



**Advanced
Placement
And
International
Baccalaureate
Programs**

February 2006

**FY 2005
Report
To the
Legislature**

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

COMMISSIONER:
Alice Seagren

**FY 2005
Report
To the
Legislature**

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

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**LEGISLATIVE REPORT ON
ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROGRAMS**

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**2005
LEGISLATIVE REPORT ON
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AS REQUIRED IN Minn. Stat. § 120B.13

I. ESTIMATED COST OF PREPARING THIS REPORT

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 '05, 270 AP schools offered 1,122 courses and 11 IB schools offered 188 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. In the summer of FY '05, Carleton trained 164 teachers and Augsburg trained 130 teachers. Since most IB teacher training is offered out-of-state, the department worked with the IB schools to arrange for out-of-state training for 67 teachers. Teachers received scholarships of \$550 for in-state and up to \$1,000 for out-of-state training. Minnesota provides follow-up support during the year through one-day workshops or networking meetings -- 459 teachers attended follow-up training. Registration or substitute costs were reimbursed for the one-day follow-up workshops.

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. The cost for the AP exam was \$82 and the state paid \$8 for each exam. The cost for the first IB exam was \$185 and \$55 for the second exam and the state paid \$25 and \$10 respectively for these exams. A total of 18,902 AP students took 29,480 exams and 1,241 IB students took 2,775 exams. In Minnesota, 66.8% of the AP students are scoring 3 or better in a range of 1-5, a slight decrease from the previous year. A total of 72% of IB students are scoring 4 or better in a range of 1-7, a 1% decrease from the previous year.

The Budget for FY '05 was \$778,000. Actual expenditures for training were \$307,322 and \$407,111 for exam fees, bringing the total expenditures for FY '05 to \$714,433.

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.” (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 department, in consultation with AP and IB advisory boards, determines the amounts of the expenditures each year for examination fees and training and support programs for each program. In May 2002, program funding was reduced from \$2,000,000 to \$1,000,000 for FY 2003. In February 2003, teacher training money was cut by an additional \$550,000. The following numbers represent biennial funding and combined 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	20,143	32,255	387	459

Funding Benefits:

- Students in AP and IB programs have been given an opportunity to earn college credit and/or advanced standing, thus saving both time and money. With sufficient credits, they may enter college with as much as sophomore standing.
- Schools have benefited from AP or IB programs because they reignite 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?

The Advanced Placement Program is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the College Board Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. The mission of the Advanced Placement Program overall is to prepare students for academic success in college and beyond. The program consists of 35 college-level courses and exams in 20 subject areas. The AP Program, a cooperative college and high school 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 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 earlier

The program is strengthened by teacher's participation in professional development workshops and institutes and in the annual AP Reading where thousands of AP teachers and college faculty gather at college sites across the United States to score the AP exams using rigorous guidelines.

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. Throughout the world, 1,221,016 students sat for 2,105,803 AP exams in 15,380 secondary schools in the U.S. and overseas in 2005. 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).

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 1,059 IB schools worldwide, over 423 IB schools in the United States offer the Diploma Program (Grades 11-12). Other programs include the Primary Years Programme (Grades 1-5) and the Middle Years Programme (Grades 6-10). Minnesota, along with 43 states and Washington DC have authorized IB Diploma schools, which go through a rigorous application process and an on-site visit to be certified as an IB school. In 2005, 35,366 US students took 95,474 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 the 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, e.g. workshops, materials, 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 public and non-public schools regarding their school program, including the number of students tested, exams taken, courses offered, and teachers teaching an AP or IB course;
- Work with Educational Testing Service (ETS) to create invoice forms for payment of AP fees;
- Work with the College Board and schools to pay for exam fees for all AP and IB exams; 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 phone and email requests from program coordinators, teachers, parents, and students for information regarding various aspects of the AP and IB Programs;
- Communicate regularly with AP and IB coordinators regarding program information, program start-up, application processes, and payments to their school or district; and
- Gather and report data to higher education and other organizations regarding student participation in AP and IB Programs.

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 program growth through teacher training and exam reimbursement. (See Figures 1, 2, 3, and 4 for program change over time.)

A. Advanced Placement Program Results

The AP Program is in its 13th year of receiving funding for exam fees for all students. Of the 533 public and non-public high schools in Minnesota, 270 schools participated in AP, representing 51% of the high schools. (Appendix B, identifies *2005 Advanced Placement Public Schools* and Appendix C, identifies *2005 Non-Public Schools* that were funded)

The number of students testing and exams taken in FY 2005 demonstrate moderate gains. In May 2005, 18,902 students took 29,480 exams. The number of AP students testing increased by 8.4% and exams taken increased by 9.2%. However, Minnesota is not progressing at the same rate as the nation, as shown in the chart below. Minnesota test takers represent 1.5% of all students testing and take 1.4% of the exams. Of the 18,902 students, 3,285 were in grades 9 and 10; 6,430 were in grade 11; and 8,567 were in grade 12. Minnesota has a greater number of female students (10,425) taking tests than male students (8,477). (Appendix D, *School Report of AP Examinations 2004-2005* for comparison of numbers of students testing and exams taken in other states.)

	Test Takers	% Change	Exams Taken	% Change
Nation	1,221,016	+10.8	2,105,803	+11.5
Minnesota	18,902	+8.4	29,480	+9.2
Minnesota	1.5%		1.4%	

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 950 to 1,024, an increase of 7% and the exams fully subsidized for low-income students increased from 1,281 to 1,401, a 9% increase.

Minnesota has 2,709 AP students of color and “not stated,” representing 14% of all students testing in Advanced Placement. These 2,709 students took 4,462 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 '03	FY '03	FY '04	FY '04	FY '05	FY '05
	Students	Exams	Students	Exams	Students	Exams
American Indian	46	61	46	62	65	84
Asian	1,133	1,895	1,198	2,111	1,245	2,223
Black/Afro-American	230	323	254	370	285	411
Latino: Mexican American	81	118	100	135	127	193
Latino: Puerto Rican	14	20	13	15	20	35
Latino: Other Hispanic	98	158	124	192	128	186
Other	319	500	332	549	322	524
Not Stated	285	431	429	681	517	806
White	14,434	21,837	14,941	22,892	16,193	25,018
Total	16,640	25,343	17,437	27,007	18,902	29,480

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.

MN EQUITY GAPS	% of Student Population	% of AP Examinees	Equity Gap
African American Students	4.5	1.5	-3
Latino Students	2.5	1.6	-.9
Native American Students	1.2	0.3	-.9

Minnesota students scoring 3 or better in a range of 1-5 was at 66.8%, a decrease of .1% from 2004; however, they are performing better than the other three levels indicating percent of students scoring 3 or better. The Midwest level is 65.6%, the National level is 59.4% and the Global level is 59.6%.

In 2005, Carleton College offered 20 one-week, in-depth courses to 164 teachers, a 10% decrease from the previous year. Augsburg provided training in 8 courses for 130 Minnesota teachers, a 12% decrease. Due to conflicts in their schedule or to the fact that courses were not offered at Augsburg or Carleton, 24 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 488 down to 411, an 18% decrease. New AP courses offered in Minnesota high schools went from 111 in 2004 to 96 in 2005, a decrease of 16% from the previous year. The following chart reflects a five-year comparison of Minnesota’s funded AP program:

Figure 2

Advanced Placement	FY '01	FY '02	FY '03	FY '04	FY '05
Total AP Schools Testing	231	238	250	251	250
Public Schools Funded	194	196	213	175	211
Nonpublic Schools Funded	37	42	37	37	39
Total Students Taking Exams	14,839	16,011	16,640	17,437	18,902
Total Exams Taken	23,015	24,578	25,343	27,007	29,480
Total Low Income Students	430	581	808	950	1,024
Total Low Income Exams	624	837	1,230	1,281	1,401
Nonpublic Students Testing	1,853	2,484	2,246	2,120	2,268
Nonpublic Exams Taken	2,931	3,172	3,217	3,311	3,578
Exams per Student	1.53	1.52	1.36	1.55	1.56
% of Scores 3 or above (Range 1-5)	57.7%	63.9%	65.4%	66.9%	66.7%
Total Teacher Training	838	804	855	824	731
Carleton	185	187	155	180	164
Augsburg	72	72	101	145	130
Out-of-State	36	19	8	11	24
UM Midwest Regional Conference	500	509	591	488	411
Courses Offered		911	1,075	1,089	1,122
New Courses Offered	109	69	75	111	96
Teachers		941	1,043	1,068	1,095

B. International Baccalaureate Program Results

In FY 2005, Minnesota had eleven International Baccalaureate schools (Appendix E, *IB Schools* that were funded). Several other metro area schools are considering offering the IB Program; however, only Anoka's Champlin Park High School has gone forward with the application process and is waiting for authorization. Currently, 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.

This is the first year that the International Baccalaureate Organization asked students to identify their race on the exams. Figure 3 illustrates the numbers for Minnesota, but there is a large number of students who chose not to identify their race. Therefore, it is difficult to draw any conclusions about numbers and percent of minority students who participate in the IB Program.

Figure 3

Minority Group	FY '05 Students	FY '05 Exams
American Indian	5	21
Asian/Pacific Islander	168	391
Black/Non-Hispanic	72	170
Hispanic	20	32
Other	8	14
Not Stated	511	1427
White/Non-Hispanic	520	1,196
Total	1,304	3,251

In FY 2005, the overall number of students testing increased by 2% and the number of exams taken increased by 1%. (Appendix F, *USA: Number of IB Exams by State and Year May 2000 - 2005.**) Southwest High School in Minneapolis ranks 79th in the list of top 100 IB schools in the world for number of exams taken. They had 204 students taking 479 exams, averaging 2.3 exams per student and earning 33 diplomas.

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 slightly from the previous year, Minnesota IB students still did very well with 72% of scores at 4 or better. The number of diplomas earned went from 110 to 122, an increase of 11%. Of the 155 students who attempted the diploma program, 122 received the diploma, a 79% pass rate. The number of diplomas and pass rate has progressively increased each year over five years. Attempting the diploma demonstrates a high desire on the part of Minnesota students to participate in challenging rigorous, learning opportunities that prepare them for college. (Appendix G, *USA: Profile of IB Exam Entries by State for May 2005.**)

Attendance at training is a reflection of the number of curriculum and program changes in any year. Teachers attending in-depth training remained at 67 teachers. Most in-depth IB training is offered out-of-state. A full-range of IB course training 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 others.

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 slightly increased from 45 to 48 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 4

International Baccalaureate	FY'01	FY '02	FY '03	FY '04	FY '05
Schools Funded	11	11	11	10	12
Total Students Taking Exams	1043	1151	1,145	1,220	1,304
Total Exams Taken	2215	2585	2,693	2,734	3,251
Low Income Students	164	180	196	237	243
Low Income Exams	346	372	425	475	482
Exams per Student	2.1	2.1	2.1	2.23	2.32
% of Scores 4 or above (Range 1-7)	71.9%	72.4%	73.3%	73.1%	72
Diplomas Earned	74	96	104	110	122
Diploma Pass Rate	69.2	71.6	75.3	76.3	79
Total Teacher Training	243	148	169	112	115
Out-of-State	110	88	72	67	67
Minnesota	133	60	97	45	48
Courses Offered		239	198	194	188
New Courses Offered	32	7	6	8	9
Teachers		236	227	195	210

* Numbers for students and exams in these charts exclude the Extended Essay and ToK, which are included in the chart above.

VII. PROGRAM COSTS AND EXPENDITURES

AP/IB Teacher Scholarships were available at a rate of \$550 for in-state teacher training and up to \$1,000 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. Overall fewer teachers participated in in-depth training than expected – some neglecting to apply for a scholarship.

AP Exam fee subsidies of \$8 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. Schools use free and reduced price lunch as the criteria for determining low-income students that qualify for the fee reduction. The College Board provided the \$22 fee reduction and the school is expected to waive the \$8 for students.

IB Exam fee subsidies of \$25 out of a total of \$185 were provided for the first exam and \$10 of the \$55 for each additional exam for all students. The students who qualified for financial assistance (free and reduced price lunch) received subsidies for per capita costs (\$79 per candidate) registration (\$51 per candidate), and subject tests (\$55 per test). For schools with diploma candidates, a single fee of \$338 was paid to the district for the extended essay and theory of knowledge requirements of the program.

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 '05. Consequently, it was only possible to cover 10% of the AP exam cost and 13% of the IB exam. This represents little change from the previous year, but a considerable decrease of exam subsidies since FY '01. 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 '05 was \$778,000. Actual expenditures for exams and teacher training for AP were \$542,778 and \$171,655 for IB, bringing the total expenditures for FY '05 to \$714,433. The following chart provides a five-year comparison, in both the combined and individual programs:

Figure 4	FY '01	FY '02	FY '03	FY '04	FY '05
AP & IB Program Allocations (+000)	1,875.0	2,000.0	450.0	778.0	778.0
Combined Program Expenditures (+000)					
Teacher Training	387.9	199.7	----	195.0	253.7
Student Exam Subsidies	1,599.2	1,411.7	761.4	362.1	407.1
Total Expenditure	1,987.1	1,611.4	761.4	557.1	714.4
Advanced Placement Expenditures					
Public Teacher Training	237,170	92,231	----	121,177	211,918
Nonpublic Teacher Training	14,959	9,344	----	13,325	26,499
Public Exam Subsidies	1,206,332	1,016,488	524,808	210,557	270,985
Nonpublic Exam Subsidies	172,972	152,388	77,746	27,361	33,376

Total Expenditure	1,631,433	1,270,451	602,554	372,420	542,778
AP Exam Cost	\$77	\$78	\$80	\$82	\$82
MN Payment per Exam	\$62	\$48	\$23	\$7	\$8
Low-income Payment per Exam	\$48	\$49	\$50	\$52	\$52
CB Low-income Fee Reduction	\$22	\$22	\$22	\$22	\$22

International Baccalaureate Expenditures

Teacher Training	135,737	98,107	----	60,522	68,905
Student Exam Subsidies	219,913	242,868	158,821	124,216	102,750
Total Expenditure	355,650	340,975	158,821	184,738	171,655
IB Exam Cost per First/Second Exam	\$171/\$51	\$175/\$52	\$178/\$53	\$181/\$54	\$185/\$55
MN Payment per First/Second Exam	\$152/\$45	\$148/\$45	\$75/\$25	\$35/\$20	\$25/\$10
Low-income First/Second Exam Payment	\$171/\$51	\$175/\$52	\$178/\$53	\$181/\$54	\$185/\$55

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. Minnesota is also one of ten states, plus Washington D.C., providing exam subsidy for all students. Legislative funding has had a significant impact on number of students taking exams, although coordinators indicated that fewer students tested than expected in 2005. The incremental growth in number students participating and exams taken began in 1994-95, when funding became available for all students in Minnesota. (Appendix H, *Annual AP Participation for the State of Minnesota*)

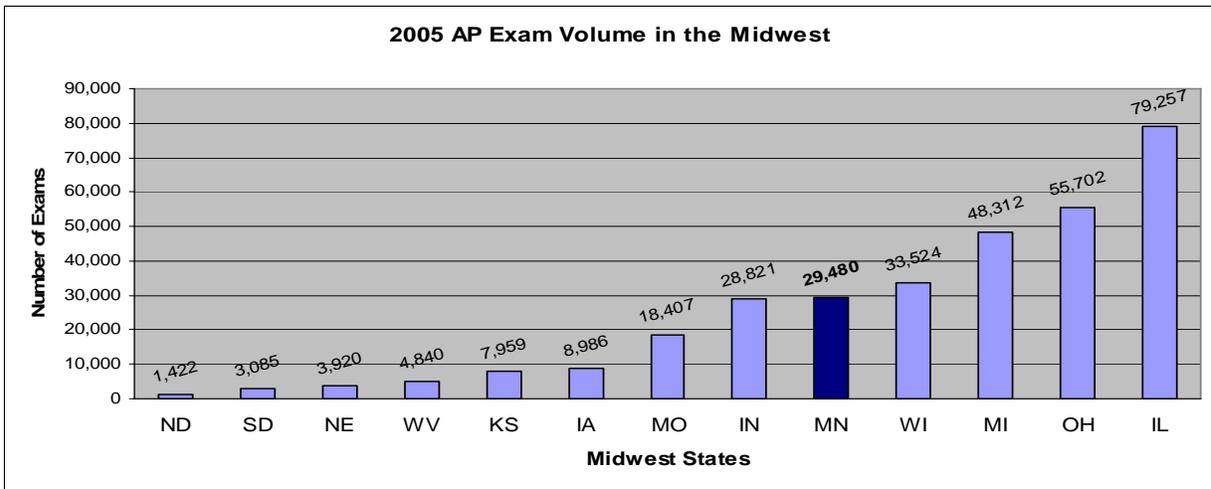
When compared to national public school testing data, Minnesota tests a smaller percent of their public school AP students and has a smaller percent scoring 3 or better (chart below). However, for seniors graduating in 2000 compared to 2005, the percent of Minnesota students who scored a 3 or higher on at least one exam during their high school years increased from 8.1% to 11.5%, a 3.4% change. The chart below, representing seniors graduating in 2005, provides raw numbers for Appendix I. (Appendix I *AP Participation and Performance in Public Schools*)

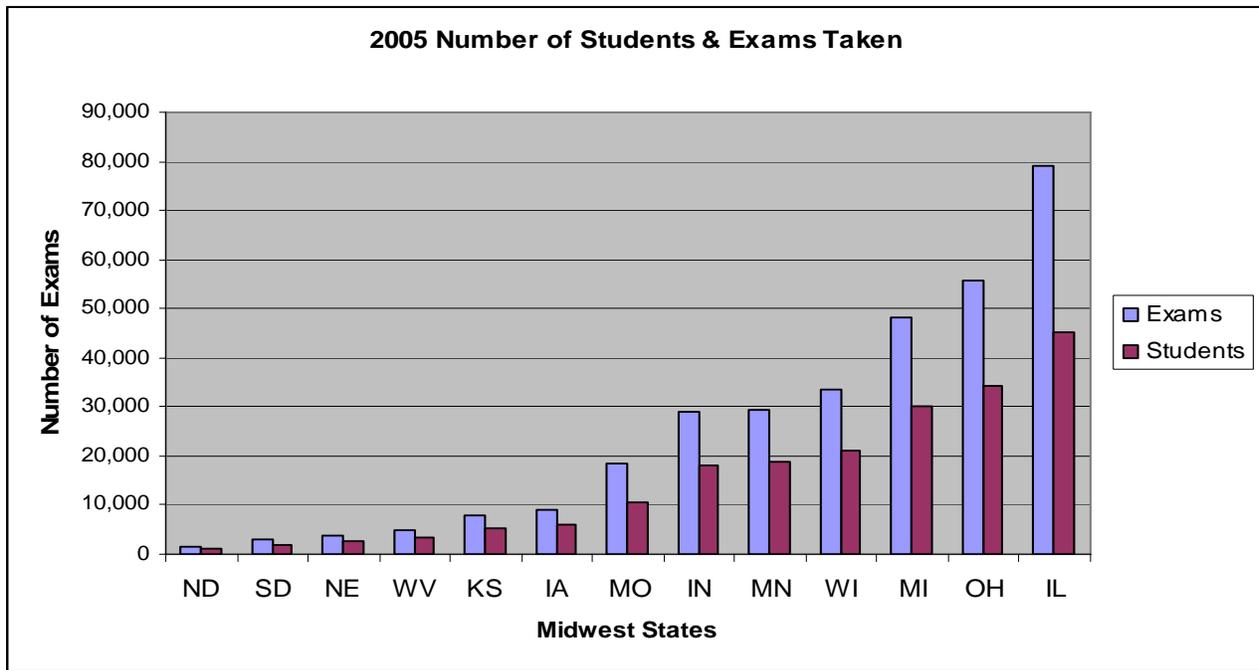
Public School Data	Number of HS Students	Took AP Exam	% Who Took AP Exam	Number Scoring 3+	% Scoring 3+ on an exam
Nation	2,691,901	609,807	22.7	378,694	14.1
Minnesota	57,650	10,145	17.6	6,612	11.5

One challenge that impacts AP participation and performance is the number of entities that also offer college level courses and provide college credit for high school students, e.g., Post Secondary Enrollment Options [PSEO], College in the Schools [CIS], College Level Examination Program [CLEP]. Another 20,000+ students participate in these programs. This same challenge is also true when comparing Minnesota to other Midwestern states. Minnesota has maintained moderate growth, but still is in 5th place in students testing and overall exam volume. However, Minnesota

ranks 3rd in achievement of exam scores of 3 and above for all exams taken. The following chart and graphs illustrate Minnesota's ranking and progress compared to other Midwestern states.

State	2004 Exams	2005 Exams	2004 Students	2005 Students	2005 Score % 3 and above
ND	1,279	1,422	911	993	68.2
SD	2,963	3,085	1,833	1,857	61.8
NE	3,270	3,920	2,288	2,622	60.1
WV	4,750	4,840	3,135	3,235	47.1
KS	6,854	7,959	4,553	5,301	64.7
IA	8,192	8,986	5,425	6,047	67.2
MO	16,269	18,407	9,549	10,467	70.0
IN	23,326	28,821	14,839	17,898	50.9
MN	27,007	29,480	17,437	18,902	66.8
WI	31,404	33,524	19,906	21,221	67.5
MI	44,652	48,312	28,166	30,099	65.4
OH	52,079	55,702	32,396	34,413	65.0
IL	73,150	79,257	41,733	45,188	70.5





With 75% of U.S. high school graduates entering college, the nation is steadily helping students gain entrance to college. But high college drop-out rates and the fact that about half of all college freshmen are taking at least one remedial course show us that it is not enough simply for secondary schools to help students gain admission. If our goal is to help students in what really counts -- successful college degree completion -- the gulf between high school graduation standards and freshman college course requirements must be eliminated.

New research from the University of California at Berkeley and the National Center for Educational Accountability finds that an AP Exam grade and a grade of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree

An earlier 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.

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.

B. International Baccalaureate Program

A number of states have legislative and/or education policies to support IB Programs. 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.

Minnesota ranks 14 out of 43 states and the District of Columbia in number of schools offering an IB Program. Compared to other Midwestern IB states, Minnesota is ranked first in number of students testing and exams taken; however we rank second in number of schools and diplomas earned. (See following chart).

States	# of Schools	Students	Exams	Score of 4 and above	Diplomas	Diploma Pass Rate
Illinois	16	731	2,091	63%	128	47%
Indiana	5	141	419	81%	51	85%
Kansas	4	344	903	81%	85	88%
Michigan	4	370	1,171	90%	119	92%
Minnesota	11	1,241	2,775	72%	122	79%
Missouri	8	525	1,160	81%	93	83%
Nebraska	1	45	130	94%	21	100%
Ohio	8	417	820	72%	49	71%
Wisconsin	5	324	912	66%	43	52%

Although the number of Minnesota Diploma schools has remained quite constant, the percent growth in the number of IB schools throughout the world is considerable (Appendix J). In the winter of 2005, IBNA completed a site visit to Champlin Park High School in Anoka, which is currently waiting to become authorized as Minnesota's 12th IB Diploma school. In the United States, Florida, California, and Virginia were the top three states in 2005 for the number of schools, number of candidates, number of exams, number of Diploma candidates, and the number of Diplomas awarded

International Baccalaureate developed a Middle Years Programme (MYP) in 1992, which offers a broad academic base along with *Approaches to Learning* and other areas of interaction for 11-16 year olds. The MYP can be a stand-alone program or part of the pre-IB preparation for the Diploma Programme. Sandburg MS, an authorized MYP school, has been offering the pre-IB preparation for the past five years in collaboration with Robbinsdale HS.

The Primary Years Program (PYP) was developed in 1997, which offers an inquiry-based program for 3-12 year olds. Currently, Highland Park Elementary in St Paul is the only elementary school authorized to offer the PYP. Unlike the Diploma Program, which must be authorized before the school can implement the program, the PYP and MYP schools train teachers and begin the implementation process as soon as possible. Then they complete Application A to get candidate status and continue to grow their program. Finally, they complete Application B and request a site visit as part of the authorization process. Minnesota has 6 PYP schools and 4 MYP schools that have completed Application A and are developing Application B. It is anticipated that by fall of 2007, there will be several more authorized PYP and MYP schools in Minnesota.

This past year, the Minnesota Department of Education, in conjunction with IB Minnesota (IBMN), offered two Orientation Conferences 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 an IB Program at the primary, middle, or high school levels. This means there is considerable interest by Minnesota schools to offer the Primary Years, the Middle Years, 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 (MDE) has prepared AP and IB *Minnesota College Credit Policy Guides*, http://education.state.mn.us/mde/Academic_Excellence/Postsecondary_College_Prep/index.html to inform and assist students as they make post-secondary education plans. Most public and private institutions in Minnesota 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. 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	59 Minnesota colleges and universities
International Baccalaureate Policies	42 Minnesota colleges and universities

Large numbers of Minnesota high school graduates, who participate in the AP and IB Programs, are attending colleges out-of-state. (Appendix K, *College Report of AP Examinations 2004-2005 By State*) The report also indicates that more students leave the state than enter the state to attend college. For example, 56 percent of AP test takers requested to have their grades sent to Minnesota colleges, and 44 percent had their scores sent to out-of-state colleges. (Appendix L, *In-State and Out-of-State Colleges Receiving the Greatest Number of AP Grades*)

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;
- Prepare teachers to offer more AP/IB courses throughout schools in Minnesota;
- 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.

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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.

Appendix B	F-RP	F-RP	N-FR	N-FR	Exam	AP	AP	Carl	Carlton	Augs	Augsburg	O S	O of S	Conf	Fall Conf	Tchr Trng	TOTAL
AP PUBLIC SCHOOLS	Cand	Exam	Cand	Exam	Reimb	Tchr	Course	Tchr	\$	Tchr	\$	Tchr	\$	Tchr	\$	Reimb	REIMB
Ada-Borup		0	0	0	\$0			0	\$0	0	\$0	0	\$0	5	\$575	\$575	\$575
Agricultural & Food Sci Acad	0	0	0	0	\$0	0	0	0	\$0	1	\$550	0	\$0	0	\$0	\$550	\$550
Alexandria - Jefferson HS	6	6	49	70	\$872	6	5	1	\$550	0	\$0	0	\$0	1	\$115	\$665	\$1,537
Anoka - Andover	0	0	142	187	\$1,496	8	10	1	\$550	1	\$550	0	\$0	0	\$0	\$1,100	\$2,596
Anoka - Anoka HS	0	0	103	116	\$928	6	6	3	\$1,650	1	\$550	0	\$0	1	\$115	\$2,315	\$3,243
Anoka - District Office		0		0	\$0			0	\$0	0	\$0	0	\$0	2	\$230	\$230	\$230
Anoka - Blaine		0		0	\$0			2	\$1,100	3	\$1,650	0	\$0	0	\$0	\$2,750	\$2,750
Anoka - Champlin Park	4	3	176	176	\$1,492	8	10	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$2,042
Anoka - Coon Rapids	4	6	140	159	\$1,584	9	12	3	\$1,650	1	\$550	0	\$0	1	\$115	\$2,315	\$3,899
Anoka - Crossroads Alt. HS	1	1	0	0	\$52	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$52
Austin	2	2	43	43	\$448	5	5	2	\$1,100	0	\$0	0	\$0	1	\$115	\$1,215	\$1,663
Bagley	3	5	6	6	\$308	2	2	0	\$0	1	\$550	0	\$0	0	\$0	\$550	\$858
Belle Plaine	0	0	19	19	\$152	3	3	0	\$0	1	\$550	0	\$0	0	\$0	\$550	\$702
Bemidji	91	91	196	180	\$6,016	13	13	1	\$550	1	\$550	0	\$0	2	\$230	\$1,330	\$7,346
Big Lake	1	1	4	4	\$84	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$84
Blackduck	0	0	6	6	\$48			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$48
Blooming Prairie	0	0	12	12	\$96	4	5	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$96
Bloomington - Kennedy	10	17	86	119	\$1,836	17	17	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$2,386
Bloomington - Jefferson	2	4	150	238	\$2,112	9	9	3	\$1,650	2	\$1,100	0	\$0	0	\$0	\$2,750	\$4,862
Blue Earth	0	0	0	0	\$0	5	5	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$550
BOLD - BOLD HS	0	0	1	1	\$8	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$8
Braham	1	1	8	8	\$116	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$116
Brainerd	45	45	250	625	\$7,340	15	22	0	\$0	1	\$550	1	\$0	3	\$345	\$895	\$8,235
Buffalo-Hanover-Montrose	0	0	51	48	\$384	5	5	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$934
Burnsville	2	2	134	151	\$1,312	8	6	6	\$3,300	0	\$0	0	\$0	0	\$0	\$3,300	\$4,612
Burnsville - Eagle Ridge JHS	0	0	0	0	\$0	0	0	0	\$0	4	\$2,200	0	\$0	0	\$0	\$2,200	\$2,200
Burnsville - Metcalf JHS	0	0	0	0	\$0	0	0	0	\$0	3	\$1,650	0	\$0	0	\$0	\$1,650	\$1,650
Burnsville - Nicollet JHS	0	0	0	0	\$0	0	0	0	\$0	4	\$2,200	0	\$0	0	\$0	\$2,200	\$2,200
Byron	0	0	35	40	\$320	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$320
Caledonia		0		14	\$112			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$112
Cambridge-Isanti	4	7	73	115	\$1,284	4	5	0	\$0	0	\$0	1	\$1,000	1	\$115	\$1,115	\$2,399
Cannon Falls	0	0	37	55	\$440	5	5	2	\$1,100	0	\$0	0	\$0	0	\$0	\$1,100	\$1,540
Centennial	1	1	126	144	\$1,204	4	4	0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$1,319
Chaska	2	2	184	261	\$2,192	14	14	1	\$550	0	\$0	0	\$0	4	\$460	\$1,010	\$3,202

Chatfield - Chosen Valley	0	0	9	12	\$96	2	3	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$96
Chisago Lakes	0	0	45	50	\$400	3	3	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$400
Cleveland	0	0	8	8	\$64			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$64
Cloquet		0		0	\$0			0	\$0	0	\$0	0	\$0	2	\$230	\$230	\$230
Columbia Heights	18	18	110	131	\$1,984	9	9	0	\$0	2	\$1,100	0	\$0	8	\$920	\$2,020	\$4,004
Delano	0	0	15	15	\$120	1	1	0	\$0	1	\$550	0	\$0	2	\$230	\$780	\$900
Detroit Lakes	9	13	108	189	\$2,188	10	11	0	\$0	3	\$1,650	0	\$0	2	\$230	\$1,880	\$4,068
Dilworth-Glyndon-Felton	2	2	33	33	\$368			0	\$0	1	\$550	0	\$0	0	\$0	\$550	\$918
Duluth-Central	3	0	10	0	\$0			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$0
Duluth - Denfeld	10	10	47	63	\$1,024	4	4	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,024
Duluth - East	0	0	96	135	\$1,080	4	4	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,080
East Central	0	0	7	0	\$0	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$0
Eden Prairie High School	9	13	412	654	\$5,908	11	11	0	\$0	3	\$1,650	1	\$1,000	3	\$345	\$2,995	\$8,903
Eden Prairie - Central Middle		0		0	\$0			0	\$0	3	\$1,650	0	\$0	0	\$0	\$1,650	\$1,650
Eden Valley-Watkins		3		12	\$252			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$252
Edina	9	17	550	1,274	\$11,076	24	24	8	\$4,400	0	\$0	1	\$0	8	\$920	\$5,320	\$16,396
Elgin-Millville	1	1	8	8	\$116	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$116
Elk River - Elk River HS	3	4	128	210	\$1,888	10	11	3	\$1,650	0	\$0	0	\$0	4	\$460	\$2,110	\$3,998
Elk River - Rogers HS	1	1	100	100	\$852			0	\$0	0	\$0	0	\$0	5	\$575	\$575	\$1,427
Faribault	0	0	41	60	\$480	3	3	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$1,030
Farmington		0		63	\$504			1	\$550	1	\$550	0	\$0	4	\$460	\$1,560	\$2,064
Fergus Falls		0		40	\$320			0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$435
Forest Lake HS	0	0	118	141	\$1,128	9	9	0	\$0	2	\$1,100	0	\$0	1	\$115	\$1,215	\$2,343
Fridley	5	6	42	47	\$688	2	2	0	\$0	0	\$0	0	\$0	4	\$460	\$460	\$1,148
GFW Gibbon-Fairfax-Winthrop	2	2	33	52	\$520	4	5	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$520
Glencoe - Silver Lake	0	0	21	21	\$168	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$168
Glenville Emmons	2	2	6	6	\$152	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$152
Granada Huntley-East Chain	0	0	0	0	\$0	0	0	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$550
Hastings	0	0	58	102	\$816	6	6	2	\$1,100	0	\$0	0	\$0	7	\$805	\$1,905	\$2,721
Hawley	1	2	14	18	\$248	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$248
Hermantown	0	0	1	1	\$8			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$8
Hmong Academy Charter	0	0	0	0	\$0	0	0	0	\$0	2	\$1,100	0	\$0	0	\$0	\$1,100	\$1,100
Holdingsford	3	3	13	13	\$260	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$260
Hopkins	10	17	486	706	\$6,532	23	12	0	\$0	0	\$0	2	\$0	11	\$1,265	\$1,265	\$7,797
Houston	0	0	5	5	\$40	1	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$40
Hutchinson	0	0	62	69	\$552	5	5	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$552
International Falls HS	0	0	20	27	\$216	2	3	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$216

Inver Grove Hts - Simley	0	0	130	140	\$1,120	6	6	1	\$550	1	\$550	0	\$0	1	\$115	\$1,215	\$2,335
Jordan	0	0	4	4	\$32	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$32
Kasson-Mantorville	0	0	11	11	\$88	0	0	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$88
Kenyon-Wanamingo	0	0	33	0	\$0	2	2	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$550
Kingsland	0	0	11	7	\$56	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$56
LaCrescent	2	5	29	43	\$604	5	6	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$604
Lake City - Lincoln	1	1	11	11	\$140	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$140
Lake Crystal-Well-Mem	1	1	10	10	\$132	1	1	0	\$0	2	\$1,100	0	\$0	0	\$0	\$1,100	\$1,232
Lake of the Woods	3	5	27	39	\$572	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$572
Lake Park-Audubon	4	5	23	30	\$500	4	4	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$500
Lake Super - Two Harbors	0	0	5	5	\$40	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$40
Lakeville - Lakeville HS	0	0	635	892	\$7,136	20	13	6	\$3,300	4	\$2,200	1	\$595	0	\$0	\$6,095	\$13,231
LeSueur-Henderson	0	0	6	7	\$56	3	4	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$56
Lewiston - Altura	1	0	14	0	\$0	2	3	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$0
Litchfield	0	0	80	118	\$944	6	7	1	\$550	0	\$0	0	\$0	1	\$115	\$665	\$1,609
Little Falls	3	4	37	35	\$488	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$488
Luverne	0	0	16	20	\$160	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$160
Lyle	0	0	20	20	\$160			0	\$0	0	\$0	0	\$0	2	\$230	\$230	\$390
Mahtomedi	0	0	253	253	\$2,024	11	13	4	\$2,200	1	\$550	0	\$0	2	\$230	\$2,980	\$5,004
Main Street Center for Arts	0	0	0	0	\$0			2	\$1,100	1	\$550	0	\$0	0	\$0	\$1,650	\$1,650
Mankato - East	7	9	74	90	\$1,188	5	5	0	\$0	0	\$0	0	\$0	3	\$345	\$345	\$1,533
Mankato - West	0	0	101	155	\$1,240	7	7	0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$1,355
Maple River-Mapleton	1	1	0	0	\$52			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$52
Marshall	7	6	111	128	\$1,336	7	7	0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$1,451
Marshall County Central	1	1	7	7	\$108	2	3	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$108
McLeod West		1		6	\$100			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$100
Milaca		0		49	\$392			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$392
Minneapolis - Edison	92	92	0	0	\$4,784	14	13	0	\$0	4	\$2,200	0	\$0	0	\$0	\$2,200	\$6,984
Minneapolis - North HS	68	61	48	50	\$3,572	6	6	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$3,572
Minneapolis - Roosevelt	35	42	10	12	\$2,280	6	8	1	\$550	5	\$2,750	1	\$0	0	\$0	\$3,300	\$5,580
Minneapolis - South		18		239	\$2,848	7	6	2	\$1,100	0	\$0	0	\$0	1	\$115	\$1,215	\$4,063
Minneapolis - Southwest	4	7	185	197	\$1,940	5	4	2	\$1,100	1	\$550	0	\$0	0	\$0	\$1,650	\$3,590
Minneapolis - Washburn	11	14	41	51	\$1,136	6	7	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,136
Minnetonka	0	0	469	900	\$7,200	16	16	3	\$1,650	0	\$0	0	\$0	5	\$575	\$2,225	\$9,425
Minnewaska	0	0	28	28	\$224	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$224
Montevideo	3	6	36	50	\$712	3	4	0	\$0	0	\$0	0	\$0	2	\$230	\$230	\$942
Montgomery-Lonsdale	0	0	17	17	\$136			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$136
Monticello	7	9	111	143	\$1,612	4	4	0	\$0	0	\$0	0	\$0	4	\$460	\$460	\$2,072

Moorhead	5	10	187	220	\$2,280	10	13	0	\$0	0	\$0	0	\$0	4	\$460	\$460	\$2,740
Mounds View – M.V.	1	1	317	604	\$4,884	11	11	3	\$1,650	1	\$550	0	\$0	2	\$230	\$2,430	\$7,314
Mounds View - Irondale	10	18	213	322	\$3,512	18	17	0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$3,627
Mound-Westonka	6	11	114	124	\$1,564	7	7	0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$1,679
New London-Spicer	10	20	64	119	\$1,992	6	6	0	\$0	0	\$0	0	\$0	4	\$460	\$460	\$2,452
New Prague	1	1	58	78	\$676	4	4	1	\$550	1	\$550	0	\$0	0	\$0	\$1,100	\$1,776
New Ulm	4	5	60	60	\$740	5	5	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$740
New York Mills	0	0	3	3	\$24	1	1	0	\$0	1	\$550	0	\$0	0	\$0	\$550	\$574
North Branch	2	2	11	11	\$192	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$192
North St. Paul - North High	0	0	160	199	\$1,592	6	7	1	\$550	0	\$0	0	\$0	6	\$690	\$1,240	\$2,832
North St. Paul - Tartan	0	0	153	220	\$1,760	10	13	1	\$550	0	\$0	0	\$0	2	\$230	\$780	\$2,540
Northfield	1	1	112	160	\$1,332	13	13	1	\$550	0	\$0	0	\$0	3	\$345	\$895	\$2,227
Northland Community	0	0	20	20	\$160	4	5	0	\$0	2	\$1,100	0	\$0	0	\$0	\$1,100	\$1,260
Orono	0	0	124	130	\$1,040	5	5	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,040
Osseo--Osseo	5	4	115	154	\$1,440	4	6	1	\$550	0	\$0	0	\$0	4	\$460	\$1,010	\$2,450
Osseo--Maple Grove	0	0	172	167	\$1,336	7	8	0	\$0	0	\$0	0	\$0	2	\$230	\$230	\$1,566
Osseo-Park Center	10	11	48	58	\$1,036	3	4	1	\$550	1	\$550	0	\$0	0	\$0	\$1,100	\$2,136
Owatonna	0	0	95	173	\$1,384	16	14	1	\$550	0	\$0	1	\$0	0	\$0	\$550	\$1,934
Park Rapids		0		13	\$104			1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$654
Pequot Lakes	0	0	0	0	\$0			1	\$550	1	\$550	0	\$0	0	\$0	\$1,100	\$1,100
Perham	0	0	0	0	\$0			1	\$550	0	\$0	0	\$0	4	\$460	\$1,010	\$1,010
Perpich Ctr for Arts Educ.	4	4	55	59	\$680	3	3	0	\$0	1	\$550	0	\$0	0	\$0	\$550	\$1,230
Pine City		0		30	\$240			0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$355
Pine Island		0		0	\$0			1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$550
Pine Rivers-Backus	7	10	29	64	\$1,032	4	5	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,032
Pipestone-Jasper	2	3	34	77	\$748	3	3	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$748
Plainview	1	1	20	23	\$236	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$236
Princeton		3		8	\$244			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$244
Prior Lake - Savage	1	11	202	189	\$2,084	7	7	0	\$0	3	\$1,650	0	\$0	2	\$230	\$1,880	\$3,964
Proctor	0	0	11	13	\$104	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$104
Red Wing	0	0	9	9	\$72	3	3	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$72
Redwood Falls	0	0	9	9	\$72	2	2	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$622
Richfield	4	4	22	22	\$384	2	2	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$934
Robbinsdale - Armstrong	10	16	405	561	\$5,320	20	17	0	\$0	1	\$550	0	\$0	6	\$690	\$1,240	\$6,560
Robbinsdale - Cooper	1	1	56	77	\$668	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$668
Rochester District		0		0	\$0			0	\$0	0	\$0	0	\$0	4	\$460	\$460	
Rochester - Century	0	0	242	389	\$3,112	7	7	0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$3,227
Rochester - John Marshall	1	1	70	109	\$924	6	6	2	\$1,100	0	\$0	0	\$0	1	\$115	\$1,215	\$2,139

Rochester - Mayo	0	0	63	91	\$728	6	6	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$728
Rocori	4	7	93	113	\$1,268	6	5	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,268
Rosemount - Apple Valley	0	0	240	376	\$3,008	13	11	1	\$550	0	\$0	0	\$0	1	\$115	\$665	\$3,673
Rosemount - Eagan	0	0	237	476	\$3,808	10	10	0	\$0	2	\$1,100	0	\$0	3	\$345	\$1,445	\$5,253
Rosemount - Eastview	0	0	394	686	\$5,488	18	13	2	\$1,100	0	\$0	1	\$1,000	8	\$920	\$3,020	\$8,508
Rosemount - Rosemount	1	1	280	372	\$3,028	10	10	0	\$0	0	\$0	0	\$0	5	\$575	\$575	\$3,603
Rosemount - Environ. Stud	1	1	97	152	\$1,268	15	9	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,268
Roseville	10	15	164	249	\$2,772	7	7	1	\$550	0	\$0	0	\$0	4	\$460	\$1,010	\$3,782
Round Lake-Brewster	1	1	9	9	\$124			1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$674
Rushford-Peterson	2	3	14	19	\$308	3	3	0	\$0	1	\$550	0	\$0	0	\$0	\$550	\$858
Sauk Centre	6	8	19	22	\$592	2	3	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$592
Sauk Rapids	5	8	101	115	\$1,336	6	6	0	\$0	0	\$0	0	\$0	5	\$575	\$575	\$1,911
Sebeka	4	4	4	4	\$240			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$240
Shakopee	0	0	58	0	\$0	4	4	0	\$0	8	\$4,400	0	\$0	1	\$115	\$4,515	\$4,515
Sleepy Eye	3	3	15	15	\$276	2	3	3	\$1,650	0	\$0	0	\$0	0	\$0	\$1,650	\$1,926
So Wash Cty - District		0		0	\$0			0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$115
So Wash Cty Lake JHS		0		0	\$0			0		1	\$550	0	\$0	0	\$0	\$550	\$550
So Wash Cty - Park HS	0	0	78	78	\$624			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$624
So Wash Cty - Woodbury	1	1	113	202	\$1,668	8	9	1	\$550	3	\$1,650	0	\$0	0	\$0	\$2,200	\$3,868
Spring Grove	0	0	9	9	\$72			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$72
Spring Lake Park	2	4	243	281	\$2,456	11	11	0	\$0	2	\$1,100	0	\$0	0	\$0	\$1,100	\$3,556
St. Anthony - New Brighton	0	0	80	157	\$1,256	9	9	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,256
St. Charles	7	8	24	29	\$648	4	4	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$1,198
St. Clair	3	3	31	45	\$516	3	4	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$516
St. Cloud - Apollo	1	1	188	229	\$1,884	8	8	3	\$1,650	0	\$0	0	\$0	8	\$920	\$2,570	\$4,454
St. Cloud - Technical HS	11	20	209	364	\$3,952	7	9	2	\$1,100	0	\$0	0	\$0	8	\$920	\$2,020	\$5,972
St. Louis Park		4		224	\$2,000			0	\$0	0	\$0	0	\$0	3	\$345	\$345	\$2,345
St. Michael-Albertville	0	0	88	72	\$576	4	4	0	\$0	0	\$0	0	\$0	2	\$230	\$230	\$806
St. Paul - Arlington	73	86	16	21	\$4,640	7	9	2	\$1,100	1	\$550	0	\$0	7	\$805	\$2,455	\$7,095
St. Paul - Central	10	25	117	199	\$2,892	11	9	1	\$550	0	\$0	0	\$0	5	\$575	\$1,125	\$4,017
St. Paul - Como	65	124	214	507	\$10,504	16	14	7	\$3,850	0	\$0	6	\$0	10	\$1,150	\$5,000	\$15,504
St. Paul - Creative Arts HS		0		0	\$0			0	\$0	0	\$0	0	\$0	2	\$230	\$230	\$230
St. Paul - Hazel Park JHS	0	0	0	0	\$0	0	0	0	\$0	2	\$1,100	0	\$0	0	\$0	\$1,100	\$1,100
St. Paul- Highland Park	0	0	9	10	\$80	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$80
St. Paul- Humboldt	37	67	10	25	\$3,684	6	7	3	\$1,650	2	\$1,100	1	\$0	4	\$460	\$3,210	\$6,894
St. Paul - Johnson	52	77	48	93	\$4,748	13	13	1	\$550	1	\$550	0	\$0	5	\$575	\$1,675	\$6,423
St. Paul - Open School	0	0	0	0	\$0			1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$550
St. Peter	1	1	43	38	\$356	7	9	0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$471

Stewartville	1	1	11	19	\$204	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$204
Stillwater		0		751	\$6,008			0	\$0	0	\$0	0	\$0	8	\$920	\$920	\$6,928
Studio Academy	1	1	9	9	\$124	2	3	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$124
TrekNorth		17		50	\$1,284			2	\$1,100	2	\$1,100	0	\$0	1	\$115	\$2,315	\$3,599
Thief River Falls - Lincoln	7	5	25	23	\$444	1	1	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$444
Virginia		0		17	\$136			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$136
Voyageurs Expeditionary	0	0	0	0	\$0			0	\$0	0	\$0	1	\$971	0	\$0	\$971	\$971
Wabasha-Kellogg		0		7	\$56			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$56
Waconia		0		0	\$0			0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$115
Waseca	0	0	25	45	\$360	5	5	2	\$1,100	0	\$0	0	\$0	0	\$0	\$1,100	\$1,460
Watertown-Mayer HS		0		10	\$80			0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$195
Waterville-Elysian-Morristown	0	0	11	11	\$88			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$88
Waubun	5	0	21	0	\$0	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$0
Wayzata	10	22	511	881	\$8,192	23	19	3	\$1,650	0	\$0	0	\$0	10	\$1,150	\$2,800	\$10,992
West St. Paul - Henry Sibley	10	12	229	309	\$3,096	8	11	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$3,096
White Bear Lake	2	2	243	306	\$2,552	9	10	0	\$0	1	\$550	0	\$0	0	\$0	\$550	\$3,102
Willmar		0		102	\$816			0	\$0	0	\$0	0	\$0	2	\$230	\$230	\$1,046
Win-E-Mac	4	4	3	3	\$232	2	4	0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$347
Winona	4	4	30	36	\$496	6	6	0	\$0	0	\$0	1	\$1,000	0	\$0	\$1,000	\$1,496
Worthington	6	10	56	77	\$1,136	7	7	0	\$0	0	\$0	0	\$0	4	\$460	\$460	\$1,596
TOTALS	954	1,284	14,902	23,241	\$252,468	936	948	123	\$67,650	99	\$54,450	19	\$5,566	266	\$30,590	\$158,256	\$410,724

<i>Appendix C</i>	F-R	F-R	N-FR	N-FR	Exam	AP	AP	Crltn	Crltn	Augs	Augs	O S	O S	Fall	Fall Conf	Tchr Trng	TOTAL
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NON-PUBLIC SCHOOLS	Cand	Exam	Cand	Exam	Reimb	Tchr	Crs	Tchr	\$	Tchr	\$	Tchr	\$	Tchrs	\$	Reimb	REIMB.
Academy of Holy Angels - Richfield	0	0	141	206	\$1,648	8	8	2	\$1,100	1	\$550	0	\$0	6	\$690	\$2,340	\$3,988
Benilde-St. Margarets - St. Louis Park	0	0	172	295	\$2,360	11	11	3	\$1,650	0	\$0	1	\$958	0	\$0	\$2,608	\$4,968
The Blake School - Minneapolis	20	33	197	331	\$4,364	14	13	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$4,364
Breck - Golden Valley	12	16	109	197	\$2,408	13	14	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$2,408
Cathedral - St. Cloud	0	0	200	220	\$1,760	6	6	0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$1,875
Concordia Academy - Roseville	0	0	21	26	\$208	2	2	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$208
Convent of Visitation - Mendota Hts	0	0	108	194	\$1,552	8	10	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,552
Cotter - Winona	0	0	25	33	\$264			0	\$0	0	\$0	2	\$1,300	0	\$0	\$1,300	\$1,564
Cretin-Derham Hall - St. Paul	0	0	189	216	\$1,728	7	7	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,728
DeLaSalle - Minneapolis	27	0	72	0	\$0	4	4	1	\$550	1	\$550	0	\$0	2	\$230	\$1,330	\$1,330
Faith Christian School	0	0	0	0	\$0			1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$550
Heritage Christian Academy	0	0	0	0	\$0			0	\$0	1	\$550	0	\$0	1	\$115	\$665	\$665
Hill Murray - Maplewood	0	0	78	82	\$656	6	5	2	\$1,100	1	\$550	0	\$0	3	\$345	\$1,995	\$2,651
Hillcrest Lutheran Academy	0	0	5	5	\$40	2	2	0	\$0	3	\$1,650	0	\$0	0	\$0	\$1,650	\$1,690
Holy Family Catholic		0		0	\$0	9	12		\$0	0	\$0	0	\$0	0	\$0	\$0	\$0
International Academy of MN		0		0	\$0			0	\$0	2	\$1,100	0	\$0	0	\$0	\$1,100	\$1,100
International School - Eden Prairie	8	18	40	116	\$1,864	13	17	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,864
Lourdes - Rochester	0	0	91	91	\$728			0	\$0	1	\$550	0	\$0	0	\$0	\$550	\$1,278
Loyola - Mankato	1	1	21	39	\$364	3	3	0	\$0	0	\$0	0	\$0	3	\$345	\$345	\$709
Lutheran High School -Bloomington		0		0	\$0			0	\$0	1	\$550	0	\$0	0	\$0	\$550	\$550
Maranatha Christian Acad - Bklyn Pk	0	0	23	27	\$216	5	6	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$216
Marshall - Duluth	0	0	144	144	\$1,152			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$1,152
Martin Luther HS - Northrup		0		0	\$0			1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$550
Mayer Lutheran - Mayer		0		0	\$0			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$0
Meadow Creek Christian - Andover		0		0	\$0			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$0
Minnehaha Academy - Minneapolis		4		392	\$3,344			2	\$1,100	0	\$0	2	\$1,656	4	\$460	\$3,216	\$6,560
Minnetonka Christian Academy	1	1	19	19	\$204			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$204
MN Valley Lutheran School- New Ulm		0		0	\$0			0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$115
Mounds Park Academy - St. Paul	0	0	38	52	\$416	4	4	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$966
Nacel International School	0	0	6	9	\$72	3	3	2	\$1,100	1	\$550	0	\$0	3	\$345	\$1,995	\$2,067
New Life Academy - Woodbury		0		0	\$0			0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$115
Providence Academy	0	0	23	0	\$0	3	3	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$0
Shattuck-St. Mary's - Faribault	1	4	75	132	\$1,264	12	13	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$1,814
Southwest Christian - Chaska		0		0	\$0			0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$0
St. Agnes - St. Paul	0	0	20	23	\$184	2	2	0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$299
St. Bernard's - St. Paul	0	0	40	42	\$336	4	4	0	\$0	2	\$1,100	0	\$0	0	\$0	\$1,100	\$1,436

St. Croix Lutheran- West St. Paul	0	0	28	41	\$328	4	7	0	\$0	0	\$0	0	\$0	1	\$115	\$115	\$443
St. Johns Preparatory - Collegeville	0	0	60	65	\$520	5	7	1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$1,070
St. Mary's High School - Sleepy Eye		0		0	\$0			1	\$550	0	\$0	0	\$0	0	\$0	\$550	\$550
St. Paul Academy/Summit - St. Paul	0	0	61	61	\$488	0	0	0	\$0	0	\$0	0	\$0	0	\$0	\$0	\$488
St. Thomas Academy - Mendota Hts.	0	0	115	197	\$1,576	9	9	0	\$0	1	\$550	0	\$0	0	\$0	\$550	\$2,126
Totino-Grace - Fridley	0	0	47	67	\$536	2	2	2	\$1,100	0	\$0	0	\$0	0	\$0	\$1,100	\$1,636
West Lutheran - Plymouth	0	0	30	30	\$240			0	\$0	0	\$0	0	\$0	2	\$230	\$230	\$470
TOTALS	70	77	2198	3352	\$30,820	159	174	20	\$11,000	15	\$8,250	5	\$3,914	29	\$3,335	\$26,499	\$57,319

Appendix D

SCHOOL REPORT OF AP EXAMINATIONS 2004-2005 (BY STATE)

State	TOTAL SCHOOLS						PUBLIC SCHOOLS						NON-PUBLIC SCHOOLS					
	U.S.*	AP SCHOOLS		TOTAL % SCHOOLS IN AP		% CHG	U.S.*	AP SCHOOLS		TOTAL % SCHOOLS IN AP		% CHG	U.S.*	AP SCHOOLS		TOTAL % SCHOOLS IN AP		% CHG
Alabama	540	177	174	33.8%	32.2%	-1.6%	370	131	130	35.8%	35.1%	-0.7%	170	46	44	27.5%	25.9%	-1.6%
Alaska	282	39	42	13.9%	14.9%	1.0%	253	33	36	13.0%	14.2%	1.2%	29	6	6	20.7%	20.7%	0.0%
Arizona	465	161	177	35.8%	38.1%	2.3%	399	131	148	32.8%	37.1%	4.3%	66	30	29	10.6%	43.9%	33.3%
Arkansas	379	188	244	49.0%	64.4%	15.4%	307	173	227	52.7%	73.9%	21.2%	72	15	17	22.8%	23.6%	0.8%
California	1,965	1,310	1,380	74.2%	70.2%	-4.0%	1,236	956	1,000	85.6%	80.9%	-4.7%	729	354	380	63.5%	52.1%	-11.4%
Colorado	423	222	224	55.5%	53.0%	-2.5%	319	182	183	58.0%	57.4%	-0.6%	104	40	41	44.0%	39.4%	-4.6%
Connecticut	246	212	220	86.9%	89.4%	2.5%	150	152	161	102.7%	107.3%	4.6%	96	60	59	64.4%	61.5%	-2.9%
Delaware	62	43	43	70.5%	69.4%	-1.1%	24	25	26	104.2%	108.3%	4.1%	38	18	17	44.4%	44.7%	0.3%
District of Columbia	48	38	39	77.6%	81.3%	3.7%	30	17	19	54.8%	63.3%	8.5%	18	21	20	112.5%	111.1%	-1.4%
Florida	939	543	569	62.3%	60.6%	-1.7%	465	392	391	87.7%	84.1%	-3.6%	474	151	178	36.0%	37.6%	1.6%
Georgia	592	398	417	68.3%	70.4%	2.1%	353	296	309	83.9%	87.5%	3.6%	239	92	108	43.2%	45.2%	2.0%
Hawaii	110	65	65	61.3%	59.1%	-2.2%	61	39	40	65.0%	65.6%	0.6%	49	26	25	60.5%	51.0%	-9.5%
Idaho	173	80	78	48.8%	45.1%	-3.7%	139	71	66	51.1%	47.5%	-3.6%	34	9	12	60.0%	35.3%	-24.7%
Illinois	901	495	498	56.6%	55.3%	-1.3%	641	384	394	59.2%	61.5%	2.3%	260	111	104	53.2%	40.0%	-13.2%
Indiana	518	340	359	68.0%	69.3%	1.3%	358	301	314	84.6%	87.7%	3.1%	160	39	45	29.5%	28.1%	-1.4%
Iowa	420	208	213	50.4%	50.7%	0.3%	354	181	189	50.6%	53.4%	2.8%	66	27	24	38.5%	36.4%	-2.1%
Kansas	421	105	108	25.5%	25.7%	0.2%	358	90	92	25.5%	25.7%	0.2%	63	15	16	31.5%	25.4%	-6.1%
Kentucky	342	252	255	74.8%	74.6%	-0.2%	244	208	212	82.9%	86.9%	4.0%	98	44	43	51.2%	43.9%	-7.3%
Louisiana	485	132	140	27.9%	28.9%	1.0%	325	79	87	24.3%	26.8%	2.5%	160	53	53	33.6%	33.1%	-0.5%
Maine	183	125	129	68.7%	70.5%	1.8%	122	104	109	86.7%	89.3%	2.6%	61	21	20	39.3%	32.8%	-6.5%
Maryland	366	281	277	81.2%	75.7%	-5.5%	190	182	181	98.9%	95.3%	-3.6%	176	99	96	59.6%	54.5%	-5.1%
Massachusetts	443	374	373	87.2%	84.2%	-3.0%	270	269	271	100.7%	100.4%	-0.3%	173	105	102	70.3%	59.0%	-11.3%
Michigan	894	529	531	58.6%	59.4%	0.8%	626	441	444	70.7%	70.9%	0.2%	268	88	87	32.7%	32.5%	-0.2%
Minnesota	533	251	270	49.0%	50.7%	1.7%	390	205	218	52.6%	55.9%	3.3%	143	46	52	41.2%	36.4%	-4.8%
Mississippi	354	116	133	34.3%	37.6%	3.3%	246	84	101	34.3%	41.1%	6.8%	108	32	32	36.7%	29.6%	-7.1%
Missouri	657	224	230	35.8%	35.0%	-0.6%	507	171	173	34.0%	34.1%	0.1%	150	53	57	44.9%	38.0%	-6.9%
Montana	207	84	95	41.0%	46.4%	5.4%	176	77	88	44.3%	50.0%	5.7%	31	7	8	40.0%	25.9%	-14.2%
Nebraska	320	71	74	21.7%	23.1%	1.4%	280	55	55	19.2%	19.6%	0.4%	40	16	19	41.5%	47.5%	6.0%
Nevada	123	63	70	54.8%	56.9%	2.1%	92	56	63	62.2%	68.5%	6.3%	31	7	7	28.0%	22.6%	-5.4%
New Hampshire	130	93	92	72.7%	70.8%	-1.9%	78	69	70	88.5%	89.7%	1.2%	52	24	22	43.5%	42.3%	-1.2%
New Jersey	533	439	440	85.7%	82.6%	-3.1%	333	326	329	98.5%	98.8%	0.3%	200	113	111	66.1%	55.5%	-10.6%
New Mexico	184	94	98	52.8%	53.3%	0.5%	138	75	76	56.0%	55.1%	-0.9%	46	19	22	35.7%	47.8%	12.1%
New York	1,427	1,010	1,019	76.3%	71.4%	-4.9%	954	753	759	84.1%	79.6%	-4.5%	473	257	260	59.6%	55.0%	-4.6%
North Carolina	636	429	441	69.5%	69.3%	-0.2%	370	348	353	96.1%	95.4%	-0.7%	266	81	88	31.3%	33.1%	1.8%
North Dakota	183	20	19	10.9%	10.4%	-0.5%	171	17	17	9.8%	9.9%	0.1%	12	3	2	20.0%	16.7%	-3.3%
Ohio	998	612	623	65.2%	62.4%	-2.8%	739	509	515	72.6%	69.7%	-2.9%	259	103	108	55.4%	41.7%	-13.7%
Oklahoma	529	326	329	63.2%	62.2%	-1.0%	471	307	310	64.9%	65.8%	0.9%	58	19	19	38.1%	32.8%	-5.3%
Oregon	363	175	176	53.2%	48.5%	-4.7%	261	149	152	59.6%	58.2%	-1.4%	102	26	24	39.4%	23.5%	-15.9%
Pennsylvania	1,025	653	679	65.0%	66.2%	1.2%	625	501	515	79.5%	82.4%	2.9%	400	152	164	44.7%	41.0%	-3.7%
Rhode Island	73	50	51	74.8%	69.9%	-4.7%	46	36	33	81.8%	71.7%	-10.1%	27	14	18	52.2%	66.7%	14.5%
South Carolina	345	222	234	67.7%	67.8%	0.1%	206	183	188	90.6%	91.3%	0.7%	139	39	46	35.4%	33.1%	-2.3%
South Dakota	183	67	70	35.6%	38.3%	2.7%	164	61	65	35.7%	39.6%	3.9%	19	6	5	17.6%	26.3%	8.7%
Tennessee	479	252	259	55.3%	54.1%	-1.2%	312	190	195	60.7%	62.5%	1.8%	167	62	64	46.6%	38.3%	-8.3%
Texas	1,800	1,198	1,206	70.2%	67.0%	-3.2%	1,287	1,038	1,028	80.9%	79.9%	-1.0%	513	160	178	53.8%	34.7%	-19.1%
Utah	148	104	102	75.4%	68.9%	-6.5%	119	88	87	75.2%	73.1%	-2.1%	29	16	15	52.2%	51.7%	-0.5%
Vermont	96	66	69	70.2%	71.9%	1.7%	60	53	55	86.9%	91.7%	4.8%	36	13	14	35.3%	38.9%	3.6%
Virginia	499	381	392	78.4%	78.6%	0.2%	317	286	297	89.4%	93.7%	4.3%	182	95	95	53.4%	52.2%	-1.2%
Washington	479	290	296	63.2%	61.8%	-1.4%	344	242	247	71.2%	71.8%	0.6%	135	48	49	48.1%	36.3%	-11.8%
West Virginia	172	109	106	64.9%	61.6%	-3.3%	123	97	94	78.2%	76.4%	-1.8%	49	12	12	22.7%	24.5%	1.8%
Wisconsin	594	414	420	72.5%	70.7%	-1.8%	450	359	362	82.9%	80.4%	-2.5%	144	55	58	38.5%	40.3%	1.8%
Wyoming	78	24	24	30.4%	30.8%	0.4%	70	24	24	32.0%	34.3%	2.3%	8	0	-	0.0%	0.0%	0.0%
TOTAL (U.S.)	24,345	14,144	14,573	60.8%	59.9%	-0.7%	16,923	11,196	11,498	67.2%	67.9%	0.7%	7,422	2,948	3,075	45.2%	41.4%	-3.8%
NON-U.S./U.S.TERR/CAN	760		807															
GRAND TOTAL		14,904	15,380															

*SOURCE: Quality Education Data

Note: The designation of public or non-public schools is based on self-reported data from schools that may not be entirely consistent with the classifications from GED.

Appendix E

	F-R Cand.	F-R Exams	N-FR Cand.	N-FR Exams	Cost of Exams	IB Diplomas	IB Tchrs	IB	New Course	Network Teachers	Network \$	O-o-S Tchrs	O-o-S \$	Total TT	Total
Fairmont	3	8	22	57	\$1,958	2	13	16	1	7	\$633	4	\$4,000	\$4,633	\$6,591
Grand Rapids	5	17	88	248	\$5,723	4	12	13	0	0	\$0	2	\$2,000	\$2,000	\$7,723
Minneapolis - Henry	89	176	73	240	\$25,248	2	28	24	0	6	\$829	5	\$5,000	\$5,829	\$31,077
Minneapolis - SW	1	1	206	486	\$8,473	33	27	26	0	5	\$754	4	\$3,834	\$4,588	\$13,061
Minnetonka	0	0	24	25	\$610	0	23	16	2	11	\$1,474	6	\$5,987	\$7,461	\$8,071
Robbinsdale-Cooper	11	35	87	225	\$7,248	13	19	17	1	0	\$0	7	\$7,520	\$7,520	\$14,768
Sandburg MS												6	\$5,926	\$5,926	\$5,926
South St. Paul	11	22	94	193	\$6,318	11	13	10	2	2	\$300	3	\$3,000	\$3,300	\$9,618
St. Louis Park	0	0	132	275	\$5,068	24	0	15	1	9	\$871	2	\$2,000	\$2,871	\$7,939
St. Paul - Central	19	40	150	319	\$10,318	16	27	21	1	0	\$0	14	\$12,702	\$12,702	\$23,020
St. Paul - Harding	79	148	51	134	\$20,853	3	22	13	1	3	\$365	8	\$7,677	\$8,042	\$28,895
St. Paul - Highland	25	35	130	328	\$10,933	15	26	17	0	5	\$609	6	\$3,424	\$4,033	\$14,966
TOTALS	243	482	1,057	2,530	\$102,750	123	210	188	9	48	\$5,835	67	\$63,070	\$68,905	\$171,655

Appendix F

USA: Number of IB Exams by State and Year May 2000 - 2005

State	2000	% Chng	2001	% Chng	2002	% Chng	2003	% Chng	2004	% Chng	2005	% Chng
Alaska	0	0	8	100	33	313	52	58	71	37	122	72
Alabama	579	2	650	12	601	(8)	680	13	624	(8)	744	19
Arkansas	0	0	0	0	36	100	215	497	234	9	387	65
Arizona	687	3	743	8	1,065	43	1,125	6	1,104	(2)	1,272	15
California	6,030	12	7,328	22	8,102	11	8,743	8	9,938	14	11,236	13
Colorado	2,883	10	3,299	14	3,212	(3)	4,108	28	4,560	11	4,553	0
Connecticut	0	0	0	0	8	100	127	488	201	58	203	1
Washington DC	320	(1)	339	6	348	3	349	0	500	43	436	(13)
Delaware	0	0	0	0	0	0	0	0	42	100	203	383
Florida	12,458	13	13,893	12	15,584	12	16,297	5	17,970	10	20,190	12
Georgia	1,271	53	1,510	19	2,150	42	2,170	1	2,517	16	2,974	18
Hawaii	167	53	102	(39)	120	18	81	(33)	116	43	131	13
Illinois	832	63	1,317	58	1,716	30	1,797	5	1,873	4	2,091	12
Indiana	222	50	229	3	215	(6)	295	37	322	9	419	30
Kansas	853	13	824	(3)	899	9	971	8	1,005	4	903	(10)
Kentucky	350	35	522	49	456	(13)	545	20	587	8	715	22
Louisiana	0	0	0	0	12	100	144	100	128	(11)	128	0
Massachusetts	0	0	0	0	20	100	156	680	145	(7)	274	89
Maryland	1,721	(3)	1,989	16	2,109	6	2,248	7	2,431	8	2,885	19
Michigan	738	700	1,029	39	963	(6)	1,169	21	1,018	(13)	1,171	15
Minnesota	2,007	0	2,106	5	2,584	23	2,563	(1)	2,734	7	2,775	1
Missouri	672	32	663	(1)	676	2	741	10	1,057	43	1,160	10
Mississippi	171	(6)	127	(26)	167	31	184	10	279	52	202	(28)
Montana	0	0	0	0	0	0	0	0	0	0	25	100
North Carolina	2,155	18	2,255	5	2,581	14	3,041	18	3,411	12	4,058	19
Nebraska	0	0	0	0	0	0	36	100	121	236	130	7
New Jersey	337	40	290	(14)	428	48	545	27	893	64	1,285	44
New Mexico	574	(7)	583	2	585	0	534	(9)	630	18	600	(5)
Nevada	410	(6)	312	(24)	351	13	475	35	504	6	423	(16)
New York	2,156	26	2,365	10	2,753	16	3,644	32	4,993	37	6,435	29
Ohio	561	6	629	12	525	(17)	458	(13)	671	47	820	22
Oklahoma	396	(8)	480	21	473	(1)	414	(12)	491	19	513	4
Oregon	994	15	1,162	17	1,925	66	2,135	11	2,639	24	2,800	6
Pennsylvania	611	26	557	(9)	854	53	1,044	22	1,138	9	1,110	(2)
Rhode Island	115	(3)	128	11	125	(2)	130	4	140	8	167	19
South Carolina	750	(7)	1,012	35	1,371	35	1,715	25	1,965	15	2,202	12
Tennessee	0	0	0	0	0	0	37	100	152	311	286	88
Texas	2,455	16	2,424	(1)	3,227	33	3,674	14	4,362	19	4,372	0
Utah	340	8	388	14	462	19	380	(18)	421	11	619	47
Virginia	4,725	56	6,010	27	8,047	34	9,751	21	9,607	(1)	10,403	8
Washington	1,734	41	1,887	9	2,078	10	2,204	6	2,246	2	2,746	22
Wisconsin	463	(18)	529	14	725	37	802	11	934	16	912	(2)
West Virginia	0	0	93	100	102	10	110	8	84	(24)	64	(24)
Wyoming	0	0	0	0	4	100	162	950	332	105	330	(1)
TOTAL:	50,737	18	57,782	14	67,692	17	76,051	12	85,190	12	95,474	12

Appendix G

USA: Profile of IB Exam Entries by State for May 2005

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	2	67	122	80.17	6	5	83.33
Alabama	5	235	744	74.48	117	77	65.81
Arkansas	3	173	387	55.01	38	15	39.47
Arizona	6	415	1,272	84.44	186	149	80.11
California	59	4,542	11,236	76.58	1,213	873	71.97
Colorado	16	1,582	4,553	87.40	670	545	81.34
Connecticut	2	68	203	82.50	26	18	69.23
Washington DC	3	79	436	89.86	70	61	87.14
Delaware	2	86	203	87.62	20	20	100.00
Florida	40	6,206	20,190	84.55	3,163	2,478	78.34
Georgia	18	949	2,974	71.82	442	270	61.09
Hawaii	1	71	131	86.26	11	9	81.82
Illinois	16	731	2,091	63.28	270	128	47.41
Indiana	5	141	419	81.17	60	51	85.00
Kansas	4	344	903	81.33	97	85	87.63
Kentucky	4	319	715	75.56	52	40	76.92
Louisiana	1	46	128	67.21	12	8	66.67
Massachusetts	2	104	274	41.83	15	1	6.67
Maryland	14	1,156	2,885	74.63	340	237	69.71
Michigan	4	370	1,171	90.25	130	119	91.54
Minnesota	11	1,241	2,775	71.94	155	122	78.71
Missouri	8	525	1,160	80.82	112	93	83.04
Mississippi	1	79	202	34.16	29	1	3.45
Montana	1	21	25	88.00	0	0	0.00
North Carolina	21	1,548	4,058	73.33	452	311	68.81
Nebraska	1	45	130	93.85	21	21	100.00
New Jersey	8	507	1,285	82.71	157	122	77.71
New Mexico	1	157	600	92.09	98	90	91.84
Nevada	3	164	423	72.91	52	29	55.77
New York	25	2,499	6,435	76.08	630	430	68.25
Ohio	8	417	820	72.10	69	49	71.01
Oklahoma	2	169	513	73.52	66	35	53.03
Oregon	12	1,166	2,800	84.82	279	233	83.51
Pennsylvania	7	440	1,110	78.68	107	83	77.57
Rhode Island	1	77	167	75.93	10	9	90.00
South Carolina	20	912	2,202	77.02	261	187	71.65
Tennessee	5	147	286	62.19	30	16	53.33
Texas	24	1,588	4,372	78.69	515	405	78.64
Utah	4	265	619	80.49	63	49	77.78
Virginia	32	4,205	10,403	79.01	829	672	81.06
Washington	13	1,065	2,746	82.68	251	198	78.88
Wisconsin	5	324	912	66.00	83	43	51.81
West Virginia	1	22	64	84.38	12	10	83.33
Wyoming	2	99	330	68.94	49	25	51.02
TOTAL:	423	35,366	95,474	79.02	11,268	8,422	74.74

Appendix H

ANNUAL AP PROGRAM PARTICIPATION FOR THE STATE OF MINNESOTA

<u>Year</u>	<u>Schools</u>	<u>Students</u>	<u>Examinations</u>	<u>Colleges</u>
1968	27	419	519	23
1969	36	498	591	20
1970	30	435	510	25
1971	33	407	456	23
1972	30	324	373	23
1973	35	345	394	24
1974	38	316	364	22
1975	27	303	346	25
1976	35	417	461	29
1977	42	448	527	26
1978	43	494	590	28
1979	45	581	698	29
1980	52	609	767	27
1981	55	767	935	29
1982	52	814	1,029	31
1983	53	889	1,067	32
1984	61	1,286	1,589	31
1985	80	1,596	2,046	32
1986	87	1,970	2,483	33
1987	105	2,522	3,068	35
1988	114	2,852	3,653	37
1989	125	3,147	4,027	41
1990	135	3,107	4,057	45
1991	149	3,425	4,306	43
1992	147	3,830	4,847	45
1993	165	4,434	5,794	50
1994	167	4,890	6,491	52
1995	193	7,278	9,401	54
1996	201	8,465	11,169	59
1997	205	9,369	12,641	54
1998	208	11,041	16,151	61
1999	217	11,893	17,870	62
2000	215	13,018	19,577	68
2001	231	14,839	23,015	68
2002	238	16,011	24,578	69
2003	250	16,640	25,343	73
2004	251	17,437	27,007	75
2005	270	18,902	29,480	72
TOTALS		186,018	* 268,220	

* This number is slightly inflated because some candidates take exams in more than one year.

Table 1: AP Participation and Performance in Public Schools

State	Percentage of Students Scoring 3 or Higher on an AP Exam During High School Years ⁹		Change: 2000 to 2005
	High School Class of 2000	High School Class of 2005	
Alabama	3.9	5.3	1.4
Alaska	10.1	12.4	2.3
Arizona	7.2	9.2	2.0
Arkansas	4.3	7.7	3.4
California	15.0	19.7	4.7
Colorado	12.2	16.9	4.7
Connecticut	13.6	19.1	5.5
Delaware	7.6	12.9	5.3
District of Columbia	6.6	8.7	2.1
Florida	13.5	18.5	5.0
Georgia	9.7	13.5	3.8
Hawaii	5.8	8.2	2.4
Idaho	6.5	9.6	3.1
Illinois	9.9	14.1	4.2
Indiana	6.0	8.9	2.9
Iowa	4.9	6.7	1.8
Kansas	4.4	6.5	2.1
Kentucky	5.5	8.3	2.8
Louisiana	1.9	2.5	0.6
Maine	10.1	14.4	4.3
Maryland	14.1	21.0	6.9
Massachusetts	14.5	18.7	4.2
Michigan	8.8	11.6	2.8
Minnesota	8.1	11.5	3.4
Mississippi	2.3	3.3	1.0
Missouri	3.7	6.0	2.3
Montana	6.8	10.0	3.2
Nebraska	3.2	4.4	1.2
Nevada	9.1	12.0	2.9
New Hampshire	9.2	11.5	2.3
New Jersey	12.9	16.5	3.6
New Mexico	6.1	8.5	2.4
New York	17.9	22.8	4.9
North Carolina	11.3	17.1	5.8
North Dakota	4.4	6.0	1.6
Ohio	7.1	10.1	3.0
Oklahoma	5.4	8.2	2.8
Oregon	7.1	10.7	3.6
Pennsylvania	8.3	10.5	2.2
Rhode Island	6.9	8.1	1.2
South Carolina	10.0	12.6	2.6
South Dakota	5.9	8.8	2.9
Tennessee	6.2	8.9	2.7
Texas	9.9	13.7	3.8
Utah	17.4	20.5	3.1
Vermont	11.5	15.4	3.9
Virginia	15.9	19.3	3.4
Washington	7.6	13.2	5.6
West Virginia	4.6	5.8	1.2
Wisconsin	10.5	14.5	4.0
Wyoming	3.8	5.8	2.0
Nation	10.2	14.1	3.9

Appendix J

MN, IBNA, and World: Profile of IB Exam Entries for 2005

Region	Schools	Candidates	Examinations	% Grade 4 or Above	Diploma Candidates	Diplomas Awarded	% Diploma Pass Rate
IBNA	516	41,466	114,015	83	13,429	10,426	78
World	1059	62,885	210,724	84	27,736	22,484	78

Subregion	Schools	Candidates	Examinations	% Grade 4 or Above	Diploma Candidates	Diplomas Awarded	% Diploma Pass Rate
Minnesota	11	1,304	3,251	72	155	122	79
USA	423	35,366	95,474	79.02	11,268	8,422	74.74
Canada	89	6,026	18,140	92.65	2,104	1,958	93.06
Caribbean and Bermuda	4	74	401	83	57	46	81
Total	516	41,466	114,015	83	13,429	10,426	78

Number of Exams Per Candidate

	2003	2004	2005
Minnesota	2.1	2.23	2.32
USA	2.70	2.71	2.70
Canada	3.02	2.98	3.01
Caribbean and Bermuda	5.40	4.48	5.42
IBNA	2.73	2.66	2.75
World	3.31	3.32	3.35

Percent Growth in Schools, Candidates, and Exams

	Schools	Candidates	Exams
Minnesota	9%	2%	1%
USA	66%	89%	88%
Canada	25%	44%	50%
Caribbean and Bermuda	300%	335%	442%
IBNA	58%	82%	80%
World	57%	73%	78%

Appendix K

COLLEGE REPORT OF AP EXAMINATIONS 2004-2005 (BY STATE)

State	Total Colleges Receiving AP Grades		Total AP Exams To Colleges In State		Total Students To Colleges In State		* In-State and Out-Of-State Attendance Patterns *						
	2004	2005	2004	2005	2004	2005	Remaining In State		Entering The State		Leaving The State		Students Entering Compared To Leaving
							Num	%	Num	%	Num	%	
Alabama	54	54	7,188	8,857	4,626	5,497	3,181	73	2,316	1,203	27	1,113	
Alaska	16	15	628	776	392	493	322	32	171	699	68	-528	
Arizona	35	35	12,923	14,746	7,387	8,483	5,620	72	2,863	2,166	28	697	
Arkansas	33	36	6,905	12,212	4,075	7,164	6,194	76	970	1,980	24	-1,010	
California	270	282	181,011	196,542	89,102	96,369	85,732	84	10,637	15,797	16	-5,160	
Colorado	50	50	18,238	18,890	10,729	10,778	7,111	63	3,667	4,178	37	-511	
Connecticut	45	48	11,885	13,062	5,943	6,449	2,544	32	3,905	5,483	68	-1,578	
Delaware	12	13	3,994	4,695	2,063	2,360	993	49	1,367	1,045	51	322	
District of Columbia	93	92	12,668	12,567	5,511	5,449	95	10	5,354	886	90	4,468	
Florida	126	123	68,852	78,369	36,187	40,570	34,726	81	5,844	8,184	19	-2,340	
Georgia	98	100	30,916	35,911	16,937	19,965	14,797	71	5,168	5,942	29	-774	
Hawaii	16	17	2,646	2,887	1,792	1,866	899	37	967	1,513	63	-546	
Idaho	11	12	2,900	3,547	1,899	2,339	1,167	50	1,172	1,156	50	16	
Illinois	157	167	39,497	42,444	19,947	21,355	15,119	62	6,236	9,191	38	-2,955	
Indiana	70	69	23,897	27,586	12,855	14,696	8,533	77	6,163	2,559	23	3,604	
Iowa	58	61	7,621	8,109	4,634	4,916	2,673	71	2,243	1,093	29	1,150	
Kansas	49	47	3,812	4,405	2,485	2,841	1,896	65	945	1,030	35	-85	
Kentucky	56	52	10,513	11,526	6,479	7,024	5,577	75	1,447	1,847	25	-400	
Louisiana	29	30	8,229	8,470	4,671	4,768	1,940	69	2,828	887	31	1,941	
Maine	29	31	3,702	3,905	1,947	2,049	945	38	1,104	1,556	62	-452	
Maryland	63	60	24,727	26,830	12,098	13,090	8,571	50	4,519	8,718	50	-4,199	
Massachusetts	106	108	46,460	49,277	21,449	22,567	7,033	51	15,534	6,789	49	8,745	
Michigan	91	91	33,391	36,342	19,131	20,635	16,748	83	3,887	3,440	17	447	
Minnesota	75	72	13,912	14,727	8,181	8,604	5,371	56	3,233	4,178	44	-945	
Mississippi	35	35	3,591	4,440	2,451	2,845	2,044	73	801	771	27	30	
Missouri	72	77	12,271	14,047	6,399	7,101	3,621	61	3,480	2,333	39	1,147	
Montana	15	15	1,911	2,298	1,249	1,420	836	58	584	617	42	-33	
Nebraska	27	34	2,393	2,938	1,533	1,769	956	61	813	623	39	190	
Nevada	11	10	3,736	4,494	2,157	2,509	2,075	55	434	1,679	45	-1,245	
New Hampshire	23	23	4,327	4,482	2,078	2,167	545	25	1,622	1,640	75	-18	
New Jersey	95	96	14,683	15,746	7,581	8,069	5,875	35	2,194	10,770	65	-8,576	
New Mexico	25	22	3,702	4,258	2,342	2,614	2,187	61	427	1,379	39	-952	
New York	260	261	76,827	81,122	39,648	41,665	23,859	65	17,806	12,787	35	5,019	
North Carolina	120	126	47,197	52,526	24,053	26,304	18,977	82	7,327	4,088	18	3,239	
North Dakota	14	12	1,349	1,318	943	924	382	58	542	276	42	266	
Ohio	125	127	30,838	33,283	17,910	19,119	14,119	69	5,000	6,203	31	-1,203	
Oklahoma	45	45	12,086	12,788	7,022	7,096	5,137	78	1,959	1,476	22	483	
Oregon	44	49	7,706	8,467	4,608	5,030	2,714	58	2,316	1,933	42	383	
Pennsylvania	181	178	47,078	50,399	24,447	25,748	13,257	65	12,491	7,074	35	5,417	
Rhode Island	13	11	6,391	6,444	3,190	3,174	400	32	2,774	837	68	1,937	
South Carolina	57	58	16,239	18,903	9,292	10,424	6,985	78	3,439	1,964	22	1,475	
South Dakota	16	16	1,526	1,664	1,031	1,065	792	57	273	602	43	-329	
Tennessee	66	67	13,807	15,800	7,770	8,927	5,366	62	3,561	3,272	38	289	
Texas	174	177	96,361	109,158	49,661	56,135	52,349	80	3,786	13,312	20	-9,526	
Utah	14	13	22,383	23,577	12,368	13,166	8,430	86	4,736	1,330	14	3,406	
Vermont	21	20	3,292	3,611	1,778	1,930	377	29	1,553	905	71	648	
Virginia	89	88	39,583	42,810	19,105	20,812	14,597	70	6,215	6,357	30	-142	
Washington	57	61	16,943	18,669	9,976	10,875	7,777	66	3,098	3,925	34	-827	
West Virginia	25	24	3,466	3,533	2,316	2,384	1,522	72	862	578	28	284	
Wisconsin	69	69	21,762	23,427	12,876	13,782	10,304	72	3,478	4,065	28	-587	
Wyoming	9	10	742	793	481	533	276	49	257	284	51	-27	
TOTAL (U.S.)	3,344	3,389	1,088,705	1,197,677	574,785	627,914	443,546	71	184,368	182,600	29	1,768	
NON-U.S./U.S. TERR/CAN	214	228	10,720	12,461	6,121	7,071	3,057	35	4,014	5,782	65	-1,768	
GRAND TOTAL	3,558	3,617	1,099,425	1,210,138	580,906	634,985	446,603	70	188,382	188,382	30	0	

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Appendix L

**IN-STATE COLLEGES RECEIVING THE GREATEST NUMBER OF AP GRADES
FOR STUDENTS FROM THE STATE OF MINNESOTA**

COLLEGE CODE	COLLEGE NAME	TOTAL CANDIDATES	TOTAL GRADES
6874	UNIV MINNESOTA TWIN CITIES	1,699	2,928
6873	UNIV MINNESOTA DULUTH	400	563
6110	UNIVERSITY OF ST THOMAS	364	598
6624	ST JOHNS UNIV MN	310	515
6679	ST CLOUD STATE UNIVERSITY	265	349
6638	ST OLAF COLLEGE	239	464
6677	MINNESOTA ST UNIV, MANKATO	207	263
6253	GUSTAVUS ADOLPHUS COLLEGE	193	318
6038	BETHEL COLLEGE MN	164	272
6680	WINONA STATE UNIVERSITY	156	201
6113	CONCORDIA COLLEGE MOORHEAD	140	217
6890	UNIV OF MINNESOTA MORRIS	119	194
6081	CARLETON COLLEGE	94	214
6265	HAMLIN UNIVERSITY	85	135
6390	MACALESTER COLLEGE	82	196
6678	MINNESOTA STATE UNIV-MOORHEAD	79	97
6489	NORTHWSTRN COLLEGE MN	78	110
6676	BEMIDJI STATE UNIVERSITY	72	122
6107	COLL OF ST SCHOLASTICA	71	91
6105	COLLEGE ST CATHERINE	64	108
6014	AUGSBURG COLLEGE	56	104
6501	NORMANDALE CMTY COLLEGE	35	40
6632	SAINT MARY'S UNIVERSITY OF MN	34	48
6703	SOUTHWST STATE UNIVERSITY	30	46
6024	ANOKA-RAMSEY CMTY COLLEGE	29	37
4924	RIDGEWATER COLLEGE	26	39
6610	ROCHESTER CMTY COLLEGE	25	34
6045	CENTRAL LAKES COLLEGE	22	35
6388	CENTURY CMTY COLLEGE	18	30
6893	UNIV MINNESOTA MN, CROOKSTON	17	24
6434	MINNEAPOLIS CMTY COLLEGE	17	23
0051	NORTH CENTRAL UNIVERSITY	17	21

THERE WERE 31 COLLEGES DESIGNATED TO RECEIVE 17 OR FEWER AP CANDIDATES

**OUT-OF-STATE COLLEGES RECEIVING THE GREATEST NUMBER OF AP GRADES
FOR STUDENTS FROM THE STATE OF MINNESOTA**

COLLEGE CODE	COLLEGE NAME	TOTAL CANDIDATES	TOTAL GRADES
1846	UNIV WISC MADISON	537	1,054
6474	NORTH DAKOTA ST UNIVERSITY	181	256
1913	UNIV WISC EAU CLAIRE	149	230
6878	UNIVERSITY NORTH DAKOTA	149	216
6306	IOWA STATE UNIVERSITY	137	217
1914	UNIV WISC LA CROSSE	98	142
1918	UNIV WISC RIVER FALLS	91	124
6375	LUTHER COLLEGE	83	142
1565	NORTHWSTRN UNIVERSITY	69	201
6653	SOUTH DAKOTA STATE UNIVERSITY	65	91
1740	UNIV WISC STOUT/MENOMONIE	58	73
1841	UNIV NOTRE DAME	54	132
6168	DRAKE UNIVERSITY	53	95
6681	UNIVERSITY OF IOWA	53	95
1464	MICHIGAN TECH UNIVERSITY	51	105
1448	MARQUETTE UNIVERSITY	47	83
4019	BRIGHAM YOUNG UNIV UT	38	65
3434	HARVARD UNIVERSITY	36	85
1839	UNIV MICHIGAN ANN ARBOR	34	76
4007	ARIZONA STATE UNIVERSITY	34	45
4852	UNIV SOUTHERN CALIFORNIA	33	77
2562	NEW YORK UNIVERSITY	33	64
4841	UNIV OF COLORADO @ BOULDER	31	58
1165	DEPAUL UNIVERSITY	31	54
4704	STANFORD UNIVERSITY	30	62
6121	CREIGHTON UNIVERSITY	30	51
6015	AUGUSTANA COLL	30	45
6252	GRINNELL COLLEGE	29	71
1905	WHEATON COLLEGE	24	64
3083	BOSTON COLLEGE	23	54
6871	UNIVERSITY OF KANSAS	23	34
1832	UNIV CHICAGO	21	50

THERE WERE 532 COLLEGES DESIGNATED TO RECEIVE 20 OR FEWER AP CANDIDATES

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