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Department
of **Education**

**Advanced
Placement**

And

**International
Baccalaureate
Programs**

February 2005

**FY 2004
Report
To the
Legislature**

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

COMMISSIONER:
Alice Seagren

**FY 2004
Report
To the
Legislature**

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**Upon request, this report can be made
available in alternate formats.**

February 2005

LEGISLATIVE REPORT ON ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROGRAMS

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2004
LEGISLATIVE REPORT ON
ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROGRAMS
AS REQUIRED IN Minn. Stat. § 120B.13

I. ESTIMATED COST OF REPORT PREPARATION

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: \$2,854

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 '04, 251 AP schools offered 1089 courses and 10 IB schools offered 194 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 most IB teacher training is offered out-of-state, the department works with the IB schools to arrange for out-of-state training opportunities. In the summer of FY '04, Carleton trained 180 teachers and Augsburg trained 145 teachers. Minnesota provides follow-up support during the year through one-day networking meetings or workshops - 533 teachers attended follow-up training, which was paid for by the district/school. Teachers received scholarships of \$500 for instate and \$850 for out-of-state training.

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 \$82 and the state paid \$7 for each exam. IB exams cost \$181 for the first exam and \$55 for the second exam and the state paid \$35 and \$20 respectively for these exams. A total of 17,437 AP students took 27,007 exams and 1,220 IB students took 2,734 exams. In Minnesota, 66.9% 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 73.1% of IB students are scoring 4 or better in a range of 1-7, a slight decrease from the previous year.

The Budget for FY '04 was \$778,000. Actual expenditures for exams and training were \$372,422 for AP and \$181,428 for IB, bringing the total for FY '04 to \$553,850.

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 Appendix A, Minnesota Statute § 120B.13)

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 school 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 determines 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	18,699	29,831	447	533
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 mission of the Advanced Placement Program overall is to prepare students for academic success in college and beyond. 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.

High school faculties find that AP courses greatly enhance students' confidence and academic interest; college faculties find that these students are considerably better prepared for serious academic work; and students say they enjoy the challenge of the program. Other reasons students participate in AP:

- 83% of the students reported that they took AP courses to improve their chances of getting into the college they wanted;
- Over two-thirds reported that they took AP courses in order to get into advanced classes earlier;
- Over half took AP courses in order to make time to take more electives in college; and
- Less than a third indicated that they hoped to use credit from AP exams to graduate from college earlier

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. Worldwide, 1,101,802 students sat for 1,887,770 exams in 14,904 secondary schools in the U.S. and overseas in 2004. One in three high school graduates takes an AP course in high school.

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://apcentral.collegeboard.com/>

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 Programme 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.

Of the 1,433 IB schools worldwide, over 700 IB schools in North America offer one or more of three programs: the Primary Years Programme (Grades 1-5), the Middle Years Programme (Grades 6-10), and the Diploma Programme (Grades 11-12). Currently, 382 U.S. secondary schools in 44 states and Washington DC 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 2004, 31,413 US students took 85,182 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. PROGRAM IMPLEMENTATION

The *Advanced Placement and International Baccalaureate Program* (M.S. 120B.13) became a part of the Education Omnibus bill in May of 1992. In FY 2004-2005 appropriations bill, the program was funded at \$778,000, with \$375,000 earmarked for teacher training. In addition, the bill 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." The following is a detailed description of program implementation components:

A. Teacher Training

Critical to schools' success is ongoing teacher training approved by the parent offices of The College Board and International Baccalaureate of North America. 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.

MDE Staff Responsibilities:

- Provide training opportunities to assist districts in offering AP/IB courses and programs;
- 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;
- Work with IB Minnesota to provide follow-up training in Minnesota;
- Facilitate payment of teacher scholarships to districts for their pre-payment of 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 invoice forms for payment of AP 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 AP and IB 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 PARTICIPATION

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 change is indicated in the following ways: (See Figures 1, 2, 3, and 4 for comparisons over time.)

A. Advanced Placement Program Results

The AP Program is in its 12th year of receiving funding for exam fees for all students. Of the 491 public and non-public high schools in Minnesota, 251 schools participated in AP, representing 51% of the high schools. (See Appendix B, for the list of 2004 *Advanced Placement Public and Non-Public Schools*.)

The number of students testing and exams taken in FY 2004 demonstrate moderate gains. In May 2004, 17,437 students took 27,007 exams. The number of AP students testing increased by nearly 5% and exams taken increased by nearly 7%. However, Minnesota is not progressing at the same rate as the nation, as shown in the chart below. Of the 17,437 students, 2,824 were in grades 9 and 10; 5,751 were in grade 11; and 8,206 were in grade 12. Minnesota has a greater number of female students (14,524) taking tests than male students (12,483). Edina, in the large-size school category, leads the world in helping the widest segment of their total school population attain college-level mastery of AP French literature. (See Appendix C, *School Report of AP Examinations 2003-2004* for comparison of numbers of students testing and exams taken in other states.)

	Test Takers	% Change	Exams Taken	% Change
Nation	1,101,802	+8.3	1,887,770	+8.7
Minnesota	17,437	+4.8	27,007	+6.6

Low-income students represent 5% of students testing and take 5% of the exams. The number of low-income students taking AP exams increased from 808 to 950, an increase of 18% and the

number of exams fully subsidized for low-income students increased from 1230 to 1281, a 4% increase.

Minnesota has 2,496 AP students of color, representing 14% of all students testing in Advanced Placement. These 2,496 students took 4,115 exams or 15% of Minnesota exams. Figure 1 illustrates the distribution of candidates and exams by minority group for Minnesota:

Figure 1

Minority Group	FY '02 Students	FY '02 Exams	FY '03 Students	FY '03 Exams	FY '04 Students	FY '04 Exams
American Indian	40	57	46	61	46	62
Asian	1,034	1,726	1,133	1,895	1,198	2,111
Black/Afro-American	193	273	230	323	254	370
Latino: Mexican American	80	125	81	118	100	135
Latino: Puerto Rican	18	24	14	20	13	15
Latino: Other Hispanic	99	173	98	158	124	192
Other	294	471	319	500	332	549
Not Stated	381	551	285	431	429	681
White	13,872	21,178	14,434	21,837	14,941	22,892
Total	16,011	24,578	16,640	25,343	17,437	27,007

Although Minnesota continues to see growth in numbers of students testing and exams taken by traditional, underserved students, there still is an equity gap compared to percent of overall student populations for African American, Latino, and American Indian students. (See Appendix D, for *Equity Gaps among Traditionally Underserved Students...*)

MN EQUITY GAPS	% of Student Population	% of AP Examinees
African American Students	4.6	1.6
Latino Students	2.4	1.4
Native American Students	1.2	0.3

Minnesota students scoring 3 or better in a range of 1-5 was at 66.9%, an increase of 1.5% from 2003. The high for Minnesota was 66%, scored in 1994. The percent of scores at 3 or better at the National level is 61.4% and the Global level is 61.6%.

In 2004, 180 Minnesota teachers attended the one-week, in-depth summer training at Carleton, a 15% increase from the previous year. Augsburg provided training for 145 Minnesota teachers, an increase of 44%. Due to conflicts in their schedule or to the fact that courses were not offered at Augsburg or Carleton, 11 AP teachers attended out-of-state training. Augsburg College also offered Vertical Team Training in English, Social Studies, and Mathematics to assist schools planning for AP and Pre-AP preparation and alignment of courses.

The number of teachers participating in follow-up training at the fall conference decreased significantly from 591 down to 488, a 21% decrease. New AP courses offered in Minnesota high schools went from 75 to 111, an increase of 48% from the previous year. The following chart reflects a five-year comparison of Minnesota's AP program:

Figure 2

Advanced Placement	FY'00	FY '01	FY '02	FY '03	FY '04
Public Schools Funded	179	194	196	213	175
Non-public Schools Funded	36	37	42	37	37
Total AP Schools Testing	215	231	238	250	251
Total Students Taking Exams	13,018	14,839	16,011	16,640	17,437
Total Exams Taken	19,577	23,015	24,578	25,343	27,007
Low Income Students	290	430	581	808	950
Low Income Exams	417	624	837	1,230	1,281
Exams per Student	1.50	1.55	1.53	1.52	1.36
% of Scores 3 or above (Range 1-5)	62.1%	57.7%	63.9%	65.4%	66.9%
Students Receiving Scholarships	----	----	(HESO) 96	----	----
Total Teacher Training	780	838	804	855	824
Carleton	200	185	187	155	180
College of St. Benedict	21	45	17	----	----
Augsburg		72	72	101	145
Out-of-State	34	36	19	8	11
UM Midwest Regional Conference	525	500	509	591	488
Courses Offered			911	1,075	1,089
New Courses Offered	98	109	69	75	111
Teachers			941	1,043	1,068

B. International Baccalaureate Program Results

In FY 2004, Minnesota had ten International Baccalaureate schools (Appendix E) with Owatonna dropping out. Minnesota ranks 13 out of 42 states and the District of Columbia in number of schools offering an IB Program. However, compared to other Midwestern IB states, Minnesota is ranked first in number of students testing and exams taken (See following chart). Several other metro area schools are considering offering the IB Program; however, only Anoka's Champlin Park High School is going forward with the application process. Minnetonka High School applied last year and recently was authorized to offer the IB Diploma Programme, which means there are nine metro schools and two in greater Minnesota. Parents from international countries and other states in our country frequently inquire about our IB schools as they make plans to move to Minnesota.

States	# of Schools	Students	Exams
Illinois	15	637	1,873
Indiana	4	113	322
Kansas	3	350	1,005
Michigan	4	328	1,018
Minnesota	10	1,220	2,734
Missouri	7	482	1,057
Nebraska	1	44	121
Ohio	6	283	671
Wisconsin	5	323	934

The number of students testing increased by 6% and the number of exams taken increased by 5% in FY 2004. (See Appendix F, *IB Statistics for Minnesota 2000-2004*.) The number of diplomas earned went down from 137 to 110, a decrease of 24%. Of the 144 students who attempted the diploma program, 110 received the diploma, a 76.3% 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 50th among the 100 schools in the world with students taking the greatest number of IB exams. Southwest high school had 215 students taking 549 exams, averaging 2.5 exams per student. Minnesota IB schools offered 8 new courses in 2004.

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 decreased only slightly from the previous year, Minnesota IB students still did very well with 73.1% of scores at 4 or better. (See Appendix G, *USA: Profile of Exam Entries by State for May 2004* and Appendix H, *USA: Number of Exams by State and Year May 1999 to 2004*.)

Attendance at training is a reflection of the number of curriculum and program changes in any year. Teachers attending in-depth training last year went from 72 to 67 teachers, a decrease of 7%. Most in-depth IB training is offered out-of-state. A full-range of IB course offerings is provided at the World College in Montezuma, New Mexico, each summer for beginning and experienced teachers; however, conferences and workshops are offered at a variety of sites in North America for teachers, coordinators, and other school leaders.

IB Minnesota provides follow-up training through networking meetings in a few content areas where the major curriculum changes have occurred. Participation at the winter networking meetings went down considerably from 97 to 45 teachers. These meetings provide 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. The following reflects a five-year comparison:

Figure 3

International Baccalaureate	FY'00	FY'01	FY '02	FY '03	FY '04
Schools Funded	10	11	11	11	10
Total Students Taking Exams	977	1043	1151	1,145	1,220
Total Exams Taken	2283	2215	2585	2,693	2,734
Low Income Students	122	164	180	196	237
Low Income Exams	230	346	372	425	475
Exams per Student	2.3	2.1	2.1	2.1	2.23
% of Scores 4 or above (Range 1-7)	71%	71.9%	72.4%	73.3%	73.1%
Diplomas Earned	87	74	96	137	110
Students Receiving Scholarships	----	----	(HESO) 33	----	----
Total Teacher Training	175	243	148	169	112
Out-of-State	79	110	88	72	67
Minnesota	96	133	60	97	45
Courses Offered			239	198	194
New Courses Offered	16	32	7	6	8
Teachers			236	227	195

VII. PROGRAM COSTS AND EXPENDITURES

AP/IB Teacher Scholarships were available at a rate of \$500 for in-state teacher training and \$850 for out-of-state training. Scholarships subsidize costs related to tuition, travel, room, and board for AP and IB teachers who attended training. The following criteria are used to determine out-of-state travel for AP: (1) training was not available in Minnesota, or (2) dates at Carleton or Augsburg were not feasible for participants. All in-depth training for IB teachers was offered out-of-state.

AP Exam fee subsidies of \$7 out of a total of \$82 were provided for all exams. Subsidies of \$52 were provided to students of low-income families, applying for fee reductions. The College Board provided the \$22 fee reduction and the school is expected to waive the \$8 for students.

IB Exam fee subsidies of \$35 out of a total of \$181 were provided for the first exam and \$20 for each additional exam for all students. The IB students who qualified for financial assistance received subsidies for per capita costs (\$77 per candidate) registration (\$50 per candidate), and subject tests (\$54 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 varies each year of the biennium. With the rate of increase in students testing and exams taken, it was not possible to pay the entire exam fee in FY '04. Consequently, it was only possible to cover 9% of the AP exam cost and 19% of the IB exam. This represents a considerable decrease of exam subsidies for the past two years. However, all students taking exams received some level of support for exam fees. The State reimburses all AP and IB schools individually, after schools made the initial payment to their organization and then submitted an invoice/application to MDE.

The Budget for FY '04 was \$778,000. Actual expenditures for exams and teacher training for AP were \$372,422 and \$181,428 for IB, bringing the total for FY '04 to \$553,850. Overall expenditures were less than expected due to some changes in how AP schools calculated their invoices via The College Board website. In addition, a number of teachers neglected to apply for a scholarship for their training. The following chart provides a five-year comparison, in both the combined and individual programs:

Figure 4	FY '00	FY '01	FY '02	FY '03	FY '04
AP & IB Program Allocations (+000)	1,875.0	1,875.0	2,000.0	450.0	778.0
Combined Program Expenditures (+000)					
Teacher Training	228.5	387.9	199.7	----	195.0
Student Exam Subsidies	1,255.2	1,599.2	1,411.7	761.4	358.8
Totals	1,483.7	1,987.1	1,611.4	761.4	553.8

Advanced Placement Expenditures

Teacher Training	156,867	252,129	101,575	----	134,504
Student Exam Subsidies	1,067,585	1,379,304	1,168,876	602,554	237,918
Payment per Exam	\$56	\$62	\$48	\$23	\$7
Low-income Exam				\$52	\$52
Totals	1,224,452	1,631,433	1,270,451	602,554	372,422

International Baccalaureate Expenditures

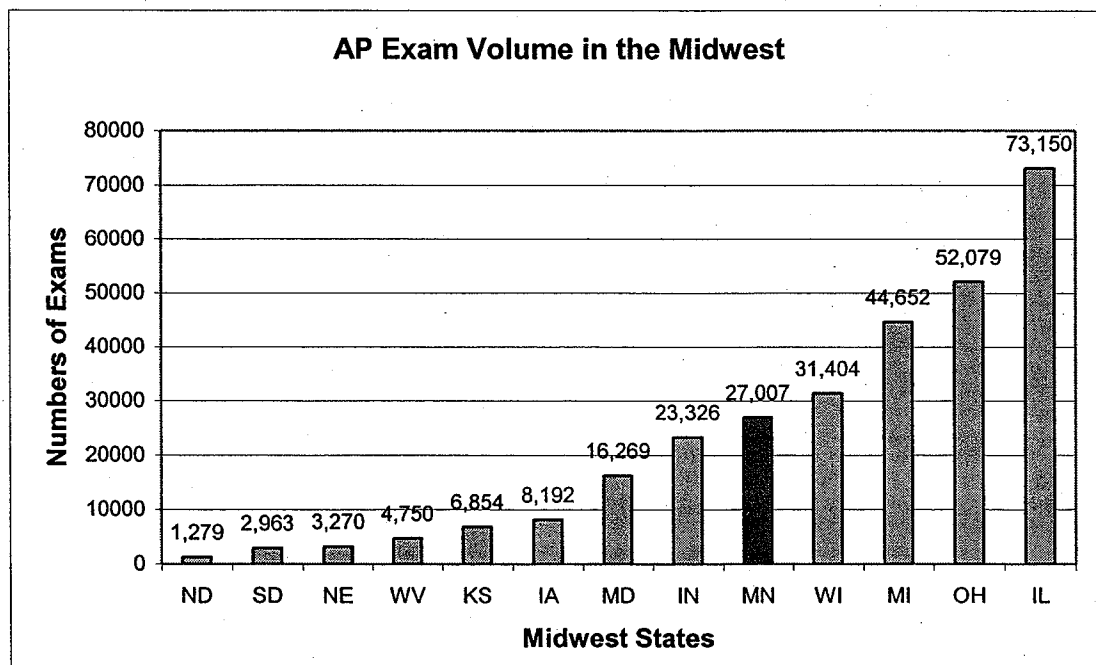
Teacher Training	71,660	135,737	98,107	----	60,522
Student Exam Subsidies	187,630	219,913	242,868	158,821	120,906
Payment per First/Second Exams	\$130/\$35	\$152/\$45	\$148/\$45	\$75/\$25	\$35/\$20
Low-income Exam				\$181	\$182
Totals	259,290	355,650	340,975	158,821	181,428

VIII. 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 Appendix I, *Federal and State Support for AP* 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. Legislative funding has had an impact on teacher training and student participation in exams. With the current level of funding, the response from coordinators in schools is that fewer students are testing than expected.

When compared to other Midwestern states, Minnesota has maintained moderate growth and has moved from 7th to 5th place in overall exam volume. (See Appendices J & K, *AP Examination Volume By Region* for comparison with other states/regions.)



When compared to national public 9-12 enrollment and testing numbers, Minnesota tests a smaller percent of their 9-12 enrollment. (See chart below.) Part of the challenge is growing the program when there are many competing entities that offer college level courses and credit, e.g., Post Secondary Enrollment Options [PSEO] and College in the Schools [CIS].

Public School Data	9-12 Enrollment	Test Takers	% of Total
United States	13,735,868	912,733	6.6
Minnesota	278,805	14,947	5.3

A 1999 study by the U.S. Department of Education, *Answers in the Toolbox*, found a high school curriculum of “academic intensity and quality” such as that found in AP courses is far and away the most powerful predictor of bachelor’s degree completion. For example:

- Students who take no AP courses have a 29 percent chance of completing a bachelor’s degree in four years or less.
- For students who take one AP course, the probability increases to 45 percent.
- For students taking two or more AP courses, the likelihood of finishing college in four years or less increases to 61 percent.

High school GPA or test scores 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. These findings were particularly pronounced among African American and Latino students who had taken AP or other rigorous courses. Furthermore, students from families within the lowest socioeconomic brackets who had taken AP were found to complete college at greater rates than students from wealthy socioeconomic brackets who had not participated in such curricula.

Overall, most students continue to enter college without the skills and knowledge necessary to succeed. Nationwide, 56.8 percent of the class of 2004 attended higher education institutions, but only 13.2 percent were considered ready for college, as indicated by their AP proficiency. The gap for Minnesota was 10.6 percent demonstrating college-level mastery of an AP course in high school out of an estimated 63.6 percent enrolling in postsecondary education. (See Appendix L, *Inadequate Preparation for College Success: Gaps Between College-Going Rates and AP Rates*).

B. International Baccalaureate Program

A number of states have legislative and/or education policies to support IB Programs. (See Appendix M, *Current IB Legislative and Education Policies*.) While policy gains in the US have mainly been in the area of legislation, the concept of integrating the IB into state education policy is becoming increasingly important as a result of standardized testing and graduation requirements. Examples of legislative and education policies include:

- Support for state and federal examination fees
- Subsidized teacher training
- Bonuses and performance incentives
- Scholarships
- University credit for IB diploma holders
- Substitution/equivalency of IB examinations for various state assessments

Financial support of IB programs promotes high achievement for an entire school and enhances total school improvement. In addition, it has had a significant impact in the percentage of students who participate in these programs, as well as increased percent of low socio-economic students who receive college credit before entering college. Generally, legislators on both sides of the aisle support programs like AP and IB because of the high standards and accountability of these programs.

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, IBNA completed a site visit to Minnetonka High School, and in July Minnetonka was authorized to be Minnesota's 11th IB school.

International Baccalaureate developed a Middle Years Programme (MYP), which offers a broad academic base along with *Approaches to Learning* and other areas of interaction. The MYP can be a stand-alone program or part of the pre-IB preparation for the Diploma Programme. Sandburg MS in collaboration with Robbinsdale HS has been offering the MYP as pre-IB preparation for the past five years. In the spring of 2004 Sandburg had a site visit from IBNA and in July received authorization to be Minnesota's first MYP School. Highland Park Elementary in St Paul is authorized to offer the Primary Years Programme (PYP), an inquiry-based program for all students in the school.

This past year, the Minnesota Department of Education in conjunction with IB Minnesota (IBMN) arranged for an Orientation Conference to be held in Minnesota. The Orientation Level is one of four levels of training that provides schools with information about the three IB Programs. This training was exceptionally well attended by schools that are considering offering an IB Program at the primary, middle, or diploma levels. The attendance was 220 participants, including two principals from other states. Due to an exceptionally strong registration, approximately 60 people were turned away. This means there is considerable interest in Minnesota schools to offer the Primary Years Programme, the Middle Years Programme, or the Diploma Programme.

C. College Credits and Policies

Participating colleges in 28 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 1,023 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* (Appendices N & O) 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. Institutions that are part of Minnesota State Colleges and Universities (MnSCU) have adopted a policy establishing common practices among higher education institutions for awarding credit for scores of 3-5 in AP and scores of 4-7 in IB.

Advanced Placement Policies
International Baccalaureate Policies

56 Minnesota colleges and universities
41 Minnesota colleges and universities

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.

IX. 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 preparing students for success in post-secondary institutions. 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.
- 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 minority teachers to be role models for 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 minority populations) to take exams; and
- Continue working with disadvantaged students, including low-income, to encourage and prepare them for participation in challenging courses of study through Pre-AP and Pre-IB programs.

X. CONCLUSION:

AP and/or IB courses result in rising expectations for teaching and learning from teachers, students, and their parents, which have 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. Many teachers who participate in teacher training improve as teachers in general, not just as teachers of AP or IB classes. This can have an impact on quality of student products and expectations for performance achievement for all students.

Although the AP/IB program is showing moderate growth, there is still a definite need to provide services for advanced learners, for underserved students, and for teachers working with advanced students.

XI. 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 |

APPENDIX A

Advanced Placement and International Baccalaureate Programs **M.S. 120B.13, Article 2, Section 2**

28 Subd. 1. [PROGRAM STRUCTURE; TRAINING PROGRAMS FOR
29 TEACHERS.] (a) The advanced placement and international
30 baccalaureate programs are well-established academic programs
31 for mature, academically-directed high school students. These
32 programs, in addition to providing academic rigor, offer sound
33 curricular design, accountability, comprehensive external
34 assessment, feedback to students and teachers, and the
35 opportunity for high school students to compete academically on
36 a global level. Advanced placement and international
1 baccalaureate programs allow students to leave high school with
2 the academic skills and self-confidence to succeed in college
3 and beyond. The advanced placement and international
4 baccalaureate programs help provide Minnesota students with
5 world-class educational opportunity.

6 (b) Critical to schools' educational success is ongoing
7 advanced placement/international baccalaureate-approved teacher
8 training. A secondary teacher assigned by a district to teach
9 an advanced placement or international baccalaureate course or
10 other interested educator may participate in a training program
11 offered by the college board or International Baccalaureate
12 North America, Inc. The state may pay a portion of the tuition,
13 room, and board costs a teacher or other interested educator
14 incurs in participating in a training program. The commissioner
15 shall determine application procedures and deadlines, and select
16 teachers and other interested educators to participate in the
17 training program. The procedures determined by the commissioner
18 shall, to the extent possible, ensure that advanced placement
19 and international baccalaureate courses become available in all
20 parts of the state and that a variety of course offerings are
21 available in school districts. This subdivision does not

- 22 prevent teacher or other interested educator participation in
23 training programs offered by the college board or International
24 Baccalaureate North America, Inc., when tuition is paid by a
25 Source other than the state.

2003 Special Session Laws, Chapter 9, Article 2, Section 55

- 87.19 Subd. 17. [EXAMINATION FEES; TEACHER TRAINING AND SUPPORT
87.20 PROGRAMS.] (a) For students' advanced placement and
87.21 international baccalaureate examination fees under Minnesota
87.22 Statutes, section 120B.13, subdivision 3, and the training and
87.23 related costs for teachers and other interested educators under
87.24 Minnesota Statutes, section 120B.13, subdivision 1:
- | | | | |
|-------|-----------|-------|------|
| 87.25 | \$778,000 | | 2004 |
| 87.26 | \$778,000 | | 2005 |
- 87.27 (b) The advanced placement program shall receive 75 percent
87.28 of the appropriation each year and the international
87.29 baccalaureate program shall receive 25 percent of the
87.30 appropriation each year. The department, in consultation with
87.31 representatives of the advanced placement and international
87.32 baccalaureate programs selected by the advanced placement
87.33 advisory council and IBMN, respectively, shall determine the
87.34 amounts of the expenditures each year for examination fees and
87.35 training and support programs for each program.
- 87.36 (c) Notwithstanding Minnesota Statutes, section 120.13,
88.1 subdivision 1, \$375,000 each year is for teachers to attend
88.2 subject matter summer training programs and follow-up support
88.3 workshops approved by the advanced placement or international
88.4 baccalaureate programs. The amount of the subsidy for each
88.5 teacher attending an advanced placement or international
88.6 baccalaureate summer training program or workshop shall be the
88.7 same. The commissioner shall determine the payment process and
88.8 the amount of the subsidy.

88.9 (d) The commissioner shall pay all examination fees for all
88.10 students of low-income families under Minnesota Statutes,
88.11 section 120B.13, subdivision 3, and to the extent of available
88.12 appropriations shall also pay examination fees for students
88.13 sitting for an advanced placement examination, international
88.14 baccalaureate examination, or both.
88.15 Any balance in the first year does not cancel but is
88.16 available in the second year.

DISTRICT - School	School	Apex	FR	FR	N-FR	N-FR	Total Cost	AP	AP	Carlton	Carlton	Augs	Augsburg	O S	O of S	Total	Grand
	Code	St.	Cand	Exams	Cand	Exams	of Exams	Tchrs	Courses	Tchr	\$	Tchr	\$	Tchr	\$	Tchr Trng	Total
Albert Lea	240040		0	0	5	7	\$49	5	5							\$0	\$49
Alexandria - Jefferson	240055		4	7	49	67	\$833	6	5							\$0	\$833
Anoka - Andover	240070		0	0	42	48	\$329	4	4	3	\$1,500					\$1,500	\$1,829
Anoka - Anoka HS	240080		0	0	31	47	\$231	3	3	3	\$1,500	2	\$1,000			\$2,500	\$2,731
Anoka - Blaine	240256											2	\$1,000			\$1,000	\$1,000
Anoka - Champlin Park	240419		1	1	70	90	\$675	4	4	7	\$3,500	4	\$2,000			\$5,500	\$6,175
Anoka - Coon Rapids	240537		2	2	85	97	\$783	3	4	5	\$2,500					\$2,500	\$3,283
Arlington - Sibley East	240095															\$0	\$0
Austin	240125		1	1	47	47	\$381	6	7							\$0	\$381
Avalon Charter	242221		0	0	6	6	\$42	3	1							\$0	\$42
Bagley	240145		0	0	22	25	\$175	2	2	1	\$500					\$500	\$675
Becker	240190															\$0	\$0
Belle Plaine	240200		0	0	31	35	\$245	3	3							\$0	\$245
Bemidji	240215		26	10	254	277	\$2,459	10	12					1	\$750	\$750	\$3,209
Benson	240220		0	0	10	10	\$70	1	1							\$0	\$70
Bertha-Hewitt	240225															\$0	\$0
Big Lake	240235		1	1	9	9	\$115	1	1			1	\$500			\$500	\$615
Blackduck	240255		0	0	8	10	\$70	2	2	1	\$500					\$500	\$570
Bloomington - Prairie	240260		0	0	9	9	\$63	4	5							\$0	\$63
Bloomington - Kennedy	240265		8	14	83	120	\$1,568	15	12							\$0	\$1,568
Bloomington - Jefferson	240268		0	0	166	176	\$1,232	6	14	2	\$1,000					\$1,000	\$2,232
Blue Earth	240270		0	0	10	13	\$91	6	7							\$0	\$91
BOLD - BOLD HS	241895		0	0	0	0	\$0	1	1							\$0	\$0
Braham	240290		0	0	9	9	\$63	1	1			1	\$500			\$500	\$563
Brainerd	240295		32	41	260	496	\$5,604	18	21							\$0	\$5,604
Buffalo-Hanover-Montrose	240345		0	0	32	33	\$231	2	2							\$0	\$231
Burnsville	242367		4	5	92	159	\$1,359	7	4	1	\$500					\$500	\$1,859
Burnsville - Nicollet JHS			0	0	0	0	\$0	0	0			6	\$3,000			\$3,000	\$3,000
Byron	240365		0	0	18	18	\$126	1	1							\$0	\$126
Caledonia	240375		4	3	37	27	\$345	2	2							\$0	\$345
Cambridge-Isanti	240380		5	9	74	97	\$1,147	4	4	1	\$500					\$500	\$1,647
Cannon Falls	240395		0	0	19	35	\$245	5								\$0	\$245
Centennial	240452		2	2	146	171	\$1,301	4	4			3	\$1,500			\$1,500	\$2,801
Chaska	240423		0	0	160	243	\$1,701	14	14							\$0	\$1,701
Chatfield - Chosen Valley	240435		1	1	13	15	\$157	2	3	1	\$500					\$500	\$657
Chisago Lakes	241380		2	2	25	21	\$251	2	2			1	\$500			\$500	\$751
Clearbrook-Gonvick	240475															\$0	\$0
Cleveland			0	0	0	0		0	0	2	\$1,000					\$1,000	\$1,000
Columbia Heights	240520		35	48	78	93	\$3,147	8	8	1	\$500			1	\$704	\$1,204	\$4,351

**2004 ADVANCED PLACEMENT
PUBLIC SCHOOLS**

Page 2

DISTRICT - School	School	Apex	FR	FR	N-FR	N-FR	Total Cost	AP	AP	Carlton	Carlton	Augs	Augsburg	O S	O of S	Total	Grand
	Code	St.	Cand	Exams	Cand	Exams	of Exams	Tchrs	Courses	Tchr	\$	Tchr	\$	Tchr	\$	Tchr Trng	Total
Dassel-Cokato	240500															\$0	\$0
Deer River	240610		0	0	0	0	\$0			1	\$500					\$500	\$500
Delano	240615		0	0	12	12	\$84	2	2							\$0	\$84
Detroit Lakes	240625		9	10	108	156	\$1,612	10	10							\$0	\$1,612
Dilworth-Glyndon-Felton	240940		17	17	18	18	\$1,010	2	2							\$0	\$1,010
Duluth-Central	240645		0	0	19	19	\$133	1	1			1	\$500			\$500	\$633
Duluth - Denfeld	240650		9	10	63	92	\$1,164	4	4							\$0	\$1,164
Duluth - East	240655		0	0	87	125	\$875	3	3							\$0	\$875
East Central	242355		1	5	4	5	\$295	1	1							\$0	\$295
Eden Prairie	241150		5	6	360	572	\$4,316	14	13	1	\$500					\$500	\$4,816
Eden Valley-Watkins			0	0	0	0	\$0	0		1	\$500					\$500	\$500
Edina	240708		10	10	540	1,181	\$8,787	17	20	2	\$1,000					\$1,000	\$9,787
Elgin-Millville	240715		6	6	8	7	\$361	1	1			1	\$500			\$500	\$861
Elk River	240720		4	5	264	299	\$2,353	8	9	2	\$1,000					\$1,000	\$3,353
Elk River - Rogers	242110		3	4	42	49	\$551	3	3	1	\$500					\$500	\$1,051
Elk River - Zimmerman	242764		0	0	16	16	\$112	2	2	1	\$500	1	\$500			\$1,000	\$1,112
Faribault	240805		0	0	25	38	\$266	3	3			1	\$500			\$500	\$766
Farmington	240820		0	0	60	60	\$420	3	4							\$0	\$420
Fergus Falls	240828		0	0	24	24	\$168			2	\$1,000					\$1,000	\$1,168
Forest Lake HS	240865		0	0	103	124	\$868	9	9	1	\$500	2	\$1,000			\$1,500	\$2,368
Fosston	240870															\$0	\$0
Fridley	241612		1	1	44	52	\$416	4	4							\$0	\$416
GFW Gibbon-Fairfax-Winthrop	242735		9	9	41	39	\$741	4	4							\$0	\$741
Glencoe - Silver Lake	240930		1	1	22	22	\$206	2	2							\$0	\$206
Glenville Emmons	240933		0	0	5	5	\$35	1	1							\$0	\$35
Grygla	241012															\$0	\$0
Hastings	241050		0	0	73	119	\$833	6	6							\$0	\$833
Hawley	241055		4	4	11	15	\$313	2	2							\$0	\$313
Hill City	241105															\$0	\$0
Holdingford	241135		1	2	13	13	\$195	1	1							\$0	\$195
Hopkins	241153		8	13	487	717	\$5,695	20	11			2	\$1,000	2	\$1,500	\$2,500	\$8,195
Houston			0	0	0	0	\$0					1	\$500			\$500	\$500
Hutchinson	241175		0	0	45	59	\$413	5	5							\$0	\$413
International Falls HS	241190		0	0	52	50	\$350	2	2							\$0	\$350
Inver Grove Hts - Simley	242408		0	0	165	210	\$1,470	6	7	1	\$500					\$500	\$1,970
Janesville-Waldorf-Pemberton	241220		0	0	8	8	\$56	1	2							\$0	\$56
Jennings Experiential	242185															\$0	\$0
Jordan	241235		0	0	10	10	\$70	1	1	2	\$1,000					\$1,000	\$1,070
Kasson-Mantorville	241245		0	0	4	4	\$28	0	0							\$0	\$28
Kingsland (Spring Valley)	242420		0	0	5	5	\$35	1	1							\$0	\$35

11/23/2004

2004 ADVANCED PLACEMENT
PUBLIC SCHOOLS

DISTRICT - School	School	Apex	FR	FR	N-FR	N-FR	Total Cost	AP	AP	Carlton	Carlton	Augs	Augsburg	O S	O of S	Total	Grand
	Code	St.	Cand	Exams	Cand	Exams	of Exams	Tchrs	Courses	Tchr	\$	Tchr	\$	Tchr	\$	Tchr Trng	Total
LaCrescent	241293		1	1	24	52	\$416	5	6							\$0	\$416
Lake City - Lincoln	241305		2	2	6	6	\$146									\$0	\$146
Lake Crystal-Wellcome Memorial			0	0	0	0	\$0			2	\$1,000					\$1,000	\$1,000
Lake of the Woods	240175		2	3	25	31	\$373	2	2							\$0	\$373
Lake Park-Audubon	241320		3	3	20	17	\$275	3	3							\$0	\$275
Lakeville - Lakeville HS	241325		0	0	553	785	\$5,495	15	11	5	\$2,500	1	\$500			\$3,000	\$8,495
Lakeville - Kenwood Trail Jr			0	0	0	0	\$0					2	\$1,000			\$1,000	\$1,000
Lakeville - Century Jr			0	0	0	0	\$0					4	\$2,000			\$2,000	\$2,000
Lakeville - McGuire Jr			0	0	0	0	\$0					5	\$2,500			\$2,500	\$2,500
LeSueur-Henderson	241370		0	0	11	18	\$126	3	4							\$0	\$126
Lewiston - Altura	241375		2	3	9	11	\$233	2	2							\$0	\$233
Litchfield	241390		0	0	90	160	\$1,120	6	7	1	\$500					\$500	\$1,620
Little Falls	241395		3	5	29	33	\$491	4	4							\$0	\$491
Littlefork- Big Falls	241405		0	0	6	6	\$42	2	3							\$0	\$42
Luverne	241425		2	1	21	28	\$248	2	2							\$0	\$248
Lyle	241430															\$0	\$0
Mahnomen			0	0	0	0	\$0			1	\$500					\$500	\$500
Mahtomedi	241465		0	0	170	280	\$1,960	14	13							\$0	\$1,960
Mankato - East	241484		6	5	76	85	\$855	5	5	1	\$500					\$500	\$1,355
Mankato - West	241485		1	1	190	204	\$1,480	7	7							\$0	\$1,480
Maple River-Mapleton	241495		3	5	33	46	\$582	6	6							\$0	\$582
Marshall	241510		5	4	80	94	\$866	6	6							\$0	\$866
Marshall County Central	241810		6	8	20	23	\$577	3	4							\$0	\$577
McGregor	241530															\$0	\$0
McLeod West	240340		2	2	5	5	\$139	3	3							\$0	\$139
Medford	241545		0	0	4	6	\$42	2	2							\$0	\$42
Mesabi East	240120															\$0	\$0
Milaca	241570		0	0	53	53	\$371		3							\$0	\$371
Minneapolis - Edison	241610		146	146	0	0	\$7,592	6	7			3	\$1,500			\$1,500	\$9,092
Minneapolis - North Comm HS	241630		48	66	16	28	\$3,628	6	7			1	\$500			\$500	\$4,128
Minneapolis - Patrick Henry	241645															\$0	\$0
Minneapolis - Roosevelt	241685		71	71	19	19	\$3,825	7	7	1	\$500	1	\$500			\$1,000	\$4,825
Minneapolis - South	241675		12	10	164	178	\$1,766	6	6							\$0	\$1,766
Minneapolis - Southwest	241680		4	4	100	121	\$1,055	4	4							\$0	\$1,055
Minneapolis - Washburn	241695		7	8	31	32	\$640	4	4			1	\$500			\$500	\$1,140
Minnetonka	240780		0	0	386	679	\$4,753	13	14	1	\$500	1	\$500	2	\$1,473	\$2,473	\$7,226
Minnewaska	240935		0	0	31	29	\$203	2	2							\$0	\$203
Montevideo	241715		3	4	27	41	\$495	2	3							\$0	\$495
Montgomery-Lonsdale	241720		0	0	0	0	\$0			1	\$500					\$500	\$500
Monticello	241725		0	0	89	119	\$833	4	4			1	\$500			\$500	\$1,333

**2004 ADVANCED PLACEMENT
PUBLIC SCHOOLS**

DISTRICT - School	School	Apex	FR	FR	N-FR	N-FR	Total Cost	AP	AP	Carlton	Carlton	Augs	Augsburg	O S	O of S	Total	Grand
	Code	St.	Cand	Exams	Cand	Exams	of Exams	Tchrs	Courses	Tchr	\$	Tchr	\$	Tchr	\$	Tchr Trng	Total
Moorhead	241735		6	12	156	238	\$2,290	11	13							\$0	\$2,290
Mora	241745															\$0	\$0
Mounds View	241805		4	13	312	451	\$3,833	11	11							\$0	\$3,833
Mounds View - Irondale	242263		5	10	206	327	\$2,809	15	17	3	\$1,500			1	\$750	\$2,250	\$5,059
Mound-Westonka	241775		4	5	114	139	\$1,219	7	7	2	\$1,000					\$1,000	\$2,219
New London-Spicer	241815		5	8	53	65	\$871	6	6							\$0	\$871
New Prague	241820		2	2	44	53	\$475	4	4							\$0	\$475
New Ulm	241830		3	3	64	64	\$604	3	3							\$0	\$604
Norman County West	241025															\$0	\$0
North Branch	241850		0	0	21	21	\$147	1	1							\$0	\$147
North St. Paul - North High	241865		0	0	137	182	\$1,274	6	7							\$0	\$1,274
North St. Paul - Tartan	242327		0	0	156	222	\$1,554	9	12			1	\$500			\$500	\$2,054
Northfield	241855		1	1	125	192	\$1,396	13	13							\$0	\$1,396
Northland Community	242080		0	0	9	10	\$70	3	4	1	\$500					\$500	\$570
Orono	241410		0	0	104	149	\$1,043	5	5	2	\$1,000					\$1,000	\$2,043
Osseo--Osseo	241930				113	143	\$1,001	6	7	4	\$2,000					\$2,000	\$3,001
Osseo--Maple Grove	241489		0	0	137	126	\$882	4	8	2	\$1,000	1	\$500	1	\$750	\$2,250	\$3,132
Osseo--North View JHS			0	0	0	0	\$0					2	\$1,000			\$1,000	\$1,000
Osseo-Park Center	240319		0	0	52	62	\$434	4	4	1	\$500	3	\$1,500			\$2,000	\$2,434
Owatonna	241935		0	0	119	165	\$1,155	15	14	1	\$500	1	\$500			\$1,000	\$2,155
Park Rapids	241950		0	0	12	12	\$84	16	1							\$0	\$84
Parkers Prairie	241945		1	1	0	0	\$52	1	1							\$0	\$52
Perpich Center for Arts Educ.	240943		1	1	43	43	\$353	2	2							\$0	\$353
Pierz-Healy	241987															\$0	\$0
Pine City	241995		0	0	51	51	\$357	3	3							\$0	\$357
Pine Rivers-Backus	242005		1	3	13	23	\$317	3	3							\$0	\$317
Pipestone-Jasper												1	\$500			\$500	\$500
Plainview	242015		0	0	16	21	\$147									\$0	\$147
Princeton	242030		2	2	18	18	\$230									\$0	\$230
Prior Lake - Savage	242035		0	0	216	198	\$1,386	6	6							\$0	\$1,386
Proctor	242040		0	0	14	14	\$98	1	1							\$0	\$98
Red Wing	242070		0	0	23	35	\$245	3	3							\$0	\$245
Redwood Falls - Redwood Val	242075		0	0	23	23	\$161	2	2							\$0	\$161
Richfield High School	241650		0	0	9	9	\$63	1	1							\$0	\$63
Robbinsdale - Armstrong	241627		13	13	468	468	\$3,952	21	19							\$0	\$3,952
Robbinsdale - Cooper	241597		2	3	47	72	\$660	2	2							\$0	\$660
Rochester - Century	242092		0	0	227	355	\$2,485	9	9							\$0	\$2,485
Rochester - John Marshall	242100		1	2	69	137	\$1,063	5	8	1	\$500	1	\$500			\$1,000	\$2,063
Rochester - Mayo	242103		0	0	96	132	\$924	7	7							\$0	\$924
Rocori H.S.	240503		0	0	77	103	\$721	5	5	2	\$1,000					\$1,000	\$1,721

**2004 ADVANCED PLACEMENT
PUBLIC SCHOOLS**

DISTRICT - School	School	Apex	FR	FR	N-FR	N-FR	Total Cost	AP	AP	Carlton	Carlton	Augs	Augsburg	O S	O of S	Total	Grand
	Code	St.	Cand	Exams	Cand	Exams	of Exams	Tchrs	Courses	Tchr	\$	Tchr	\$	Tchr	\$	Tchr Trng	Total
Roseau	242115															\$0	\$0
Rosemount - Apple Valley	240084		0	0	246	390	\$2,730	1	9	1	\$500					\$500	\$3,230
Rosemount - Eagan	242121		0	0	390	508	\$3,556	9	9							\$0	\$3,556
Rosemount - Eastview	242123		0	0	370	649	\$4,543	13	11	3	\$1,500	1	\$500	1	\$750	\$2,750	\$7,293
Rosemount - Rosemount	242125		0	0	325	341	\$2,387	10	10	2	\$1,000	5	\$2,500			\$3,500	\$5,887
Rosemount - Environ. Studies	240088		0	0	86	137	\$959	15	9							\$0	\$959
Roseville	242215		10	17	164	235	\$2,529	8	8	1	\$500	1	\$500			\$1,000	\$3,529
Rushford-Peterson	242150		0	0	14	21	\$147	2	2			1	\$500			\$500	\$647
Sauk Centre	242360		0	0	12	13	\$91	3	3							\$0	\$91
Sauk Rapids	242365		0	0	92	99	\$693	7	6							\$0	\$693
Sebeka	242370															\$0	\$0
Shakopee	242375		7	7	66	68	\$840	4	4							\$0	\$840
Sibley East	240095		3	5	15	22	\$414	3	4							\$0	\$414
Sioux Valley-Round Lake-Brewster												1	\$500			\$500	\$500
Sleepy Eye	242395		3	3	7	7	\$205	2	2	2	\$1,000					\$1,000	\$1,205
So Washington Cty - Lake JHS			0	0	0	0	\$0					3	\$1,500			\$1,500	\$1,500
So Washington Cty - Park	242340		0	0	93	92	\$644	9	5							\$0	\$644
So Washington Cty - Woodbur	242343		0	0	92	145	\$1,015	9	10	1	\$500					\$500	\$1,515
Spring Grove			0	0	0	0	\$0			2	\$1,000					\$1,000	\$1,000
Spring Lake Park	241682		5	5	193	188	\$1,576	10	13	1	\$500					\$500	\$2,076
St. Anthony - New Brighton	241658		0	0	60	159	\$1,113			1	\$500					\$500	\$1,613
St. Charles	242170		1	1	19	18	\$178	3	3	1	\$500					\$500	\$678
St. Clair	242175		3	1	20	43	\$353	3	5							\$0	\$353
St. Cloud - Apollo	242178		0	0	172	208	\$1,456	6	6	1	\$500	3	\$1,500			\$2,000	\$3,456
St. Cloud - ALC			0	0	0	0	\$0					1	\$500			\$500	\$500
St. Cloud - Cherry School			0	0	0	0	\$0					1	\$500			\$500	\$500
St. Cloud - Discovery			0	0	0	0	\$0					1	\$500			\$500	\$500
St. Cloud - District Media			0	0	0	0	\$0					1	\$500			\$500	\$500
St. Cloud - Lincoln Elem			0	0	0	0	\$0					2	\$1,000			\$1,000	\$1,000
St. Cloud - Madison Elem			0	0	0	0	\$0					1	\$500			\$500	\$500
St. Cloud - North JHS			0	0	0	0	\$0					5	\$2,500			\$2,500	\$2,500
St. Cloud - South JHS			0	0	0	0	\$0					6	\$3,000			\$3,000	\$3,000
St. Cloud - Talahi			0	0	0	0	\$0					2	\$1,000			\$1,000	\$1,000
St. Cloud - Technical	242185		7	11	208	356	\$3,064	8	8	1	\$500	7	\$3,500			\$4,000	\$7,064
St. Francis	242190		0	0	9	8	\$56	1	1							\$0	\$56
St. Louis County - Cherry School			0	0	0	0	\$0					1	\$500				\$500
St. Louis County - Orr			0	0	0	0	\$0			1	\$500					\$500	\$500
St. Louis Park	242205		9	9	267	267	\$2,337	9	9							\$0	\$2,337
St. Michael-Albertville	242209		0	0	48	48	\$336	2	2	1	\$500					\$500	\$836
St. Paul - Arlington	242251		48	55	10	12	\$2,944	7	7	1	\$500	1	\$500			\$1,000	\$3,944

2004 ADVANCED PLACEMENT
PUBLIC SCHOOLS

DISTRICT - School	School	Apex	FR	FR	N-FR	N-FR	Total Cost	AP	AP	Carlton	Carlton	Augs	Augsburg	O S	O of S	Total	Grand
	Code	St.	Cand	Exams	Cand	Exams	of Exams	Tchrs	Courses	Tchr	\$	Tchr	\$	Tchr	\$	Tchr Trng	Total
St. Paul - Central	242230		11	11	130	244	\$1,708					2	\$1,000			\$1,000	\$2,708
St. Paul - Como	242280		98	177	213	457	\$12,403	15	17	1	\$500	1	\$500			\$1,000	\$13,403
St. Paul - Creative Arts ALC	242223		0	0	6	6	\$42			2	\$1,000					\$1,000	\$1,042
St. Paul- Highland Park	242256		0	0	4	5	\$35	2	2							\$0	\$35
St. Paul- Humboldt	242260			56		24	\$3,080			2	\$1,000	3	\$1,500			\$2,500	\$5,580
St. Paul - Johnson	242265		45	77	94	121	\$4,851	9	8	2	\$1,000					\$1,000	\$5,851
St. Peter	242345		0	0	45	35	\$245	7	9							\$0	\$245
Staples-Motley	242425															\$0	\$0
Stewartville	242445		0	0	15	20	\$140	2	2			1	\$500			\$500	\$640
Stillwater	242450		3	3	579	579	\$4,209			1	\$500	2	\$1,000			\$1,500	\$5,709
Studio Academy	242106		1	1	18	12	\$136	2	3							\$0	\$136
TrekNorth			0	0	0	0	\$0			2	\$1,000					\$1,000	\$1,000
Thief River Falls - Lincoln	242475		6	6	31	31	\$529	5	4							\$0	\$529
TRIO Wolf Creek Distance Lrng												3	\$1,500			\$1,500	\$1,500
Upsala	242535			3		9	\$219									\$0	\$219
Virginia			2	2	16	15	\$209	1	1							\$0	\$209
Wabasha-Kellogg	242567															\$0	\$0
Waconia	242580		0	0	69	66	\$462	6	6	2	\$1,000					\$1,000	\$1,462
Warroad	242615		7	14	0	0	\$728	2	2							\$0	\$728
Waseca	242628		1	1	41	72	\$556	5	5							\$0	\$556
Watertown-Mayer High School	242630		0	0	3	3	\$21	2	2							\$0	\$21
Waterville-Elysian-Morristown	242635		0	0	2	2	\$14	2	2							\$0	\$14
Wayzata	242650		7	10	469	731	\$5,637	22	19							\$0	\$5,637
West St. Paul - Henry Sibley	242675		2	6	135	244	\$2,020	7	7	1	\$500					\$500	\$2,520
Wheaton			0	0	0	0	\$0	0	0	2	\$1,000					\$1,000	\$1,000
White Bear Lake	242683		4	9	237	288	\$2,484	10	10	3	\$1,500	1	\$500			\$2,000	\$4,484
Willmar	242695		7	7	80	137	\$1,323	13	14							\$0	\$1,323
Win-E-Mac	241535		0	0	0	0	\$0	2	4							\$0	\$0
Winona	242725		0	0	34	41	\$287	7	7							\$0	\$287
Worthington	242750		6	8	43	48	\$752	6	6							\$0	\$752
																\$0	\$0
																\$0	\$0
TOTALS			892	1,186	15,512	21,371	\$210,557	919	931	113	\$56,500	116	\$58,000	9	\$6,677	\$121,177	\$331,734

2004 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	Crltn Tchrs	Crltn \$	Augs Tchrs	Augs \$	O S Tchrs	O S \$	Total Cost Tchrs Trng	Grand Total
Academy of Holy Angels - Richfield	241585	0	0	98	131	\$917	6	6	1	\$500					\$500	\$1,417
Benilde-St. Margarets - St. Louis Park	242202	0	0	143	213	\$1,491	10	10	1	\$500					\$500	\$1,991
Blake - Minneapolis	241635	28	49	202	353	\$5,019	14	13								\$5,019
Breck - Golden Valley	241592	11	16	118	160	\$1,952										\$1,952
Cathedral - St. Cloud	242180	0	0	186	188	\$1,316	6	6								\$1,316
Concordia Academy - Roseville	242235	1	1	1	21	\$199	2	2								\$199
Convent of Visitation - Mendota Heights	242240	2	3	101	175	\$1,381	8	10								\$1,381
Cotter - Winona	242720	0	0	22	26	\$182	2	3								\$182
Cretin-Derham Hall - St. Paul	242245	0	0	150	164	\$1,148	7	7	1	\$500					\$500	\$1,648
DeLaSalle - Minneapolis	241600															\$0
Hill Murray - Maplewood	242217	0	0	76	94	\$658	4	4	1	\$500	1	\$500			\$1,000	\$1,658
Hillcrest Lutheran Academy	240830	0	0	6	6	\$42	2	2								\$42
Holy Family Catholic	242548	0	0	149	149	\$1,043			1	\$500					\$500	\$1,543
International Academy of MN		0	0	0	0	\$0					5	\$2,500			\$2,500	\$2,000
International School - Eden Prairie	240697	5	11	45	125	\$1,447	13	14	2	\$1,000			1	\$750	\$1,750	\$3,197
Lourdes - Rochester	242102	0	0		71	\$497										\$497
Loyola - Mankato	241480	0	0	26	51	\$357	3	3	1	\$500					\$500	\$857
Lutheran High School -Bloomington	241617	0	0	20	20	\$140	3	4			1	\$500			\$500	\$640
Maranatha Christian Academy - Bklyn Pa	240267	0	0	25	36	\$252	5	6			1	\$500			\$500	\$752
Marshall - Duluth	240640	0	0	64	113	\$791	7	8								\$791
Martin Luther - New Ulm	241862	0	0	12	13	\$0	3	3								\$0
Mayer Lutheran - Mayer	241513															\$0
Meadow Creek Christian - Andover	240082	0	0	23	25	\$175	3	3								\$175
Minnehaha Academy - Minneapolis	241625	0	0	146	327	\$2,289			2	\$1,000			1	\$575	\$1,575	\$3,864
Minnetonka Christian Academy		1	1	7	14	\$150	2	2	1	\$500	1	\$500			\$1,000	\$1,150
MN Valley Lutheran School- New Ulm	241826	2	2	21	28	\$300	2	2								\$300
Mounds Park Academy - St. Paul	242277	0	0	34	49	\$343	4	4								\$343
New Life Academy - Woodbury	242740															\$0
Providence Academy									1	\$500					\$500	\$500
Shattuck-St. Mary's - Faribault	240810	2	5	75	127	\$1,149	11	12	1	\$500					\$500	\$1,649
Southwest Christian - Chaska	240266	0	0		60	\$420	6	5								\$420
St. Agnes - St. Paul	242295	3	3	22	23	\$317	2	2								\$317
St. Bernard's - St. Paul	242298	0	0	33	41	\$287	4	4			1	\$500			\$500	\$787
St. Croix Lutheran- West St. Paul	242673	0	0	33	40	\$280	4	6								\$280
St. Johns Preparatory - Collegeville	240515	2	4	71	70	\$698	6	7								\$698
St. Paul Academy/Summit - St. Paul	242315	0	0	36	54	\$378	0	0								\$378
St. Thomas Academy - Mendota Hts.	242320	0	0	104	153	\$1,071	9	9	1	\$500					\$500	\$1,571
Totino-Grace - Fridley	240888	0	0		82	\$574										\$574
West Lutheran - Plymouth	242208	0	0	14	14	\$98	1	1							\$0	\$98
TOTALS		57	95	2063	3216	\$27,361	149	158	14	\$7,000	10	\$5,000	2	\$1,325	\$13,325	\$40,686

APPENDIX C

SCHOOL REPORT OF AP EXAMINATIONS 2003-2004 (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 2003-2004	% OF GRADES 3 OR ABOVE	
		2003	2004	2003	2004	2003	2004		2003	2004
Alabama	93,847	6,604	6,629	10,453	10,625	99	102	3	58.4%	60.7%
Alaska	19,427	1,860	1,869	3,184	3,252	154	157	3	61.7%	64.2%
Arizona	124,650	10,699	11,535	17,892	19,590	132	139	7	62.1%	63.2%
Arkansas	66,182	5,251	6,674	8,590	11,112	124	145	21	48.0%	43.9%
California	943,876	176,715	191,593	317,872	344,089	316	310	-6	59.4%	59.4%
Colorado	104,906	16,260	18,660	26,383	30,144	237	254	17	64.1%	64.1%
Connecticut	95,965	16,110	17,257	27,566	29,634	288	284	-4	73.3%	73.4%
Delaware	18,903	2,941	3,237	5,123	5,764	260	273	13	65.8%	64.4%
District of Columbia	23,631	2,510	2,602	4,798	4,930	433	189	-244	66.8%	65.9%
Florida	337,844	70,182	77,309	126,367	140,297	346	348	2	52.1%	52.5%
Georgia	192,062	27,870	30,610	46,458	48,658	228	216	-12	58.5%	59.7%
Hawaii	37,241	3,922	4,029	6,426	6,584	232	170	-62	63.3%	65.4%
Idaho	35,693	2,768	3,043	4,298	4,821	114	124	10	64.5%	67.5%
Illinois	322,461	39,592	41,733	69,529	73,150	194	200	6	72.3%	72.7%
Indiana	147,054	13,206	14,839	20,571	23,326	140	146	6	53.9%	53.5%
Iowa	77,031	5,141	5,425	7,721	8,192	85	91	6	68.9%	69.2%
Kansas	72,678	4,208	4,553	6,332	6,854	80	80	0	68.3%	69.2%
Kentucky	88,245	10,154	11,457	16,447	18,348	168	182	14	48.8%	49.3%
Louisiana	137,499	4,129	4,402	6,166	6,644	51	44	-7	63.0%	60.9%
Maine	34,341	4,565	4,975	6,735	7,408	184	194	10	62.4%	61.8%
Maryland	139,481	29,993	33,631	53,363	61,620	363	384	21	67.7%	66.8%
Massachusetts	161,441	27,494	28,977	45,823	48,661	280	276	-4	72.6%	73.2%
Michigan	257,945	27,009	28,166	42,592	44,652	159	157	-2	65.8%	66.2%
Minnesota	156,992	16,640	17,437	25,343	27,007	139	146	7	65.4%	66.9%
Mississippi	60,376	2,969	3,223	4,233	4,688	64	71	7	46.4%	45.3%
Missouri	145,730	8,847	9,549	15,121	16,269	100	100	0	70.6%	70.9%
Montana	24,278	1,927	1,996	2,726	3,029	104	115	11	69.5%	70.8%
Nebraska	48,859	1,832	2,288	2,656	3,270	56	62	6	63.6%	63.0%
Nevada	44,336	4,551	5,411	8,244	9,847	177	203	26	57.3%	57.3%
New Hampshire	42,736	4,085	4,276	5,904	6,344	151	140	-11	68.3%	69.3%
New Jersey	207,804	31,278	33,494	55,011	59,545	281	267	-14	71.5%	71.3%
New Mexico	46,313	4,942	5,312	7,666	8,532	152	165	13	45.7%	48.5%
New York	420,433	89,237	93,952	149,968	157,568	341	327	-14	64.3%	64.5%
North Carolina	170,116	31,098	33,900	55,678	61,526	322	333	11	58.0%	56.9%
North Dakota	17,272	910	911	1,291	1,279	65	66	1	69.0%	68.6%
Ohio	327,442	30,264	32,396	48,225	52,079	135	142	7	66.2%	66.3%
Oklahoma	82,798	10,442	10,782	16,725	17,461	176	183	7	49.9%	49.7%
Oregon	81,510	6,326	7,079	9,268	10,311	102	114	12	67.8%	66.6%
Pennsylvania	315,148	32,335	35,021	51,667	56,520	161	162	1	68.8%	67.7%
Rhode Island	26,319	2,576	2,829	4,048	4,577	159	158	-1	64.2%	66.4%
South Carolina	81,002	12,013	12,315	19,765	20,371	225	224	-1	57.8%	57.1%
South Dakota	19,660	1,606	1,833	2,539	2,963	110	141	31	61.4%	60.6%
Tennessee	120,174	11,785	12,734	19,246	21,017	150	158	8	65.3%	65.7%
Texas	544,486	90,880	101,115	164,804	183,130	281	290	9	51.9%	51.0%
Utah	77,506	13,454	14,068	22,172	23,252	279	262	-17	67.2%	68.1%
Vermont	16,537	2,227	2,380	3,360	3,608	184	204	20	67.3%	67.5%
Virginia	168,289	36,597	39,464	65,933	71,009	359	367	8	62.2%	63.3%
Washington	157,342	18,251	20,292	28,378	31,815	159	175	16	63.0%	63.2%
West Virginia	38,570	3,096	3,135	4,791	4,750	120	117	-3	47.5%	49.9%
Wisconsin	152,008	18,128	19,906	28,425	31,404	173	188	15	68.6%	69.0%
Wyoming	13,464	850	799	1,331	1,174	90	82	-8	54.2%	53.9%
TOTAL (U.S.)	7,139,903	998,329	1,081,102	1,705,207	1,852,700	225	228	3	61.5%	61.4%
NON U.S./U.S. TERR/CAN		19,067	20,700	32,024	35,070				71.6%	69.3%
GRAND TOTAL	7,139,903	1,017,396	1,101,802	1,737,231	1,887,770				61.7%	61.6%

*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

APPENDIX D

AP Report to the Nation 2005

Table 3: *Equity Gaps among Traditionally Underserved Students: Total Student Population⁴ vs. AP Examinees⁹ for the Class of 2004 (U.S. Public Schools)*

State	African American Students			Latino Students			Native American Students		
	% of Student Population	% of AP Examinees	Equity Gap Eliminated	% of Student Population	% of AP Examinees	Equity Gap Eliminated	% of Student Population	% of AP Examinees	Equity Gap Eliminated
Alabama	31.5	9.4		1.0	1.3	✓	1.2	0.5	
Alaska	3.8	2.8		2.8	3.5	✓	19.5	3.8	
Arizona	4.6	1.7		27.9	14.8		5.8	2.0	
Arkansas	20.7	9.1		3.4	3.0		0.6	1.0	✓
California	7.3	3.3		34.6	29.9		0.9	0.4	
Colorado	4.4	2.4		15.0	8.4		0.8	0.6	
Connecticut	10.9	4.8		9.5	6.3		0.2	0.3	✓
Delaware	26.3	7.7		3.9	2.9		0.3	0.3	✓
District of Col.	82.9	53.3		8.9	18.8	✓	*	0.5	*
Florida	19.0	10.1		18.4	23.0	✓	0.3	0.4	✓
Georgia	32.5	18.5		3.3	3.2		0.1	0.3	✓
Hawaii	1.5	1.6	✓	4.3	2.5		0.4	0.4	✓
Idaho	0.5	0.5	✓	7.1	2.7		0.9	0.4	
Illinois	13.9	6.4		11.4	9.9		0.3	0.2	
Indiana	7.9	3.7		2.7	2.1		0.2	0.2	✓
Iowa	2.3	1.0		2.5	1.7		0.4	0.1	
Kansas	6.6	3.5		6.0	3.3		1.1	0.6	
Kentucky	8.6	3.8		1.6	1.1		0.2	0.4	✓
Louisiana	39.3	17.5		1.7	3.2	✓	0.6	0.3	
Maine	1.3	0.5		0.7	0.9	✓	0.4	0.2	
Maryland	32.9	13.9		4.4	5.2	✓	0.3	0.3	✓
Massachusetts	7.7	3.4		7.0	4.3		0.2	0.1	
Michigan	12.9	4.1		2.6	2.1		0.9	0.5	
Minnesota	4.6	1.6		2.4	1.4		1.2	0.3	
Mississippi	45.9	24.8		0.5	1.1	✓	0.1	0.1	✓
Missouri	12.5	3.7		1.7	1.8	✓	0.3	0.4	✓
Montana	0.3	0.1		1.6	1.4		7.3	1.5	
Nebraska	4.3	2.4		4.6	3.1		0.9	0.3	
Nevada	7.5	3.1		16.8	11.1		1.4	0.7	
New Hampshire	0.9	0.3		1.6	1.4		0.2	0.3	✓
New Jersey	14.8	4.7		13.2	8.4		0.3	0.1	
New Mexico	2.4	1.4		45.0	34.1		11.1	6.0	
New York	14.2	6.3		11.2	10.4		0.3	0.3	✓
North Carolina	26.7	12.7		3.3	2.7		1.1	0.7	
North Dakota	0.9	0.2		1.0	1.1	✓	5.2	0.6	
Ohio	10.4	5.3		1.4	1.4	✓	0.1	0.2	✓
Oklahoma	9.1	4.9		4.8	5.5	✓	17.5	9.2	
Oregon	2.0	1.0		7.4	4.1		1.7	0.9	
Pennsylvania	11.0	3.3		3.1	2.1		0.1	0.1	✓
Rhode Island	7.5	1.8		11.2	2.7		0.3	0.1	
South Carolina	38.6	15.7		1.8	2.0	✓	0.1	0.4	✓
South Dakota	0.8	0.3		1.2	1.0		4.8	0.3	
Tennessee	19.6	13.6		1.0	1.8	✓	0.1	0.2	✓
Texas	13.3	6.5		34.7	30.2		0.3	0.4	✓
Utah	0.8	0.3		6.5	4.1		1.2	0.4	
Vermont	0.4	0.3		0.6	0.6	✓	0.2	0.4	
Virginia	24.2	8.8		4.6	4.8	✓	0.3	0.3	✓
Washington	4.5	2.2		7.4	4.7		2.0	0.9	
West Virginia	3.7	1.3		0.4	0.6	✓	0.1	0.2	✓
Wisconsin	5.0	1.6		3.2	2.3		1.0	0.4	
Wyoming	0.8	0.5		5.6	4.0		1.7	0.5	
Nation	13.2	6.0		12.8	13.0	✓	1.1	0.5	

* Precise Native American student enrollments for the District of Columbia are not available from the Western Interstate Commission for Higher Education.

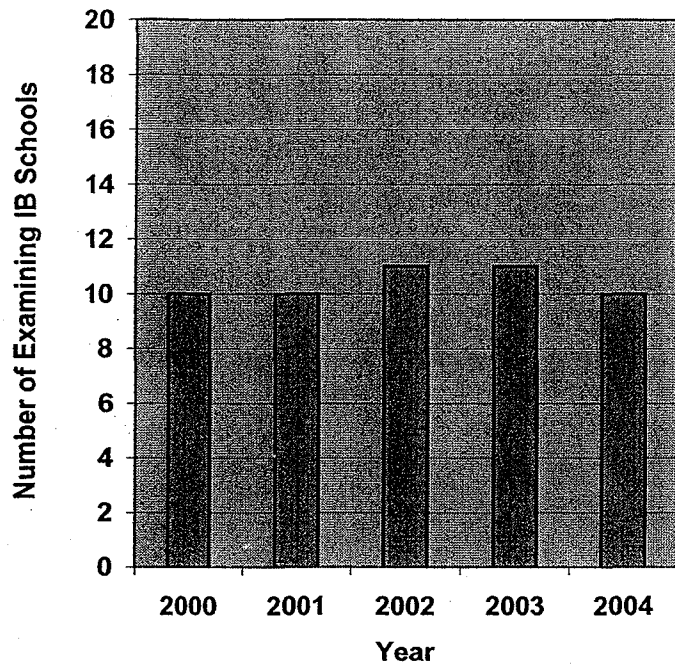
APPENDIX E

2004
INTERNATIONAL BACCAULAUREATE SCHOOLS

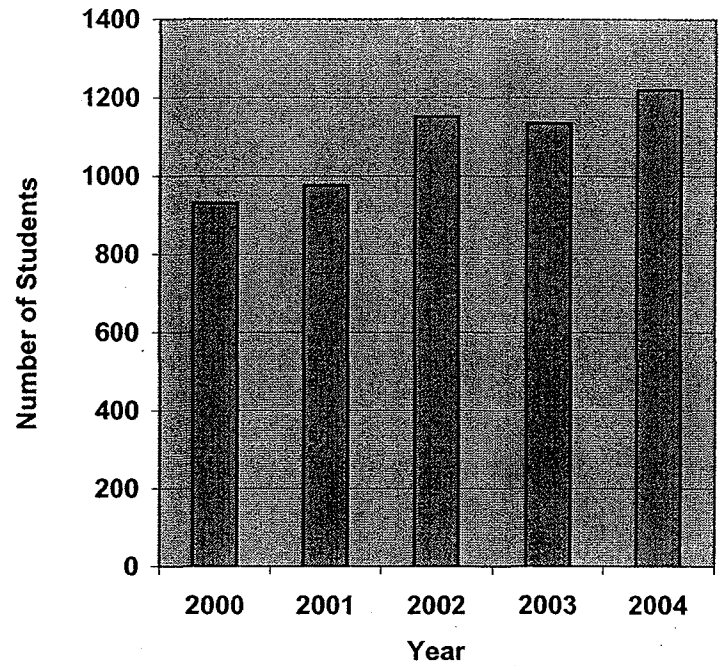
DISTRICT - SCHOOL	Low In Cand.	Low In Exams	Other Cand.	Other Exams	ToK	Cost of Exams	IB Diplomas	IB Tchrs	IB Courses	New Courses	Ntwk Tchrs	Network \$	O-o-S Tchrs	O-o-S \$	Total
Fairmont	3	7	25	55	\$331	\$2,565	1	12	16	0	2	\$271.14	3	\$2,550	\$5,115
Grand Rapids	4	10	105	267	\$331	\$8,294	2	14	12	0			1	\$850	\$9,144
Minneapolis - Henry	111	215	42	99	\$331	\$28,394	2	17	23	1	4	\$452.40	5	\$4,250	\$32,644
Minneapolis - SW	0	0	211	551	\$331	\$14,516	37	22	20	0	2	\$301.60	5	\$4,250	\$18,766
Robbinsdale-Cooper	8	29	92	268	\$331	\$9,373	19	16	20	2	6	\$790.80	4	\$3,400	\$12,773
South St. Paul	14	19	102	203	\$331	\$8,725	11	22	31	1	7	\$827.96	6	\$4,990	\$13,715
St. Louis Park	0	0	124	236	\$331	\$6,911	17	15	18	3	8	\$1,013.00	11	\$9,350	\$16,261
St. Paul - Central	0	0	167	300	\$331	\$8,836	10	30	19	1			11	\$9,050	\$17,886
St. Paul - Harding	79	158	46	127	\$331	\$22,126	9	27	15	0	11	\$1,339.69	14	\$11,695	\$33,821
St. Paul - Highland	18	37	111	243	\$331	\$11,166	9	20	20	0	5	\$608.95	7	\$4,531	\$15,697
TOTALS	237	475	1,025	2,349	\$3,310	\$120,906	117	195	194	8	45	\$5,605.54	67	\$54,916	\$175,822

INTERNATIONAL BACCALAUREATE STATISTICS FOR MINNESOTA 2000-2004

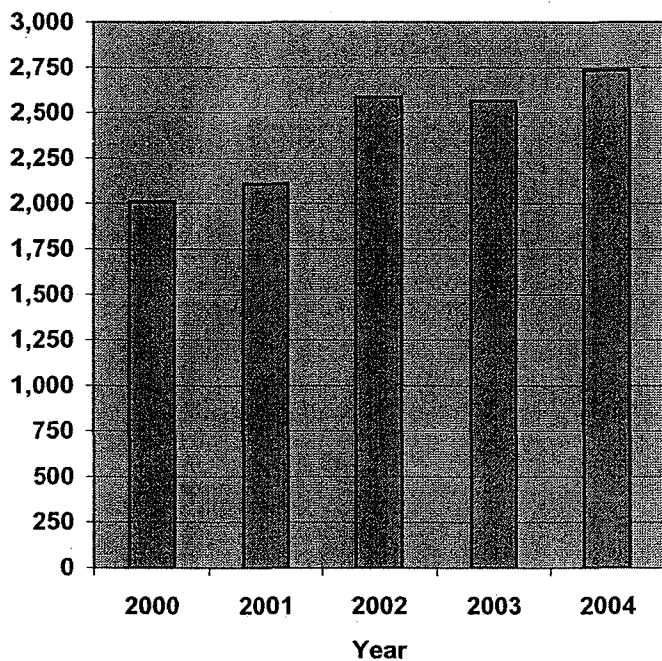
Number of Examining IB Schools



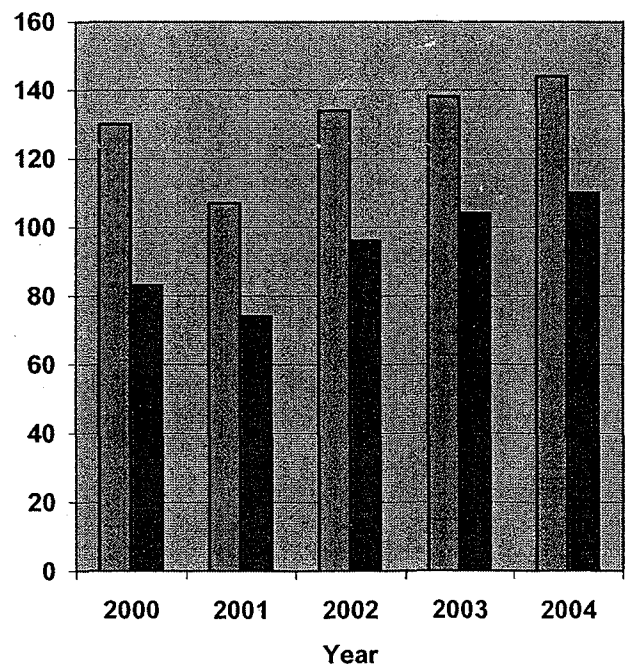
Number of Students Taking IB Exams



Number of IB Exams



Number of IB Diploma Candidates



■ Number of Diploma Candidates
■ Number of Diplomas Awarded

APPENDIX G

USA: Profile of Exam Entries by State for May 2004

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	33	71	84.06	8	6	75.00
Alabama	5	223	624	84.24	95	84	88.42
Arkansas	2	121	234	60.09	15	7	46.67
Arizona	6	389	1,100	81.44	151	91	60.26
California	52	3,961	9,937	78.42	1,075	780	72.56
Colorado	15	1,508	4,560	91.10	697	605	86.80
Connecticut	2	60	201	77.61	35	23	65.71
Washington DC	2	88	500	88.48	80	65	81.25
Delaware	1	25	42	97.62	-	-	-
Florida	40	5,618	17,970	85.42	2,800	2,245	80.18
Georgia	16	883	2,518	73.02	339	219	64.60
Hawaii	1	60	116	92.24	14	14	100.00
Illinois	15	637	1,873	66.13	245	121	49.39
Indiana	4	113	322	84.54	43	36	83.72
Kansas	3	350	1,005	82.58	127	111	87.40
Kentucky	4	278	587	75.70	41	31	75.61
Louisiana	1	47	128	70.40	15	13	86.67
Massachusetts	1	38	145	38.81	18	4	22.22
Maryland	11	990	2,431	79.29	321	242	75.39
Michigan	4	328	1,018	92.60	125	112	89.60
Minnesota	10	1,220	2,734	73.17	144	110	76.39
Missouri	7	482	1,057	82.68	97	74	76.29
Mississippi	1	77	279	41.58	49	8	16.33
North Carolina	19	1,398	3,412	77.33	377	288	76.39
Nebraska	1	44	121	87.60	18	15	83.33
New Jersey	7	383	893	83.77	106	82	77.36
New Mexico	1	161	630	95.55	102	98	96.08
Nevada	3	155	499	70.93	78	48	61.54
New York	23	1,977	4,993	78.25	487	355	72.90
Ohio	6	283	671	63.29	65	39	60.00
Oklahoma	2	162	491	66.60	76	46	60.53
Oregon	12	1,083	2,639	85.90	271	231	85.24
Pennsylvania	7	440	1,138	82.00	124	105	84.68
Rhode Island	1	66	140	83.45	10	6	60.00
South Carolina	17	811	1,965	78.91	236	145	61.44
Tennessee	2	53	152	77.18	21	14	66.67

USA: Profile of Exam Entries by State for May 2004

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
Texas	23	1,484	4,362	79.89	574	414	72.13
Utah	2	173	421	74.15	42	28	66.67
Virginia	31	3,883	9,607	79.80	788	641	81.35
Washington	13	890	2,246	84.81	208	144	69.23
Wisconsin	5	323	934	66.19	89	45	50.56
West Virginia	1	28	84	90.36	11	9	81.82
Wyoming	2	87	332	78.79	48	36	75.00
Totals	382	31,413	85,182	80.70	10,265	7,790	75.89

APPENDIX H

USA: Number of IB Exams by State and Year May 1999 to 2004

	1999	2000	Chg.	2001	Chg.	2002	Chg.	2003	Chg.	2004	Chg.
Alaska	-	-		8	8	33	25	52	19	71	19
Alabama	568	579	11	650	71	601	-49	681	80	624	-57
Arkansas	-	-		-		36	36	215	179	234	19
Arizona	665	687	22	743	56	1,065	322	1,125	60	1,100	-25
California	5,379	6,030	651	7,328	1,298	8,102	774	8,743	641	9,937	1,194
Colorado	2,612	2,883	271	3,299	416	3,212	-87	4,108	896	4,560	452
Connecticut	-	-		-		8	8	127	119	201	74
Washington DC	324	320	-4	339	19	348	9	349	1	500	151
Delaware	-	-		-		-		-		42	42
Florida	11,064	12,458	1,394	13,893	1,435	15,584	1,691	16,297	713	17,970	1,673
Georgia	832	1,271	439	1,510	239	2,150	640	2,170	20	2,518	348
Hawaii	109	167	58	102	-67	120	18	81	-39	116	35
Illinois	510	832	322	1,317	485	1,716	399	1,797	81	1,873	76
Indiana	148	222	74	229	7	215	-14	295	80	322	27
Kansas	753	853	100	824	-29	899	75	971	72	1,005	34
Kentucky	260	350	90	522	172	456	-66	545	89	587	42
Louisiana	-	-		-		12	12	144	132	128	-16
Massachusetts	-	-		-		20	20	156	136	145	-11
Maryland	1,781	1,721	-60	1,989	268	2,109	120	2,248	139	2,431	183
Michigan	41	738	697	1,029	291	963	-66	1,169	206	1,018	-151
Minnesota	2,013	2,007	-6	2,106	99	2,584	478	2,563	-21	2,734	171
Missouri	509	672	163	663	-9	676	13	741	65	1,057	316
Mississippi	182	171	-11	127	-55	167	40	184	17	279	95
North Carolina	1,828	2,155	327	2,255	100	2,581	326	3,041	460	3,412	371
Nebraska	-	-		-		-		36	36	121	85
New Jersey	241	337	96	290	-47	428	138	545	117	893	348
New Mexico	615	574	-41	583	9	585	2	534	-51	630	96
Nevada	436	410	-26	312	-98	351	39	475	124	499	24
New York	1,711	2,156	445	2,365	209	2,753	388	3,644	891	4,993	1,349
Ohio	527	561	34	629	68	525	-104	458	-67	671	213
Oklahoma	432	396	-36	480	84	473	-7	414	-59	491	77
Oregon	868	994	126	1,162	168	1,925	763	2,135	210	2,639	504
Pennsylvania	486	611	125	557	-54	854	297	1,044	190	1,138	94
Rhode Island	118	115	-3	128	13	125	-3	130	5	140	10
South Carolina	809	750	-59	1,012	262	1,371	359	1,715	344	1,965	250
Tennessee	-	-		-		-		37	37	152	115
Texas	2,119	2,455	336	2,424	-31	3,227	803	3,674	447	4,362	688
Utah	314	340	26	388	48	462	74	380	-82	421	41
Virginia	3,028	4,725	1,697	6,010	1,285	8,047	2,037	9,751	1,704	9,607	-144
Washington	1,231	1,734	503	1,887	153	2,078	191	2,204	126	2,246	42
Wisconsin	565	463	-102	529	66	725	196	802	77	934	132
West Virginia	-	-		93	93	102	9	110	8	84	-26
Wyoming	-	-		-		4	4	162	158	332	170
Total	43,078	50,737	7,659	57,782	7,045	67,692	9,910	76,052	8,360	85,182	9,130



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

APPENDIX J

AP EXAMINATION VOLUME BY REGION

	1994	% Chg	1995	% Chg	1996	% Chg	1997	% Chg	1998	% Chg	1999	% Chg	2000	% Chg	2001	% Chg	2002	% Chg	2003	% Chg	2004
MIDDLE STATES																					
Delaware	2,148	9%	2,331	12%	2,600	12%	2,911	6%	3,073	11%	3,405	7%	3,639	13%	4,130	15%	4,730	8%	5,123	13%	5,764
Dist. of Columbia	2,512	1%	2,527	6%	2,875	4%	2,781	9%	3,038	8%	3,233	17%	3,791	12%	4,266	8%	4,607	4%	4,798	3%	4,930
Maryland	16,568	18%	19,597	9%	21,445	9%	23,298	10%	25,542	13%	28,962	13%	32,606	15%	37,368	20%	45,013	19%	53,363	15%	61,620
New Jersey	25,813	12%	28,582	11%	31,720	8%	33,754	6%	35,780	14%	40,828	8%	43,376	8%	47,031	9%	51,385	7%	55,011	8%	59,545
New York	74,079	10%	81,630	9%	88,922	8%	95,715	10%	105,751	8%	114,259	8%	123,103	7%	131,438	8%	142,083	6%	149,968	5%	157,568
Pennsylvania	24,208	10%	26,624	11%	29,442	9%	32,088	8%	34,682	13%	39,224	10%	43,164	8%	45,924	10%	50,477	2%	51,667	9%	56,520
MIDWESTERN	145,126	11%	161,291	10%	176,804	8%	190,557	9%	207,866	11%	229,911	8%	249,679	8%	270,147	10%	298,275	7%	319,930	8%	345,947
Illinois	30,669	14%	34,897	5%	36,982	6%	39,085	7%	41,804	10%	46,160	12%	51,741	9%	56,503	13%	63,812	9%	69,529	5%	73,150
Indiana	11,738	13%	13,265	8%	14,263	8%	13,132	5%	13,644	5%	14,488	9%	15,804	3%	16,352	10%	17,914	15%	20,571	13%	23,326
Iowa	3,037	19%	3,627	13%	4,112	13%	4,647	5%	4,874	8%	5,241	7%	5,591	7%	5,995	10%	6,565	18%	7,721	6%	8,192
Kansas	2,503	12%	2,795	20%	3,348	4%	3,473	11%	3,842	11%	4,253	14%	4,856	7%	5,204	9%	5,893	11%	6,332	8%	6,854
Michigan	16,856	9%	20,428	7%	21,815	13%	24,702	9%	26,940	11%	29,885	11%	33,074	10%	36,335	9%	39,636	7%	42,592	5%	44,652
Minnesota	6,491	45%	9,401	18%	11,169	13%	12,641	28%	16,151	11%	17,870	10%	19,677	18%	23,015	7%	24,578	3%	25,343	7%	27,007
Missouri	5,581	9%	6,070	7%	6,512	6%	6,913	12%	7,745	13%	8,775	14%	10,003	18%	11,757	17%	13,698	10%	15,121	8%	16,289
Nebraska	1,982	8%	2,143	-5%	2,036	15%	2,337	5%	2,448	-9%	2,235	5%	2,349	8%	2,548	13%	2,864	-7%	2,858	3%	3,270
North Dakota	358	24%	443	37%	606	-11%	537	42%	763	13%	859	14%	983	11%	1,093	19%	1,302	-1%	1,291	-1%	1,279
Ohio	21,998	10%	24,286	5%	25,533	8%	27,650	9%	30,274	10%	33,272	8%	35,988	10%	39,558	12%	44,344	9%	48,225	8%	52,079
South Dakota	451	57%	707	25%	884	32%	1,165	32%	1,536	7%	1,637	19%	1,949	8%	2,102	10%	2,302	10%	2,539	17%	2,963
West Virginia	2,920	-10%	3,225	1%	3,257	3%	3,340	3%	3,224	3%	3,305	12%	3,710	2%	3,784	11%	4,184	15%	4,791	-1%	4,750
Wisconsin	9,542	25%	11,908	16%	13,787	13%	15,640	13%	17,751	8%	19,148	13%	21,897	9%	23,729	9%	25,785	10%	28,425	10%	31,404
NEW ENGLAND	115,926	15%	133,195	8%	144,014	8%	155,242	10%	171,296	8%	187,126	11%	207,332	10%	227,972	11%	252,477	9%	275,136	7%	295,195
Connecticut	10,469	14%	11,891	8%	12,824	12%	14,345	13%	16,164	15%	18,645	13%	21,079	11%	23,356	10%	25,710	7%	27,566	8%	29,834
Maine	2,520	18%	2,982	9%	3,263	22%	3,968	-5%	3,788	18%	4,463	8%	4,839	13%	5,466	11%	6,050	11%	6,735	10%	7,408
Massachusetts	20,116	9%	21,955	10%	24,209	13%	27,313	7%	29,224	11%	32,350	9%	35,214	10%	38,790	8%	41,930	9%	45,823	6%	48,661
New Hampshire	2,613	25%	3,268	8%	3,515	6%	3,738	12%	4,172	10%	4,577	8%	4,921	6%	5,205	5%	5,449	8%	5,904	7%	6,344
Rhode Island	2,032	11%	2,246	12%	2,516	6%	2,665	8%	2,868	11%	3,177	10%	3,501	6%	3,699	14%	4,219	-4%	4,048	13%	4,577
Vermont	1,344	6%	1,429	13%	1,616	11%	1,801	18%	2,123	18%	2,506	1%	2,530	11%	2,809	9%	3,075	9%	3,360	7%	3,608
SOUTHERN	39,094	12%	43,771	10%	47,943	12%	53,830	8%	58,339	13%	65,718	10%	72,084	10%	79,325	9%	86,433	8%	93,436	7%	100,232
Alabama	8,349	11%	9,267	3%	9,516	1%	9,579	-6%	8,982	-2%	8,782	-4%	8,416	4%	8,779	11%	9,727	7%	10,453	2%	10,625
Florida	46,138	8%	51,987	6%	54,876	8%	59,358	6%	62,955	12%	70,348	11%	78,222	13%	88,348	18%	104,061	21%	126,367	11%	140,297
Georgia	23,165	6%	24,587	-25%	18,536	14%	21,163	20%	25,365	18%	29,911	11%	33,179	12%	37,092	15%	42,748	9%	46,458	5%	48,658
Kentucky	6,898	9%	7,510	11%	8,310	7%	8,857	7%	9,519	8%	10,293	15%	11,830	9%	12,853	11%	14,224	16%	16,447	12%	18,348
Louisiana	3,858	1%	3,908	7%	4,188	8%	4,512	6%	4,762	6%	5,039	4%	5,234	6%	5,531	6%	5,854	5%	6,166	8%	6,644
Mississippi	2,859	14%	3,248	11%	3,604	4%	3,754	2%	3,839	13%	4,331	-12%	3,816	8%	4,121	5%	4,338	-2%	4,233	11%	4,698
North Carolina	20,345	22%	24,744	-1%	24,595	6%	26,148	7%	28,074	22%	34,169	9%	37,337	12%	41,880	18%	49,375	13%	56,678	11%	61,528
South Carolina	12,969	8%	14,027	7%	14,994	3%	15,386	6%	16,369	3%	16,803	-1%	16,570	2%	16,888	11%	18,750	5%	19,765	3%	20,371
Tennessee	10,317	6%	10,987	5%	11,520	3%	11,870	9%	12,932	11%	14,378	3%	14,788	6%	15,710	11%	17,433	10%	19,246	9%	21,017
Virginia	28,778	11%	32,067	5%	33,683	10%	36,883	7%	39,449	24%	49,061	5%	51,275	9%	56,144	11%	62,363	6%	65,933	8%	71,009
SOUTHWESTERN	165,676	10%	182,332	1%	183,822	7%	197,510	7%	212,246	15%	243,111	7%	260,667	10%	287,346	14%	328,873	13%	370,746	9%	403,183
Arkansas	2,199	18%	2,591	10%	2,838	24%	3,510	19%	4,181	22%	5,116	15%	5,871	13%	6,648	14%	7,584	13%	8,590	29%	11,112
New Mexico	3,078	15%	3,553	0%	3,569	0%	3,560	6%	3,791	24%	4,683	12%	5,249	18%	6,216	13%	7,008	9%	7,668	11%	8,532
Oklahoma	3,952	9%	4,325	6%	4,564	15%	5,265	32%	6,963	23%	8,581	16%	9,958	21%	12,037	20%	14,433	16%	16,725	4%	17,481
Texas	33,944	35%	45,733	14%	52,156	19%	62,318	18%	74,192	18%	88,485	22%	107,640	17%	125,785	15%	144,060	14%	164,804	11%	183,130
WESTERN	43,173	30%	56,202	12%	63,126	18%	74,653	19%	89,127	20%	106,865	20%	128,718	17%	150,686	15%	173,085	14%	197,785	11%	220,235
Alaska	1,397	8%	1,507	17%	1,788	3%	1,822	40%	2,542	4%	2,642	8%	2,842	-2%	2,783	8%	2,966	6%	3,184	2%	3,252
Arizona	8,951	0%	8,984	10%	9,863	3%	10,158	3%	10,449	8%	11,325	7%	12,137	16%	14,049	15%	16,202	10%	17,892	9%	19,590
California	118,067	11%	130,819	11%	144,805	8%	156,866	12%	175,182	16%	203,523	13%	229,310	13%	259,901	12%	291,945	9%	317,872	8%	344,089
Colorado	9,414	6%	10,002	7%	10,666	11%	11,874	16%	13,757	17%	16,040	15%	18,420	11%	20,428	11%	22,760	16%	26,383	14%	30,144
Hawaii	3,382	9%	3,693	4%	3,858	11%	4,281	8%	4,618	9%	5,056	5%	5,304	4%	5,514	13%	6,225	3%	6,426	2%	6,584
Idaho	1,720	3%	1,765	-3%	1,716	30%	2,228	14%	2,546	16%	2,941	10%	3,223	16%	3,740	2%	3,821	12%	4,298	12%	4,821
Montana	1,119	12%	1,248	26%	1,572	2%	1,602	16%	1,856	17%	2,170	4%	2,249	5%	2,368	17%	2,763	-1%	2,726	11%	3,029
Nevada	2,749	15%	3,148	9%	3,421	4%	3,559	22%	4,359	17%	5,080	8%	5,474	11%	6,056	16%	7,023	17%	8,244	19%	9,847
Oregon	4,605	3%	4,758	-2%	4,662	18%	5,513	11%	6,126	4%	6,396	13%	7,237	15%	8,328	8%	8,968	3%	9,268	11%	10,311
Utah	15,938	4%	16,643	0%	16,714	10%	18,449	2%	18,796	2%	19,132	3%	19,641	2%	20,044	6%	21,251	4%	22,172	5%	23,252
Washington	7,463	6%	7,878	14%	8,957	21%	10,661	14%	12,370	19%	14,685	17%	17,241	18%	20,352	21%	24,657	15%	28,378	12%	31,815
Wyoming	649	0%	649	-20%	518	-11%	460	4%	477	45%	693	11%	766	45%	1,111	12%	1,245	7%	1,331	-12%	1,174
National Total*	684,449	12%	767,881	7%	824,329	9%	899,463	10%	991,952	13%	1,122,414	11%	1,242,324	11%	1,380,146	12%	1,548,999	10%	1,705,207	9%	1,852,700
Canada	6,269	7%	6,708	13%	7,595	0%	7,590	8%	8,231	5%	8,630	10%	9,485	9%	10,307	10%	11,306	9%	12,350	-1%	12,193
Non-U.S.**	9,590	7%	10,274	3%	10,533	30%															

APPENDIX K

AP EXAMINATION VOLUME BY REGION

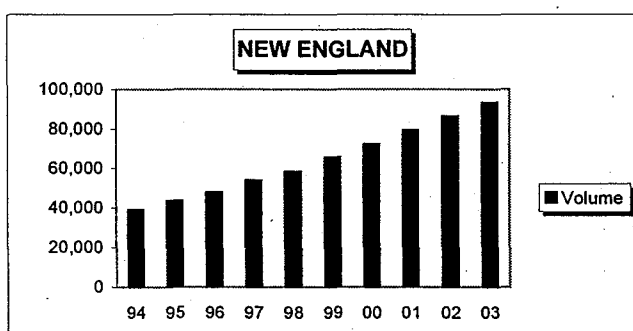
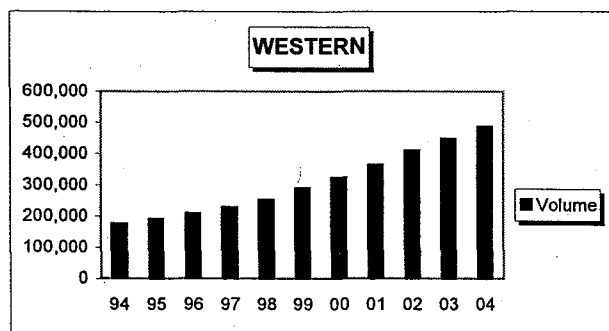
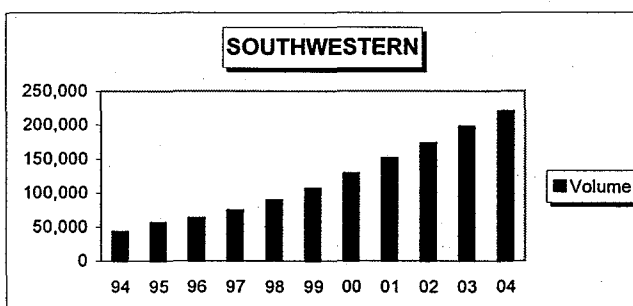
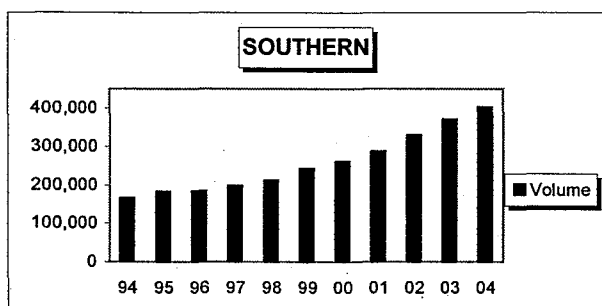
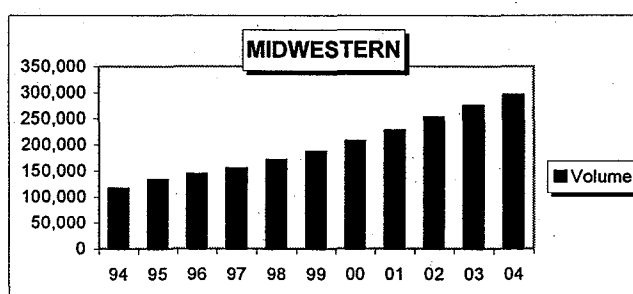
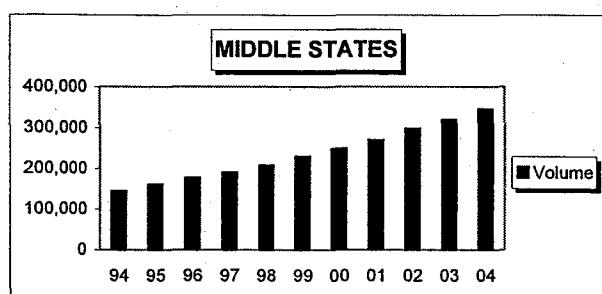
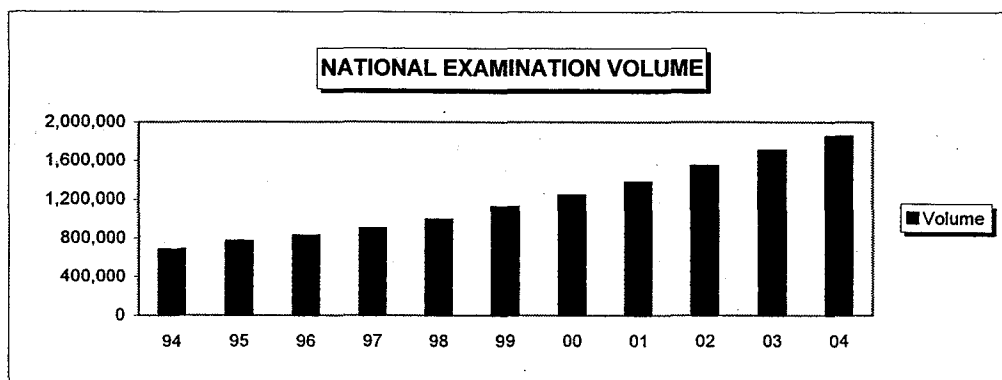


Table 2: *Inadequate Preparation for College Success:
Gaps Between College-Going Rates and AP Rates*

High School Class of 2004 ^a : Public Schools					
State	Estimated Percentage Enrolling in Any Postsecondary Education in Fall 2004 ^a	Percentage Demonstrating College-Level Mastery of an AP Course in High School	State	Estimated Percentage Enrolling in Any Postsecondary Education in Fall 2004	Percentage Demonstrating College-Level Mastery of an AP Course in High School
Alabama	58.1	5.0	Montana	54.0	8.8
Alaska	44.3	10.8	Nebraska	59.2	4.0
Arizona	50.2	8.0	Nevada	40.4	12.4
Arkansas	53.0	6.1	New Hampshire	58.4	10.9
California	47.6	18.7	New Jersey	63.2	15.5
Colorado	52.8	16.2	New Mexico	58.9	8.1
Connecticut	62.2	17.6	New York	63.9	21.2
Delaware	58.3	11.1	North Carolina	65.3	15.8
District of Col.	46.5	8.2	North Dakota	69.7	5.7
Florida	57.2	19.2	Ohio	56.0	9.4
Georgia	60.5	12.0	Oklahoma	49.8	8.3
Hawaii	57.9	7.7	Oregon	51.0	8.8
Idaho	44.8	8.1	Pennsylvania	61.5	10.1
Illinois	60.1	13.3	Rhode Island	65.2	7.8
Indiana	60.0	7.7	South Carolina	66.3	11.2
Iowa	64.5	6.6	South Dakota	63.8	8.3
Kansas	67.7	6.3	Tennessee	63.1	7.9
Kentucky	58.9	7.7	Texas	52.5	13.1
Louisiana	59.4	2.5	Utah	38.1	19.3
Maine	54.0	12.8	Vermont	45.1	14.0
Maryland	54.7	19.4	Virginia	52.9	17.7
Massachusetts	69.0	18.1	Washington	44.5	11.6
Michigan	54.4	10.9	West Virginia	52.5	6.4
Minnesota	63.6	10.6	Wisconsin	57.3	13.7
Mississippi	63.6	2.9	Wyoming	52.1	6.7
Missouri	53.3	5.3	Nation	56.8	13.2



A Look at North American IB Legislation

Current IB Legislative and Education Policies (as of 2004 July)

Exam Funding (Legislation)	Teacher Training (Legislation)	Bonuses (Legislation)	Scholarships (Legislation)	Credits (Legislation)	Assessments (State Education Policy)
<p>> Minnesota - State will pay all or part of IB exam fee for low-income students.</p> <p>> Texas - State will pay \$25 of IB exam fee.</p> <p>> Federal - (Alabama, Arizona, California, Colorado, Hawaii, Idaho, Illinois, Kentucky, Maryland, Nevada, Ohio, Oklahoma, Oregon, Texas, Washington D.C.) - These states receive funds through federal AP Test Fee Program that allow them to partially reimburse IB exam fees for students who have financial need.</p>	<p>> California - IB schools throughout California share \$1.05 million annually for IB professional development and materials.</p> <p>> Minnesota - State will pay portion of costs incurred by school districts to send teachers to IB workshops.</p> <p>> Texas - \$450 may be given to a teacher to subsidize costs incurred to attend IB training.</p> <p>> Federal - Philadelphia School District, PA receives funds through federal AP Incentive Program for partial reimbursement for IB Diploma Programme application and workshop fees.</p>	<p>> Florida - \$50 is given to an IB teacher for each student they instruct who scores a 4 or higher on their IB exam.</p> <p>> Florida - Students completing IB courses will receive an additional grade point average weight of 0.25 per semester course and 0.50 per year course.</p> <p>> Texas - An IB school will receive \$100 for each student who scores a 4 or higher on at least one of their IB exams.</p> <p>> Texas - \$50 may be deposited in the teacher bonus pool for each student enrolled in the school who scores a 4 or higher on an IB exam.</p> <p>> Texas - Schools starting an IB programme will receive a one-time grant of \$3000.</p>	<p>> Florida - IB diploma holders who score a minimum of 28 on their ACT or 1270 on the SAT will receive 100% of their tuition and fees paid at any public university in Florida.</p> <p>> Florida - IB diploma holders who score a minimum of 20 on their ACT or 970 on their SAT will receive 75% of their tuition and fees paid at any public university in Florida.</p>	<p>> Colorado - State-supported post-secondary schools will grant 24 college credits to IB diploma holders who score a 4 or higher on each of their exams.</p> <p>> Florida - Post-secondary institutions will grant college credit to students who obtain a qualifying score on an IB exam, as determined by the Florida State Board of Education.</p>	<p>> New York - Students may substitute their IB exam for the state assessment in English if they score a 4 or higher on an IB English A1 SL exam or a 3 or higher on an IB English A1 HL exam.</p> <p>> New York - Students may substitute their IB exam for the state assessment in Math A or Sequential Mathematics Courses I and II if they score a 4 or higher on an IB Math Studies or Math Methods SL exam or a 3 or higher on an IB Mathematics HL exam.</p> <p>> Virginia - Students who score a 2 or higher on IB subject exams will be considered proficient in corresponding SOL subjects.</p>

Please visit each state's Board of Education web site for specific details.

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* Indicates data from last year's policy manual

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