

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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November 13, 2013

MEMORANDUM

TO: Legislative Education Study Committee

FR: Travis Dulany

RE: STAFF REPORT: COLLEGE BOARD REPORT: ADVANCED PLACEMENT

INTRODUCTION

For the 2013 interim, Legislative Education Study Committee (LESC) members requested a report from the College Board to include:

- how the organization is partnering with New Mexico;
- the impact of the Advanced Placement (AP) program on the cost of a college education; and
- statewide results of the AP program and a discussion of how to improve them.

For this topic, LESC staff have arranged for a presentation from Mr. Jeff Peterson, Senior Director of State Government Relations with the College Board, for a presentation on AP. For additional information relating to AP in New Mexico, this staff report covers:

- an overview of Advanced Placement;
- Advanced Placement funding in New Mexico;
- Advanced Placement participation and results in New Mexico; and
- background.

This staff report also includes:

- an **Attachment**, *Advanced Placement Appropriations to New Mexico Highlands University and the Public Education Department*.

OVERVIEW OF ADVANCED PLACEMENT

According to the College Board:

- the AP program offers college-level curricula and tests to high school students, which can result in postsecondary placement and credit;
- the program currently offers 34 courses in a variety of subject areas;
- AP courses are developed by committees composed of college faculty and AP teachers;
- the courses are guided by *AP Course Descriptions* that inform the course content, curricular goals, and sample examination questions, although AP teachers have the flexibility to determine how the content is presented; and
- AP exams:
 - contain free-response (either essay or problem solving) and multiple-choice sections;
 - are developed and scored by college and AP high school faculty that meet throughout the year;
 - are administered each year in May; and
 - are intended to test AP students' abilities to perform at the college level.

ADVANCED PLACEMENT FUNDING IN NEW MEXICO

Since at least 1996, \$15.1 million in General Fund appropriations has been allocated for AP in New Mexico to at least two state entities: \$10.2 million to the Public Education Department (PED) and \$4.9 million to New Mexico Highlands University (NMHU) (see the **Attachment**).

Public Education Department

Since 2003, PED has received a special appropriation for AP, including \$750,000 in FY 14. In prior years, PED indicated that this funding was used to execute a joint powers agreement with NMHU; however, according to the department, the appropriation for FY 14 is being allocated as follows:

- \$250,000 for two AP summer institutes for teachers and counselors, which are provided at no cost to the educators other than travel expenses, and online AP course development in partnership with Innovative Digital Education and Learning-New Mexico, which is in the planning stages at the moment.
- \$300,000 for a contract with the College Board to:
 - “provide the most up-to-date research and knowledge on AP”;
 - “provide content professional development for teachers, training for administrators, and for counselors with a focus on [science, technology, engineering, and mathematics] courses”; and

- “work collaboratively with PED to develop and deliver approximately 55 workshops regionally throughout New Mexico during the 2013-2014 school year”;
 - \$150,000: “reserve for AP test fee reduction for eligible youth”; and
 - \$50,000 to provide pre-AP programs for four pilot middle schools using AP SpringBoard in schools serving native populations.
- Also, for FY 14, the 2013 Legislature appropriated \$2.0 million to PED “to provide stipends to teachers and school leaders to move from schools rated A or B to schools rated D or F pursuant to the *A-B-C-D-F Schools Rating Act* that serve a high proportion of at-risk students or high-poverty students and to provide stipends to high school teachers of advanced placement classes that increase the proportion of students receiving college credit for advanced placement classes.” According to PED officials, no stipends have been paid to AP high school teachers at this time, as the department is awaiting data from the College Board to complete calculations for the stipends.

New Mexico Highlands University

NMHU administers an AP New Mexico program, which includes an AP Fee Reduction Program and AP summer institutes. These two programs are discussed below.

The AP Fee Reduction Program

The AP Fee Reduction Program subsidizes testing fees for qualified low-income New Mexico students through three funding sources:

- the College Board fee reduction per exam for students with financial need;
- the US Department of Education (USDE) Advanced Placement Test Fee Program; and
- legislative appropriations to NMHU.

According to NMHU, the cost to the student per AP exam is \$89, for which the school receives an \$8.00 rebate. For those economically disadvantaged students who qualify for the NMHU AP Fee Reduction Program:

- the College Board waives a certain amount of the testing fee;
- the school forgoes the \$8.00 rebate;
- state funding subsidizes \$25 of the exam fee; and
- depending on funding, a federal fee subsidy (referenced above) may be available from the USDE; however, for 2013 NMHU lists the federal fee subsidy as zero¹.

According to NMHU, for those who qualify for the 2013 AP Fee Reduction Program, the total cost per AP exam in school year 2012-2013 was \$30, after factoring the cost savings listed above. According to PED, 38.8 percent of New Mexico students who take an AP exam receive a test fee reduction.

¹ According to USDE, New Mexico received \$144,500 for FY 13. This funding is allocated from USDE to PED. Although NMHU indicates that the funding was made available to the university for the NMHU AP Fee Reduction Program in previous years, it appears that this funding was not allocated to NMHU in FY 13.

AP Summer Institutes

NMHU indicates that the university collaborates with PED on AP summer institutes. According to the university, these AP summer institutes:

- provide professional development for AP teachers;
- are typically five days in duration;
- consist of no less than 30 instructional hours;
- are delivered in conjunction with PED; and
- bring together teachers to discuss course-specific content, instructional strategies, course organization, and methods for increasing student participation in courses that help them acquire skills and habits they will need to be successful in college.

According to PED, 272 faculty participated in AP summer institute trainings in 2012.

ADVANCED PLACEMENT PARTICIPATION AND RESULTS IN NEW MEXICO

According to data from the College Board, in school year 2012-2013, 13,365 exams were administered to New Mexico students in 110 schools throughout the state. PED data indicate that courses for these AP students were taught by 684 AP teachers. Among students who took the exam, the score distribution is as follows:

Score	Number of New Mexico Students at Score	Percent of New Mexico Students at Score	Number of Students Nationwide at Score	Percent of Students Nationwide at Score
5	1,220	9.13%	563,805	14.3%
4	1,858	13.9%	785,114	19.9%
3	2,858	21.38%	974,238	24.7%
2	3,604	26.97%	872,724	22.2%
1	3,825	28.61%	742,219	18.8%
Total	13,365	100%	3,938,100	100%

The most frequently tested subject areas for AP in New Mexico are:

Subject Area	Number of Tests Administered in New Mexico
English Language and Composition	2,360
English Literature and Composition	1,850
US History	1,490
World History	1,168
Calculus AB	846

As mentioned in the *Overview of Advanced Placement* section of this staff report, AP test scores can result in college placement and credit. The following New Mexico institutions received the greatest number of AP scores for New Mexico students who took one or more AP exam in school year 2012-2013:

Postsecondary Institution	Total Number of Candidates	Total Number of Scores
University of New Mexico	1,729	2,639
New Mexico State University	602	921
New Mexico Institute of Mining & Technology	168	338
Eastern New Mexico University	95	169
Santa Fe Community College	50	70

Additionally, the following postsecondary institutions outside of New Mexico received the greatest number of AP scores for New Mexico students for school year 2012-2013:

Postsecondary Institution	Total Number of Candidates	Total Number of Scores
Texas Tech University	96	195
Arizona State University	54	84
Brigham Young University	52	57
Fort Lewis College	47	76
Colorado State University	37	56

BACKGROUND

AP takes its roots in the post-World War II era, when the Ford Foundation created the Fund for the Advancement of Education. In two studies supported by the fund, educators recommended that secondary schools and postsecondary institutions work together to avoid repetition in course work at their respective levels and to allow students to advance as quickly as possible.

According to the College Board, in 1952 a pilot program was launched introducing advanced courses in 11 initial subjects. By school year 1955-1956, the College Board took over administration of the program, which was named the College Board Advanced Placement Program. Data for AP in New Mexico date back to 1976 and indicate that 28 students in five secondary schools took 33 AP exams at the time; their scores were reported to six postsecondary institutions. In 2013, the number of students participating in AP has grown to 8,635 in 110 schools. The results from the 13,365 exams taken in New Mexico in 2013 were reported to 26 postsecondary institutions.

**Advanced Placement Appropriations to New Mexico Highlands University
and the Public Education Department**

Legislature	Fiscal Year	Appropriation to New Mexico Highlands University	Appropriation to the Public Education Department
1996	1997	\$50,000	-
1997	1998	\$50,000	-
1998	1999	\$52,100	-
1999	2000	\$352,100	-
2000	2001	\$355,700	-
2001	2002	\$360,200	-
2002	2003	\$314,200	-
2003	2004	\$297,800	\$381,600
2004	2005	\$286,700	\$381,600
2005	2006	\$278,200	\$131,600 ¹
2006	2007	\$281,300	\$1,200,000
2007	2008	\$686,900 ²	\$2,000,000
2008	2009	\$294,400	\$2,000,000
2009	2010	\$281,100	\$1,750,000
2010	2011	\$250,800	\$563,000
2011	2012	\$229,200	\$541,800
2012	2013	\$229,200	\$541,000
2013	2014	\$230,300	\$750,000
TOTAL		\$4,880,200	\$10,241,400

¹ Includes language specifying use for “teacher professional development on teaching advanced placement and pre-advanced placement courses through a joint powers agreement with New Mexico Highlands University.”

² Includes \$288,100 from the General Fund and \$398,800 from Other State Funds

The Advanced Placement Program & New Mexico

Legislative Education Study Committee Briefing – November 13, 2013

Jeff Peterson, Senior Director of Government Relations, The College Board



Who is the College Board?



- We are a mission-driven not-for-profit organization that connects students to success and opportunity.
- Founded in 1900 to expand access to higher education.
- We are a membership organization with over 6,000 of the world's leading educational institutions.
- Our organization is deeply committed to promoting excellence and equity in education.
- Each year we help more than seven million students prepare for successful transition to college through programs and services – including the PSAT, SAT and Advanced Placement Program.

What is the Advanced Placement Program?



- AP is a collaboration between motivated students, secondary schools, colleges and universities.
- The AP Program offers 34 courses and exams.
- Optional external assessment at the end of the course – Scoring ranges from 1-5.
- Since 1955, the AP Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement while in high school.
- Today, more than 18,000 schools worldwide participate in the AP Program.



The 9th Annual

AP[®] Report to the Nation

February 13, 2013

Progress on College Readiness

In 2008, the College Board's College Completion Agenda established the goal of increasing the percentage of 25- to 34-year-olds who hold an associate degree or higher to 65 percent by 2025.⁴

To see our progress toward this goal continue, three efforts are critical:

- Increasing rigor in the nation's classrooms;
- Promoting equitable access to these rigorous academic experiences; and,
- Ensuring that students develop the knowledge and skills critical for success in college and careers.

In this report, you're going to see a lot of data — data that can serve as a guidepost for our progress. But it's not all about the numbers. The charts and graphs on these pages represent the hard work and successes of students and teachers in classrooms in your state and around the country.

To hear their stories, turn to pages 4-11, and visit apreport.collegeboard.org to see videos.

Increasing Rigor

In order for more students to succeed in college, they need preparation for and access to demanding college-level work while they're still in high school. AP students are already engaged in the rigorous level of work they will encounter in their first year of college.

Why is this important?

37.6% of first- and second-year undergraduate students require remedial course work in college⁵

Promoting Equity

Underserved minority⁶ and low-income students remain underrepresented not only in the AP classroom and in the population of successful AP students but also among Americans with a college degree.

20.8% of Hispanic/Latino 25- to 34-year-olds have an associate degree or higher⁷

Developing Critical Knowledge and Skills

In collaboration with college and university faculty and a dedicated community of teachers, AP courses and exams are built on rigorous standards to ensure that students are developing the knowledge and skills they'll need to be successful in college and beyond.

512,374 U.S. public high school graduates scored a 3 or higher on an AP math, science, English, history, or social science exam in high school

- **This is cohort-level data only: not exam administration–level data.**
This report looks at students' entire experience with AP — tracking exams taken by seniors throughout their high school careers — as opposed to reporting results from a particular AP Exam administration or calendar year.
- **This report represents public school students.**
Because reliable demographic data for nonpublic schools are not available for all states, the report represents public school students only.
- The public school list is **refined** each year, which creates minor differences in a cohort's data over time.

Figure 1: Nationally, more graduates are succeeding on AP Exams today than took AP Exams in 2002

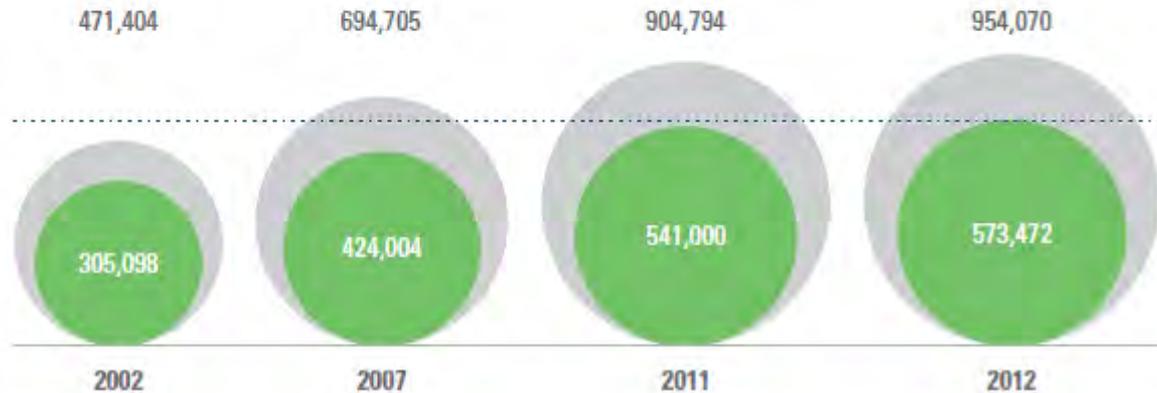


What do the data show?

More graduates are succeeding on AP Exams today than took AP Exams in 2002

Figure 1:
Number of graduates taking and scoring a 3 or higher on an AP Exam

- Number of graduates leaving high school having taken an AP Exam
- Number of graduates scoring 3+ on an AP Exam during high school

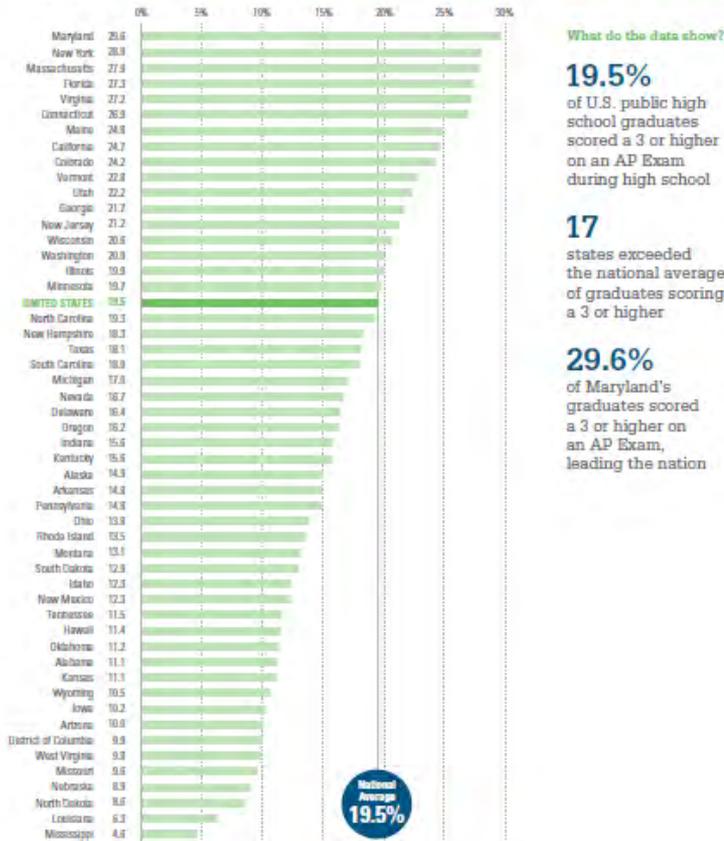


- In 2002, 2,496 students in NM took an AP exam and 1,215 earned a 3+ on an AP exam.
- In 2012, 4,815 students in NM took an AP exam and 2,108 earned a 3+ on an AP exam.
- In NM, the greatest number of graduates scoring a 3+ was on the AP English exams.

Figure 2: Percent of U.S. public high school graduates scored a 3 or higher on an AP Exam during high school



Figure 2:
Percentage of the class of 2012 scoring a 3 or higher on an AP Exam during high school



What do the data show?

19.5%
of U.S. public high school graduates scored a 3 or higher on an AP Exam during high school

17
states exceeded the national average of graduates scoring a 3 or higher

29.6%
of Maryland's graduates scored a 3 or higher on an AP Exam, leading the nation

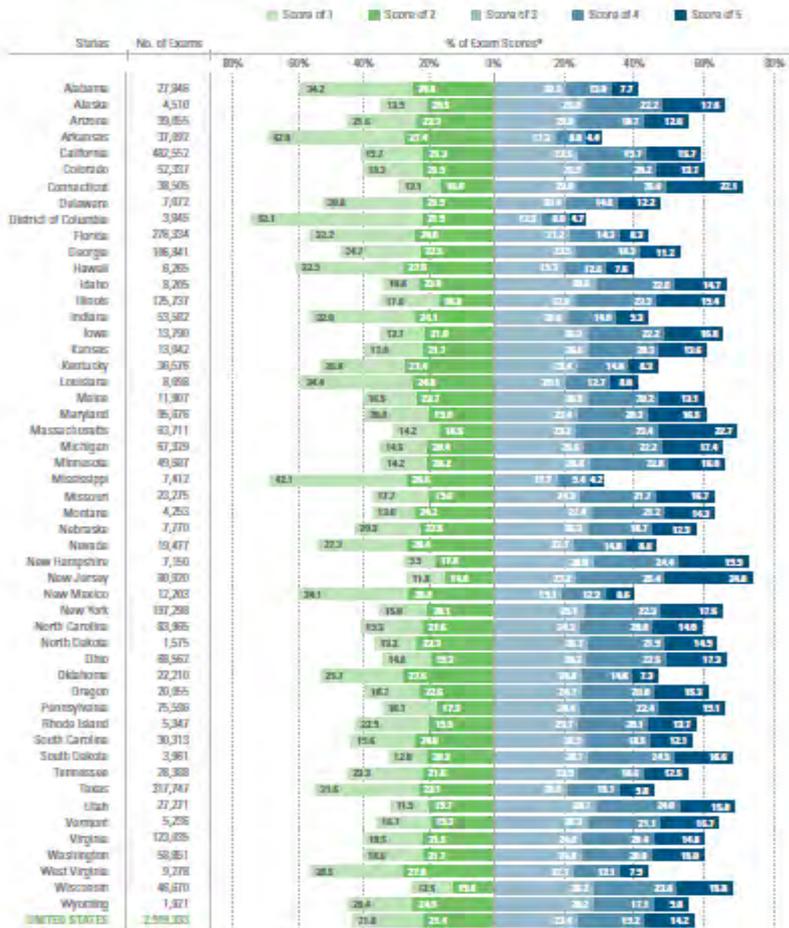
- ✓ **National Average: 19.5% of US public high school graduates scored a 3 or higher on an AP exam in high school.**
- ✓ **State Average: 12.3% of New Mexico school graduates scored a 3 or higher on an AP exam in high school.**

How numbers for this figure are available in Appendix A. Data are alphabetical by state name.

Figure 4: 57 percent of all AP Exams taken by the graduating class of 2012 received a score of 3 or higher



Figure 4:
Score distributions of AP Exams taken by the class of 2012 during high school



*Due to rounding, percentages do not always add up to 100%.

- ✓ The top five exams for the class of 2012 in NM were English Language, English Literature, US History, World History & US Government and Politics.
- ✓ Of the top 10 exams, 3 of the exams (Statistics Calculus AB & Biology) were in STEM fields.
- ✓ AP courses are undergoing a redesign to better serve students.



The “Strategies for Progress” spread provides suggestions for increasing rigor, promoting equity, and developing critical knowledge and skills



Strategies for Progress

We hope schools, districts, states, and colleges and universities will consider the following strategies for increasing rigor, promoting equity, and developing critical knowledge and skills in high school classrooms.

	School	District	State	College or University
Closing the Opportunity Gap	<ul style="list-style-type: none"> Use AP Potential™ to identify students at your school who are likely to succeed in AP courses. Where there are sufficient numbers of potential students for particular subjects, consider starting new AP courses or sections. Your school may already have the resources it needs to start new AP courses. Find out how your school can launch a new AP course at collegeboard.org/startapcourse. 	<ul style="list-style-type: none"> Contact your regional College Board office for free training on how to use AP Potential to identify new courses to offer at your schools. Visit collegeboard.org/shansap for resources to help you recruit students to your district's AP classes. 	<ul style="list-style-type: none"> Build teacher capacity by requiring AP teachers to complete content-specific professional development before or during their first year and to update their training regularly. Make funding available for attending these professional development events. 	<ul style="list-style-type: none"> Host an AP Summer Institute or other professional development event for AP teachers in your area. Increase recruitment of successful AP students.
Increasing Rigor	<ul style="list-style-type: none"> Use AP Instructional Planning Reports to target areas for increased attention and focus in the curriculum. Develop plans to recruit, retain, train, and mentor new and less experienced AP teachers. 	<ul style="list-style-type: none"> Implement summer programs (e.g., summer “boot” or “boost” camps) to help students prepare for specific AP courses. Ensure AP course offerings align with your district's graduation requirements. (For instance, if a U.S. government course is required for all students, do they have access to AP U.S. Government and Politics?) 	<ul style="list-style-type: none"> Set a clear, measurable statewide goal for AP participation and success to be incorporated into the state report card. Establish AP participation and performance indicators on state report cards. 	<ul style="list-style-type: none"> Encourage and reward faculty involvement in AP course development, exam scoring, course syllabus review, and research. Recognize successful AP scores with course-equivalent credit, placement, and/or scholarships.
Promoting Equity	<ul style="list-style-type: none"> Build emotional and academic support for students through targeted peer mentoring, counseling, and tutoring programs. Offer parents a checklist and glossary of the academic opportunities offered at your school, along with a summary of the graduation requirements for their children. Use AP Potential results to invite students and parents from underserved backgrounds to targeted sessions of an AP night at your school that highlights the courses offered. 	<ul style="list-style-type: none"> Work with middle and high school counselors to identify students who initially need extra academic and personal support to succeed in AP. Develop an AP inclusion process that involves parent meetings, school visits and tours, and summer bridge programs. Review your district's AP data, and require schools to review their AP enrollment practices. Together, use this information to ensure that underrepresented students have access to academic pathways that will prepare them for AP, and that your schools see proportionate, equitable AP enrollment and success. 	<ul style="list-style-type: none"> Provide targeted assistance and resources to schools serving traditionally underserved populations: for example, funding for materials, supplies, outreach efforts, and tutoring programs. Clearly communicate your state's graduation requirements, and share information about funding opportunities that enable students to participate and succeed in AP. Communicate the advantages of AP for students attending your state's universities. 	<ul style="list-style-type: none"> Target recruitment outreach to underserved students who earn AP scores of 3 or higher. Recognize and collaborate with AP Districts of the Year near your institution. Support their continued progress through collaborative activities such as AP teacher training, college fairs, and parent and community outreach.
Developing Critical Knowledge and Skills	<ul style="list-style-type: none"> Adopt rigorous academic standards and curricula that allow students to build a progression of content and skills anchored in AP. Develop and share a road map of the content and skills that students will need to be college and career ready. 	<ul style="list-style-type: none"> Set clear and measurable goals about college readiness for all students in your district. Make information available to students about whether they are on track to be (or already are) successful in college-level courses by the end of high school. 	<ul style="list-style-type: none"> Develop policies that allow AP course work and exam scores to substitute for statewide graduation requirements. 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. 	<ul style="list-style-type: none"> Provide incentives for faculty to collaborate with local AP teachers to align expectations of what students in college-level courses should know and be able to do. Organize special events for local AP students to visit your institution (e.g., lab tours, author presentations, and speakers from your history or English departments). Make admission counselors available to meet with students at these events.

- Currently, New Mexico ranks 36th in the nation in AP access and achievement, with just 12.3% of New Mexico public school students (2,108 students) earning a score of 3+ on an AP Exam before leaving high school.
- Because New Mexico is the first state in the nation to serve a Hispanic-majority student population, and also has the third largest percentage of American Indian students of any state, New Mexico's commitment to Advanced Placement equity and achievement will have a profound impact on the diversity of students entering and affording higher education.

- Los Alamos Public Schools is one of 477 school districts in the U.S. and Canada being honored by the College Board with placement on the 4th Annual AP[®] District Honor Roll for increasing access to AP[®] course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams.
- This year's PSAT results in New Mexico identify more than 5,500 New Mexico students in grades 10 and 11 with strong academic readiness to succeed in one or more AP courses before they complete high school.

- In some cases, these students attend schools that do not provide the specific AP courses for which the students are academically ready. In other cases, the school may be using inappropriate enrollment criteria, such as the student's prior GPA, which research has actually shown to have a low ability to predict success in AP (the correlation is only .25).
- If New Mexico enabled each of its 5,500 students with high academic readiness to take even just one AP course for which they have demonstrated academic readiness, New Mexico would immediately outpace most states in the nation in achieving equity in access to AP coursework.

- ▶ **AP fosters college persistence and success. When compared to non-AP students, AP students:**
 - Perform as well as or better than non-AP students in subsequent college courses
 - Achieve higher college graduation rates
 - Generally earn higher college GPAs

- ▶ **AP offers opportunities for traditionally underserved students to succeed.**
 - AP participation among underrepresented students has grown over the past decade.
 - Minority and low-income students who earn a 3 or higher on AP exams are more likely than non-AP students to earn a college degree within five years.

- ▶ **AP supports student engagement and success in science and math.**
 - Students, including women and underserved students, who take AP math or science exams are more likely to major in STEM fields.

- ▶ **Potential Economic Impact to New Mexico students and higher education operating budgets:**
 - Public four-year colleges and universities receiving the highest volume of AP scores in 2012:
 - University of New Mexico
 - New Mexico State University
 - New Mexico Institute of Mining and Technology
 - In 2012, 9,006 New Mexico students took 14,369 exams. Of these, 42.7% or 6,132 exams resulted in scores of 3, 4, or 5.
 - In 2012, New Mexico students took a total of 6,132 AP Exams that resulted in scores of 3, 4 or 5. Based on students' opportunity to earn at least 3 college credits for each AP Exam score of 3 or higher, this represents an estimated 18,396 college credits. At an average rate of \$192* per credit hour, the total potential cost savings for the state's students and families was **\$3,532,032**.

► AP Credit Policy:

A clear and consistent AP credit granting policy:

- Ensures that prospective students and families know which institutions recognize AP achievement and award college credit and/or advanced placement based on qualifying scores
- Highlights opportunities for students to apply credit toward meeting General Education requirements
- Supports seamless course articulation and credit transfer, boosting degree completion rates
- Reduces duplication of credit and accumulation of excess credit hours that can economically burden students, families, and state resources

A Right to Rigor: Fulfilling Student Potential



All students who are academically ready for the rigor of AP[®] — no matter their location, background, or socioeconomic status — have a right to fulfill that potential. Last year, however, hundreds of thousands of prepared students in this country either did not take an available AP subject for which they had potential or attended a school that did not offer the subject.

How can educators determine readiness for AP? Many schools use a student's prior GPA or grade in a prerequisite course to determine admission to an AP course. The problem with emphasizing these criteria is that they only have low correlations to success in AP, so they should not be used in isolation or in lieu of more strongly correlated predictors.¹ Currently, the strongest predictor of success in many AP courses is a student's performance on particular Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT[®]) sections that are highly correlated to AP success.² From these PSAT/NMSQT results, researchers can identify students with a 60 percent or higher likelihood of success in particular AP subjects.

Analysis of the more than 300,000 students in the graduating class of 2012 who had been identified as having such “AP potential” yet who did not take any recommended AP course reveals striking inequities. In most subject areas, Black/African American, Hispanic/Latino, and American Indian/Alaska Native students who have the same AP readiness as their white and Asian/Asian American/Pacific Islander peers are significantly less likely to experience such AP course work. Take, for example, AP course work in mathematics (see facing page). Among 10 Asian/Asian American/Pacific Islander students with strong likelihood of success in an AP math course, 6 take that course, whereas 4 in 10 white, 3 in 10 Hispanic/Latino, 3 in 10 Black/African American, and 2 in 10 American Indian/Alaska Native students do.³

This report aims to illuminate the nation's progress as well as its remaining inequities through stories and data. In the first section, we highlight examples of classrooms, districts, and colleges that are contributing to the expansion of rigorous course work for high school students. Next, we look closely at national data to show where these efforts have resulted in gains for students. The final section offers strategies many are using to expand AP opportunities for prepared and motivated students, and identifies some of the partnerships that strengthen this ongoing collaboration.

Our Potential Loss

In each graduating class, **hundreds of thousands of students** demonstrate high potential for success in AP math course work



Where is the greatest potential lost?

Among students with high potential for success in AP math course work, only:

6 out of 10
Asian/Asian American/
Pacific Islander students



4 out of 10
white students



3 out of 10
Hispanic/Latino students



3 out of 10
black/African
American students



2 out of 10
American Indian/
Alaska Native students



...took any such AP math course.

AP – Potential in New Mexico



- Public Schools, Graduating Class of 2012
- PSAT Test Takers – 16,389

	English	Math
With Potential	2,579	1,453
Fulfilled	1,209	438
Not Fulfilled	1,370	1,015

► **A Partnership between New Mexico and the College Board:**

- In May, we announced a \$1 million investment by the College Board that will more than double state spending on the Advanced Placement (AP) program for high school students in New Mexico. The funding, combined with \$750,000 in state funding (via HB 2), will expand opportunities for thousands of New Mexico students .

► **Mutual Goals:**

- We seek to support New Mexico's desire to achieve rapid gains in AP access and success, catapulting New Mexico ahead of the national average.
- The focus of 2013-14: Ensuring AP course access and participation for the diversity of NM students with high AP Potential.
- The focus of 2014-15: Additional efforts be to expand rigor and readiness for AP in grades 6-10.

► Strategies/Tools:

- Communications and outreach to students, parents, and counselors (English, Spanish & Dine)
- PSAT/NMSQT fee subsidies
- AP course start-up program
- Professional Develop (teachers and counselors)
- AP course start-up program specific to STEM, inc. online AP courses
- Online PD, especially for rural teachers and students
- AP Exam fee subsidies
- Full-time, in-state initiative manager from the College Board

► Anticipated Outcomes:

- Increase the number of New Mexico high school graduates who succeed in AP (and thus earn college credit) from 2,100 graduates to 3,500 graduates. From its current position ranked 36th in the nation, these results will catapult New Mexico ahead of the national average for Advanced Placement access and success.
- In subsequent years, New Mexico will compete directly with the top-ranked states for college readiness: Maryland, Massachusetts, New York, and Virginia, by ensuring that all students with AP Potential gain access to at least one AP course for which their PSAT scores demonstrate academic readiness, and by focusing on academic programs in grades 6-11 that prepare many more students for the rigors of AP and college.

► Anticipated Outcomes:

- New Mexico students will nearly double the amount of college savings they achieve – ***from \$3.5 million in college savings this year to \$6 million in college savings*** -- through AP credits recognized worldwide to reduce the cost of college and the time needed to earn a degree.
- New Mexico's higher education institutions will receive many more students prepared for the rigors of college. Research consistently shows that students exposed to AP in high school – particularly those from traditionally underserved minority and low-income families – will attend college, earn higher grades, and earn their degrees at significantly higher rates than matched peers and control groups.
- New Mexico's extra focus on AP coursework related to science, technology, engineering, and mathematics (STEM) will significantly increase the number of New Mexico high school graduates who choose to major in STEM fields and pursue STEM careers.

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The 9th Annual

AP[®] Report to the Nation

State Supplement
February 13, 2013



New Mexico

New Mexico

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About This Report

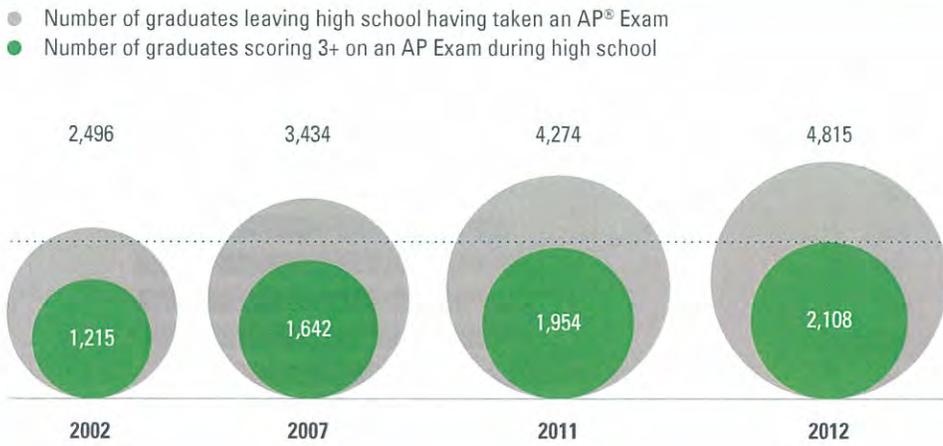
This report provides educators and policymakers with information they can use to celebrate their successes, understand their unique challenges, and set meaningful goals to increase opportunity for all students. It's important to note that while AP Exams are valid measures of students' content mastery 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.

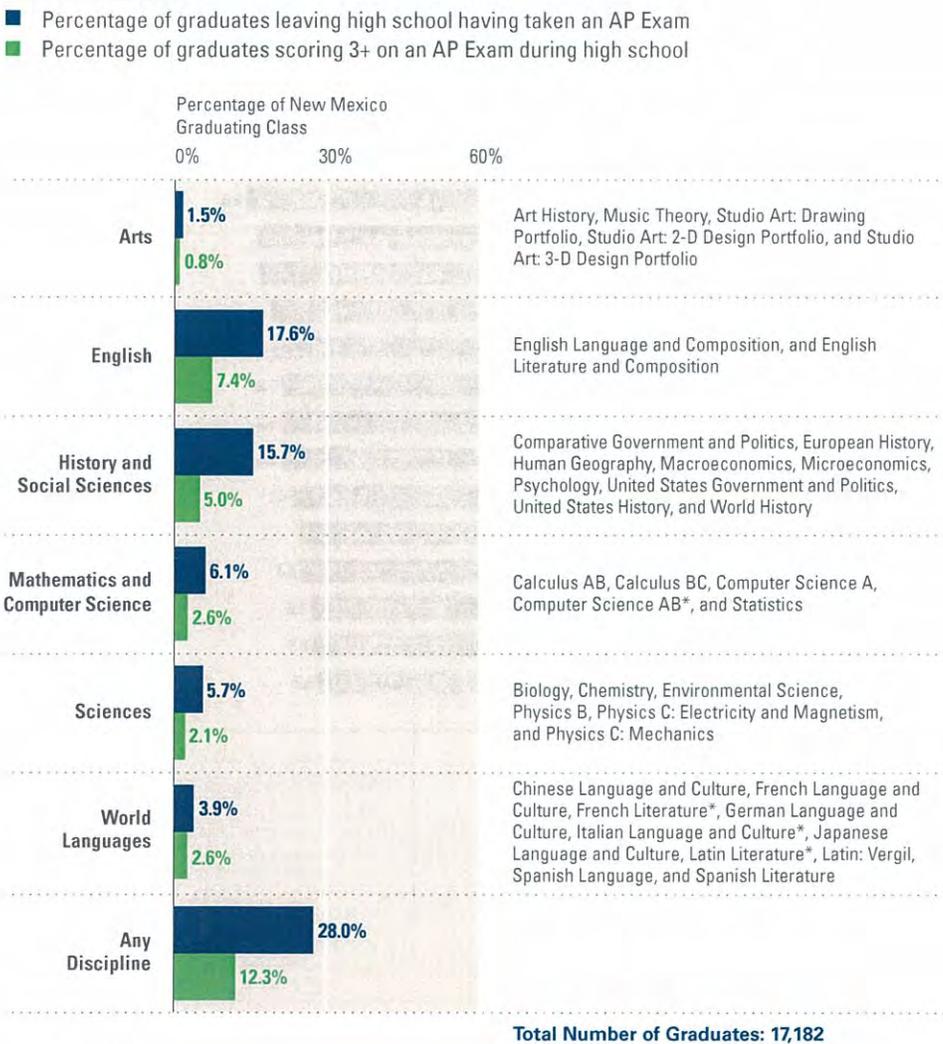
Note: Throughout this report, public high school graduates represent projections supplied in *Knocking at the College Door* (Western Interstate Commission for Higher Education, 2008).

Figure 1 | Growth in AP® participation and success



More graduates are succeeding on AP Exams today than ever before

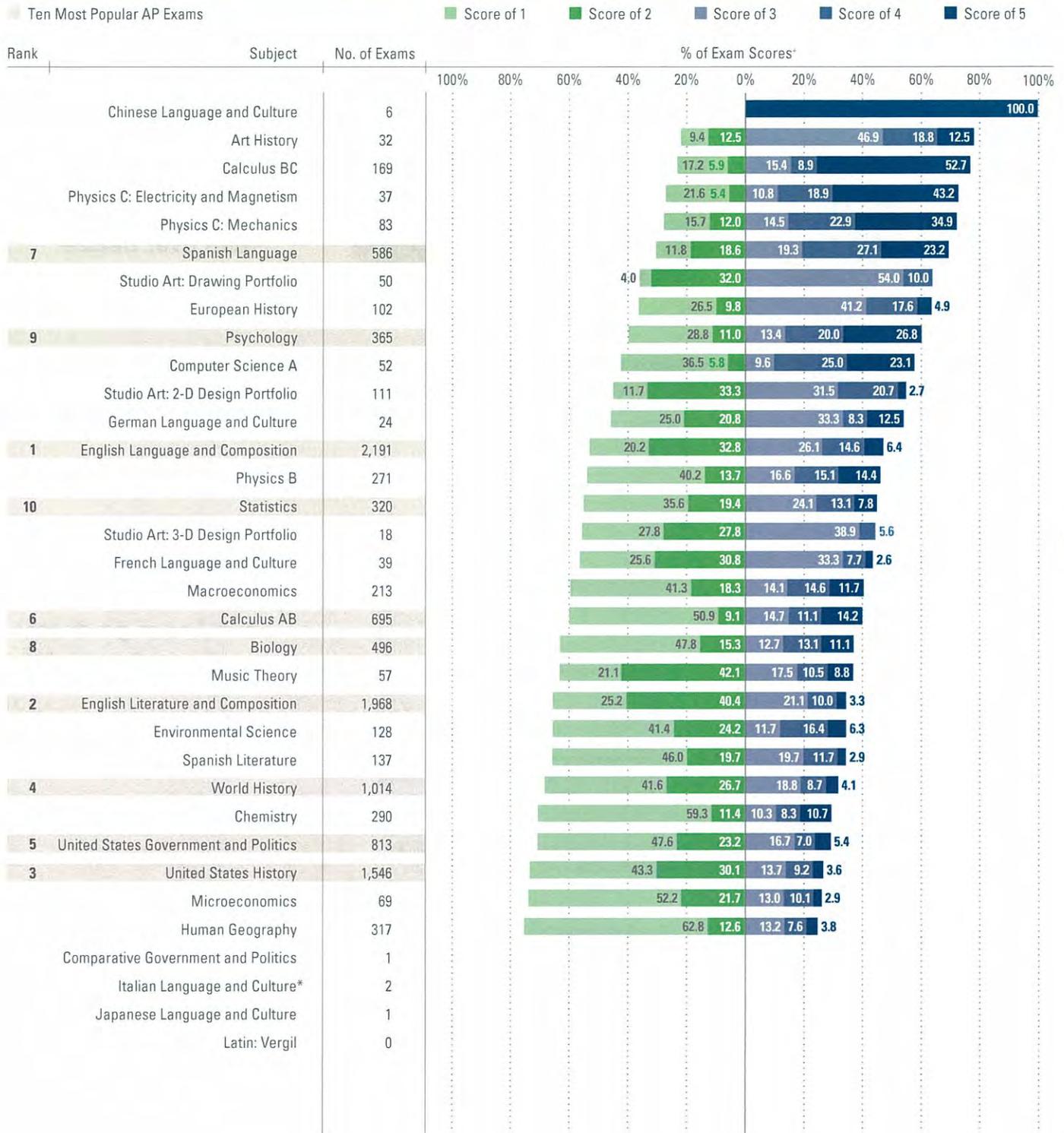
Figure 2 | Participation in and success on AP Exams in the class of 2012



English had the greatest number of graduates scoring a 3 or higher

* The AP Computer Science AB, French Literature, and Latin Literature Exams were last offered in the 2008-09 school year. 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 2012 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.

Discontinued subjects, as well as those with fewer than five AP Exam takers, were omitted from this figure.

Low Income

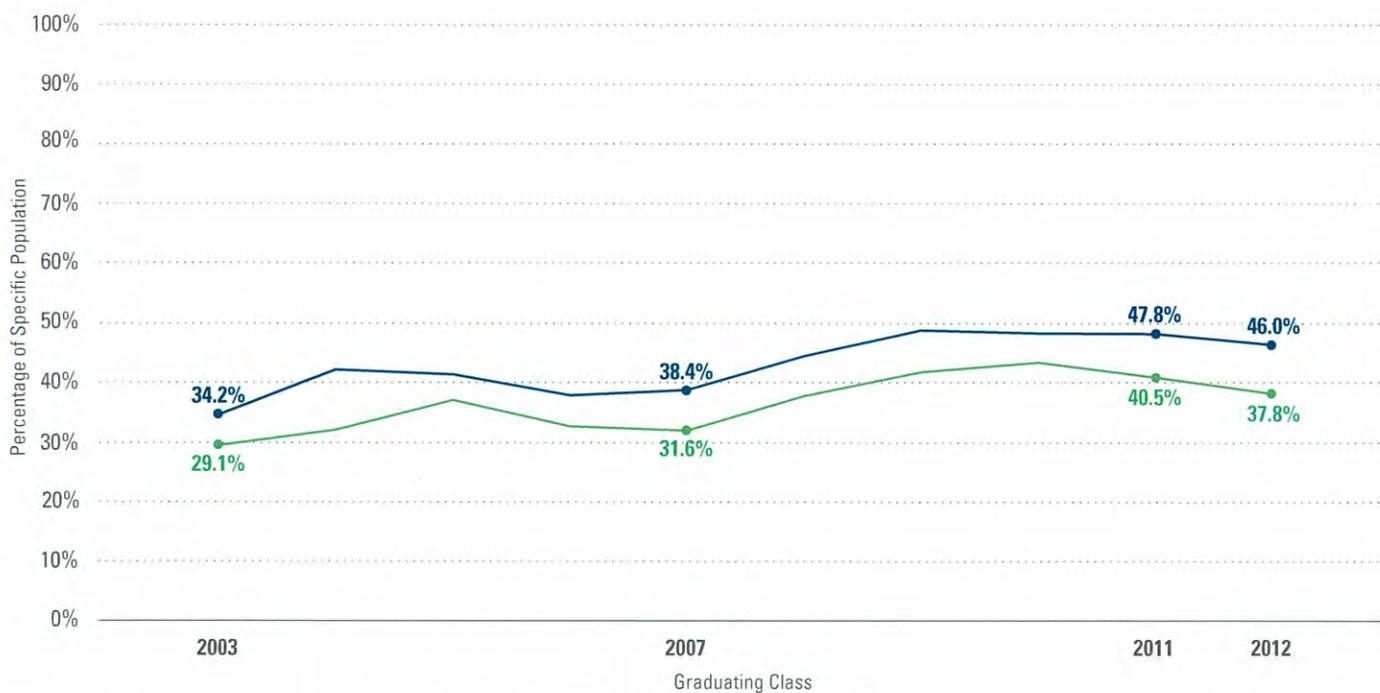
Figure 4 | Trends in AP Exam participation and success

The percentage or number of ...

- graduates leaving high school having taken an AP Exam
 - graduates scoring 3+ on an AP Exam during high school
- ... who are from low-income backgrounds

4,999

exams were taken by low-income graduates in the class of 2012



	2003	2007	2011	2012
●	947	1,318	2,041	2,213
●	370	519	792	797

At time of press, the numbers of low-income students for each graduating class and for low-income AP Exam takers prior to the class of 2003 were not available.

Black/African American

Figure 5 | Trends in AP Exam participation and success

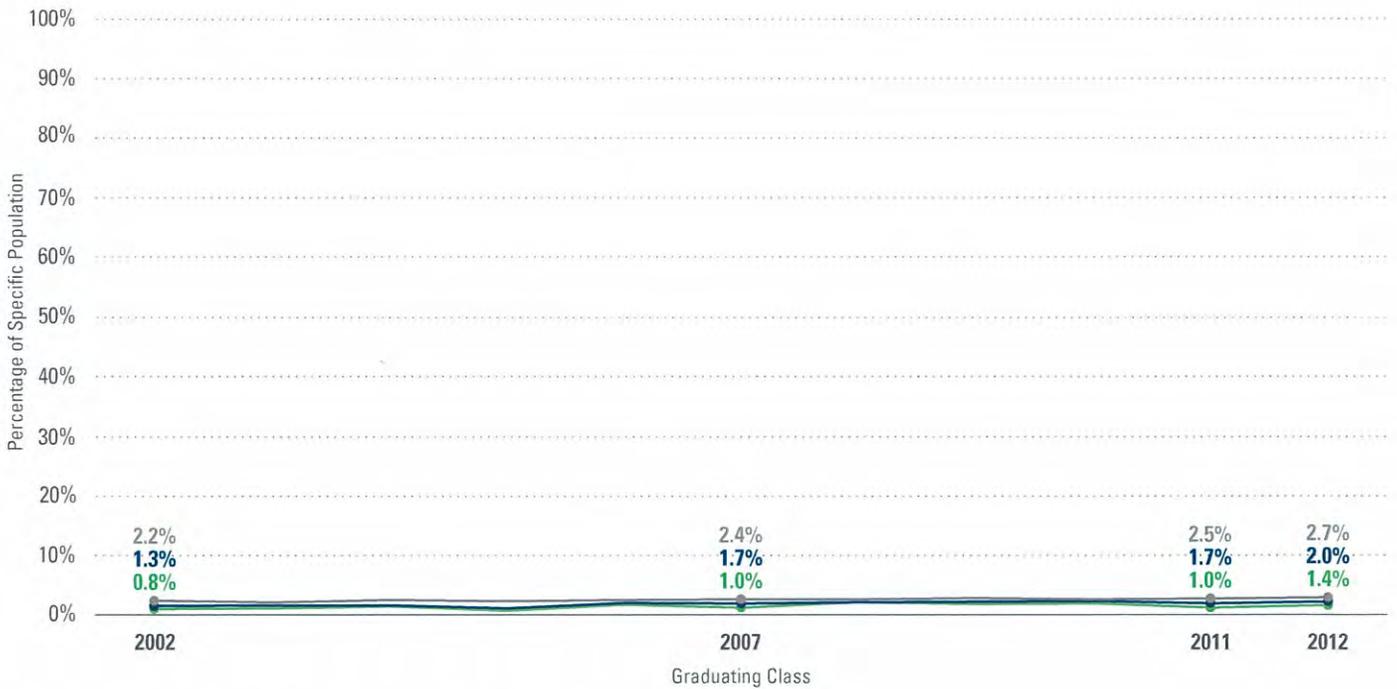
The percentage or number of ...

- 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

96

black/African American graduates in the class of 2012 took an AP Exam during high school



	2002	2007	2011	2012
●	398	426	433	456
●	33	58	71	96
●	10	17	20	30

Hispanic/Latino

Figure 6 | Trends in AP Exam participation and success

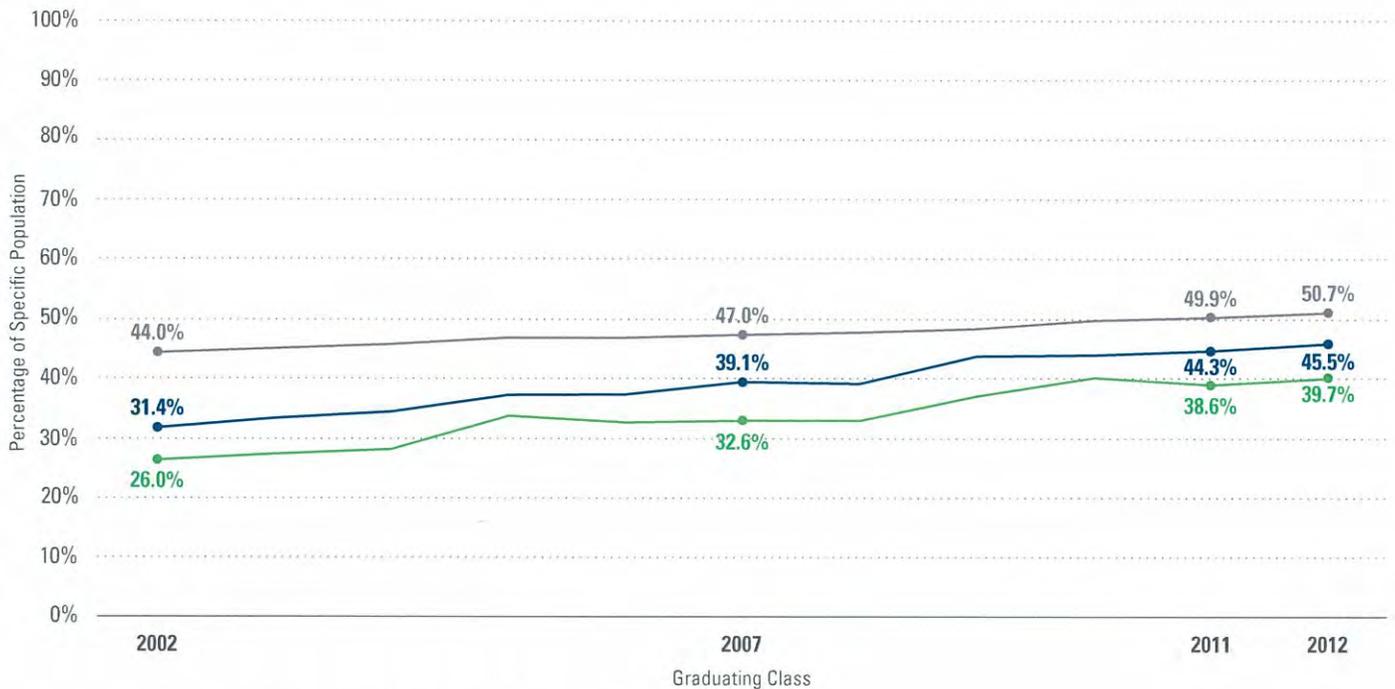
The percentage or number of ...

- 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

2,190

Hispanic/Latino graduates in the class of 2012 took an AP Exam during high school



	2002	2007	2011	2012
●	7,959	8,216	8,761	8,713
●	784	1,343	1,894	2,190
●	316	535	755	837

American Indian/ Alaska Native

Figure 7 | Trends in AP Exam participation and success

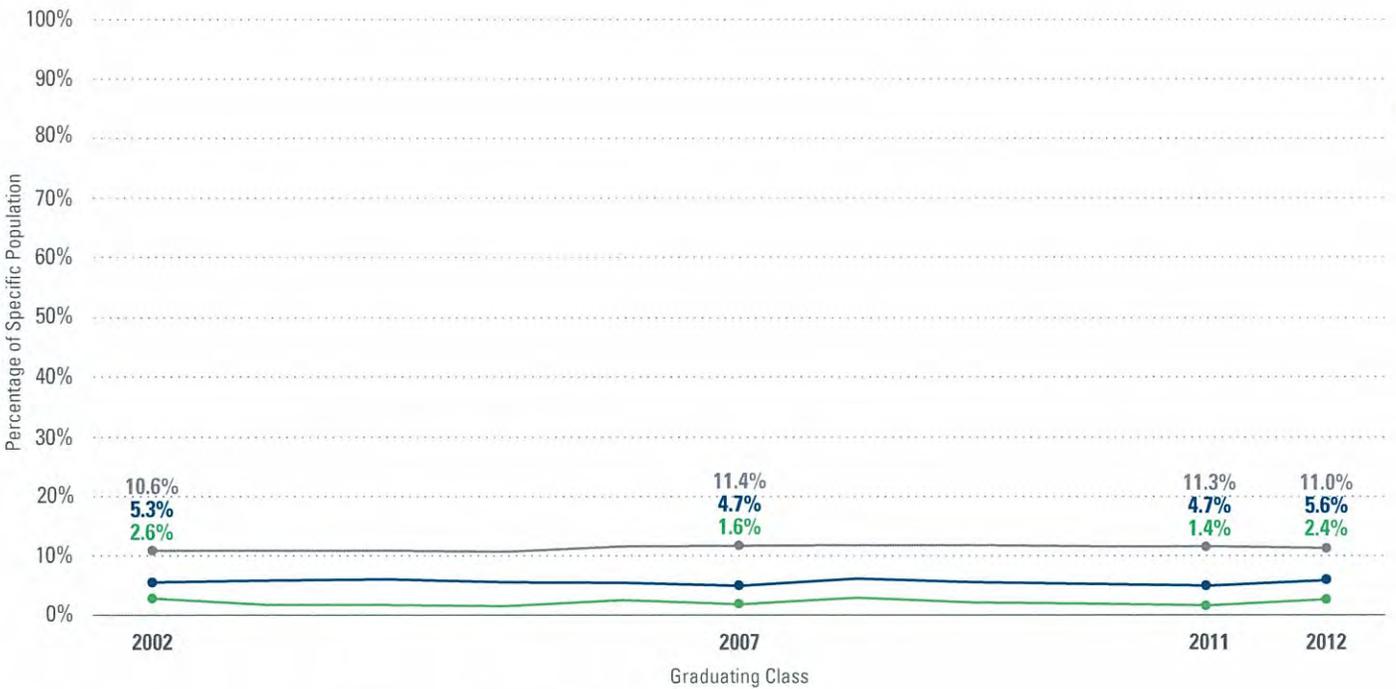
The percentage or number of ...

- 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

269

American Indian/
Alaska Native
graduates in the
class of 2012 took
an AP Exam during
high school



	2002	2007	2011	2012
●	1,923	1,998	1,986	1,897
●	133	163	201	269
●	32	26	28	51

Asian/Asian American/ Pacific Islander

Figure 8 | Trends in AP Exam participation and success

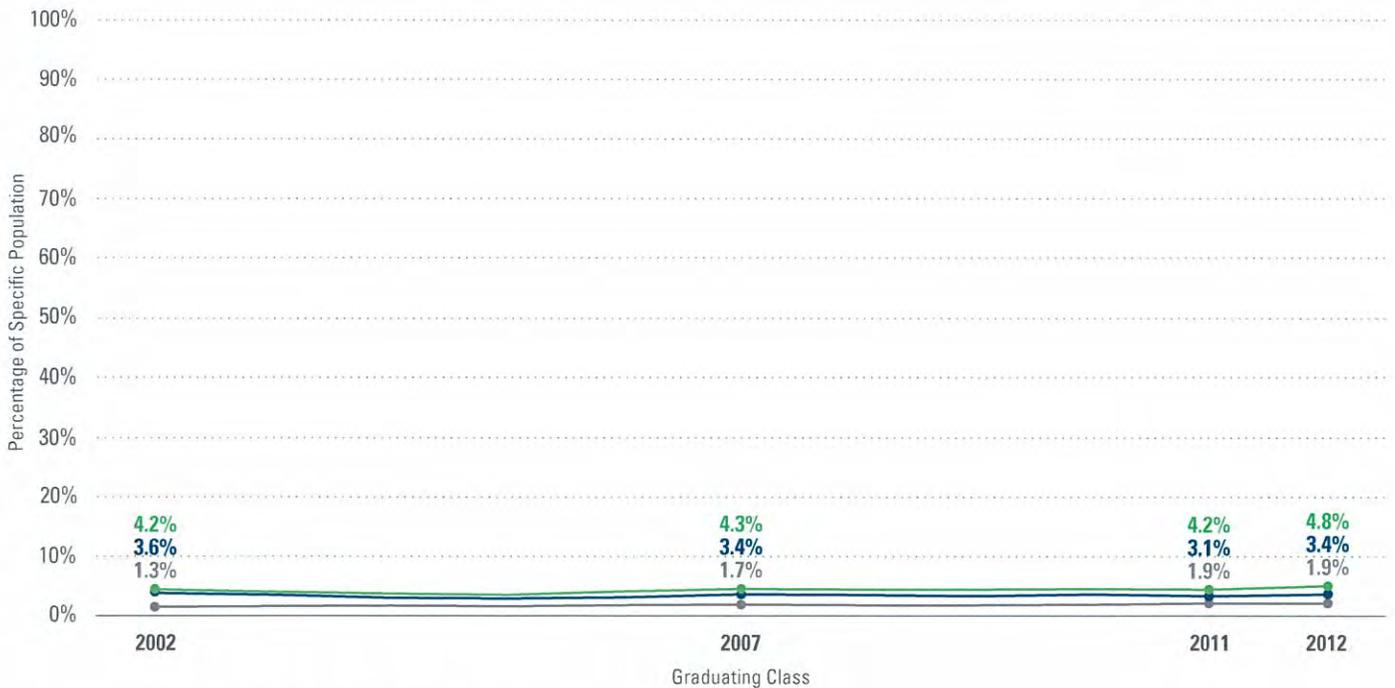
The percentage or number of ...

- 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

163

Asian/Asian American/Pacific Islander graduates in the class of 2012 took an AP Exam during high school



	2002	2007	2011	2012
●	241	292	330	335
●	89	117	134	163
●	51	71	83	102

White

Figure 9 | Trends in AP Exam participation and success

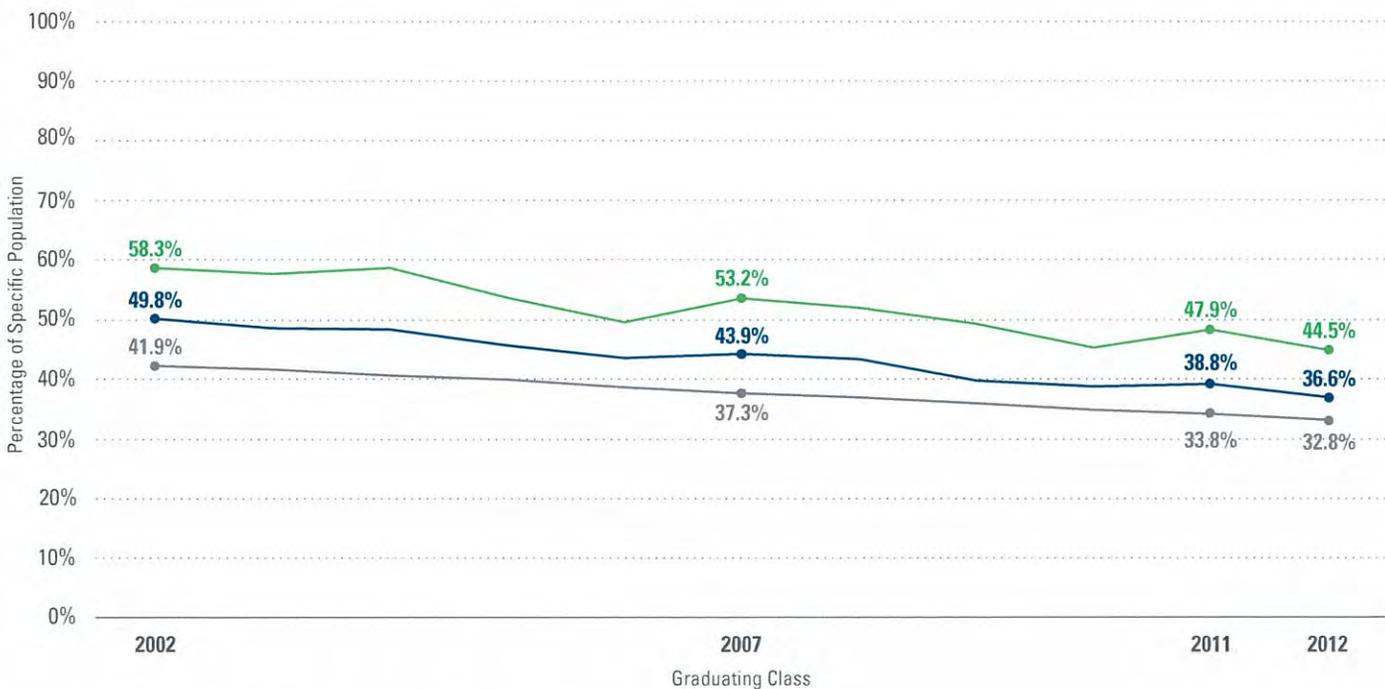
The percentage or number of ...

- 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

1,763

white graduates
 in the class of 2012
 took an AP Exam
 during high school



	2002	2007	2011	2012
●	7,574	6,517	5,931	5,643
●	1,242	1,507	1,660	1,763
●	708	874	935	939



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