

		SAT [®]									
		New Mexico - Public Schools					Total Group - Public Schools				
		Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Mean	Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Mean
Gender	Total	1,684	100%	536	528	511	1,332,096	100%	489	498	475
	Change from last year	-0.1%		+4	+1	+3	+1.9%		-2	-3	-3
	Female	959	56.9%	529	511	513	724,026	54.4%	486	484	481
	Change from last year	+3.0%		-1	-1	-1	+2.0%		-3	-3	-2
	Male	725	43.1%	544	552	509	608,070	45.6%	493	514	469
	Change from last year	-4.0%		+9	+7	+8	+1.8%		-2	-4	-3
Ethnic Group	American Indian	80	4.8%	453	459	425	8,548	0.6%	476	477	454
	Change from last year	+31.1%		+10	-2	-5	+3.5%		-3	-1	-1
	Asian	107	6.4%	562	580	545	131,964	9.9%	527	573	525
	Change from last year	-8.5%		+14	-11	+2	+1.8%		+2	0	0
	Black	63	3.7%	485	470	455	191,985	14.4%	426	422	412
	Change from last year	+26.0%		+2	+1	-6	+3.5%		0	-1	0
	Mexican American	149	8.8%	503	499	479	119,715	9.0%	443	454	434
	Change from last year	+9.6%		+12	+6	+4	+8.8%		-2	-4	-4
	Puerto Rican	8	0.5%	600	546	559	23,827	1.8%	450	445	436
	Change from last year	-38.5%		+108	+39	+62	+6.2%		+1	-1	0
	Other Hispanic	363	21.6%	505	502	489	140,358	10.5%	440	448	430
	Change from last year	-3.2%		+9	+10	+14	+8.6%		-2	-3	-4
	White	828	49.2%	563	550	534	641,060	48.1%	524	529	506
Change from last year	-3.5%		+3	+5	+5	-2.6%		0	-1	0	
Other	51	3.0%	531	533	523	39,904	3.0%	495	497	482	
Change from last year	+13.3%		-43	-26	-40	-1.3%		-2	-4	-4	
No Response	35	2.1%	535	523	512	34,735	2.6%	436	437	419	
Change from last year	+12.9%		+10	+9	+24	+46.7%		-7	-6	-6	

		PSAT/NMSQT [®] - Junior									
		New Mexico - Public Schools					Total Group - Public Schools				
		Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Skills Mean	Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Skills Mean
	Total	4,975	100%	44.1	45.4	41.3	1,308,664	100%	46.3	47.9	44.4
	Change from last year	-15.2%		+0.5	+1.1	-0.6	+1.4%		-0.5	-0.2	-0.7
	Female	2,766	55.6%	44.3	44.7	42.1	698,674	53.4%	46.5	47.0	45.3
	Change from last year	-10.2%		+0.3	+1.0	-0.5	+1.1%		-0.6	-0.3	-0.5
	Male	2,203	44.3%	43.8	46.2	40.4	605,345	46.3%	46.0	49.1	43.5
	Change from last year	-20.7%		+0.5	+1.1	-0.7	+1.7%		-0.5	+0.1	-0.9
Ethnic Group	American Indian	460	9.2%	36.4	39.7	34.1	10,418	0.8%	43.2	44.4	40.8
	Change from last year	+79.0%		-4.6	-2.4	-4.6	+14.6%		-1.3	-0.9	-1.7
	Asian	131	2.6%	54.4	56.9	51.8	110,674	8.5%	51.0	56.2	50.2
	Change from last year	-23.8%		+4.0	+2.6	+4.0	+0.4%		0.0	+0.5	+0.8
	Black	83	1.7%	44.8	43.7	42.2	160,480	12.3%	40.4	40.7	38.4
	Change from last year	-39.0%		+2.7	+1.8	+1.9	+2.3%		-0.4	-0.4	-1.0
	Mexican American	1,005	20.2%	39.0	41.5	36.3	126,609	9.7%	41.0	43.0	39.5
	Change from last year	-16.2%		-0.3	+0.5	-1.6	+4.9%		-0.8	-0.1	-1.2
	Puerto Rican	15	0.3%	46.4	47.4	44.5	20,847	1.6%	41.1	41.6	38.5
	Change from last year	-21.1%		-0.8	-1.1	-2.3	+7.7%		-0.7	-0.5	-1.5
	Other Hispanic	1,463	29.4%	42.3	43.3	39.6	132,057	10.1%	40.7	42.5	38.9
	Change from last year	-21.4%		+1.7	+1.8	+0.4	+7.6%		-0.6	-0.1	-1.2
	White	1,473	29.6%	50.9	51.1	47.8	641,294	49.0%	49.7	51.2	47.8
Change from last year	-13.7%		+0.7	+1.1	-0.3	-1.4%		-0.3	+0.1	-0.4	
Other	99	2.0%	45.6	46.4	43.0	42,867	3.3%	45.6	46.8	43.6	
Change from last year	-30.8%		-0.2	+2.1	-0.2	+2.3%		-0.4	-0.1	-0.8	
No Response	246	4.9%	42.8	43.9	40.4	63,418	4.8%	42.7	43.9	40.6	
Change from last year	-34.6%		+2.0	+3.0	+1.3	+6.1%		-0.5	-0.2	-1.0	

		AP [®]							
		New Mexico - Public Schools				Total Group - Public Schools			
		Number of Test-Takers	% of Total	Number of Exams Taken	Number of Scores 3-5	Number of Test-Takers	% of Total	Number of Exams Taken	Number of Scores 3-5
Gender	Total	8,609	100%	13,807	5,179	2,157,219	100%	3,858,200	2,154,772
	Change from last year	+2.3%		+4.9%	-3.0%	+6.0%		+7.2%	+4.9%
	Female	5,091	59.1%	8,033	2,822	1,217,939	56.5%	2,123,525	1,133,217
	Change from last year	+3.3%		+7.7%	-2.7%	+6.3%		+7.3%	+5.6%
	Male	3,518	40.9%	5,774	2,357	939,280	43.5%	1,734,675	1,021,555
	Change from last year	+0.9%		+1.2%	-3.4%	+5.7%		+7.1%	+4.1%
Ethnic Group	American Indian	534	6.2%	792	78	11,885	0.6%	19,791	8,560
	Change from last year	-12.0%		-10.2%	-27.8%	+0.3%		+2.2%	-0.4%
	Asian	387	4.5%	784	439	264,549	12.3%	579,315	390,173
	Change from last year	+0.8%		-0.8%	-8.7%	+4.4%		+6.9%	+5.9%
	Black	151	1.8%	252	72	179,373	8.3%	284,666	82,723
	Change from last year	+6.3%		+12.5%	+14.3%	+3.6%		+5.2%	+6.1%
	Mexican American	1,671	19.4%	2,582	847	201,726	9.4%	345,739	135,584
	Change from last year	+3.3%		+8.5%	+0.5%	+8.7%		+10.4%	+6.5%
	Puerto Rican	25	0.3%	43	23	22,545	1.0%	37,256	16,366
	Change from last year	-16.7%		-6.5%	+27.8%	+3.6%		+5.2%	+4.6%
	Other Hispanic	2,270	26.4%	3,393	937	188,151	8.7%	325,771	134,462
	Change from last year	+8.2%		+10.0%	+0.2%	+8.2%		+10.6%	+6.7%
	White	2,999	34.8%	5,133	2,501	1,151,977	53.4%	2,046,910	1,277,201
Change from last year	-2.4%		+0.7%	-4.3%	+3.4%		+4.7%	+3.0%	
Other	174	2.0%	279	120	64,851	3.0%	121,135	68,711	
Change from last year	-26.9%		-26.4%	-35.1%	-3.7%		-1.4%	-1.8%	
No Response	398	4.6%	549	162	72,162	3.3%	97,617	40,992	
Change from last year	+77.7%		+97.5%	+74.2%	+114.6%		+112.6%	+102.4%	

		PSAT/NMSQT [®] - Sophomore									
		New Mexico - Public Schools					Total Group - Public Schools				
		Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Skills Mean	Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Skills Mean
	Total	18,382	100%	37.9	39.3	35.1	1,579,625	100%	41.4	42.7	39.3
	Change from last year	+84.7%		-0.3	+0.5	-1.6	+9.8%		-0.5	-0.1	-1.1
	Female	9,169	49.9%	38.5	38.9	36.1	807,975	51.1%	42.1	42.3	40.5
	Change from last year	+82.1%		-0.2	+0.2	-1.4	+9.5%		-0.5	-0.3	-1.0
	Male	9,144	49.7%	37.3	39.7	34.1	763,222	48.3%	40.7	43.2	38.0
	Change from last year	+87.8%		-0.3	+0.7	-1.7	+10.4%		-0.4	+0.1	-1.3
Ethnic Group	American Indian	1,650	9.0%	33.3	35.9	30.8	14,480	0.9%	38.1	39.3	35.6
	Change from last year	+65.5%		-0.1	+1.0	-1.1	+25.1%		-1.0	-0.6	-1.7
	Asian	350	1.9%	42.8	46.5	40.3	111,412	7.1%	46.4	50.9	44.8
	Change from last year	+100.0%		-1.4	+0.2	-2.1	+6.7%		-0.3	0.0	-0.2
	Black	442	2.4%	37.1	37.5	34.2	236,637	15.0%	36.8	37.0	34.6
	Change from last year	+116.7%		-1.1	0.0	-2.4	+10.0%		-0.3	-0.5	-1.3
	Mexican American	3,859	21.0%	35.0	37.1	32.5	172,956	10.9%	37.1	38.7	35.3
	Change from last year	+77.8%		-0.7	+0.3	-1.8	+16.5%		-0.6	0.0	-1.4
	Puerto Rican	64	0.3%	37.5	39.4	35.6	26,412	1.7%	37.8	38.1	35.2
	Change from last year	+93.9%		+1.0	+2.2	-1.7	+6.0%		0.0	-0.1	-1.1
	Other Hispanic	5,468	29.7%	36.8	38.1	34.1	179,824	11.4%	37.4	38.7	35.2
	Change from last year	+112.0%		-0.3	+0.3	-1.7	+14.9%		-0.3	0.0	-1.3
	White	4,727	25.7%	43.1	43.6	39.9	677,893	42.9%	45.1	46.3	42.9
Change from last year	+75.0%		-0.2	+0.5	-1.3	+7.2%		-0.3	+0.2	-0.8	
Other	504	2.7%	37.3	38.4	34.9	54,902	3.5%	40.6	41.6	38.4	
Change from last year	+116.3%		0.0	+0.4	-1.8	+9.7%		-0.4	-0.1	-1.1	
No Response	1,318	7.2%	37.0	38.5	34.1	105,109	6.7%	38.3	39.4	36.1	
Change from last year	+52.7%		+0.8	+1.2	-1.0	+11.3%		-0.3	-0.2	-1.2	

Item 7:
Michelle Cruz Arnold
The College Board

AP & Higher Education – New Mexico

	Eastern New Mexico University	New Mexico Highlands University	New Mexico Institute of Mining and Technology	New Mexico State University	Northern New Mexico College	University of New Mexico	Western New Mexico University
Biology	4	3	3	3	3	3	*
Calculus AB	3	3	3	3	3	3	*
English Language	3	3	4	3	4	3	*
English Literature	3	3	4	3	4	3	*
Physics I				3		3	*
Psychology	3	3	5	3	3	3	*
Spanish Language	3	3	3	3	3	3	*
US Government	4	3	3	3	3	3	*
US History	4	3	3	3	3	4	*
World History		3	3	3		4	*

*WNMU grants admission with advanced standing to exceptionally able students who have participated in the Advanced Placement Program in high school. Students entering WNMU may receive advanced standing and college credits when they are certified by the College Entrance Examination Board as having satisfactorily completed appropriate examinations administered by the Educational Testing Service. In addition, examination scores must be reviewed and approved by the WNMU faculty.

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AP in New Mexico

October 29, 2015

Who is the College Board?

- ▶ The College Board seeks to ensure that every student in the United States has access to a high-quality education and is prepared to succeed in college.
- ▶ Our College Readiness initiatives promote curricula, assessment tools, district and guidance resources that help K-12 students prepare for the academic rigors of higher education.
- ▶ Through Advanced Placement[®] college-level courses and exams, high-school students can earn college credit and advanced placement, and learn from some of the most skilled, dedicated and inspiring teachers in the world.

Who is the College Board?

- ▶ Founded in 1900, the College Board is a mission-driven, not-for-profit organization that connects students to success and opportunity.
- ▶ Our membership includes over 6,000 of the world's leading educational institutions.
- ▶ Our mission: “Challenging All Students to Own Their Future”

Each year we help more than seven million students prepare for successful transition to college through programs and services – including the PSAT/NMSQT, SAT and Advanced Placement Program.

AP in New Mexico
K-12 Perspective

What is the Advanced Placement Program?

- ▶ AP is a collaboration between motivated students, secondary schools, colleges and universities.
- ▶ The AP Program offers 37 courses nationally. In 2016, AP Computer Science Principals will be added.
- ▶ 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.

AP in New Mexico

AP Results – National

- ▶ 2.5 million students took 4.5 million exams in 2015.
- ▶ 26.2% exam takers were underrepresented students and 22.1% were low income students.
- ▶ 1.5 million students (60.5%) scored 3 or higher on an AP exam in 2015. Of the exam takers:
 - ▶ 32.3% African American
 - ▶ 50.0% Hispanic
 - ▶ 46.2% Native American

AP Results – State

- ▶ 8,609 students took 13,807 exams in 2015.
- ▶ 54.0% of AP exam takers were underrepresented students and 35.2% were low-income students.
- ▶ 40.5% (3,488) students scored 3 or higher on an AP exam. Of the exam takers:
 - ▶ 28.5% African American
 - ▶ 35.1% Hispanic
 - ▶ 11.8% Native American

2015 AP in New Mexico– Top Ten Exams

- ▶ Biology
 - ▶ English Language & Composition
 - ▶ English Literature & Composition
 - ▶ Government and Politics: United States
 - ▶ History: United States
 - ▶ History: World
 - ▶ Mathematics: Calculus AB
 - ▶ Psychology
 - ▶ Spanish Language
 - ▶ Statistics
- ▶ 80% of exams taken are from these 10 subjects.
 - ▶ 14% of the total exams were in STEM courses.

AP & PSAT in New Mexico

PSAT Results – National

- ▶ 3.8 million students benefited from taking the PSAT/NMSQT on 2014-2015.
- ▶ 35.1% were underrepresented students.
- ▶ 43.6% of the nation's 10th graders and 41.5% of the nation's 11th graders took the PSAT/NMSQT.

PSAT Results – State

- ▶ 23,907 students benefited from taking the PSAT/NMSQT in 2014-2015 (84.7% increase for 10th grade students).
- ▶ 62.1% were underrepresented minority students.
- ▶ 66.8% of all 10th graders and 22.4% of all 11th graders took the PSAT/NMSQT.

AP Potential in New Mexico

Any AP Discipline, All Students with AP Potential*

47%: Students with potential who participated in at least one matched AP exam

53%: Students with potential who did not participate in at least one matched AP exam



1,463: Students with potential who participated in at least one matched AP exam

1,626: Students with potential who did not participate in at least one matched AP exam

AP Science, All Students with AP Potential*

28%: Students with potential who participated in at least one matched AP Science exam

72%: Students with potential who did not participate in at least one matched AP Science exam



337: Students with potential who participated in at least one matched AP Science exam

857: Students with potential who did not participate in at least one matched AP Science exam

AP Mathematics, All Students with AP Potential*

36%: Students with potential who participated in at least one matched AP Mathematics exam

64%: Students with potential who did not participate in at least one matched AP Mathematics exam



402: Students with potential who participated in at least one matched AP Mathematics exam

710: Students with potential who did not participate in at least one matched AP Mathematics exam

AP Honor Roll Districts in New Mexico

- ▶ The College Board recognizes districts throughout the U.S. and Canada that increase access to African American, Hispanic, and American Indian students AP® course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams.
- ▶ The following Districts have been recognized:
 - ▶ 2014 - Los Alamos
 - ▶ 2015 -
 - ▶ Gadsden Independent School District
 - ▶ Hatch Valley School District
 - ▶ Santa Fe Public Schools.

Our Partnership

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

- ▶ Formed in 2013
- ▶ Goal to increase access to rigorous secondary school coursework focused on college and career readiness
- ▶ Based on opportunities to increase college readiness and reduce college cost

▶ **Scope of Work:**

- ▶ Increase AP access and success with a focus on Hispanic and American Indian Students
- ▶ Provide the PSAT/NMSQT for all 10th grade students as an important step on the College and Career Readiness Pathway
- ▶ Expand rigor and readiness for Pre-AP and AP teachers through professional development and support

AP in New Mexico
Higher Education Perspective

AP & Higher Education

Why Do Colleges Accept AP?

- ▶ More than 5,800 College Faculty Participate in AP on an Annual Basis.
- ▶ AP Students Succeed in College
- ▶ AP Provides Opportunities for Underrepresented Students to Succeed
- ▶ AP Credit Opportunities Attract Motivate and Prepared Students

In 2014-2015, New Mexico families saved over \$3M through successful scores on AP exams.

AP & Higher Education – New Mexico

- ▶ **Faculty Participate in AP on an Annual Basis. These faculty participated in:**
 - ▶ AP course and exam development
 - ▶ AP Exam scoring and score setting
 - ▶ AP course syllabi review
 - ▶ Professional development for AP teachers
 - ▶ Faculty contributions ensure that AP continually evolves to keep pace with changes in academic disciplines and best practices in college-level learning.

- 2013 Reading participants—
Total: 83 New Mexico Educators
 - AP High School Teachers: 60
 - College and University Faculty: 23
- 2013 AP Professional Development Leaders— 14
- 2013 AP Development Committee Members— 3

AP Student Success at the College Level

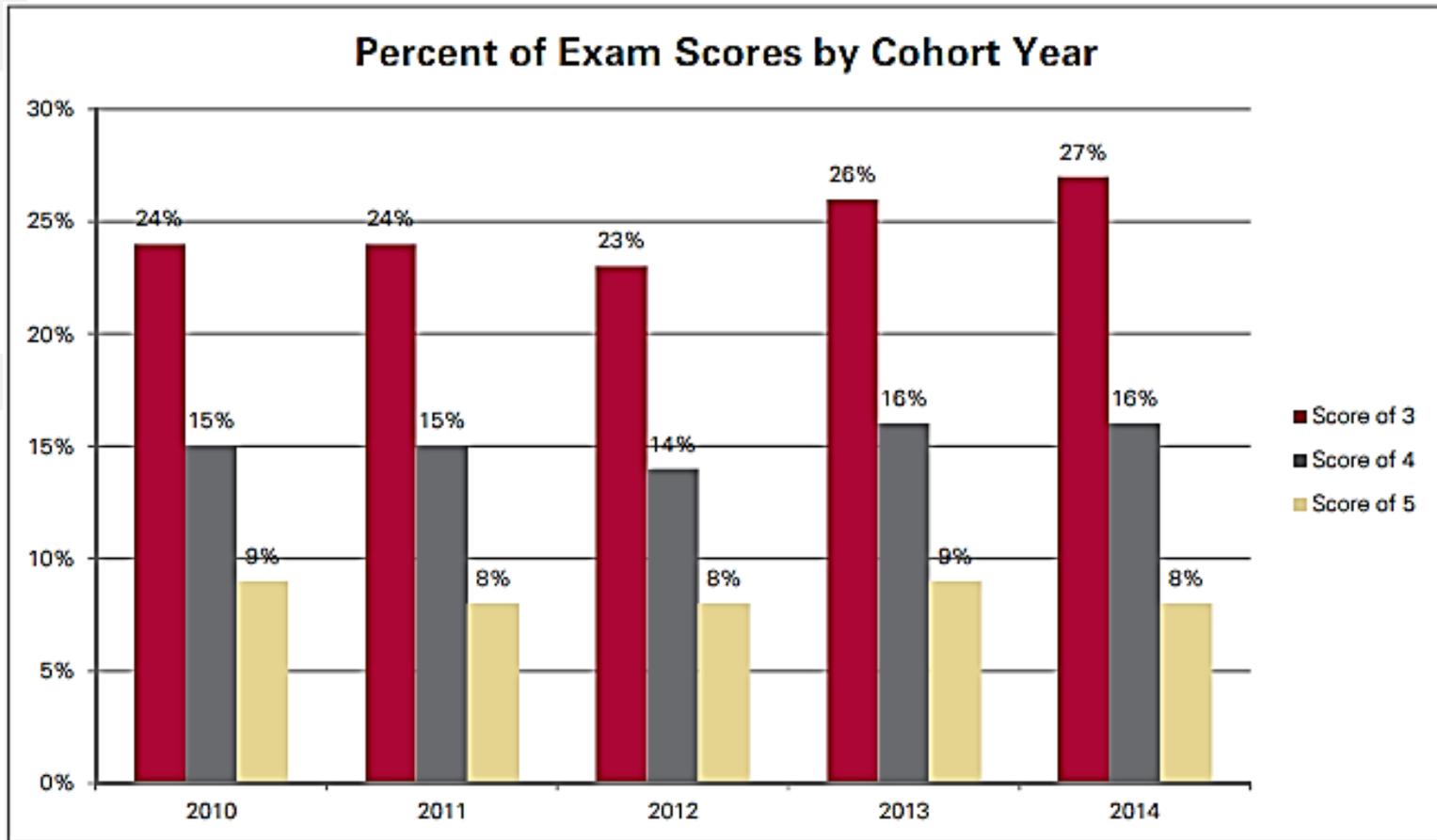
Strong AP programs in high school, coupled with data-driven policies in colleges and universities support many positive outcomes for students.

Multiple research studies have confirmed the following for AP students who achieve scores of 3 or higher on AP Exams:

1. AP Students perform well in subsequent college courses in the discipline.
2. AP students are more likely to major in their AP subject or a related discipline, particularly in STEM subjects.
3. AP students take more – not less – college course work in the discipline.
4. AP students are more likely to graduate within four years.
5. AP provides opportunities for underserved students to succeed.

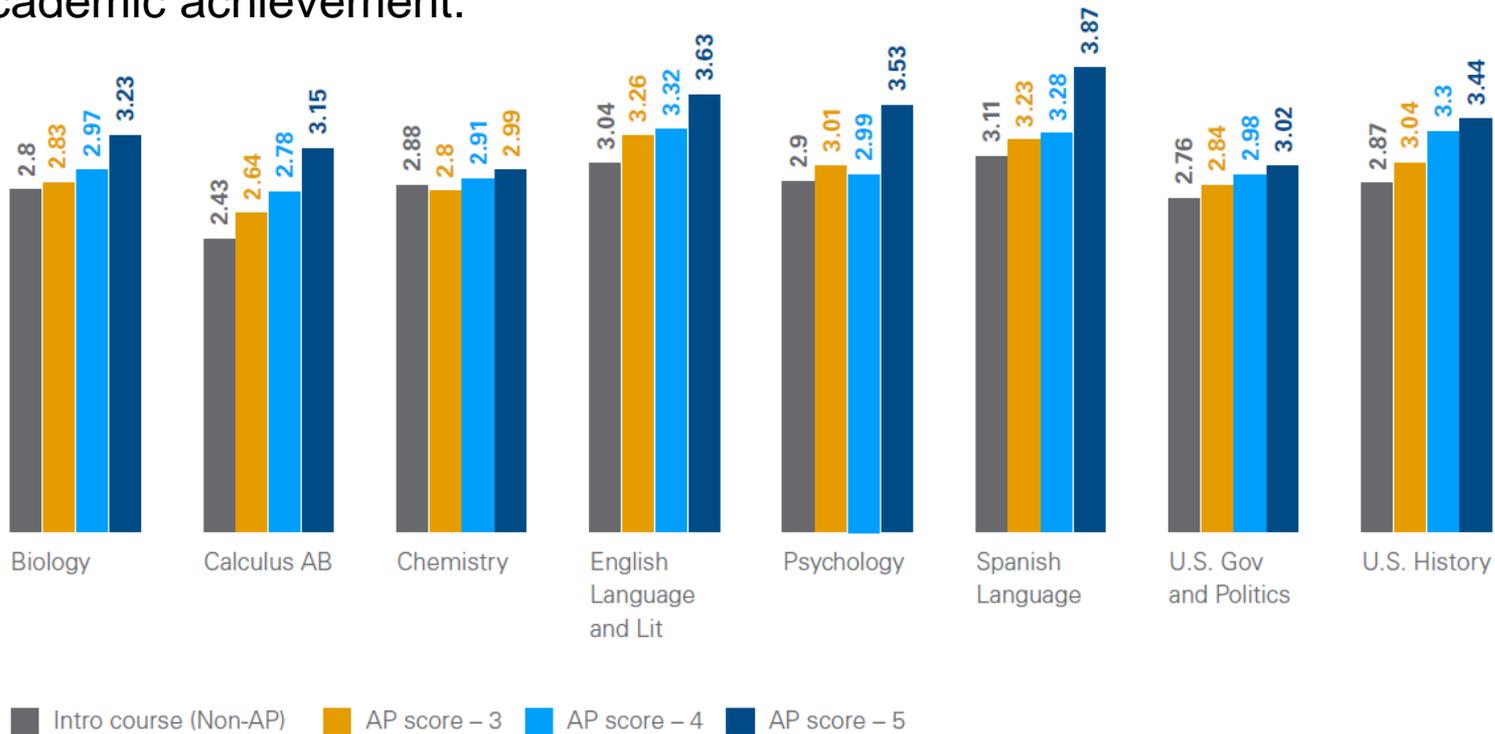


AP & Higher Education – New Mexico



GPA Performance in the Sequent College Course by Performance

In most subjects, students who earned a 3 or higher on the exam, performed the same as or better than non-AP students in the sequent college course related to their AP Exam – even after controlling for prior academic achievement.



Probability of Completing in 5 Years or Less



**Students who scored a 3 or higher on AP Exams*

Dougherty, C., Mellor, L., & Jian, S. (2006). Orange juice or orange drink? Ensuring that “advanced courses” live up to their labels. Austin, TX: National Center for Educational Accountability.

AP & Higher Education

2014 Summary of AP Examination Scores Reported

New Mexico Public Four-Year

AP: Overview of Exam Taker Scores Reported¹ - Three-Year

		2014			
		# of Exam Takers Reported ¹	% of Total Exam Takers Reported	# of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher ³
All	Total	1,711	100.0%	5,422	1,025
	Change from previous year	-7.3%		-11.6%	-12.3%
Exam Taker Origin ⁴	In-State	1,338	78.2%	4,175	786
	Change from previous year	-9.2%		-12.9%	-14.2%
	Out-of-State	364	21.3%	1,219	232
	Change from previous year	+1.1%		-6.2%	-5.3%
Non-US	Non-US	9	0.5%	28	7
	Change from previous year	-25.0%		-33.3%	-12.5%
Gender	Female	985	57.6%	3,038	597
	Change from previous year	-0.2%		-4.1%	-2.9%
	Male	726	42.4%	2,386	428
	Change from previous year	-15.5%		-19.6%	-22.7%
American Indian/Alaska Native	American Indian/Alaska Native	69	4.0%	150	19
	Change from previous year	+9.5%		-9.1%	-24.0%
Asian/Asian American/Pacific Islander	Asian/Asian American/Pacific Islander	103	6.0%	466	79
	Change from previous year				

- Data is provided to universities to recruit, admit, and graduate students that have had the AP experience.
- Colleges and Universities can inspire students through clear and consistent policies.
 - Admission
 - Credit and placement
- Clear policies remove barriers for low income and first generation students.

AP & Higher Education – New Mexico

- ▶ A clear and consistent AP credit and placement policy can:
 - ▶ Ensure that prospective students and families know which institutions recognize AP achievement and award course equivalent college credit and advanced placement based on qualifying scores;
 - ▶ Allow for the optimal application of qualifying AP scores for credit toward meeting general education requirements;
 - ▶ Improve seamless course articulation and transfer, credit portability, and degree completion rates;
 - ▶ Reduce the duplication and accumulation of excess credit hours, minimizing economic burdens for students and families, and improve enrollment efficiency for higher education systems.

Questions? Comments?

- ▶ Michelle Cruz Arnold, Ph.D., Senior Director of Government Relations, marnold@collegeboard.org
- ▶ Edwina Henslee, Director of the New Mexico Partnership, ehenslee@collegeboard.org
- ▶ Jason Langdon, Senior Director of Higher Education State Outreach, jlangdon@collegeboard.org
- ▶ Debbie Shepard, Executive Director of K12 Services, dshepard@collegeboard.org