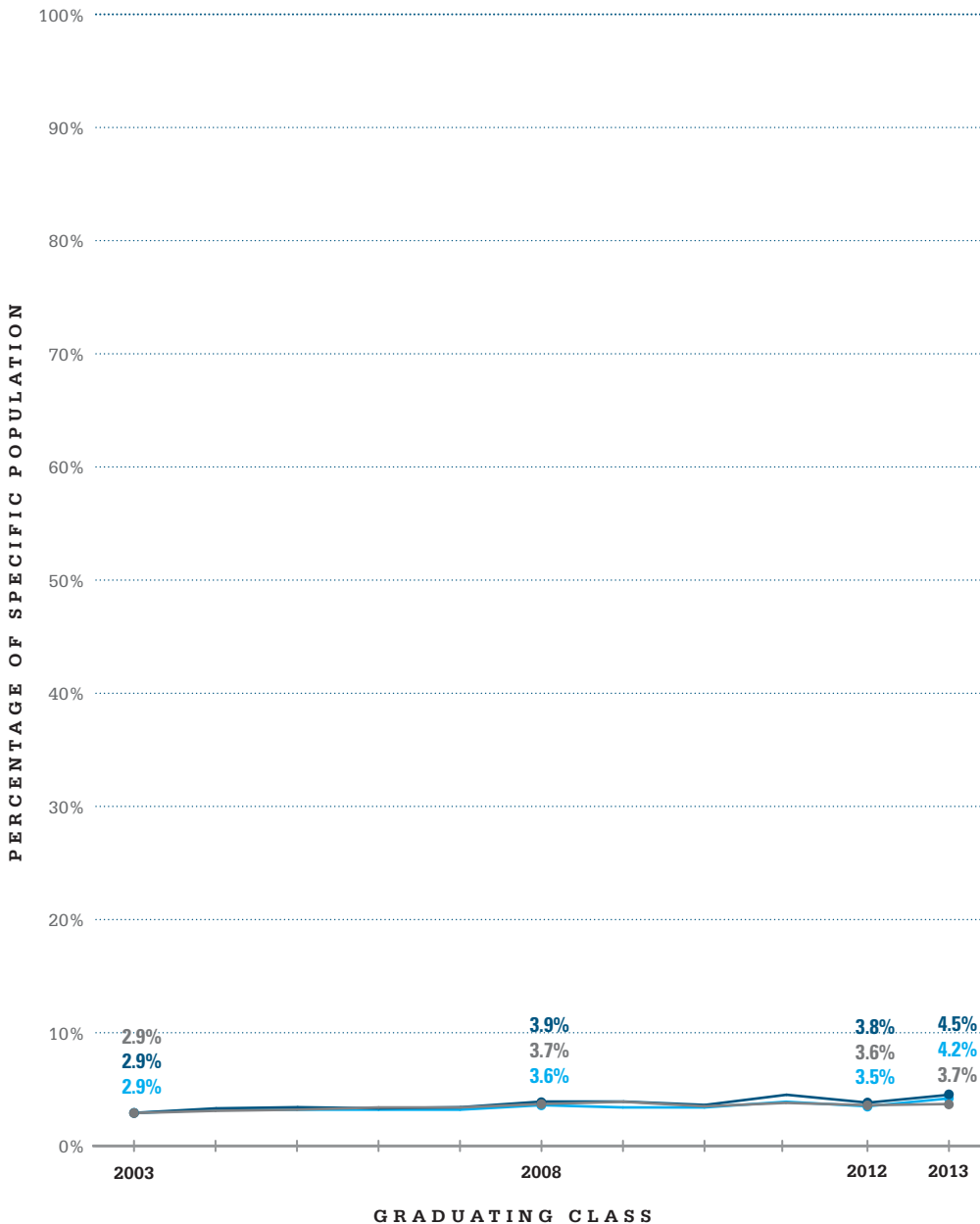
FIGURE 8 Trends in AP Exam Participation and Success

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

869

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



	2003	2008	2012	2013
●	1,859	2,428	2,246	2,233
●	325	609	692	869
●	224	387	441	561

White

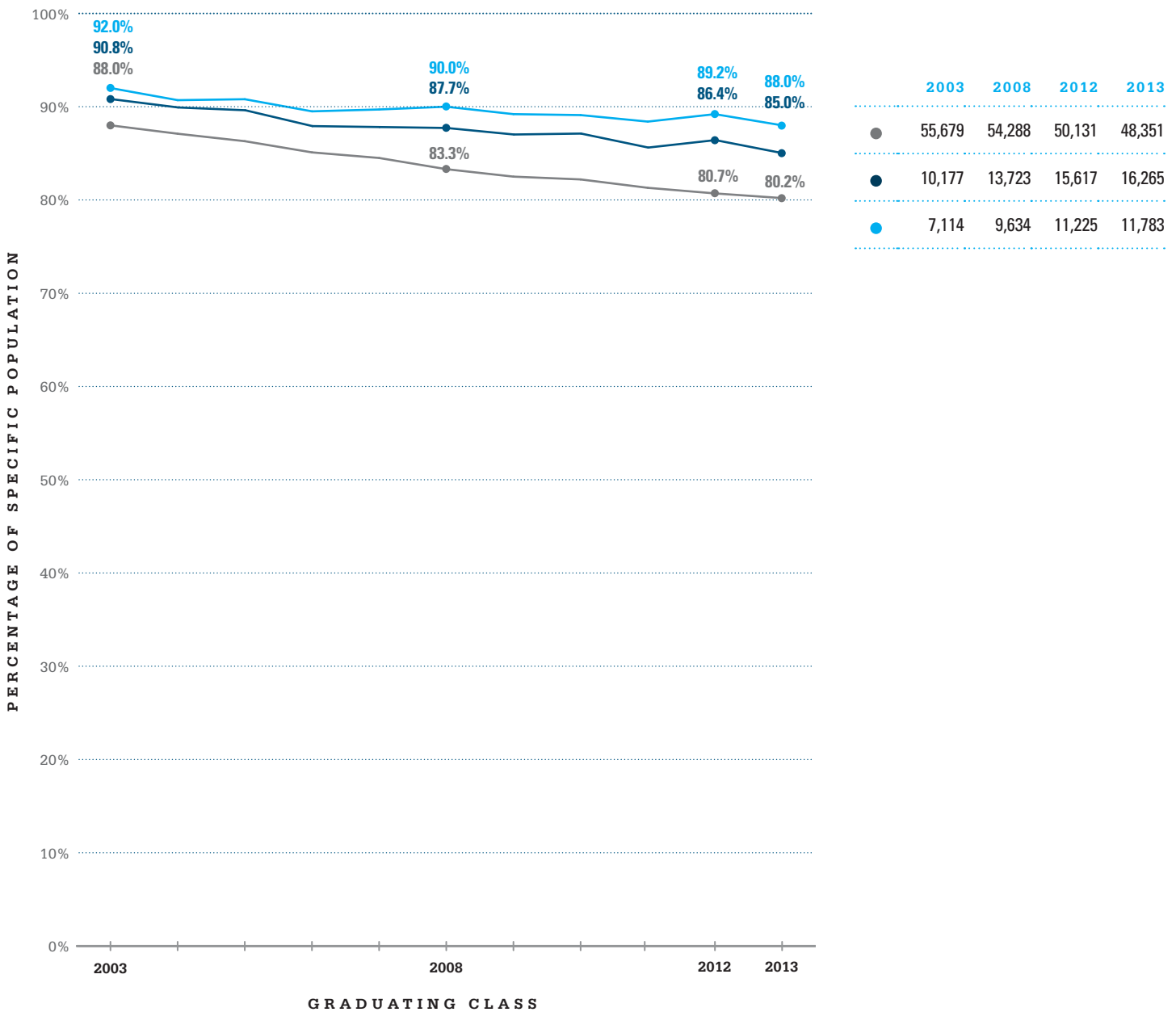
FIGURE 9 Trends in AP Exam Participation and Success

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

16,265

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



ABOUT THE COLLEGE BOARD

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