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nesota
Department
of **Education**

**Advanced
Placement
And
International
Baccalaureate
Programs**

February 2004

**FY 2003
Report
To the
Legislature**

**As required by
Minn. Stat. §
120B.13**

**COMMISSIONER:
CHERI PIERSON YECKE, Ph.D.**

**FY 2003
Report
To the
Legislature**

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2003
LEGISLATIVE REPORT ON
ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROGRAMS

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2003
LEGISLATIVE REPORT ON
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AS REQUIRED IN Minn. Stat. § 120B.13

This report required the collection of information that the Department of Education does not collect as part of its normal business functions. It was therefore necessary to gather and analyze information in order to prepare this report. The cost of preparing this report includes estimates of the Department of Education information collection costs as well as the estimated costs of the providers of the information.

Special funding was not appropriated to cover the costs of preparing this report.

The following is an estimate of the cost incurred by the MN Department of Education: \$2,550.

II. EXECUTIVE SUMMARY OF MINNESOTA PROGRAM

The intent of the Advanced Placement (AP) and International Baccalaureate (IB) Program legislation is to provide financial incentives for schools to initiate or expand their AP and IB offerings and to promote rigorous courses of study as part of regular offerings for students in secondary schools. These incentives increase the ability of some schools to offer an AP or IB program by providing funding for:

- training and support for teachers of AP and IB courses; and
- subsidies for end-of-course student examination fees for AP and IB.

The AP and IB Programs are expanding to meet the intent of the legislation to make available rigorous, challenging courses of study in all parts of the state and a variety of course offerings within schools or districts. In FY '03, 250 AP schools offered 1075 courses and 11 IB schools offered 198 courses.

Critical to a successful AP or IB Program is ongoing teacher training. The Department works closely with Augsburg and Carleton Summer Programs to facilitate in-depth training for AP teachers. Since all IB teacher training is offered out-of-state, the Department works with the eleven IB schools to arrange for out-of-state training opportunities. Although state funding for teacher training was eliminated in FY'03, 336 teachers were able to attend in-depth summer training with a \$250 scholarship from the federal grant. In the summer of FY '03, Carleton trained 155 teachers and Augsburg trained 101 teachers. Minnesota provides follow-up support during the year through one-day networking meetings or training - 688 teachers attended the follow-up training which was paid for by the district/school.

Exam fee subsidies assist public and non-public students in paying the costs for exam fees for AP/IB courses. This involves development of a fee schedule for payment of a portion of the exam fee for all students and the entire fee for students of low-income families. AP exams cost \$78 and the state paid \$23 for each exam. IB exams cost \$180 for the first exam and \$53 for the second exam and the state paid \$75 and \$25 respectively for these exams. A total of 16,640 AP students took 25,343 exams and the 1,229 IB students took 2,693 exams. In Minnesota, 65.4% of the AP students are scoring 3 or better in a range of 1-5, an upward trend over the past three years. A total of 73.3% of IB students are scoring 4 or better in a range of 1-7, an upward trend over the past five years.

The Budget for FY '03 was \$843,783 after reductions of teacher training by \$551,000 and carryover of \$578,774. Actual expenditures for exams for AP were \$602,554 and \$158,821 for IB, bringing the total for FY '03 to \$761,375.

III. LEGISLATIVE OVERVIEW

“The advanced placement and international baccalaureate programs are well-established academic programs for mature, academically directed high school students. These programs, in addition to providing academic rigor, offer sound curricular design, accountability, comprehensive external assessment, feedback to students and teachers, and the opportunity for high school students to compete academically on a global level. Advanced Placement and International Baccalaureate programs allow students to leave high school with the academic skills and self-confidence to succeed in college and beyond. The advanced placement and international baccalaureate programs help provide Minnesota students with world-class educational opportunity.” (See enclosed Minn. Statute § 120B.13, 2003)

Summary of State Funding:

State funding for the AP and IB programs was initiated in 1992, with the first recipients receiving financial support in FY 1993. Initial funding supported subsidies for exam fees for low-income public students, teacher training, and support. This was expanded to include exam fees for all students in FY 1994. In FY 1998 and 1999, funding was added for student scholarships and teacher stipends for public and non-public schools. Teachers of non-public schools also received training scholarships for the first time in FY 1998. The student scholarships and teacher stipends were repealed in FY 2000.

The appropriation for FY 2002-2003 was increased to \$2,000,000, with The Advanced Placement Program receiving 75 percent of the funding and the International Baccalaureate Program receiving 25 percent. The advisory boards for each program determine the amount of the expenditures each year for examination fees and training and support programs. In May of 2002, program funding was reduced from \$2,000,000 to \$1,000,000 for FY 2003. In February of 2003, teacher training money was cut by an additional \$550,000. The following numbers represent biennial funding and participation totals for the Minnesota AP and IB Programs:

	Biennium Funding	Students (AP & IB)	Exams Taken	Teacher Training	Teacher Support
1992					
1993	\$300,000	4,938	6,638	162	
1994	\$750,000	5,394	7,304	176	
1995	\$750,000	7,846	10,459	242	532
1996	\$875,000	9,158	12,495	221	566
1997	\$875,000	10,184	14,324	228	625
1998	\$1,875,000	11,916	18,062	284	675
1999	\$1,875,000	12,916	19,883	371	641
2000	\$1,875,000	13,995	21,860	334	621
2001	\$1,875,000	15,882	25,230	448	633
2002	\$2,000,000	17,162	27,163	383	569
2003	\$1,000,000 \$450,000	17,869	28,036	336	688
2004	\$778,000				
2005	\$778,000				

Funding Benefits:

- Students benefited from AP and IB programs in that they have been given an opportunity to earn college credit and/or advanced standing, thus saving both time and money. With sufficient credits, many students enter college with sophomore standing.
- Schools have benefited from AP or IB programs because they revitalize teachers and departments, and indicate to the public that the school values intellectual achievement and academic excellence.
- Most of Minnesota's public and private colleges and universities provide credit policies for Advanced Placement and International Baccalaureate course credits for exams taken by students.

IV. DESCRIPTION OF NATIONAL PROGRAMS

A. What is the Advanced Placement Program?

Since 1955, the College Board's Advanced Placement (AP) Program has offered high school students the opportunity to complete college-level courses while still in high school. The program consists of 34 college-level courses and exams in 19 disciplines. The AP Program, a cooperative educational endeavor, is based on the premise that college-level material can be taught successfully to able and well-prepared secondary school students. Each course, developed by a committee composed of college faculty and AP teachers, covers the breadth of information, skills and assignments found in corresponding college courses.

Students say they enjoy the challenge of the program; high school faculty find that AP courses greatly enhance students' confidence and academic interest; and college faculty find that these students are far better prepared for serious academic work. Other benefits for students include:

- Introduction to a rich, in-depth, and rigorous college-level curriculum;
- Opportunity to develop analytical reasoning skills, and form disciplined study habits;
- Smoother transition from high school to college due to the strong academic skills preparation;
- Opportunities to receive college credit, advanced standing or both; and
- Enhancement of their chances of being accepted by the college of their choice.

Advanced Placement is open to any secondary school that is willing to organize one or more courses, foster teacher development, and administer the AP Exams. About 60 percent of the nation's high schools offer college-level AP course work. The number of AP courses varies from school to school, with an average of more than five per school. Student participation in the program has grown steadily since AP's inception in 1955. In 1956, approximately 104 schools with 1,229 candidates took 2,199 examinations. In May of 2003, 1,017,396 students sat for 1,737,231 exams in 14,353 secondary schools in the U.S. and overseas.

All AP exams (except Studio Art) contain both multiple-choice questions and free-response questions, which require essay writing, problem solving, and other skills. Most of the exams are three hours long, while exams taken for one-semester courses may be two hours. In June, college and high school AP faculty members from around the world gather in the United States to evaluate and score the free-response sections of the AP exams. Each examined subject is graded on a scale of 1 to 5 (maximum).

In addition to earning scores for individual exams taken, students can also earn a diploma. The AP International Diploma (APID) was designed to accommodate American and international students at secondary schools in the U.S. and abroad who are applying to universities outside the United States. To qualify for the APID, Students must earn AP grades of 3 or higher on four AP exams in three of five subject areas. For further information about the program, visit the Advanced Placement Program home page at <http://www.collegeboard.com/apcentral>

B. What is the International Baccalaureate Program?

The International Baccalaureate Organization's (IBO) Diploma Programme (DP), created in 1968, is a demanding pre-university course of study that leads to examinations in various subjects. The IBO grew out of international schools' efforts as early as 1924 to establish a common curriculum and university entry credentials for geographically mobile students. The DP is designed for highly motivated secondary school students aged 16 to 19. The programme is a comprehensive two-year international curriculum, available in English, French and Spanish, which offers 157 exams in 51 disciplines that generally allows students to fulfill the requirements of their national or state education systems. Based on the pattern of "no single country," it is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others. The general goals of the IB Program are to:

- provide students with a balanced, comprehensive education;
- facilitate geographic and cultural mobility; and
- promote international understanding through a shared academic experience.

The IB Diploma Programme is a course of study that covers the last two years of secondary school, and culminates in a series of international exams in various subjects. Students who participate in the full Diploma Program are required to study and examine in six different academic subjects. At least three and not more than four of the six subjects are taken at the higher level, the others at standard level. Students who are not Diploma candidates can choose to take individual IB courses and subsequent exams. These students receive IB certificates.

The format of exams includes essay, multiple choice, short answer and oral. In some subject areas, students also prepare a portfolio for assessment. Each subject has at least two exam periods for different types of exams for a total of 4 hours of examination. Each examined subject is graded on a scale of 1 to 7 (maximum). Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools. The award of the Diploma requires a minimum total of 24 points and satisfactory completion of the following three additional requirements:

- the *Extended Essay* of some 4000 words, which provides the first experience of the independent, original research paper in one of the six subject areas;
- a critical thinking course known as *Theory of Knowledge* which explores the relationships among the various disciplines and ensures that students engage in critical reflection and analysis of the knowledge acquired within and beyond the classroom; and
- a minimum of 150 hours participation in CAS (*Creativity, Action, and Service*), which are extracurricular community-action service activities, artistic, and physical activities.

Worldwide, there are over 1,298 IB schools in 115 countries that have an IB program. Currently, 406 U.S. secondary schools are authorized to offer the IB Diploma. Schools go through a rigorous application process and an on-site visit to be certified as an IB school. In 2003, 28,013 US students from 355 schools took 76,079 exams. Over 99% of IB students are accepted in at least one college or university. For further information about the program, visit the IB home page at <http://www.ibo.org>

V. SUMMARY OF MINNESOTA PROGRAM

The *Advanced Placement and International Baccalaureate Program* became a part of the Education Omnibus bill in May of 1992. In FY 2002-2003, the program was initially funded at \$2,000,000. However, in FY 2003, the funding was reduced to \$1,000,000 and reduced again in February of 2003 by \$550,000, which included funding for teacher training. M.S. 120B.13, subdivision 1 indicates that, "The advanced placement program shall receive 75 percent of the appropriation each year and the international baccalaureate program shall receive 25 percent of the appropriation each year to determine amounts for expenditures for exam fees and teacher training for each program." Following is a detailed description of the major program components:

A. Teacher Training

Critical to schools' success is ongoing teacher training approved by Advanced Placement and International Baccalaureate. This component provides for preparation of teachers who offer AP and IB courses to secondary students interested in challenging, in-depth learning opportunities. Teacher training, including content, instruction, and assessment strategies, assists teachers in working with the challenging curriculum. The funding provides tuition, room, and board for AP and IB training offered by the College Board and International Baccalaureate of North America.

MDE Staff Responsibilities:

- Provide teacher training opportunities to assist districts in offering a variety of courses;
- Prepare scholarship application forms for teachers to attend in-state and out-of-state training;
- Work with Augsburg and Carleton Colleges to identify courses for preparing teachers to teach AP or Pre-AP courses;
- Work with Augsburg and Carleton Colleges to prepare and disseminate brochures promoting summer training opportunities;
- Facilitate payment of teacher scholarships to districts for pre-paid training; and
- Provide direct services to schools/teachers who are considering offering an AP or IB Program.

B. Subsidies for Student Exam Fees

The intent of this activity is to assist public and non-public students in paying the costs for exam fees for AP/IB courses. This involves development of a fee schedule for payment of a portion of the exam fee for all students and the entire fee for students of low-income families.

MDE Staff Responsibilities:

- Communicate opportunities for exam fee subsidies to all Minnesota schools and students;
- Prepare applications to gather data from individual schools regarding their school program, including the number of students tested, exams taken, courses offered, and teachers involved from Minnesota's public and nonpublic schools;
- Work with Educational Testing Service (ETS) to create remitting forms for state payment of fees;
- Work with the College Board and schools to determine projection of students testing, to pay for exam fees for all AP exams, and to provide testing data results; and
- Prepare documentation to provide direct payment of exam subsidies to districts.

C. Administration

This activity involves overall administration of activities to implement all program components.

MDE Staff Responsibilities:

- Prepare and maintain the budget;
- Prepare annual reports to the legislature and respond to legislative inquiries;
- Meet regularly with Advanced Placement and International Baccalaureate Advisory Boards;
- Work with Minnesota public and private universities and colleges to prepare *Credit Policies for Courses earned through Advanced Placement and International Baccalaureate Exams*;
- Do informational presentations for groups of interested parents, teachers and students;
- Respond to hundreds of phone and email requests from program coordinators, teachers, parents, and students for information regarding various aspects of the AP and IB Programs; and
- Communicate regularly with AP and IB coordinators regarding program information, program start-up, application processes, and payments to their school or district.

VI. MINNESOTA PROGRAM IMPLEMENTATION SUMMARY

The AP and IB Programs are expanding to meet the intent of the legislation to make available rigorous, challenging courses of study in all parts of the state and a variety of course offerings within schools or districts. The program provides financial incentives to support the two program components. Program growth is indicated in the following ways: (See Figures 1, 2, 3, and 4 for five year comparisons of growth and expenditures.)

A. Teacher Training Results:

Advanced Placement

- Although state funding for teacher training was reduced to \$0, teachers received \$250 in support from the federal grant to attend training. This had some impact on the number of teachers attending training at Carleton and those going out-of-state.
- Carleton College provided 25 AP course offerings for teacher training, an increase of 3 from FY 2002. Carleton provided training for 155 teachers, a decrease of 17% from the previous year.
- Augsburg College provided training for the third year to 101 Minnesota teachers, an increase of 40%. They offered 6 standard AP courses and three Pre-AP courses in Social Studies, English, and Math Vertical Team Training.
- The number of teachers receiving scholarships for in-depth training decreased by 10% (from 295 to 264 teachers)
- Due to conflicts in their schedule or courses not offered at Augsburg or Carleton Colleges, 8 AP teachers attended out-of-state training – a 57% decrease from the previous year.
- The number of teachers participating in follow-up training at fall conferences increased significantly, from 509 to 591 AP teachers attending.
- AP schools offered 75 new courses, up from 69 the previous year.
- MDE offered 3 workshops to schools considering offering an Advanced Placement Program.
- Presentations were made at each content session during the one-day follow-up training at the University of Minnesota. There are usually 10-15 content sessions.

International Baccalaureate

- Although state funding for teacher training was reduced to \$0, teachers received \$250 in support from the federal grant to attend training.
- The number of teachers receiving scholarships for in-depth training decreased by 18% (from 88 to 72 teachers).
- Most in-depth IB training is offered out-of-state. A full-range of IB course offerings is provided at the Armand Hammer World College in Montezuma, New Mexico, each summer for beginning and experienced teachers. IB teachers and coordinators also attended training for curriculum updates at many sites including: Atlanta, GA; Denver, CO; Vancouver, BC; Toronto, ON; Rio Rico, AZ; Pittsburgh, PA; St. Pete Beach, FL; Savannah, GA; Danvers, MA; Redondo Beach, CA; Los Angeles, CA; Montreal, Quebec; Winnipeg, MB; Toronto, ON; Charlotte, NC; and Myrtle Beach, SC.
- The number of teachers participating in follow-up training at fall networking meetings increased 61% (from 60 to 97) for IB teachers.
- IB schools offered 6 new courses in 2003.

B. Student Fee Subsidy Results:

Advanced Placement

- Financial assistance of \$23 per exam was provided for most students and low-income student received fee subsidies of \$50 from the State and a \$22 fee reduction from the College Board.
- The number of students testing increased from 16,011 to 16,640, an increase of 4%.
- The number of AP exams taken increased from 24,578 to 25,343, an increase of 3%.
- The number of low-income students participating in exams increased from 581 to 808, an increase of 87% and the number of exams subsidized for low-income students increased from 837 to 1230, a 47% increase.

International Baccalaureate

- Financial assistance of \$75 for the first exam and \$25 for any additional exams was provided, with the full amount of \$180 provided for low-income students.
- The number of students testing increased from 1151 to 1229, an increase of 7%, while the number of exams increased from 2585 to 2693, an increase of 4%. The number of exams taken per student remained at 2.1.
- The number of low-income students participating in exams increased from 180 to 196, an increase of 8% and the number of exams subsidized for low-income students increased from 372 to 425, a 14% increase.

VII. MINNESOTA PROGRAM PARTICIPATION

A. Advanced Placement Program Results

In May 2003, 16,640 students took 25,343 AP exams. (See Figure 2) Of the 16,640 students, 2,792 were in grades 9 and 10; 5,385 were in grade 11; and 7,937 were in grade 12. There are 2,206 students of color, representing 13% of all Minnesota students testing in Advanced Placement. These 2,206 students took 3,506 exams or 14% of Minnesota exams. The following chart (Figure 1) illustrates the distribution of candidates and exams by ethnic group for Minnesota:

Figure 1*

Ethnic Group	FY '00 Students	FY '01 Students	FY '02 Students	FY '02 Exams	FY '03 Students	FY'03 Exams
Am. Indian/Alaskan Native	35	44	40	57	46	61
Asian/Asian American	743	922	1,034	1,726	1,133	1,895
Black/Afro-American	133	175	193	273	230	323
Latino: Chicano/Mexican	64	76	80	125	81	118
Latino: Puerto Rican	10	12	18	24	14	20
Latino: Other	69	87	99	173	98	158
Other	269	314	294	471	319	500
Not Stated	267	343	381	551	285	431
White	11,428	12,866	13,872	21,178	14,434	21,837
Total	13,018	14,839	16,011	24,578	16,640	25,343

* Data was provided by the National Office of the College Board, New York, in the 2003 *Minnesota and National Summary Reports*.

The AP Program is in its eleventh year of receiving funding for exam fees for all students. Of the 491 public and non-public high schools in Minnesota, 250 schools participated in AP, representing a 5% increase and 51% of the high schools. The number of public schools participating increased by 17 and the non-public schools participating in the AP Program decreased by 5. (See Appendix for the 2003 listing of participating public and non-public schools.)

The number of students testing and exams taken in FY 2003 demonstrate moderate gains. The number of AP students testing in spring of 2003 increased by 4% and exams taken increased by 3%. Low-income students represent 5% of students testing and take 5% of the exams. However, participation of low-income students increased by 87% and the number of exams taken increased by 47%. This may be a result of the federal initiative to increase the number of low-income students preparing for and taking exams. Through the Federal Advanced Placement Incentive Program, we are beginning to reach students who want challenging courses in urban and smaller, rural schools through on-line AP course offerings from Apex Learning. The federal program provided funds for schools with 24% or greater free and reduced price lunch students.

Minnesota students scoring 3 or better in a range of 1-5 was at 65.4%, an increase of 1.5% from 2002. The high for Minnesota was 66%, scored in 1994. The percent of scores at 3 or better for National is 61.5% and Global is 61.7%.

In June, 2003, 155 Minnesota teachers attended the one-week, in-depth summer training at Carleton and 591 teachers attended the follow-up training in November, a significant increase of 16% in follow-up training. Augsburg College offered 6 standard courses and Vertical Team Training in English, Social Studies, and Mathematics to assist schools planning for AP and Pre-AP preparation and alignment of courses. New AP courses offered in Minnesota high schools went from 69 to 75, an increase of 8% from the previous year. The following chart reflects a five-year comparison of Minnesota's AP program:

Figure 2

Advanced Placement	FY '99	FY'00	FY '01	FY '02	FY '03
Public Schools Funded	180	179	194	196	213
Non-public Schools Funded	37	36	37	42	37
Total AP Schools Testing	217	215	231	238	250
Total Students Taking Exams	11,893	13,018	14,839	16,011	16,640
Total Exams Taken	17,870	19,577	23,015	24,578	25,343
Low Income Students	299	290	430	581	808
Low Income Exams	488	417	624	837	1,230
Exams per Student	1.50	1.50	1.55	1.53	1.52
% of Scores 3 or above (Range 1-5)	61.4%	62.1%	57.7%	63.9%	65.4%
Students Receiving Scholarships	682	---	---	(HESO) 96	---
Total Teacher Training/Support	730	780	838	804	855
Carleton	246	200	185	187	155
College of St. Benedict		21	45	17	---
Augsburg			72	72	101
Out-of-State	34	34	36	19	8
UM Midwest Regional Conference	561	525	500	509	591
Courses Offered				911	1,075
New Courses Offered	88	98	109	69	75
Teachers				941	1,043

B. International Baccalaureate Program Results

In FY 2003, Minnesota had eleven International Baccalaureate schools. With 11 (See Appendix for the 2003 listing of participating schools) out of 355 IB schools in the U.S., Minnesota ranks 10th out of 44 states and the District of Columbia in number of schools offering an IB Program. Several other metro area schools are considering offering the IB Program; however, only Minnetonka has gone forward with the application process. Parents from international countries and other states in our country frequently inquire about Minnesota IB schools in anticipation of moving to Minnesota.

The number of students testing increased by 7% and the number of exams taken increased by 4% in FY 2003. The number of diplomas earned went up from 96 to 104, an increase of 8%. Of the 138 students who attempted the diploma program, 104 received the diploma, a 75.3% pass rate.

Attempting the diploma demonstrates a high desire on the part of students to participate in challenging rigorous, learning opportunities that prepare them for college. Southwest High School in Minneapolis ranks 34th among the 100 schools in the world with students taking the greatest number of IB exams. Southwest high school had 229 students taking 598 exams, averaging 2.6 exams per student. Forty-five of their students also earned diplomas, which requires at least 6 exams.

Students are scoring very well in relation to the number of exams taken. Although the percent of scores 4 or better on a scale of 1-7 increased only slightly from the previous year, Minnesota IB students still did very well with 73.3% of scores at 4 or better. (See attached Appendix for the *IB Examination Summary By State* for comparisons.)

Attendance at training is a reflection of the number of curriculum and program changes in any one year. Teachers attending in-depth training last year, including summer, decreased from 88 to 72 teachers, a decrease of 18%.

The IB Coalition changed from doing conferences for all content areas to networking meetings in a few content areas. Participation at the winter networking meetings increased from 60 to 97, an increase of 62%. This event provides an opportunity for Minnesota teachers to meet according to their curriculum area to discuss instructional strategies and curriculum changes and to mentor their new colleagues in IB. Five years of program data is summarized in Figure 3 below:

Figure 3

International Baccalaureate	FY '99	FY'00	FY'01	FY '02	FY '03
Schools Funded	10	10	11	11	11
Total Students Taking Exams	1023	977	1043	1151	1,229
Total Exams Taken	2013	2283	2215	2585	2,693
Low Income Students	101	122	164	180	196
Low Income Exams	209	230	346	372	425
Exams per Student	2.0	2.3	2.1	2.1	2.1
% of Scores 4 or above (Range 1-7)	70%	71%	71.9%	72.4%	73.3%
Diplomas Earned	85	87	74	96	137
Students Receiving Scholarships	99	---	---	(HESO) 33	---
Total Teacher Training/Support	171	175	243	148	169
Out-of-State	91	79	110	88	72
Minnesota Networking	80	96	133	60	97
Courses Offered				239	198
New Courses Offered	12	16	32	7	6
Teachers				236	227

VIII. PROGRAM COSTS AND EXPENDITURES

AP/IB Teacher Scholarships were not funded with State money in 2003. In February, Governor Pawlenty unallotted \$551,000 designated for teacher training. As a result, a decision was made to support teacher training from the federal Advanced Placement Incentive Program. An amount of \$250 was available for costs related to tuition, travel, room, and board for AP and IB teachers who attended training in-state or out-of-state. The following criteria are used to determine out-of-state travel for AP: (1) training was not available in Minnesota, (2) teachers had attended training at Carleton twice already, or (3) dates at Carleton were not feasible for participants. All in-depth training for IB is offered out-of-state.

AP Exam fee subsidies for \$23 of the \$80 total cost were provided for all exams. Subsidies of \$50 were available to students of low-income families, applying for fee reductions. The College Board provided the \$22 fee reduction and the school is expected to provide the \$8 waiver for students.

IB Exam fee subsidies of \$75 of \$180 were provided for the first exam and \$25 for each additional exam for all students. The IB students who qualified for financial assistance received subsidies for per capita costs (\$76 per candidate) registration (\$49 per candidate), and subject tests (\$53 per test). For

schools with diploma candidates a single fee of \$326 is paid for the extended essay and theory of knowledge requirements of the program.

AP and IB teachers/schools used criteria defined by the Bureau of Labor Statistics for Low-income Families to determine students qualified for financial assistance. Most schools use free and reduced lunch as the criteria for determining fee reduction. Other family circumstances (i.e., job loss of parent, major medical expenses) documented by the local coordinator were accepted for exam fee subsidies.

Payment Schedule for exams is difficult to determine. With the rate of increase in students testing in the past three years, it was not possible to pay the entire exam fee in FY '03. Consequently, it was decided to cover at least 28% of the AP exam cost and 42% of the IB exam. This represents a decrease of 54% for AP and 49% for IB from the previous year. This assured that all students taking exams would receive some level of support for exam fees. Projections for a 10% increase in AP and IB exams were greater than the actual number of students participating and exams taken. The State reimburses all AP and IB schools individually, after schools made the entire payment first.

The Budget for FY '03 was \$843,783 after reductions of teacher training by \$551,000 and carryover of \$578,774. Actual expenditures for exams for AP were \$602,554 and \$158,821 for IB, bringing the total for FY '03 to \$761,375. The following chart provides five-year comparisons, in both the combined and individual programs:

Figure 4	FY '99	FY '00	FY '01	FY '02	FY '03
AP & IB Program Allocations (+000)	1,875.0	1,875.0	1,875.0	2,000.0	843.7
Combined Program Expenditures (+000)					
Teacher Training	210.4	228.5	387.9	199.7	----
Teacher Stipends	407.3	-----	-----	-----	----
Student Exam Subsidies	912.3	1,255.2	1,599.2	1,411.7	761.4
Student Scholarships	326.1	-----	-----	-----	----
Totals	1,856.2	1,483.7	1,987.1	1,611.4	761.4
Advanced Placement Expenditures					
Teacher Training	137,936	156,867	252,129	101,575	----
Teacher Stipends	365,560	-----	-----	-----	----
Student Exam Subsidies	757,558	1,067,585	1,379,304	1,168,876	602,554
Payment per Exam	\$43	\$56	\$62	\$48	\$23
Student Scholarships	278,210	-----	-----	-----	----
Totals	1,539,264	1,224,452	1,631,433	1,270,451	602,554
International Baccalaureate Expenditures					
Teacher Training	72,487	71,660	135,737	98,107	----
Teacher Stipends	41,690	-----	-----	-----	----
Student Exam Subsidies	154,760	187,630	219,913	242,868	158,821
Payment per First/Second Exams	\$105/\$30	\$130/\$35	\$152/\$45	\$148/\$45	\$75/\$25
Student Scholarships	47,945	-----	-----	-----	----
Totals	316,882	259,290	355,650	340,975	158,821

IX. PROGRAM TRENDS

A. Advanced Placement Program

Minnesota is one of forty-three states and Washington D.C. that formally endorse the Advanced Placement Program for low-income students. (See *Federal and State Support for AP* in the attached appendix for the type of support provided by states and the federal government.) Minnesota is one of ten states, plus Washington D.C., providing exam subsidy for all students. Because of the leadership shown by Minnesota legislators supporting exam subsidies and teacher training, the impact on student participation has been exemplary. Figure 5, below, illustrates Minnesota's level of growth over five years:

Figure 5	1999	2000	2001	2002	2003
Schools	217	215	231	238	250
Candidates	11,893	13,018	14,839	16,011	16,640
Exams	17,870	19,577	23,015	24,578	25,343

Overall, Minnesota has demonstrated considerable growth in relation to other midwestern states. Minnesota is above the national average for increased schools participation. In addition, the number of students testing and exams taken has been consistently strong. (See attached appendix for the *School Report of AP Examinations 2002-2003 By State* for comparison with other states.) Minnesota has also shown a healthy increase in the actual number of exams scoring 3 or better.

B. International Baccalaureate Program

Although the number of Minnesota schools has remained quite constant, the growth in the number of IB schools throughout the world is exponential. In spring of 2004, a site visit to Minnetonka High School was done by IBNA for certification by the International Baccalaureate Organization. Several other schools are exploring the possibility of an IB Program.

International Baccalaureate developed a Middle Years Programme (MYP), which offers a broad academic base along with Approaches to Learning and other areas of interaction. Sandburg Middle School in collaboration with Robbinsdale HS has been offering the MYP for the past five years and will have a site visit in spring of 2004 for authorization. MYP can be a stand-alone program or part of the pre-IB preparation for the Diploma Program. Highland Park Elementary in St Paul offers a Primary Years Program (PYP), which is an inquiry-based program for all students in the school.

C. College Credits and Policies

Participating colleges (3,388) in 21 countries receive AP grades and grant credit or appropriate placement to students who have done well on AP examinations. The IB Diploma is accepted as an admissions credential at 900 North American Colleges and in 102 countries. In a recent study, the U.S. Department of Education found that 85 percent of high school students who took AP and/or IB courses continued their education after high school, which correlates to degree completion.

More than 90 percent of U.S. colleges and universities have an AP and IB policy granting incoming students academic credit, placement, or both, for qualifying grades on AP/IB exams. The Minnesota Department of Education has prepared AP and IB *Minnesota College Credit Policy Guides* to inform and assist students as they make post-secondary education plans. Currently in Minnesota, most public and private institutions have AP and IB credit policies. These courses are equivalent to college freshman level courses and with enough qualifying grades, students often enter college with a sophomore level standing. (See attached list of Minnesota Colleges and Universities with credit policies.) Institutions that are part of Minnesota State Colleges and Universities (MnSCU) have adopted a policy establishing common practices among these higher education institutions for awarding credit based on student performance.

	Number of Colleges
Advanced Placement Policies	56
International Baccalaureate Policies	41

It is a concern that large numbers of Minnesota high school graduates, who participate in the AP and IB Programs, are attending colleges out-of-state. They tend to go to those states sharing tuition reciprocity with Minnesota. For example, 57 percent of AP test takers requested to have their grades sent to Minnesota colleges, and 43 percent had their scores sent to out-of-state colleges.

X. CHALLENGES AND RECOMMENDATIONS

A. Challenges

As the AP and IB Programs continue to grow, there is an ongoing need to provide services for advanced learners who are underserved, for support of teachers working with this level of student, and for support of schools initiating or expanding these programs. Challenging, rigorous learning opportunities are essential to an effective system that is setting standards for learning and for graduation. State accountability requires public reporting for student achievement, but in addition Minnesota is reporting Advanced Academic Opportunities, including percent of students taking AP and IB courses. Specific challenges for implementing the AP/IB Program include:

- Increasing access to AP courses among students in rural communities. Midwest Small Schools Summit participants urged the development of publications and Web content aimed specifically at small schools' teachers and students to reduce the isolation felt by these groups, encouraged an increase of participation in state or College Board committees, and promoted expansion of on-site teacher professional development opportunities.
- Addressing Needs of Disadvantaged Students. Information and strategies need to be developed to encourage disadvantaged individuals to take more challenging courses, finish those courses and get a diploma. High school grades and class rank are often not the strongest predictors of college completion. What matters instead is how rigorous and challenging students' high school courses are, no matter what grades the students received. Rigorous AP and IB courses differ from high school honors courses in that they are designed by teams of college professors who work alongside expert secondary school teachers.

- Preparing teachers for teaching the rigorous courses. This is a challenge at a time when many experienced AP and IB teachers are retiring. An additional aspect of this challenge is preparing and increasing the number of AP and IB ethnic teachers to be role models for ethnic students.

B. Program Recommendations

Minnesota tradition supports many options and opportunities for students to engage in learning that is rich and stimulating and that will leave them well positioned for success in college and/or rewarding careers. Advanced Placement and International Baccalaureate Programs can provide courses and curriculum that are not only challenging, but also helpful to students in meeting graduation requirements. Both programs provide a means for students to learn at the highest levels while giving them self-confidence to accomplish college-level work.

Minnesota should:

- Continue promotion of the AP/IB program to increase number of schools participating (especially rural), number and variety of courses being offered, and number of students participating in the courses;
- Encourage more students (especially low-income and ethnic populations) to take exams;
- Continue working with disadvantaged students (low-income, ethnic) to encourage and prepare them for participation in challenging courses of study through Pre-AP and Pre-IB programs; and
- Encourage more teachers to prepare for teaching of rigorous AP and IB courses to replace retiring teachers.

XI. CONCLUSION:

The systemic changes in AP and/or IB courses result in rising expectations for teaching and learning from teachers, students, and their parents, which has a positive impact on the overall system. Often schools and teachers feel that if the AP and/or IB curriculum is good for some students, it must be good for all/many other students as well. This impacts quality of student products and expectations for performance achievement.

Although the AP/IB program is showing considerable growth, there is still a definite need to provide services for advanced learners who are underserved and to provide support for teachers working with that level of student. This program continues to support systemic change for schools.

XII. STAFF CONTACTS:

- | | |
|--|--------------|
| • Marlys Peters-Melius, AP & IB Program Director | 651-582-8848 |
| • Beth Aune, Director of Academic Standards and Professional Development | 651-582-8751 |
| • Dr. Mary Ann Nelson, Assistant Commissioner for Academic Excellence | 651-582-8627 |

Minnesota Statutes 2003, Table of ChaptersTable of contents for Chapter 120B**120B.13 Advanced placement and international baccalaureate programs.**

Subdivision 1. **Program structure; training programs for teachers.** (a) The advanced placement and international baccalaureate programs are well-established academic programs for mature, academically directed high school students. These programs, in addition to providing academic rigor, offer sound curricular design, accountability, comprehensive external assessment, feedback to students and teachers, and the opportunity for high school students to compete academically on a global level. Advanced placement and international baccalaureate programs allow students to leave high school with the academic skills and self-confidence to succeed in college and beyond. The advanced placement and international baccalaureate programs help provide Minnesota students with world-class educational opportunity.

(b) Critical to schools' educational success is ongoing advanced placement/international baccalaureate-approved teacher training. A secondary teacher assigned by a district to teach an advanced placement or international baccalaureate course or other interested educator may participate in a training program offered by the college board or International Baccalaureate North America, Inc. The state may pay a portion of the tuition, room, and board costs a teacher or other interested educator incurs in participating in a training program. The commissioner shall determine application procedures and deadlines, and select teachers and other interested educators to participate in the training program. The procedures determined by the commissioner shall, to the extent possible, ensure that advanced placement and international baccalaureate courses become available in all parts of the state and that a variety of course offerings are available in school districts. This subdivision does not prevent teacher or other interested educator participation in training programs offered by the college board or International Baccalaureate North America, Inc., when tuition is paid by a source other than the state.

Subd. 2. **Support programs.** The commissioner shall provide support programs during the school year for teachers who attended the training programs and teachers experienced in teaching advanced placement or international baccalaureate courses. The support programs shall provide teachers with opportunities to share instructional ideas with other teachers. The state may pay the costs of participating in the support programs, including substitute teachers, if necessary, and program affiliation costs.

Subd. 3. **Subsidy for examination fees.** The state may pay all or part of the fee for advanced placement or international baccalaureate examinations for pupils of low-income families in public and nonpublic schools. The commissioner shall adopt a schedule for fee subsidies that may allow payment of the entire fee for low-income families, as defined by the commissioner. The commissioner shall determine procedures for state payments of fees.

Subd. 4. **Information.** The commissioner shall submit the following information to the education committees of the legislature each year by February 1:

(1) the number of pupils enrolled in advanced placement and international baccalaureate courses in each school district;

(2) the number of teachers in each district attending training programs offered by the college board or International Baccalaureate North America, Inc.;

(3) the number of teachers in each district participating in support programs;

(4) recent trends in the field of advanced placement and international baccalaureate programs;

(5) expenditures for each category in this section; and

(6) other recommendations for the state program.

HIST: 1992 c 499 art 7 s 10; 1993 c 224 art 13 s 46; 1994 c 647 art 7 s 9; 1Sp1995 c 3 art 16 s 13; 1998 c 397 art 2 s 129,164; 2000 c 489 art 6 s 1; 1Sp2001 c 6 art 2 s 2; 2002 c 220 art 3 s 1

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DISTRICT - School	School	Apex	Apex	FR	FR	N-FR	N-FR	Total Cost	AP	AP	Carlton	Carlton	Augs	Augsburg	O S	O of S	Total	Grand
	Code	St.	Rev	Cand	Exams	Cand	Exams	of Exams	Tchrs	Courses	Tchr	\$	Tchr	\$	Tchr	\$	Tchr Trng	Total
Adrian													1	\$250			\$250	\$250
Albert Lea	240040			1	1	24	31	\$763									\$0	\$763
Alexandria - Jefferson	240055			6	8	71	94	\$2,562	6	5							\$0	\$2,562
Anoka - Andover				1	1	26	27	\$621	3	4	1	\$250					\$250	\$871
Anoka - Anoka	240080			0	0	48	59	\$1,357	3	3							\$0	\$1,357
Anoka - Blaine	240256			2	4	82	93	\$2,339	4	4							\$0	\$2,339
Anoka - Champlin Park	240419			1	2	88	104	\$2,492	4	4			1	\$250			\$250	\$2,742
Anoka - Coon Rapids	240537			1	1	50	50	\$1,200	3	4			1	\$250			\$250	\$1,450
Arlington - Sibley East	240095			2	4	27	29	\$867	3	4							\$0	\$867
Austin	240125			4	5	81	81	\$2,063	7	7							\$0	\$2,063
Avalon Charter	242221			0	0	3	3	\$69	2	1							\$0	\$69
Bagley	240145			0	0	11	14	\$322	2	2							\$0	\$322
Becker	240190			0	0	0	0	\$0	0	0							\$0	\$0
Belle Plain	240200			0	0	23	23	\$207	3	3							\$0	\$207
Bemidji	240215		1	0	0	271	271	\$6,233	11	12	2	\$500			1	\$250	\$750	\$6,983
Benson	240220			0	0	12	12	\$276	1	1							\$0	\$276
Bertha-Hewitt	240225		1	1	1	0	0	\$50	0	0							\$0	\$50
Big Lake	240235			0	0	14	16	\$368	2	2							\$0	\$368
Blackduck	240255			0	0	1	1	\$23	0	0							\$0	\$23
Bloomington - Prairie	240260			1	1	6	6	\$188			1	\$250					\$250	\$438
Bloomington - Kennedy	240265			3	7	104	160	\$3,980	9	13	2	\$500					\$500	\$4,480
Bloomington-T. Jefferson	240268			2	6	144	190	\$4,620	6	6							\$0	\$4,620
Blue Earth	240270			0	0	9	14	\$322	6	7							\$0	\$322
BOLD - Olivia	241895			0	0	5	5	\$115	1	1							\$0	\$115
Braham	240290			3	3	10	10	\$380	1	1							\$0	\$380
Brainerd	240295			0	17	230	427	\$9,821	18	21					1	\$250	\$250	\$10,071
Buffalo-Hanover-Montrose	240345			0	0	73	73	\$1,679	8	8							\$0	\$1,679
Burnsville	242367			4	5	156	181	\$4,413	6	5	6	\$1,500					\$1,500	\$5,913
Butterfield		2	4														\$0	\$0
Byron	240365			0	0	10	10	\$230	1	1	1	\$250					\$250	\$480
Caledonia	240375			0	0	19	19	\$437	2	2							\$0	\$437
Cambridge-Isanti	240380			6	8	76	105	\$2,815	5	5			1	\$250			\$250	\$3,065
Canby		1	2	0	0	1	1	\$23	1	0							\$0	\$23
Cannon Falls	240395			0	0	49	49	\$1,127	5	5			1	\$250			\$250	\$1,377
Centennial	240452			1	1	112	112	\$2,626	3	3							\$0	\$2,626
Chaska	240423			3	5	193	290	\$6,920	13	13							\$0	\$6,920
Chatfield - Chosen Valley	240435			21	21	18	21	\$1,533			1	\$250					\$250	\$1,783
Chisago Lakes	241380			0	0	16	16	\$368	1	1					online		\$0	\$368
Clearbrook-Gonvick	240475	7	13	2	3	6	10	\$380	1	1			1	\$250			\$250	\$630

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DISTRICT - School	School	Apex	Apex	FR	FR	N-FR	N-FR	Total Cost	AP	AP	Carlton	Carlton	Augs	Augsburg	O S	O of S	Total	Grand
	Code	St.	Rev	Cand	Exams	Cand	Exams	of Exams	Tchrs	Courses	Tchr	\$	Tchr	\$	Tchr	\$	Tchr Trng	Total
Columbia Heights	240520		50	3	5	50	79	\$2,017	5	5	3	\$750					\$750	\$2,767
Community of Peace Charter		5	9														\$0	\$0
Cook County				0	0	13	14	\$322					1	\$250			\$250	\$572
Dassel-Cokato	240500			0	0	49	49	\$1,127									\$0	\$1,127
Delano	240615			0	74	74	74	\$1,702	5	5							\$0	\$1,702
Detroit Lakes	240625			11	14	97	177	\$4,771									\$0	\$4,771
Dilworth-Glyndon-Felton	240940			15	15	21	21	\$1,233	1	1							\$0	\$1,233
Duluth-Central	240645			0	0	28	29	\$667	2	2							\$0	\$667
Duluth - Denfeld	240650		2	7	8	56	70	\$2,010	4	4							\$0	\$2,010
Duluth - East	240655			0	0	110	162	\$3,726	3	3	1	\$250					\$250	\$3,976
East Central				0	0	4	6	\$138	1	1							\$0	\$138
Eden Prairie	241150			2	3	319	508	\$11,834	12	12							\$0	\$11,834
Edina	240708			9	21	523	1,128	\$25,039	19	17							\$0	\$25,039
Elk River	240720			2	5	159	238	\$5,724	10	8	3	\$750	1	\$250			\$1,000	\$6,724
Elk River - Zimmerman											1	\$250					\$250	\$250
Faribault	240805			0	0	33	44	\$1,012	3	3							\$0	\$1,012
Farmington	240820			0	0	45	50	\$1,150	3	4							\$0	\$1,150
Forest Lake ALC	240865			0	0	135	148	\$3,404	9	8							\$0	\$3,404
Fosston	240870		2	0	0	1	1	\$23	0	1							\$0	\$23
Fridley	241612			0	0	55	69	\$1,587									\$0	\$1,587
GFW Gibbon-Fairfax-Winthrop											1	\$250	3	\$750			\$1,000	\$1,000
Glencoe - Silver Lake	240930			4	6	33	45	\$1,335	4	4							\$0	\$1,335
Glennville Emmons				0	0	19	19	\$437	2	2							\$0	\$437
Grygla	241012		1														\$0	\$0
Hastings	241050			0	0	115	179	\$4,117	6	6	1	\$250					\$250	\$4,367
Hawley	241055			1	2	22	22	\$606	0	2							\$0	\$606
Holdingford	241135			8	15	17	19	\$1,187	2	3							\$0	\$1,187
Hopkins	241153			12	25	439	653	\$16,219	17	10	2	\$500					\$500	\$16,719
Houston													1	\$250			\$250	\$250
Hutchinson	241175			0	0	42	67	\$1,541	5	5							\$0	\$1,541
International Falls HS	241190			0	0	65	65	\$1,495	2	2							\$0	\$1,495
Inver Grove Hts - Simley	242408			0	0		162	\$3,726	6	0							\$0	\$3,726
Ivanhoe - Lincoln		2	6														\$0	\$0
Janesville-Waldorf-Pemberton	241220			0	0	8	8	\$184	3	3							\$0	\$184
Jordan	241235			0	0	7	7	\$161									\$0	\$161
Kasson-Mantorville	241245			0	0	17	17	\$391	0	0							\$0	\$391
Kingsland (Spring Valley)	242420			0	0	12	12	\$276	1	2							\$0	\$276
LaCrescent	241293			0	0	13	34	\$782	5	6							\$0	\$782
Lake City - Lincoln	241305			0	0	14	0	\$322	1	1							\$0	\$322
Lake of the Woods	240175		22	0	0	15	19	\$437	2	2							\$0	\$437

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DISTRICT - School	School	Apex	Apex	FR	FR	N-FR	N-FR	Total Cost	AP	AP	Carlton	Carlton	Augs	Augsburg	O S	O of S	Total	Grand
	Code	St.	Rev	Cand	Exams	Cand	Exams	of Exams	Tchrs	Courses	Tchr	\$	Tchr	\$	Tchr	\$	Tchr Trng	Total
Lake Park-Audubon			5	6	6	16	16	\$668	2	2	1	\$250					\$250	\$918
Lakeville	241325			1	1	547	547	\$12,631	13	10	3	\$750	4	\$1,000			\$2,500	\$15,131
Lakeville - Kenwood Trail Jr													1	\$250			\$0	\$0
Lakeville - Century Jr													1	\$250			\$0	
Lakeville - McGuire Jr													1	\$250			\$0	
Lanesboro																	\$0	\$0
Laporte			2	0	0	4	4	\$92	1	1							\$0	\$92
LeSueur-Henderson	241370			0	0	7	9	\$207									\$0	\$207
Lewiston - Altura	241375			3	3	12	15	\$495	2	3							\$0	\$495
Litchfield	241390			0	0	75	142	\$3,266	6	7	2	\$500					\$500	\$3,766
Little Falls	241395			4	5	8	10	\$480	4	4							\$0	\$480
Littlefork- Big Falls	241405			0	0	9	9	\$207									\$0	\$207
Luverne	241425			0	0	21	21	\$207	2	2			1	\$250			\$250	\$457
Lyle	241430		12														\$0	\$0
Madelia											3	\$750					\$750	\$750
Mahtomedi	241465			0	0	166	240	\$5,520	12	12			1	\$250			\$250	\$5,770
Mankato - East	241484			1	2	72	97	\$2,285	5	5							\$0	\$2,285
Mankato - West	241485			1	1	175	175	\$4,075	7	7							\$0	\$4,075
Maple River-Mapleton	241495			3	4	36	48	\$1,304	5	5							\$0	\$1,304
Marshall	241510			0	0	61	82	\$1,886	6	7							\$0	\$1,886
Marshall County Central	241810			8	8	6	6	\$538	2	2			1	\$250			\$250	\$788
McLeod West	240340			0	0	5	5	\$115	2	3	1	\$250					\$250	\$365
Medford	241545			2	2	2	2	\$146	1	1	1	\$250					\$250	\$396
Mesabi East	240120			1	1	7	7	\$211	1	1							\$0	\$211
Milaca	241570		16	3	3	23	23	\$679									\$0	\$679
Minneapolis - Edison	241610		3	92	114	0	0	\$4,600	5	9	3	\$750	5	\$1,250			\$2,000	\$6,600
Minneapolis - North Comm	241630		1	38	53	27	42	\$3,616	6	6	1	\$250	3	\$750			\$1,000	\$4,616
Minneapolis - Roosevelt	241685			22	31	19	29	\$2,217	7	10	2	\$500					\$500	\$2,717
Minneapolis - South	241675			8	9	132	132	\$3,486			2	\$500					\$500	\$3,986
Minneapolis - Southwest	241680		6	0	0	150	198	\$4,554	10	10			1	\$250			\$250	\$4,804
Minneapolis - Washburn	241695		1	3	3	18	20	\$610	3	3			13	\$3,250			\$3,250	\$3,860
Minnetonka	240780			0	0	375	616	\$14,168	11	13	3	\$750	5	\$1,250	2	\$500	\$2,500	\$16,668
Minnewaska - Glenwood	240935	1	4	0	0	20	20	\$460	2	2							\$0	\$460
Montevideo	241715			1	2	34	47	\$1,181	2	3							\$0	\$1,181
Montgomery-Lonsdale	241720			0	0	8	8	\$184	3	4							\$0	\$184
Monticello	241725			0	0	177	177	\$4,071	4	4							\$0	\$4,071
Moorhead	241735			0	0	194	252	\$5,796	10	13							\$0	\$5,796
Mora	241745			0	18	0	0	\$900									\$0	\$900
Mounds View	241805			1	1	317	560	\$12,930	11	11	2	\$500					\$500	\$13,430
Mounds View - Irondale	242263			1	1	241	438	\$10,124	16	17	2	\$500	1	\$250			\$750	\$10,874

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DISTRICT - School	School	Apex	Apex	FR	FR	N-FR	N-FR	Total Cost	AP	AP	Carlton	Carlton	Augs	Augsburg	O S	O of S	Total	Grand
	Code	St.	Rev	Cand	Exams	Cand	Exams	of Exams	Tchrs	Courses	Tchr	\$	Tchr	\$	Tchr	\$	Tchr Trng	Total
Mound-Westonka	241775			3	3	148	177	\$4,221	7	7							\$0	\$4,221
New London-Spicer	241815			6	10	64	135	\$3,605	6	6	1	\$250					\$250	\$3,855
New Prague	241820			0	0	39	51	\$1,173	4	4					1	\$250	\$250	\$1,423
New Ulm	241830			0	0	47	48	\$1,104	6	6							\$0	\$1,104
New York Mills			23														\$0	\$0
Norman County West	241025		2														\$0	\$0
North Branch	241850			0	0	16	16	\$368	1	1							\$0	\$368
North St. Paul - North St Paul	241865			0	0	174	252	\$5,175	7	8							\$0	\$5,175
North St. Paul - Tartan	242327			0	0	138	192	\$4,416	9	12	1	\$250					\$250	\$4,666
Northfield	241855			0	0	192	192	\$4,416	10	11							\$0	\$4,416
Northland Community	242080		7	0	0	11	12	\$276	3	3							\$0	\$276
Orono	241410			0	0	90	124	\$2,852	4	4			1	\$250			\$250	\$3,102
Osseo--Osseo	241930			0	0	114	134	\$3,082	4	4	2	\$500					\$500	\$3,582
Osseo--Maple Grove	241489			0	0	133	133	\$3,059	4	4					1	\$250	\$250	\$3,309
Osseo-Park Center	240319			2	2	34	34	\$882	4	4							\$0	\$882
Owatonna	241935			0	0	78	130	\$2,990	11	11	3	\$750					\$750	\$3,740
Park Rapids	241950			0	0	11	11	\$253	1	1							\$0	\$253
Parkers Prairie	241945			0	0	14	14	\$322	1	1	1	\$250					\$250	\$572
Pelican Rapids				0	0	5	5	\$115	1	1							\$0	\$115
Perpich Center for Arts Educ.	240943			3	3	38	38	\$1,024	2	2							\$0	\$1,024
Pillager			2														\$0	\$0
Pine City	241995			0	0	32	32	\$736	3	3							\$0	\$736
Pine Rivers-Backus	242005			5	8	26	40	\$1,320	4	4	1	\$250					\$250	\$1,570
Pipestone-Jasper				0	0	19	19	\$437	2	2							\$0	\$437
Plainview	242015			1	2	26	33	\$759	2	2							\$0	\$759
Princeton	242030			2	2	16	16	\$468	2	2							\$0	\$468
Prior Lake - Savage	242035			0	0	128	156	\$3,588	5	5							\$0	\$3,588
Proctor	242040			0	0	28	28	\$644	1	1							\$0	\$644
Red Wing	242070			1	2	2	19	\$537	4	4							\$0	\$537
Redwood Falls Area Schools	242075			0	0	25	26	\$598									\$0	\$598
Richfield High School				2	3	39	57	\$1,461	0	0							\$0	\$1,461
Robbinsdale - Armstrong	241627			0	0	397	469	\$10,787	17	14							\$0	\$10,787
Robbinsdale - Cooper	241597			1	3	77	127	\$3,071	13	11							\$0	\$3,071
Rochester - Century	242092			3	7	200	306	\$7,388	8	8	2	\$500					\$500	\$7,888
Rochester - John Marshall	242100		9	0	0	81	81	\$1,863	5	5	1	\$250					\$250	\$2,113
Rochester - Mayo	242103			0	0	92	144	\$3,312	6	6			3	\$750			\$750	\$4,062
Rocori H.S.	240503			8	8	87	87	\$2,401	4	4			1	\$250			\$250	\$2,651
Roseau	242115			0	0	11	11	\$253	1	1							\$0	\$253
Rosemount - Apple Valley	240084			0	0	271	419	\$9,637									\$0	\$9,637
Rosemount - Eagan	242121			0	0	440	470	\$10,557	10	9							\$0	\$10,557

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2003 ADVANCED PLACEMENT
PUBLIC SCHOOLS

DISTRICT - School	School	Apex	Apex	FR	FR	N-FR	N-FR	Total Cost	AP	AP	Carlton	Carlton	Augs	Augsburg	O S	O of S	Total	Grand
	Code	St.	Rev	Cand	Exams	Cand	Exams	of Exams	Tchrs	Courses	Tchr	\$	Tchr	\$	Tchr	\$	Tchr Trng	Total
Rosemount - Eastview	242123			0	0	369	656	\$14,858	18	15	2	\$500					\$500	\$15,358
Rosemount - Rosemount	242125			1	4	207	328	\$7,744	10	10	1	\$250					\$250	\$7,994
Rosemount - Environ. Studies	240088			0	0	77	100	\$2,300	13	8	3	\$750					\$750	\$3,050
Roseville	242215			2	2	115	152	\$3,573	6	7							\$0	\$3,573
Rushford-Peterson	242150		2	0	0	12	22	\$506	2	2	1	\$250					\$250	\$756
Sauk Centre	242360			12	13	44	43	\$1,639	4	6			1	\$250			\$250	\$1,889
Sauk Rapids	242365			0	0	65	65	\$1,495	3	3	2	\$500					\$500	\$1,995
Sebeka	242370		4	5	5	5	5	\$365	2	2							\$0	\$365
Shakopee	242375			0	0	49	53	\$1,219	4	4							\$0	\$1,219
Sleepy Eye	242395	2	7	1	1	5	5	\$165									\$0	\$165
So Koochiching - Northome			1														\$0	\$0
So. St. Paul		1	1														\$0	\$0
So Washington Cty - Park	242340			0	0	77	77	\$1,771	7	7							\$0	\$1,771
So Washington Cty - Woodbur	242343			0	0	80	144	\$3,312	10	10							\$0	\$3,312
Spring Lake Park	241682			2	2	143	194	\$4,562	8	10	1	\$250	2	\$500			\$750	\$5,312
St. Anthony - New Brighton	241658			0	0	62	149	\$3,427									\$0	\$3,427
St. Charles	242170			2	2	35	35	\$905	3	3							\$0	\$905
St. Clair	242175			3	3	39	45	\$1,185	2	2	1	\$250					\$250	\$1,435
St. Cloud - Apollo	242178			0	0	150	195	\$4,485	7	7							\$0	\$4,485
St. Cloud - Technical	242185			3	8	186	327	\$7,756	9	8							\$0	\$7,756
St. Francis	242190			1	1	34	34	\$832	3	3							\$0	\$832
St. Louis Park	242205			5	11	206	261	\$6,553	9	9							\$0	\$6,553
St. Michael-Albertville	242209			0	0	41	41	\$943	2	2							\$0	\$943
St. Paul - Arlington	242251		4	62	75	11	11	\$4,003	9	8			1	\$250			\$250	\$4,253
St. Paul - Central	242230		11	14	20	142	248	\$6,704	6	5							\$0	\$6,704
St. Paul - Como	242280	2	474	81	131	167	346	\$14,458	18	16	9	\$2,250	2	\$500			\$2,750	\$17,208
St. Paul - Creative Arts											1	\$250					\$250	\$250
St. Paul - Hazel Park MS													2	\$500			\$500	\$500
St. Paul- Highland Park	242256			0	0	1	5	\$115					2	\$500			\$500	\$615
St. Paul- Humboldt	242260		82	50	71	18	26	\$4,198	5	7	3	\$750	1	\$250			\$1,000	\$5,198
St. Paul - Johnson	242265		11	36	47	51	81	\$4,213	8	8	1	\$250					\$250	\$4,463
St. Peter	242345			0	0	6	6	\$207	6	9							\$0	\$207
Staples-Motley	242425			2	2	8	8	\$184									\$0	\$184
Stewartville	242445			0	0	7	9	\$207	2	3			1	\$250			\$250	\$457
Stillwater	242450			0	0	273	468	\$10,764	12	12	5	\$1,250	3	\$750			\$2,000	\$12,764
Studio Academy	242106			0	0	22	22	\$506									\$0	\$506
TrekNorth									8	14			3	\$750			\$750	\$750
Thief River Falls - Lincoln	242475			0	0	34	39	\$897	5	4							\$0	\$897
Tri-County			14														\$0	\$0
Truman			3	0	0	2	0	\$0	3	1							\$0	\$0

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2003 ADVANCED PLACEMENT

Non-Public Schools

CITY - SCHOOL	School Code	F-R Cand	F-R Exams	N-FR Cand	N-FR Exams	Total Cost of Exams	AP Tchrs	AP Crs	Critn Tchrs	Critn \$	Augs Tchrs	Augs \$	O S Tchrs	O S \$	Total Cost Tchr Trng	Grand Total
Academy of Holy Angels - Richfield	241585	0	0	98	127	\$2,921	6	6							\$0	\$2,921
Benilde-St. Margarets - St. Louis Park	242202	0	0	131	212	\$4,876	9	9	1	\$250	1	\$250			\$500	\$5,376
Blake - Minneapolis	241635	16	28	180	335	\$9,105	14	13							\$0	\$9,105
Breck - Golden Valley	241592	13	25	102	168	\$5,114	12	12			1	\$250			\$250	\$5,364
Cathedral - St. Cloud	242180	0	0	190	198	\$4,554	6	6							\$0	\$4,554
Concordia Academy - Roseville	242235	1	1	14	19	\$487	2	2							\$0	\$487
Convent of Visitation - Mendota Heights	242240	4	13	101	200	\$4,600	9	10	1	\$250	1	\$250			\$500	\$5,100
Cotter - Winona	242720	0	0	15	20	\$460	3	0							\$0	\$460
Cretin-Derham Hall - St. Paul	242245	0	0	195	195	\$4,485	7	7			1	\$250			\$250	\$4,735
DeLaSalle - Minneapolis	241600	46	63	36	46	\$4,208	0	6							\$0	\$4,208
Hill Murray - Maplewood	242217	0	0	51	53	\$1,219					4	\$1,000			\$1,000	\$2,219
Hillcrest Lutheran Academy	240830	0	0	7	7	\$161	2	2							\$0	\$161
Holy Family Catholic	242548	0	0	106	106	\$2,438	8	8							\$0	\$2,438
International School - Eden Prairie	240697	8	14	39	98	\$2,954	12	18	3	\$750					\$750	\$3,704
Lourdes - Rochester	242102	0	0	59	59	\$1,357	3	3							\$0	\$1,357
Loyola - Mankato	241480	0	0	39	76	\$1,748	3	3	1	\$250					\$250	\$1,998
Maranatha Christian Academy - Bklyn F	240267	0	0	29	46	\$1,058	5	6			1	\$250			\$250	\$1,308
Marshall - Duluth	240640	0	0	47	75	\$1,725	5	4							\$0	\$1,725
Martin Luther - New Ulm	241862	6	7	8	8	\$534	3	3							\$0	\$534
Mayer Lutheran - Mayer	241513	0	0	27	27	\$621	3	4							\$0	\$621
Meadow Creek Christian - Andover	240082	0	0	24	33	\$759	4	4							\$0	\$759
Minneapolis Lutheran - Bloomington	241617	0	0	19	27	\$621	3	4	1	\$250					\$250	\$871
Minnehaha Academy - Minneapolis	241625	0	0	127	255	\$5,865			2	\$500	2	\$500	2	\$500	\$1,500	\$7,365
MN Valley Lutheran School- New Ulm	241826	1	1	16	21	\$533	2	2							\$0	\$533
Mounds Park Academy - St. Paul	242277	1	1	37	51	\$1,223	4	4							\$0	\$1,223
New Life Academy - Woodbury	242740	0	0	48	48	\$1,104									\$0	\$1,104
Shattuck-St. Mary's - Faribault	240810	4	7	44	76	\$2,098	11	12							\$0	\$2,098
Southwest Christian - Chaska	240266	2	4	28	37	\$1,051									\$0	\$1,051
St. Agnes - St Paul	242295	0	0	15	15	\$345	3	3							\$0	\$345
St. Bernard's - St. Paul	242298	0	0	43	47	\$1,081	3	3			1	\$250			\$250	\$1,331
St. Croix Lutheran- West St. Paul	242673	0	0	22	28	\$644	3	6	1	\$250	1	\$250			\$500	\$1,144
St. Johns Preparatory - Collegeville	240515	0	0	63	104	\$2,392	6	6							\$0	\$2,392
St. Paul Academy/Summit - St. Paul	242315	0	0	27	45	\$1,035	0	0							\$0	\$1,035
St. Thomas Academy - Mendota Hts.	242320	0	0	79	113	\$2,599	8	9							\$0	\$2,599
Studio Academy - Rochester		1	1	22	22	\$506	2	2							\$0	\$506
Totino-Grace - Fridley	240888	0	0	47	47	\$1,081	4	3							\$0	\$1,081
West Lutheran - Plymouth	242208	0	0	8	8	\$184	1	1			2	\$500			\$500	\$684
TOTALS		103	165	2143	3052	\$77,746	166	181	10	\$2,500	15	\$3,750	2	\$500	\$6,750	\$84,496

2003
INTERNATIONAL BACCAULAUREATE SCHOOLS

DISTRICT - SCHOOL	Low In Cand.	Low In Exams	Other Cand.	Other Exams	Cost of Exams	IB Diplomas	IB Tchrs	IB Courses	Network Training	Network \$	Out-of-State Teachers	Out-of-State Training \$	New Courses
Fairmont	2	6	45	101	\$5,702	4	14	12	6	\$361.52	5	\$1,250	1
Grand Rapids	5	8	76	199	\$10,150	6	13	11	5	\$481.25	9	\$2,250	1
Minneapolis - Henry	97	218	69	158	\$31,603	15	24	19	10	\$1,131.00	6	\$1,500	1
Minneapolis - SW	5	18	228	602	\$28,388	45	28	27	4	\$301.68	6	\$500	0
Owatonna	0	0	39	53	\$3,275	0	3	3	0	\$0.00	0	-----	0
Robbinsdale-Cooper	8	22	91	217	\$12,533	14	15	13	9	\$980.00	4	\$1,000	1
South St. Paul	9	18	95	184	\$11,788	9	25	35	7	\$354.84	3	\$750	0
St. Louis Park	0	0	62	138	\$6,876	14	17	16	14	\$0.00	13	\$3,250	2
St. Paul - Central	3	5	185	324	\$18,316	10	28	21	20	\$1,217.90	7	\$1,750	0
St. Paul - Harding	54	109	45	91	\$17,411	10	39	14	12	\$121.79	12	\$3,000	0
St. Paul - Highland	13	21	98	201	\$12,779	10	21	27	10	\$836.98	7	\$1,750	0
TOTALS	196	425	1,033	2,268	\$158,821	137	227	198	97	\$5,786.96	72	\$17,000	6



Federal and State Support for AP

State	Federal and/or state exam fee subsidy for low-income students	State exam fee subsidy for other students	Types of state support
Alabama	✓		
Alaska	✓		
Arizona	✓		Grants for minority students, professional development
Arkansas	✓	✓	Exam fees for low-income students, \$50 subsidy for students taking more than two exams in one year, professional development, grants for equipment, school incentives
California	✓	✓	Exam fees for students at 200% of poverty rate, mandatory acceptance of AP grades at public colleges and universities, professional development
Colorado	✓		Tuition reductions reimbursing exam fees for students who receive college credit through AP
Connecticut	✓		Payment for Summer Institutes at Connecticut State University sites
Delaware			Professional development
D.C.	✓	✓	Exam fees, professional development
Florida	✓	✓	Exam fees, professional development, school and teacher incentives, grants for supplies
Georgia	✓	✓	Exam fees
Illinois	✓		
Indiana	✓	✓	Exam fees for math, science, and English language, professional development, recommendation that schools offer at least one AP math and AP science course, AP Advisory Council
Iowa	✓		
Kansas	✓		
Kentucky	✓		Exam fee reimbursement, special diploma
Louisiana	✓		
Maine			Reimbursement of AP expenses for low-income districts
Maryland	✓		
Massachusetts			Professional development, grants for materials
Michigan	✓		Tuition for low-income students for on-line AP courses, tuition for teachers from low-income districts for AP Workshops and Summer Institutes, publication of college AP policies on-line
Minnesota	✓	✓	Exam fees for public and private school students, professional development for public and private school teachers, publication of college AP policies, AP Advisory Council
Mississippi	✓		Professional development
Missouri	✓	✓	Exam fees for students who meet proficiency criteria, professional development, publication of college AP policies, AP Advisory Council
Montana	✓		
Nebraska	✓		
Nevada	✓		
New Hampshire	✓		
New Jersey	✓		

New Mexico	✓		Exam fees for low-income and minority students, professional development, grants for equipment
New York	✓		AP English and Calculus Examinations scores satisfy English and math Regents exam requirements
North Carolina	✓		Mandatory weighted grades, publication of college AP policies
Northern Mariana Islands	✓		
Ohio	✓		
Oklahoma	✓	✓	Exam fees for low-income students, partial-exam fees for students taking more than one exam, professional development, AP Vertical Teams™, school incentives, grants for materials and equipment
Oregon	✓		
Pennsylvania	✓		
Puerto Rico	✓		
Rhode Island	✓		
South Carolina	✓	✓	Exam fees for juniors and seniors, mandatory Summer Institutes for new AP teachers, payment for Summer Institutes for new AP teachers
South Dakota	✓		Professional development, publication of college AP policies
Tennessee	✓		
Texas	✓	✓	Exam fee subsidy for low-income students, partial payments for all other students, professional development, school incentives
Utah			Professional development, grants for supplies and other AP costs
Vermont	✓		
Virginia			Special diploma
US Virgin Islands	✓		
Washington	✓		
West Virginia			Mandatory acceptance of AP grades in all public colleges, professional development, publication of college AP policies, AP Advisory Council
Wisconsin	✓		Exam fees for low-income students, mandatory acceptance of AP grades 3 or higher at public colleges and universities, AP Advisory Council

Exam fee subsidies, professional development, and equipment grants are just a few of the ways twenty-seven states support AP.

In addition, the federal government provides grants to 41 states, the District of Columbia, Puerto Rico, the Northern Mariana Islands, and the US Virgin Islands for the payment of exam fees for low-income students after the College Board fee reduction. For states in which low-income students pay a nominal amount, the federal grants may also be used to increase the participation of those students.

Federal Grants	1998-1999	\$2,700,000
	1999-2000	\$4,000,000
	2000-2001	\$15,000,000
	2001-2002	\$22,000,000

For more information, contact Vince Viray, Administrative Associate, Advanced Placement Program at (212) 713-8336 or vviray@collegeboard.org

www.collegeboard.com

SCHOOL REPORT OF AP EXAMINATIONS 2002-2003 (BY STATE)

STATE	11TH & 12TH GRADE ENROLLMENT*	TOTAL AP STUDENTS		TOTAL AP EXAMS		AP EXAMS PER 1000 11TH & 12TH GRADERS**		EXAM CHG PER 1000 11TH & 12TH GRADERS		% OF GRADES 3 OR ABOVE	
		2002	2003	2002	2003	2002	2003	2002-2003	2002-2003	2002	2003
Alabama	96,396	6,199	6,604	9,727	10,453	92	99	7		58.5%	58.4%
Alaska	19,305	1,688	1,860	2,996	3,184	153	154	1		70.0%	61.7%
Arizona	121,268	9,766	10,699	16,202	17,892	134	132	-2		61.5%	62.1%
Arkansas	62,331	4,602	5,251	7,584	8,590	108	124	16		50.1%	48.0%
California	880,121	163,581	176,715	291,945	317,872	307	316	9		60.8%	59.4%
Colorado	100,702	14,457	16,260	22,760	26,383	212	237	25		66.2%	64.1%
Connecticut	88,992	15,078	16,110	25,710	27,566	280	288	8		73.5%	73.3%
Delaware	17,853	2,655	2,941	4,730	5,123	261	260	-1		68.8%	65.8%
District of Columbia	10,391	2,412	2,510	4,607	4,798	351	433	82		67.6%	66.8%
Florida	317,277	59,076	70,182	104,061	126,367	295	346	51		55.9%	52.1%
Georgia	181,526	25,944	27,870	42,748	46,458	218	228	10		59.2%	58.5%
Hawaii	26,608	3,777	3,922	6,225	6,426	226	232	6		67.9%	63.3%
Idaho	35,769	2,500	2,768	3,821	4,298	99	114	15		67.3%	64.5%
Illinois	320,511	36,863	39,592	63,612	69,529	187	194	7		72.2%	72.3%
Indiana	138,035	11,425	13,206	17,914	20,571	121	140	19		57.7%	53.9%
Iowa	80,184	4,499	5,141	6,565	7,721	72	85	13		69.9%	68.9%
Kansas	71,552	3,940	4,208	5,693	6,332	73	80	7		69.0%	68.3%
Kentucky	89,160	8,925	10,154	14,224	16,447	146	168	22		50.9%	48.8%
Louisiana	110,723	3,951	4,129	5,854	6,166	50	51	1		64.4%	63.0%
Maine	33,335	4,086	4,565	6,050	6,735	169	184	15		64.5%	62.4%
Maryland	130,119	24,985	29,993	45,013	53,363	322	363	41		71.2%	67.7%
Massachusetts	151,237	25,238	27,494	41,930	45,823	262	280	18		73.5%	72.6%
Michigan	247,437	25,303	27,009	39,636	42,592	155	159	4		66.4%	65.8%
Minnesota	154,804	16,011	16,640	24,578	25,343	143	139	-4		63.9%	65.4%
Mississippi	61,586	3,055	2,969	4,338	4,233	65	64	-1		47.4%	46.4%
Missouri	138,585	8,189	8,847	13,698	15,121	94	100	6		71.2%	70.6%
Montana	24,263	1,886	1,927	2,763	2,726	107	104	-3		71.1%	69.5%
Nebraska	45,123	1,922	1,832	2,864	2,656	58	56	-2		63.0%	63.6%
Nevada	44,199	3,786	4,551	7,023	8,244	154	177	23		58.9%	57.3%
New Hampshire	37,021	3,731	4,085	5,449	5,904	148	151	3		70.9%	68.3%
New Jersey	184,176	29,197	31,278	51,365	55,011	282	281	-1		72.1%	71.5%
New Mexico	45,429	4,444	4,942	7,008	7,666	149	152	3		45.7%	45.7%
New York	391,092	84,536	89,237	142,083	149,968	332	341	9		65.9%	64.3%
North Carolina	161,011	27,790	31,098	49,375	55,678	303	322	19		59.2%	58.0%
North Dakota	18,308	906	910	1,302	1,291	67	65	-2		69.3%	69.0%
Ohio	326,529	28,195	30,264	44,344	48,225	128	135	7		67.3%	66.2%
Oklahoma	84,695	8,944	10,442	14,433	16,725	153	176	23		53.0%	49.9%
Oregon	83,144	6,185	6,326	8,968	9,268	102	102	0		68.8%	67.8%
Pennsylvania	294,804	31,053	32,335	50,477	51,667	164	161	-3		69.0%	68.8%
Rhode Island	23,620	2,622	2,576	4,219	4,048	173	159	-14		66.7%	64.2%
South Carolina	80,083	11,323	12,013	18,750	19,765	221	225	4		60.4%	57.8%
South Dakota	21,654	1,434	1,606	2,302	2,539	111	110	-1		61.3%	61.4%
Tennessee	117,554	10,884	11,785	17,433	19,246	134	150	16		67.3%	65.3%
Texas	517,992	80,240	90,880	144,060	164,804	262	281	19		53.3%	51.9%
Utah	71,064	12,937	13,454	21,251	22,172	266	279	13		69.0%	67.2%
Vermont	17,444	2,103	2,227	3,075	3,360	164	184	20		67.4%	67.3%
Virginia	163,452	34,785	36,597	62,363	65,933	356	359	3		63.6%	62.2%
Washington	156,197	15,834	18,251	24,657	28,378	143	159	16		65.9%	63.0%
West Virginia	38,719	2,781	3,096	4,184	4,791	98	120	22		48.8%	47.5%
Wisconsin	151,612	16,670	18,128	25,785	28,425	162	173	11		70.3%	68.6%
Wyoming	13,833	858	850	1,245	1,331	84	90	6		49.6%	54.2%
TOTAL (U.S.)	6,798,825	913,251	998,329	1,548,999	1,705,207	212	225	13		63.1%	61.5%
NON U.S./U.S. TERR/CAN		24,700	19,067	36,517	32,024					69.3%	71.6%
GRAND TOTAL	6,798,825	937,951	1,017,396	1,585,516	1,737,231					63.4%	61.7%

*Source: Applied Educational Research Inc. of Princeton, NJ

**This is the number of exams taken by the current year's 11th and 12th grade AP students (number of exams not shown) divided by the state's "11th and 12th Grade Enrollment" x 1000.

ADVANCED PLACEMENT PROGRAM: State Growth for MRO 2001-02 vs. 2002-03

State	Schools			Candidates			Exams		
	2002	2003	Change	2002	2003	Change	2002	2003	Change
Illinois	484	485	1	36,863	39,592	2,729	63,612	69,529	5,917
Indiana	322	331	9	11,425	13,206	1,781	17,914	20,571	2,657
Iowa	184	187	3	4,499	5,141	642	6,565	7,721	1,156
Kansas	112	111	-1	3,940	4,208	268	5,693	6,332	639
Michigan	513	513	0	25,303	27,009	1,706	39,636	42,592	2,956
Minnesota	238	250	12	16,011	16,640	629	24,578	25,343	765
Missouri	225	214	-11	8,189	8,847	658	13,698	15,121	1,423
Nebraska	75	68	-7	1,922	1,832	-90	2,864	2,656	-208
North Dakota	21	18	-3	906	910	4	1,302	1,291	-11
Ohio	593	600	7	28,195	30,264	2,069	44,344	48,225	3,881
South Dakota	52	59	7	1,434	1,606	172	2,302	2,539	237
West Virginia	104	104	0	2,781	3,096	315	4,184	4,791	607
Wisconsin	398	408	10	16,670	18,128	1,458	25,785	28,425	2,640
TOTALS	3,321	3,348	27	158,138	170,479	12,341	252,477	275,136	22,659

Global	14,157	14,353	196	937,951	1,017,396	79,445	1,585,516	1,737,231	151,715
National	13,423	13,624	201	913,251	998,329	85,078	1,548,999	1,705,207	156,208

Percent change	Schools	Candidate	Exams
Global	1.4%	8.5%	9.6%
National	1.5%	9.3%	10.1%
Illinois	0.2%	7.4%	9.3%
Indiana	2.8%	15.6%	14.8%
Iowa	1.6%	14.3%	17.6%
Kansas	-0.9%	6.8%	11.2%
Michigan	0.0%	6.7%	7.5%
Minnesota	5.0%	3.9%	3.1%
Missouri	-4.9%	8.0%	10.4%
Nebraska	-9.3%	-4.7%	-7.3%
North Dakota	-14.3%	0.4%	-0.8%
Ohio	1.2%	7.3%	8.8%
South Dakota	13.5%	12.0%	10.3%
West Virginia	0.0%	11.3%	14.5%
Wisconsin	2.5%	8.7%	10.2%
TOTALS	0.8%	7.8%	9.0%

MRO Analysis

Indiana, Iowa, South Dakota and Wisconsin were above global average in all categories. Schools increase, Candidate increase, and exam increase.

5 of 13 states above national average for increased schools participation, led by South Dakota and MN.

5 of 13 states above national average for increased number of candidates, led by Indiana, Iowa, South Dakota and WV.

7 of 13 states above national average for increased exam use, led by Iowa, Indiana, and West Virginia.

Due to consolidations the percent change for number of schools may be misleading - we will need the states schools totals before

Exams/1,000 Jr. & Sr.	2002	2003	Change
National	212		
Illinois	187		
Indiana	121		
Iowa	72		
Kansas	73		
Michigan	155		
Minnesota	143		
Missouri	94		
Nebraska	58		
North Dakota	67		
Ohio	128		
South Dakota	111		
West Virginia	98		
Wisconsin	162		

11 of 13 states show a healthy increase in the actual number of exams scoring 3 or better. Only Nebraska and North Dakota, with decreased participation, had a reduction in the overall number of exams \geq 3.

Performance Change	Average Score			% \geq 3			Number of exams \geq 3			
	2002	2003	Change	2002	2003	Change	2002	2003	Change	% change
Global	3.00	2.96	-0.04	63.4%	61.7%	-1.7%	1,005,486	1,071,439	65,953	6.6%
National	2.99	2.95	-0.04	63.1%	61.5%	-1.6%	977,760	1,048,510	70,750	7.2%
Illinois	3.27	3.26	-0.01	72.2%	72.3%	0.1%	45,910	50,254	4,344	9.5%
Indiana	2.83	2.72	-0.11	57.7%	53.9%	-3.8%	10,338	11,096	758	7.3%
Iowa	3.18	3.14	-0.04	69.9%	68.9%	-1.0%	4,592	5,323	731	15.9%
Kansas	3.14	3.11	-0.03	69.0%	68.3%	-0.7%	3,927	4,325	398	10.1%
Michigan	3.07	3.05	-0.02	66.4%	65.8%	-0.6%	26,311	28,037	1,726	6.6%
Minnesota	2.98	3.04	0.06	63.9%	65.4%	1.5%	15,698	16,577	879	5.6%
Missouri	3.22	3.2	-0.02	71.2%	70.6%	-0.6%	9,747	10,670	923	9.5%
Nebraska	2.96	2.95	-0.01	63.0%	63.6%	0.6%	1,803	1,688	-115	-6.4%
North Dakota	3.13	3.17	0.04	69.3%	69.0%	-0.3%	902	891	-11	-1.2%
Ohio	3.11	3.08	-0.03	67.3%	66.2%	-1.1%	29,848	31,935	2,087	7.0%
South Dakota	2.88	2.92	0.04	61.3%	61.4%	0.1%	1,410	1,560	150	10.6%
West Virginia	2.56	2.52	-0.04	48.8%	47.5%	-1.3%	2,040	2,276	236	11.6%
Wisconsin	3.17	3.14	-0.03	70.3%	68.6%	-1.7%	18,130	19,502	1,372	7.6%

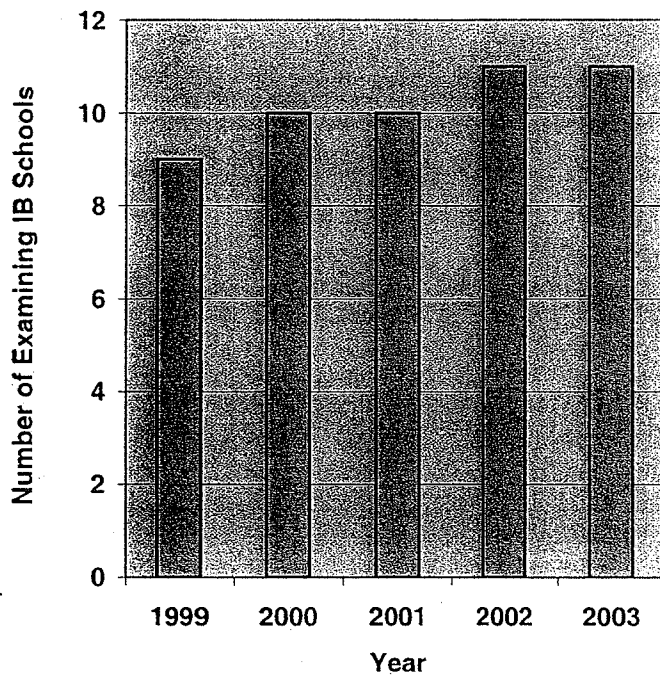
INTERNATIONAL BACCALAUREATE

Table 3. ANNUAL EXAM STATISTICS 1990 -2003
USA

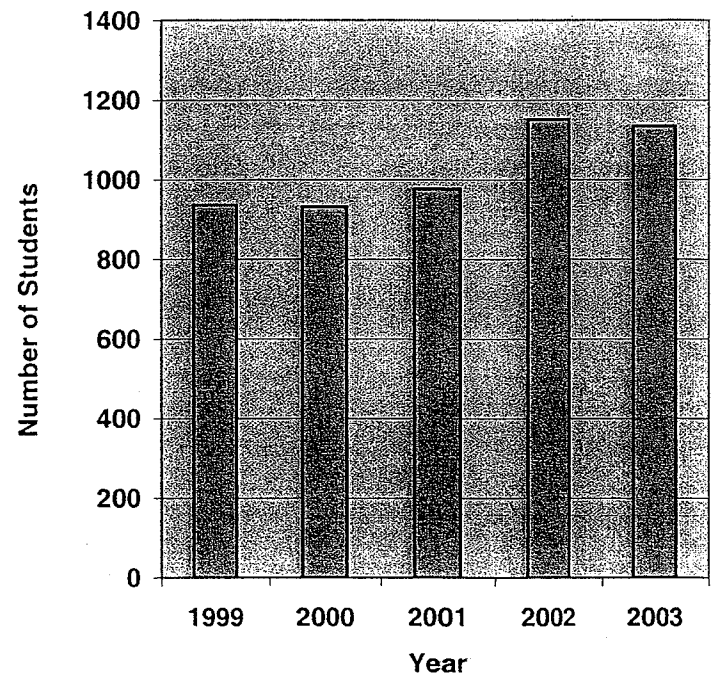
Year	Schools	Candidates	Examinations
1990	103	4,792	11,161
1991	114	5,588	12,998
1992	120	5,846	14,686
1993	122	6,433	16,045
1994	127	7,568	19,139
1995	139	8,684	21,775
1996	152	9,932	25,206
1997	176	11,728	30,569
1998	203	13,579	36,100
1999	234	16,212	43,079
2000	255	18,717	50,737
2001	292	21,613	57,695
2002	327	25,177	67,692
2003	355	28,013	76,079

INTERNATIONAL BACCALAUREATE STATISTICS FOR MINNESOTA 1999-2003

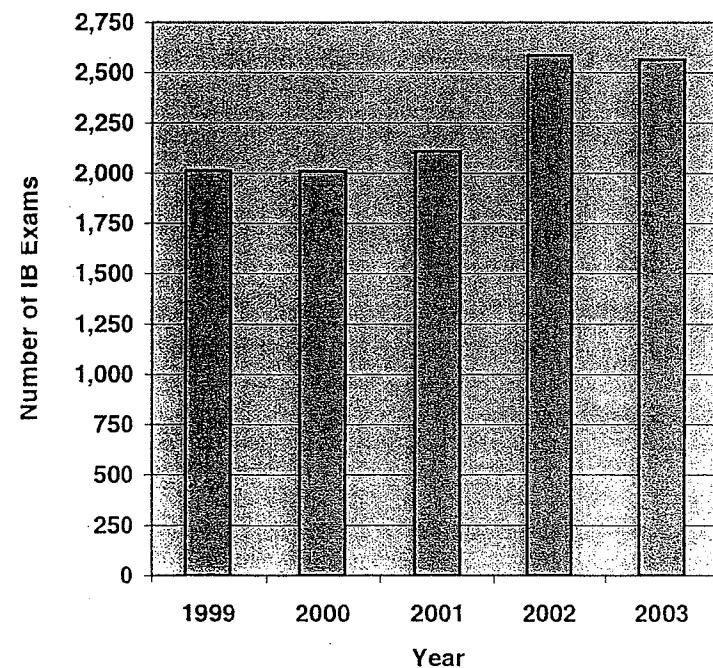
Number of Examining IB Schools



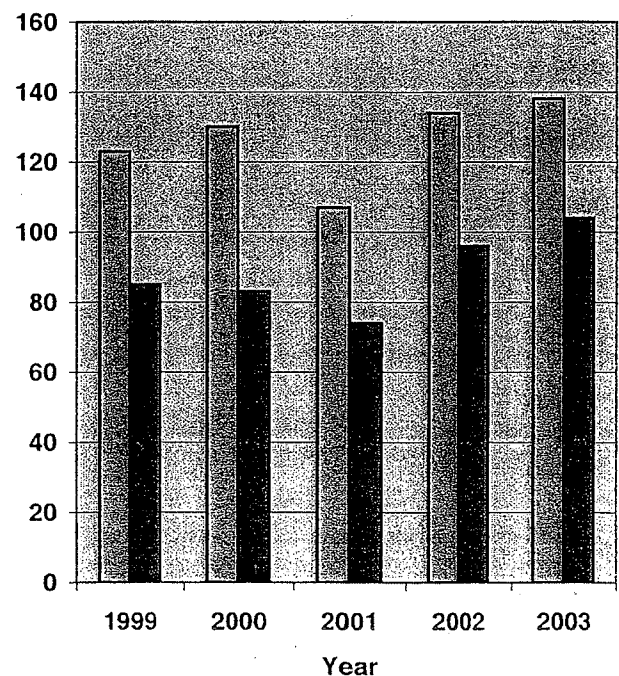
Number of Students Taking IB Exams



Number of IB Exams



Number of IB Diploma Candidates



□ Number of Diploma Candidates
■ Number of Diplomas Awarded

Table 5. EXAMINATION SUMMARY BY STATE

Exam Session: May 2003

USA

State	Number of Schools	Number of Candidates*	Number of Exams	% Grade 4 or above	Number of Diploma Candidates	Number of Diplomas Awarded	% Diploma Pass Rate
Alaska	1	20	52	79.59	6	5	83.33
Alabama	5	213	681	86.78	113	89	78.76
Arkansas	1	92	215	78.87	18	16	88.89
Arizona	6	370	1,125	82.76	152	117	76.97
California	50	3,487	8,740	81.48	956	693	72.49
Colorado	15	1,345	4,108	90.07	621	539	86.8
Connecticut	2	45	127	74.8	8	3	37.5
Washington DC	1	62	349	93.06	58	52	89.66
Florida	40	5,118	16,298	84.92	2,558	2,011	78.62
Georgia	15	732	2,170	74.44	299	197	65.89
Hawaii	1	53	81	88.89	3	2	66.67
Illinois	14	608	1,797	68.59	226	128	56.64
Indiana	3	103	295	85.82	41	36	87.8
Kansas	3	378	971	83.97	111	100	90.09
Kentucky	3	218	545	79.81	45	32	71.11
Louisiana	1	50	144	72.46	18	13	72.22
Massachusetts	1	42	156	44.9	17	3	17.65
Maryland	11	934	2,248	80.2	263	204	77.57
Michigan	4	357	1,169	87.2	159	134	84.28
Minnesota	11	1,135	2,564	73.33	138	104	75.36
Missouri	7	371	741	80.63	57	38	66.67
Mississippi	1	75	184	51.63	26	5	19.23

Table 5. EXAMINATION SUMMARY BY STATE

Exam Session: May 2003

USA

State	Number of Schools	Number of Candidates*	Number of Exams	% Grade 4 or above	Number of Diploma Candidates	Number of Diplomas Awarded	% Diploma Pass Rate
North Carolina	18	1,133	3,102	80.7	401	285	71.07
Nebraska	1	23	36	91.43	0	0	0
New Jersey	6	233	545	81.97	60	48	80
New Mexico	1	148	534	94.52	84	82	97.62
Nevada	3	152	475	72.46	70	40	57.14
New York	16	1,390	3,644	79.35	388	294	75.77
Ohio	5	199	458	69.69	43	30	69.77
Oklahoma	2	144	414	73.11	60	42	70
Oregon	11	916	2,136	86.49	215	167	77.67
Pennsylvania	7	432	1,044	84.97	108	83	76.85
Rhode Island	1	61	130	75.78	16	13	81.25
South Carolina	15	697	1,715	77.49	191	133	69.63
Tennessee	2	25	37	83.33	0	0	0
Texas	21	1,411	3,674	81.15	411	321	78.1
Utah	1	151	380	85.51	50	34	68
Virginia	29	3,911	9,752	81.05	790	630	79.75
Washington	12	814	2,205	82.64	222	152	68.47
Wisconsin	5	318	802	65.85	62	38	61.29
West Virginia	1	27	110	74.29	16	8	50
Wyoming	2	43	162	68.24	23	10	43.48
Totals	355	28,036	76,115	81.61	9,103	6,931	76.14

*Certificate and Diploma Students

MINNESOTA COLLEGES AND UNIVERSITIES WITH CREDIT POLICIES FOR 2004-2005

Advanced Placement

* Indicates data from last year's policy manual

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