ANNUAL INDIANA ADVANCED PLACEMENT PERFORMANCE REPORT 2013

Indiana Department of Education

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OVERVIEW OF AP IN INDIANA, 2013

Participation and Success

Advanced Placement (AP) is a research-backed method to facilitate student participation and success through delivery of college-level courses and corresponding exams in the high school setting to qualified high school students. Students who demonstrate success in AP courses are predicted to outperform their peers who do not take or have not had success in these courses. The current research suggests passing/qualifying on an exam (scoring a 3, 4, or 5 on a scale of 1-5) is predictive of greater college success.[1] The Indiana Department of Education (IDOE) has committed to expanding **participation and success** on AP exams in order to have the highest percent of college-educated citizens in the United States.

The College Board collects individual student-level AP performance data throughout each student's secondary school experience. Using that data, the College Board publishes an annual "AP Report to the Nation" that provides individual state performance levels which may serve as comparative data. Associated with the research, the most important data presented is the number of graduates for the published year that passed an AP exam at some point during their high school career; the IDOE refers to this as the College Board Metric (CBM). According to the report for 2013, Indiana ranks 27th in the nation in terms of AP performance; 16.2% of 2013 Hoosier graduates passed an AP exam during high school (using CBM). As is described below, Indiana continues to beat the national average for the percentage of graduates taking an AP exam.

The formula for improving outcomes in Indiana on AP coursework must include an increase in both **participation and success** – more students, in all demographics, participating in AP coursework and the corresponding exam, and a greater percentage of those students passing the AP exam.

The IDOE goal in 2013 was to have 25% of Hoosier graduates earn college credit through AP, IB or dual credit at some point in their high school career; achieving this metric would place Indiana among the top performing states in the nation. The AP Annual Performance Report includes an action plan to reach this goal.

The following report contains information and/or analysis on each of the following items:

(1) A report on the National Math and Science Initiative's (NMSI) AP Teacher Training and Incentive Program (AP-TIP IN) Federal "i3 Grant" in Indiana – starting in 2012.

(2) 2013 Indiana AP growth compared to the 2013 national average AP growth.

[1] *College Outcomes Comparisons by AP and Non-AP High School Experiences*. Hargrove, L., Godin, D., &Dodd, B. (2008) New York: The College Board

(3) 2013 Indiana AP growth compared to the 2012 Indiana AP results.
(4) Current trends in Indiana's AP course participation and passage rates.
(5) 2013 State and Federal funding for Advanced Placement and PSAT programs.
(6) AP Teacher and Educator Training.
(7) The IDOE AP Action Plan.

The major findings in the report:
In 2013:

- 16.2% of all Indiana public school graduates passed an AP exam during high school
    - Eighth consecutive year that Indiana's rate has improved
    - 35% of all Indiana graduates took an AP exam
- Since 2009 the number of public schools with 25% or more of their graduates passing an AP exam has steadily increased
    - 34 public schools met or surpassed the 25% benchmark
- Slight gains in participation and success were exhibited by low-income graduates, with 16% of low-income graduates leaving high school having taken an AP exam (up from 14% in 2012); and 12.2% of low-income graduates scoring 3 or higher on an AP exam during high school (up from 11% in 2012).
- Indiana administered 67,777 exams to 42,230 students in 403 high schools.
- 49% of all exams taken by Indiana students earned a qualifying score of 3 or higher (an increase of 8.4% from 2012)
- The participation gap for African-American and Hispanic students is narrowing.

Report to Indiana Dept. of Education – National Math & Science Initiative Academic Year 2012-13:

Highlights for 2012 include:

Schools:
- The nine Cohort 1 schools increased their enrollments in AP math, science and English courses for the 2012-13 school year; an average of 52% compared to the 2010-2011 school year enrollments.
- AP nights were conducted at 6 of the 9 program schools.

Teachers:
- Content Directors have provided, on average, 33.5 hours of contact time, per teacher, per month (August through December).
- The participation rate of teachers in all activities for which they receive a stipend is approximately 90% for all three content areas.

Students:

- Participation in the Saturday Study Sessions in the fall averaged 42% of enrollment in AP math, science and English courses. (Goal = 60%)

Highlights for 2013 include:

Schools:

- The addition of eleven schools for the second cohort brings to total number of AP-TIP IN schools to 20.
- Cohort 1 and 2 schools increased their enrollments in AP math, science and English courses to a total of 6,790 students. This number represents an average increase of 13% for Cohort 1 Schools (2,577 enrollments in Year 1 of grant to 2,915 in Year 2) and 54% for Cohort 2 schools (2,521 enrollments prior to grant and 3,875 in Year 1).
- AP information meetings were conducted at 12 of the 20 AP-TIP IN schools.

Teachers:

- AP-TIP IN provides, on average, 100 hours of teacher support, per teacher, per year (July through May).
- The participation rate of teachers in all activities for which they receive a stipend continues to be nearly 90% for all three content areas.

Students:

- To increase participation in the Saturday AP programs sponsored by AP-TIP IN, we changed to a conference format, held three times per year in locations around the state. These are now known as the AP Student Conferences.
- Participation Goal for the AP Student Conferences is 60%. In 2013 – 14 school year, the average attendance rate was 48%. This is an increase from the average rate last year by 6%.

AP Results 2012-13:

- The following data represent the nine Cohort 1 schools in their first year of the grant:

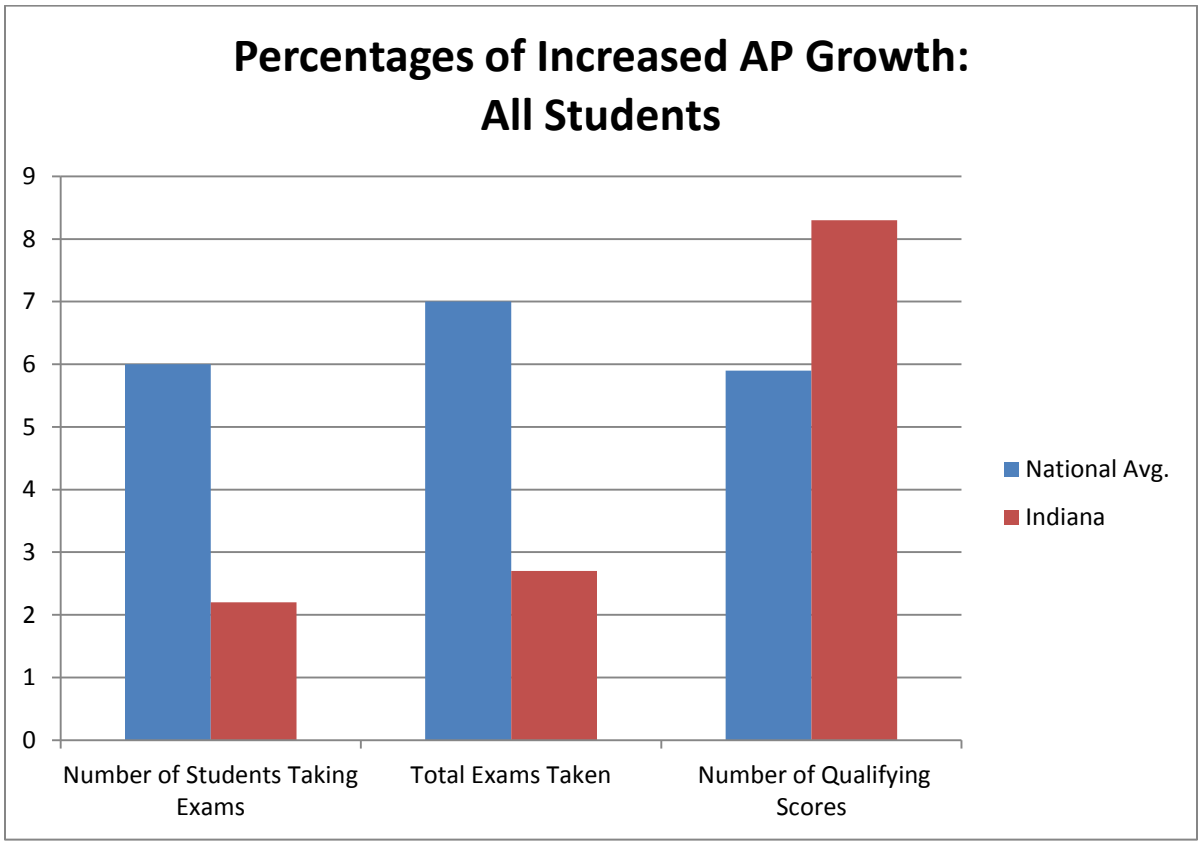
    - Overall: average increase of **66%** in AP math, science and English passing scores; the range of increases was 26% to 200%.
    - Overall for JUST AP math and science courses: average increase of **114%**.
    - Among under-represented minorities for AP MSE scores: average increase of **119%**.
    - Among under-represented minorities for JUST AP math and science scores: average **294%** increase.

- Among female students: average increase of **166%** AP math and science passing scores.

AP Results 2013-14:

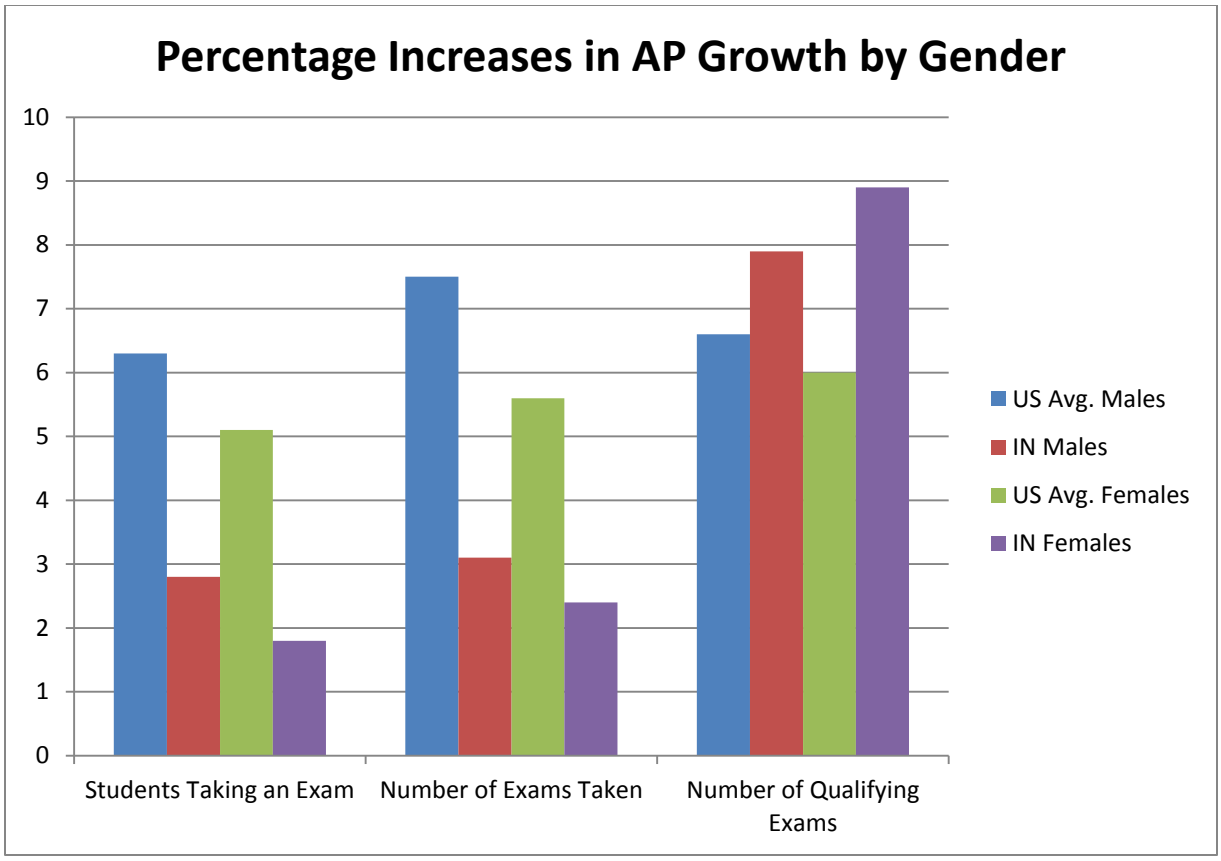
- The following data represent the twenty Cohort 1 & 2 schools in the second year of the grant. Please note that data analysis is still ongoing as data has just been made available.
  - Overall: **average increase of nearly 57%** in AP math, science and English passing scores.

INDIANA 2013 ADVANCED PLACEMENT GROWTH:
COMPARED NATIONALLY



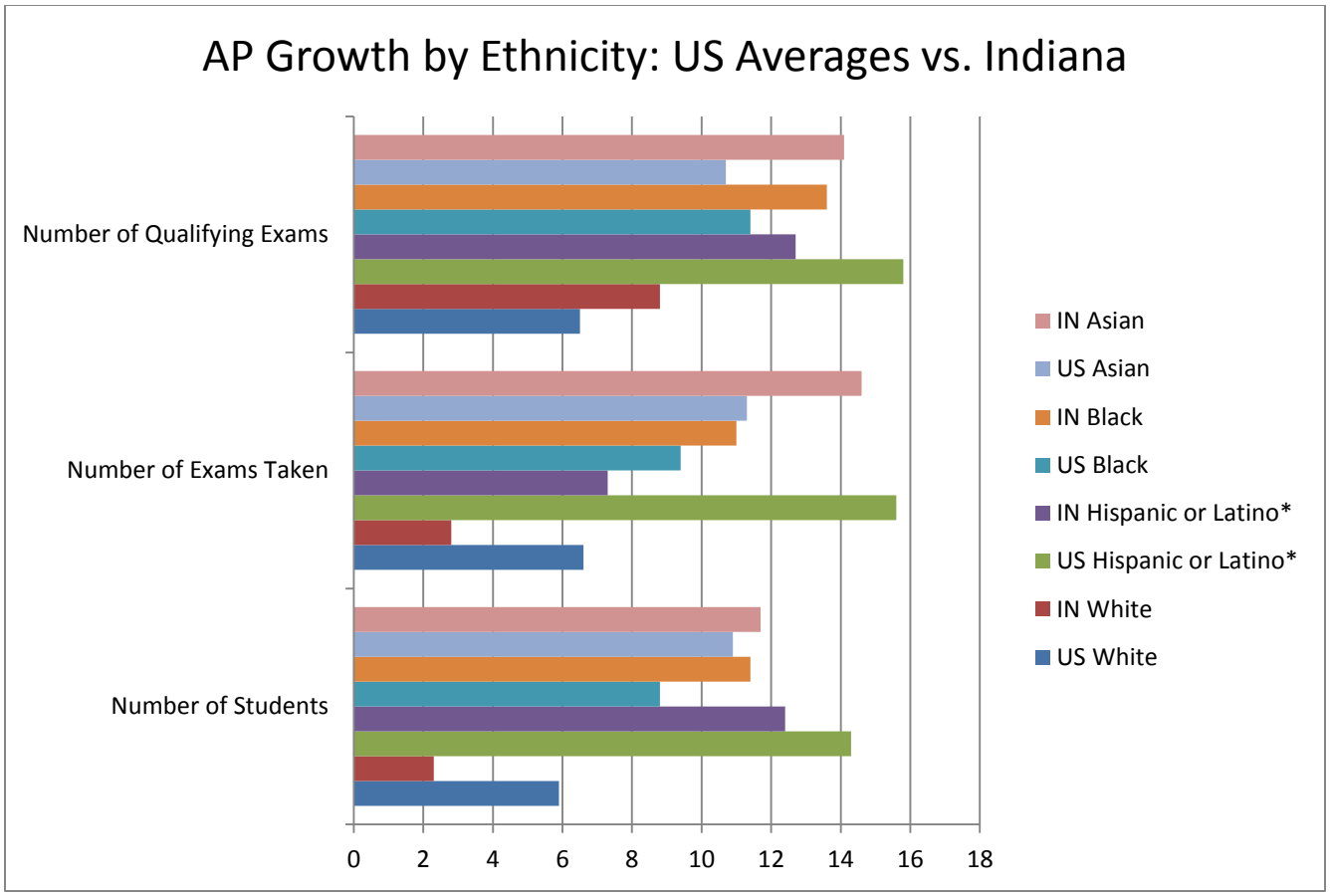
Compared to 2012:

- Indiana continued to outpace the nation with respect to the percentage of qualifying exams taken by all students. Prior to 2013, Indiana exceeded the national averages for all three categories; demonstrating that other states are just now catching up with respect to growth in AP participation.



Compared to AP Growth in 2012:

- Indiana students in both genders continued to exceed the national average in growth in the percentage of qualifying exams.



Compared to AP Growth in 2012:

- Indiana's **African-American** students showed significantly more overall growth when compared to the national averages for the number of students taking an exam **(11.4% vs. 8.8%)**; the total number of exams taken **(11% vs. 9.4%)**; and the number of exams with qualifying scores **(13.6% vs. 11.4%)**.

- Indiana's **Hispanic**[2] students showed less growth over all national averages in the number of students taking an exam **(12.4% vs. 14.3%)**; the total number of exams taken **(7.3 % vs. 15.6%)**; and the number of exams with qualifying scores **(12.7% vs. 15.8%)**. However, in 2012, Indiana's growth in all three of these categories was nearly twice that of the national average: more evidence that the nation is merely starting to catch up to Indiana's explosive early growth.

- Indiana's **Asian** students also showed more overall growth compared to national averages in terms of the number of students taking an exam

[2] Students who self-identified as "Mexican-American," "Other Hispanic," or "Puerto-Rican."

(11.7% vs. 10.9%); the number of exams taken **(14.6% vs. 11.3%)**; and the number of passing scores **(14.1% vs. 10.7%)**.

- Indiana's **White** students continued to show significantly higher growth in passing scores **(8.8% vs. 6.5%)**.

- Compared to the nation, Indiana's Native American students made huge gains in the number of students taking an AP exam **(27.2% vs. 19.6%)**; the number of exams taken **(39% vs. 20%)**; and the number of qualifying scores **(70.4% vs. 20.9%)**.

- Finally, the number of students self-identifying as **"Other"** in Indiana showed increased growth in all three categories when compared with the national averages.

DATA EVIDENCE & IMPLICATIONS

The Data Shows:

Indiana **significantly outpaced** the national average growth among most identified minorities:

- for individual student **exam participation**
- for total number of **exams taken**
- for the total number of AP **exams qualified in all subgroups**

Policy Implications:

Growth in the number of qualifying scores (3-5) on AP exams in Indiana continues to outpace the participation growth in most identified subgroups, with the exception of Hispanic/Latino students. If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates qualifying on an exam at some point during their high school career, Indiana must:

(1) Continue the significant increase in student participation growth rates on exams across all identified subgroups.

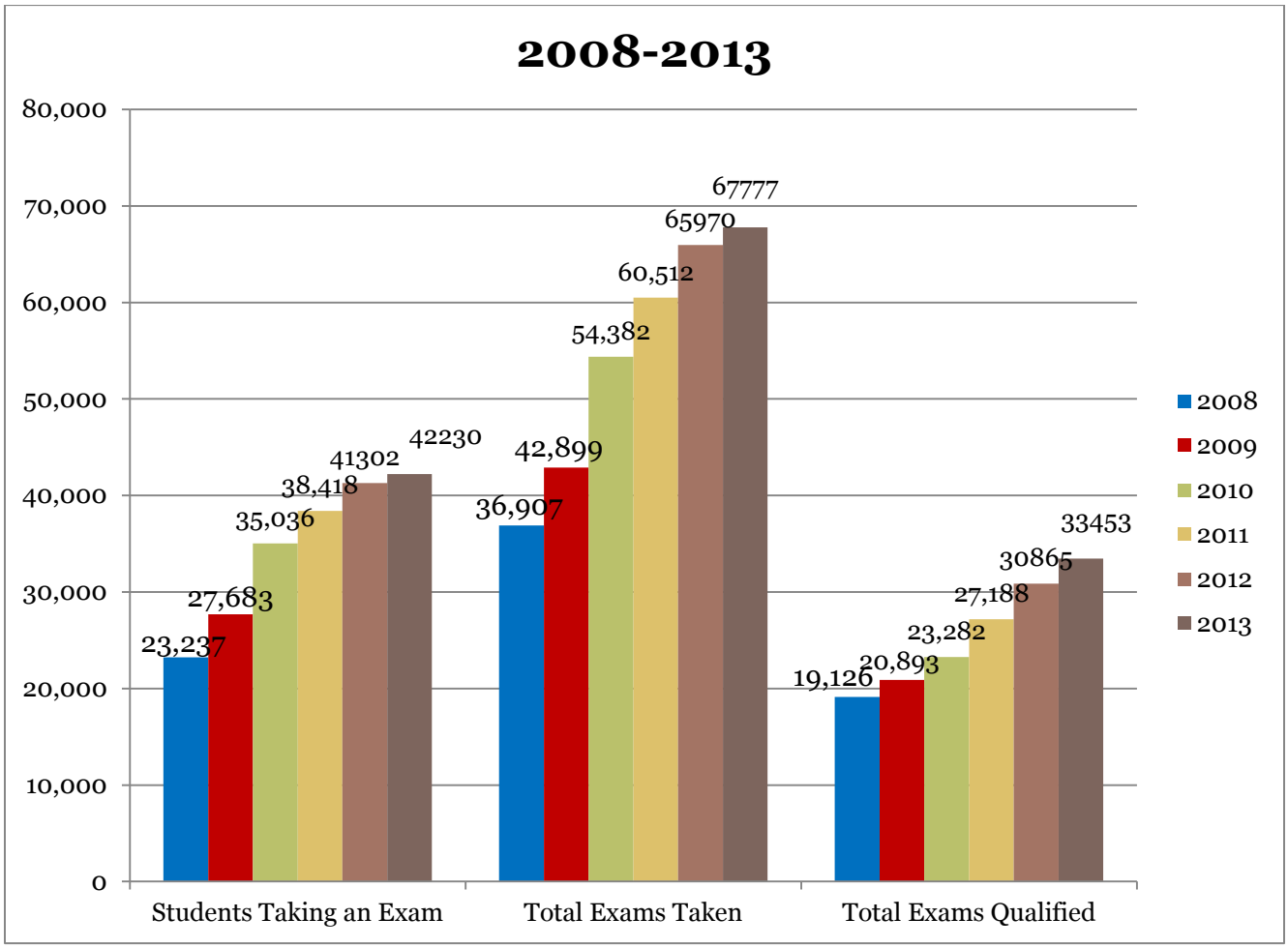
(2) Utilize the AP Potential™ tool to identify underrepresented students who may find success in AP coursework.

(3) Eliminate any barriers, real or perceived, to entrance to AP courses or exam participation

(4) Significantly increase individual student qualification rates on exams for all identified subgroups

(5) Continue to provide professional development opportunities for AP and Pre-AP teachers.

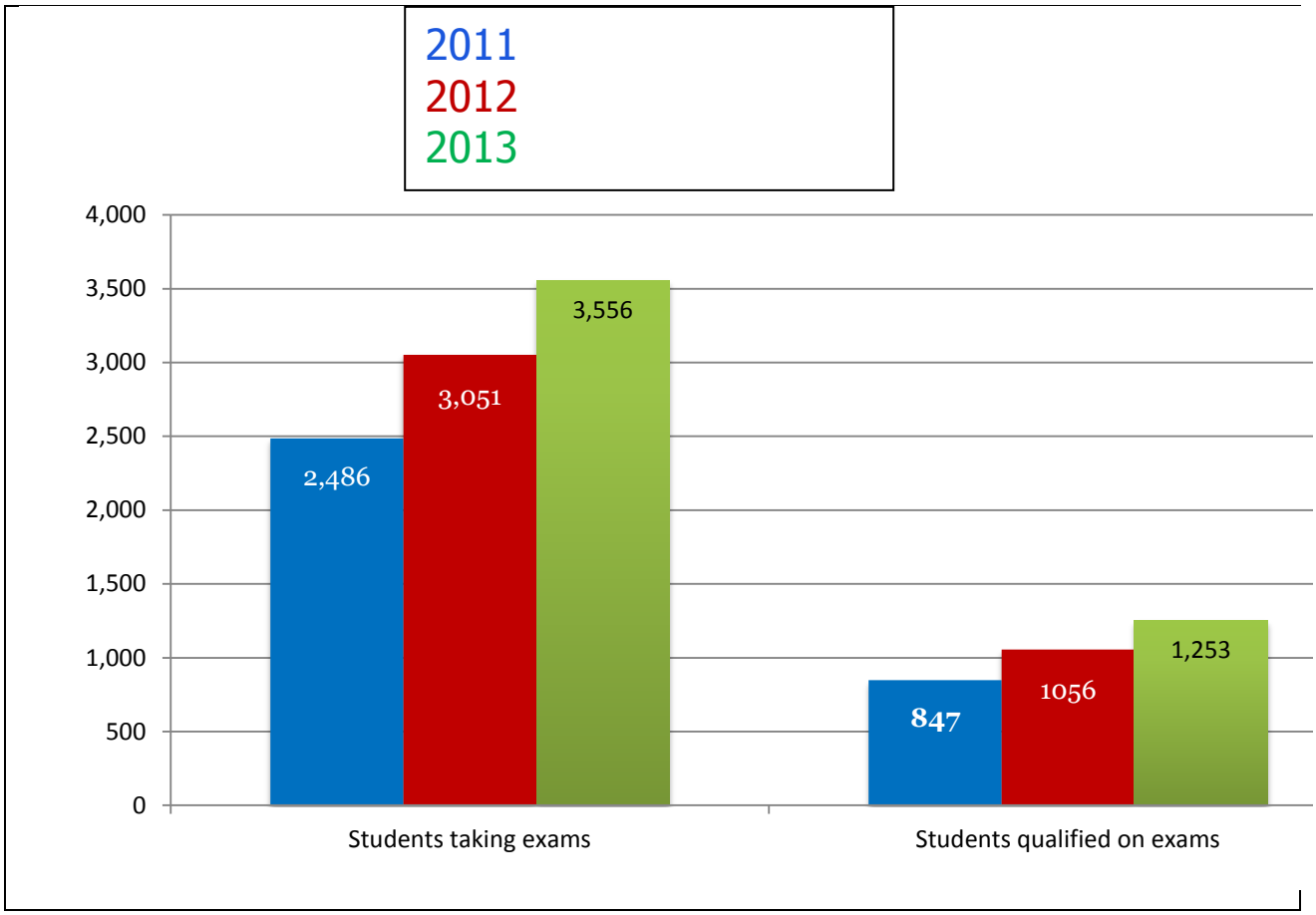
2013 INDIANA ADVANCED PLACEMENT GROWTH:
COMPARED TO PREVIOUS INDIANA GROWTH



<u>Summary Findings Comparing 2013 results to 2012 (one year growth)</u>:

- 928 students/2.2% increase in the number of students taking an AP exam
- 1,807 exams/2.7% increase in the number of total exams taken
- 2,588 exams/8.4% increase in the number of qualifying exams

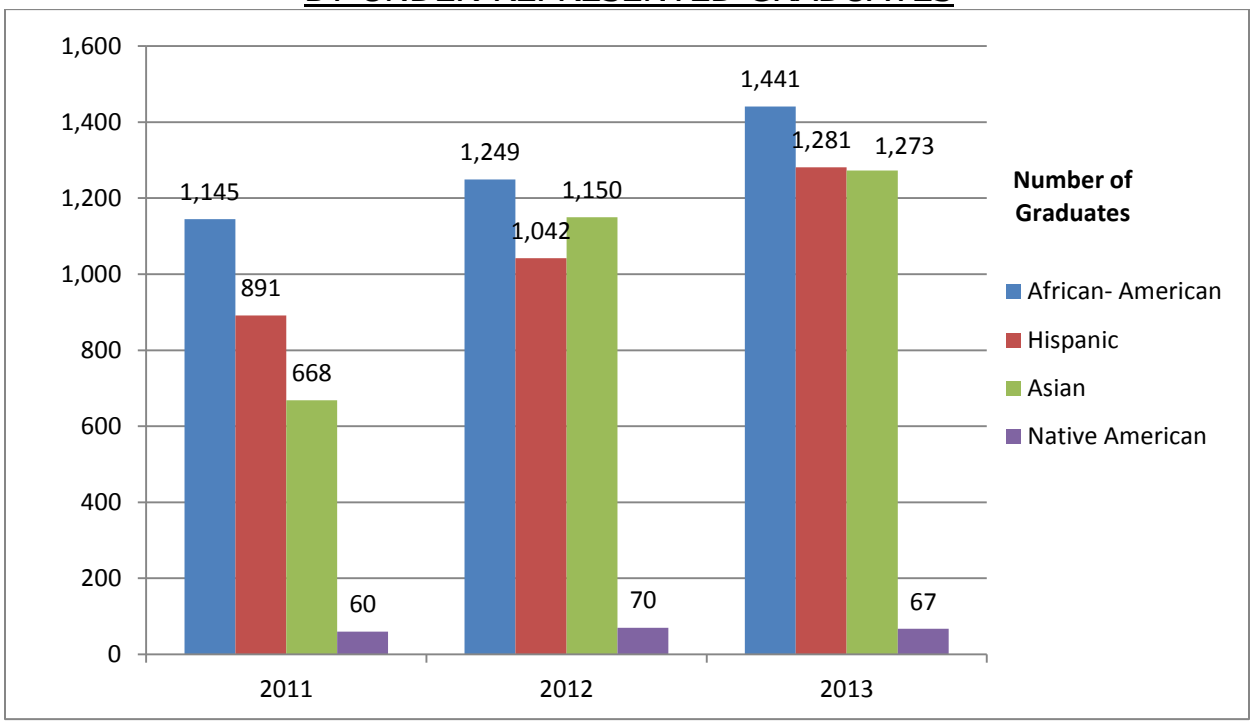
INDIANA 2012 AP PARTICIPATION GROWTH AMONG ***LOW INCOME GRADUATES***



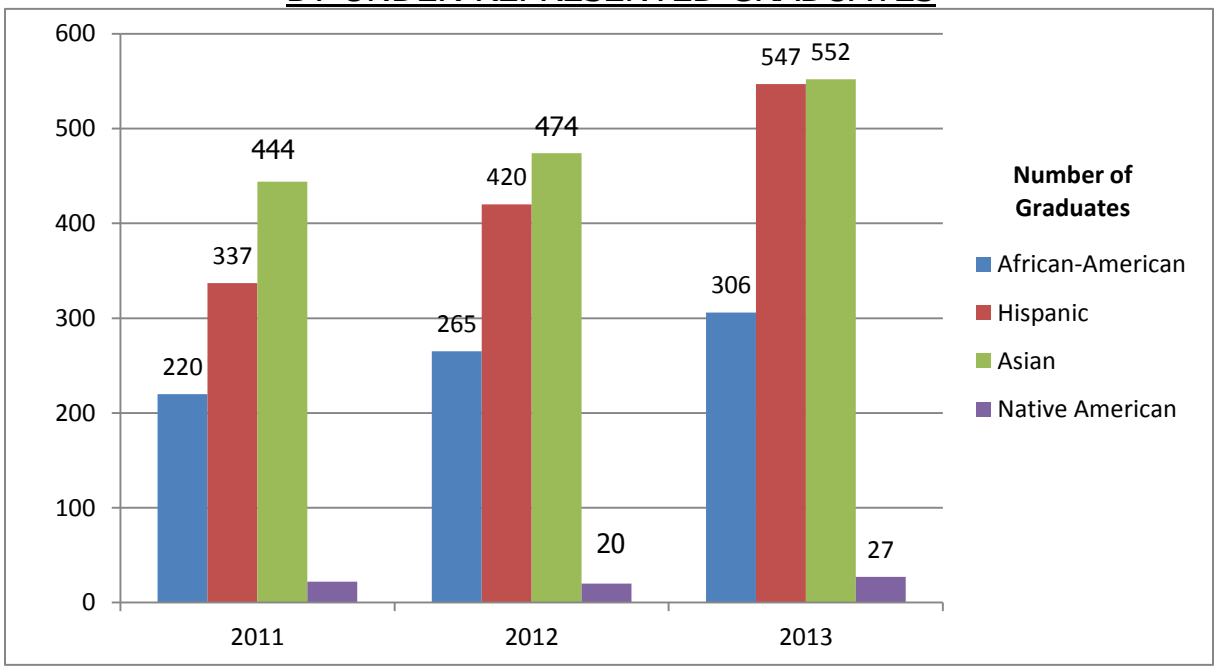
Summary Findings:

- Although an increasing number of low income graduates are taking and qualifying on AP exams, the rate is not equal that of the general population – almost approximately 46.8% of all Indiana students qualify as low income; but only 16% of all qualifying AP exam scores were earned by graduating students of low income.

INDIANA 2011-2013 AP EXAM PARTICIPATION BY UNDER-REPRESENTED GRADUATES



INDIANA 2011-2013 AP EXAM QUALIFYING SCORES BY UNDER-REPRESENTED GRADUATES



Policy Implications:

Indiana improved in the number of students participating and passing AP exams in 2013. It also slightly narrowed the achievement gap for participation among Black and Hispanic students– but not for Native American students. In terms of success, only Hispanic students demonstrated progress in narrowing that equity gap. If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates passing an exam at some point during their high school career, Indiana must:

(1) Continue the significant increase in student participation growth rates on exams across all identified subgroups. This includes opening course enrollment policies for all students at all schools.

(2) Significantly increase individual student qualification rates on exams for all identified subgroups.

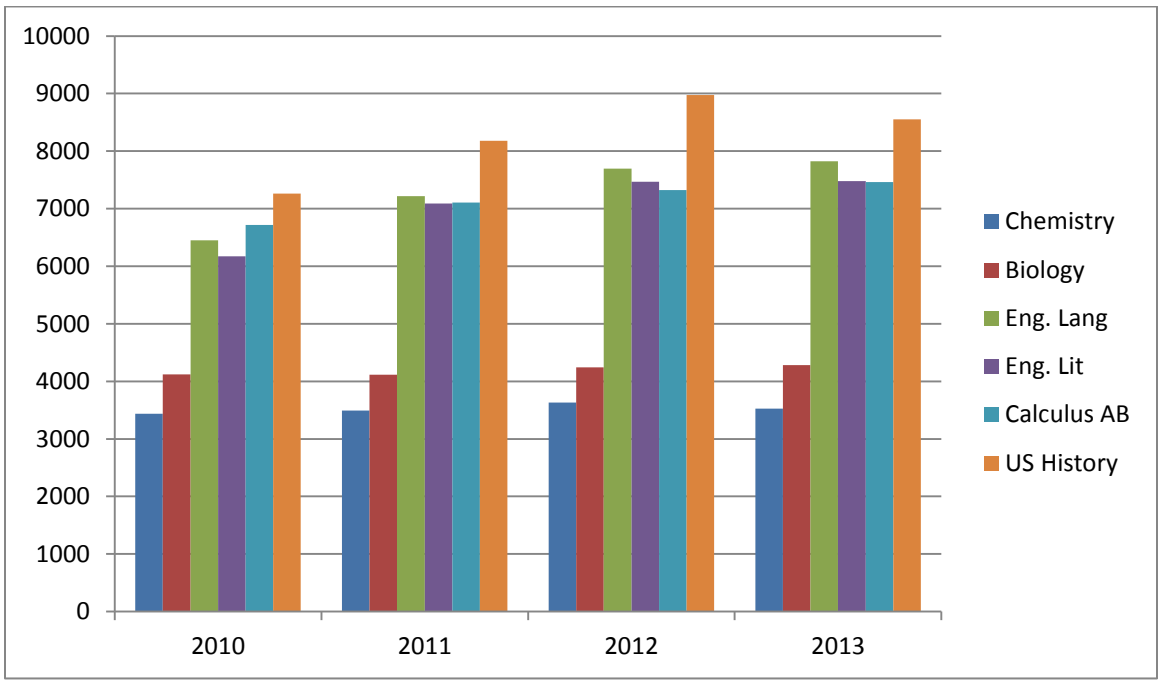
(3) Continue to encourage exam participation and success among minority students using targeted, measurable practices to encourage participation and success among these groups.

(6) Improve the number of African American, Hispanic, and Native American students qualifying on exams.

(7) Eliminate all barriers, real and perceived, to course enrollment and exam participation.

TRENDS IN SUBJECT AREA PERFORMANCE:
INDIANA

2010-2013 Most Taken Advanced Placement Exams: ***Indiana***



Summary Findings for 2013 AP exam participation:

(1) The total number of exams for the six subjects represents 39,331/65,970 (**59.6%**) of all exams taken in Indiana.

(2) Chemistry, Biology and Calculus AB exams are covered by the state for all public and non-public, state-accredited school students

> (a) For the first time in four years, the number of AP Chemistry exams has declined, and other exams (such as Human Geography, Psychology, and World History) were slightly more popular among Indiana exam takers
> (b) Indiana covers all other math & science exams: Calculus BC, Statistics, three different Physics exams, and Environmental Science
> (c) In 2013, Free & Reduced Lunch students had all non-math/science AP exams funded by a federal grant that are not covered by Indiana

(3) In 2013, there were 34 AP subject exams in total.

The AP Program periodically conducts college score comparability studies in all AP subjects. These studies compare the performance of AP students with that of college students in the courses for which successful AP students will receive credit. In general, the AP composite score cut-points are set so that the lowest composite score for an AP score of 5 is equivalent to the average score for college students earning scores of A. Similarly, the composite scores for AP scores of 4, 3, and 2 are equivalent to the average scores for students with college scores of B, C, and D, respectively. Students who earn AP Exam scores of 3 or above are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP Exam scores are equivalent to a college course score of "middle C" or above. (Source: College Board)

AP exam scores are thus translated,

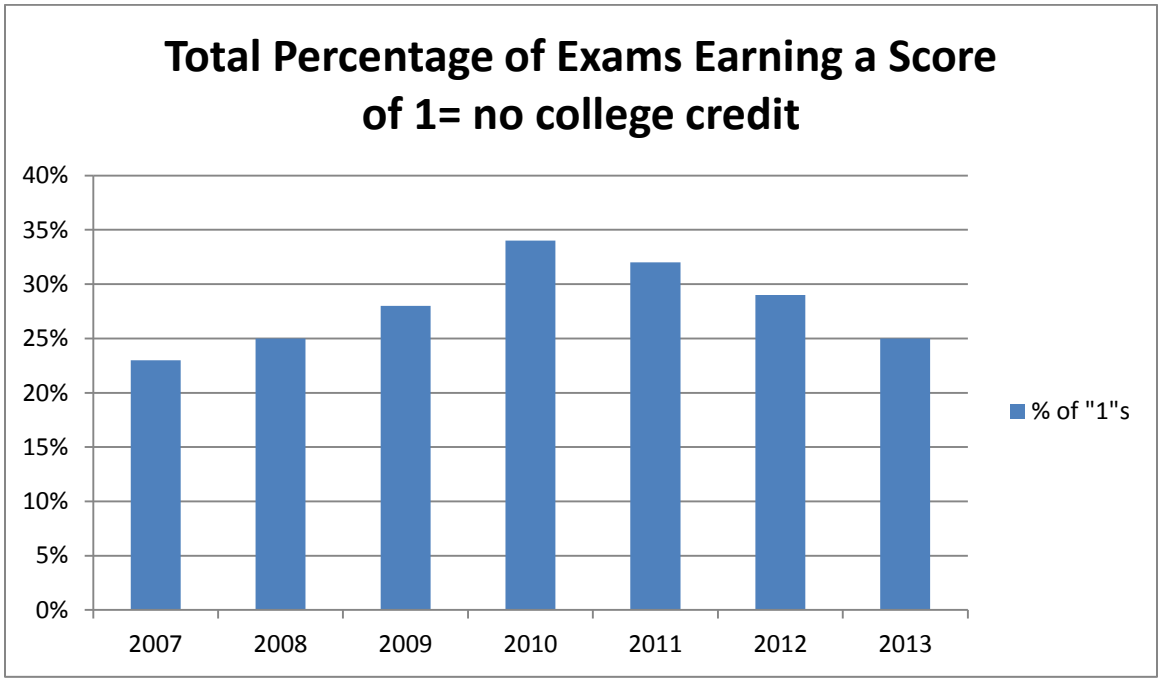
5 = A/ **extremely well qualified to receive college credit and/or placement**

4 = B/ **well qualified to receive college credit and/or placement**

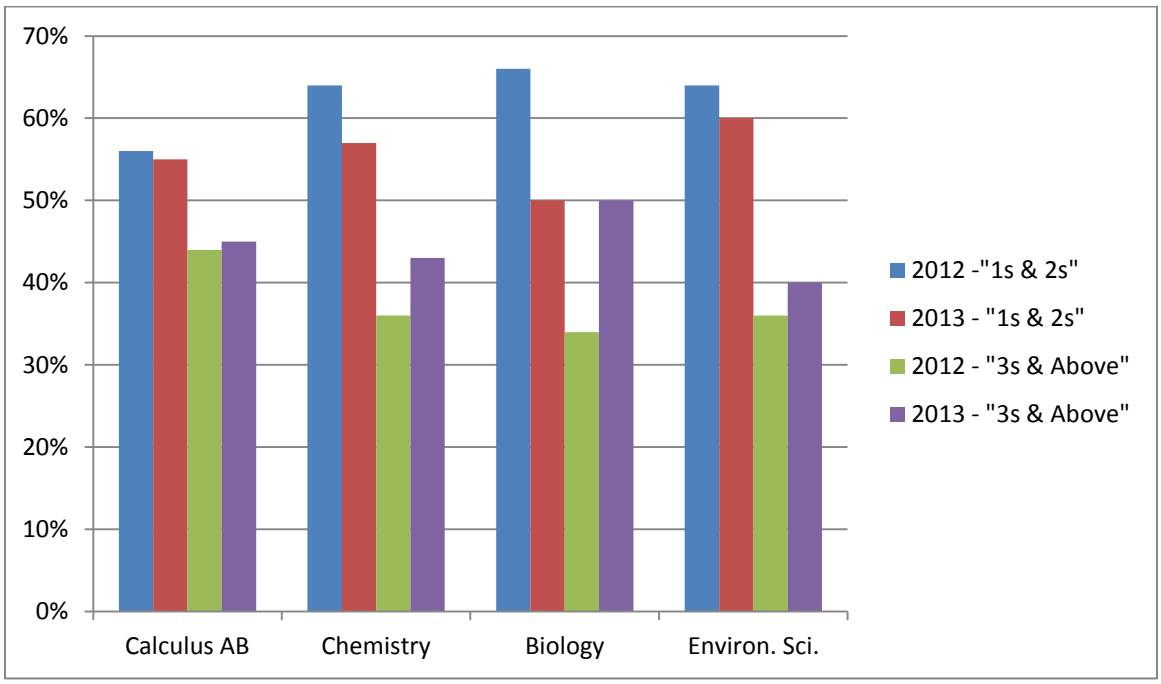
3 = C/ **qualified to receive college credit and/or placement**

2 = D/ **possibly qualified to receive college credit and/or placement**

1 = F/ **no recommendation for receiving college credit and/or placement**



AP Subject Area Trends:
Math and Science AP exams



Trends: All four profiled exams showed **increases in the percentages of qualifying scores** from 2012 to 2013.

In particular, **Biology** showed significant gains in the percentage of qualifying scores over 2012.

12.2% more students took the **Calculus BC** exam in 2013 than did in 2012; continuing to show significant growth in participation by students. In addition, **78%** of Calculus BC test takers earned scores of 3 or above.

122 more Indiana students took the **Physics B** exam in 2013 than did in 2012.

TRENDS IN SUBJECT AREA PERFORMANCE FOR **INDIANA**:
DATA EVIDENCE & IMPLICATIONS

The Data Shows:

- Biology, Calculus AB, English Language, English Literature, Human Geography, Psychology, and U.S. History are the exams most taken by Indiana students.

- The percentage of students earning "1" across all subject areas has begun to decrease, while the percentage of scores of "2" and above are increasing.

- Popular subjects (more than 3000 tests) with the highest percentage of qualifying tests:
  (1) Psychology (61%)
  (2) English Language & Composition (52%)
  (3) Biology (50%)
  (4) Calculus AB (45%)

Policy Implications:

Indiana is dramatically improving the number of students participating in AP exams and is also striving to keep pace with the qualification rate. According to the complete Texas study, students earning a "2," a score not considered a qualifying score, are still predicted to outperform their peers in college that did not take an AP course; scores of "2," while certainly not preferred, are not as concerning as the percentage of scores of "1". Of the four math and science exams profiled in this report, all showed decreases in the number of "1s" over the number of "2s" earned on the subject exams. This is a clear reflection of the fact that both students and teachers are becoming better prepared. If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates qualifying on an exam at some point during their high school career, then Indiana must:

(1) Provide on-going training for current AP math and science teachers

(2) Recruit and train more quality AP math and science teachers

(3) Provide more rigorous math and science classes to students before they enter AP courses; and align curriculum for optimal AP course preparation.

(4) Encourage schools to align early high ability programs to AP course prerequisites.

CURRENT STATE FUNDING

ADVANCED PLACEMENT PROGRAM FUNDING

For FY '11, $953,284 was appropriated for the Advanced Placement Program; all of those monies were expended entirely on AP math and science exams for 11th and 12th grade test takers from accredited public and nonpublic schools.

In 2012, Testing and Remediation paid $953,284 from the FY12 appropriation and $933,194 from the FY13 appropriation – for a total of $1,886,478.

In 2013, the FY14 appropriation of $2,800,000 was expended on 2013 exams and to reimburse the Testing and Remediation fund for 2012 costs.

In 2013, the State paid for 22,414 AP math or science exams.

PSAT PROGRAM FUNDING

In 2011, $717,449 was appropriated for the PSAT program to provide funding for 10th grade students to take the PSAT in accredited public and nonpublic schools. The cost to IDOE was $13 per exam. In 2012, $685,172 from the Testing and Remediation Fund was used to pay for 65,882 tests at $10.40 per test.

The PSAT appropriations for FY13 and FY14 were $707,000 each year, including $42,000 State Budget Agency reserves. In 2013, $658,000 was spent on PSAT exams.

CURRENT FEDERAL FUNDING

ADVANCED PLACEMENT TEST FEE PROGRAM

- Provides supplemental AP and IB exam fee funding for qualified Free and Reduced Lunch students

The 2013 AP Test Fee Grant Award totaled $471,134. This amount covered $45 per AP exam and $94 for IB exams. It did not cover the entire costs of these exams, nor did it cover IB registration costs as it had previously done.

Number of AP Potential and SOAS (PSAT/NMSQT) workshops for Indiana educators:

- 5 workshops
- 10 Districts/17 schools
- 72 participants

AP Professional Development – Butler Workshops

- 618 Teachers
- 51 Coordinators

INDIANA'S ADVANCEMENT PLACEMENT POSSIBILITES BASED ON ***AP POTENTIAL***

AP Potential[3]

Overview:

AP Potential is a free, Web-based tool that allows schools to generate rosters of students who are likely to score a 3 or better on a given AP Exam. Based on research that shows strong correlations between PSAT scores and AP Exam results, AP Potential is designed to help you increase access to AP and to ensure that no student who has the chance of succeeding in AP is overlooked.

Guidelines for Proper Use

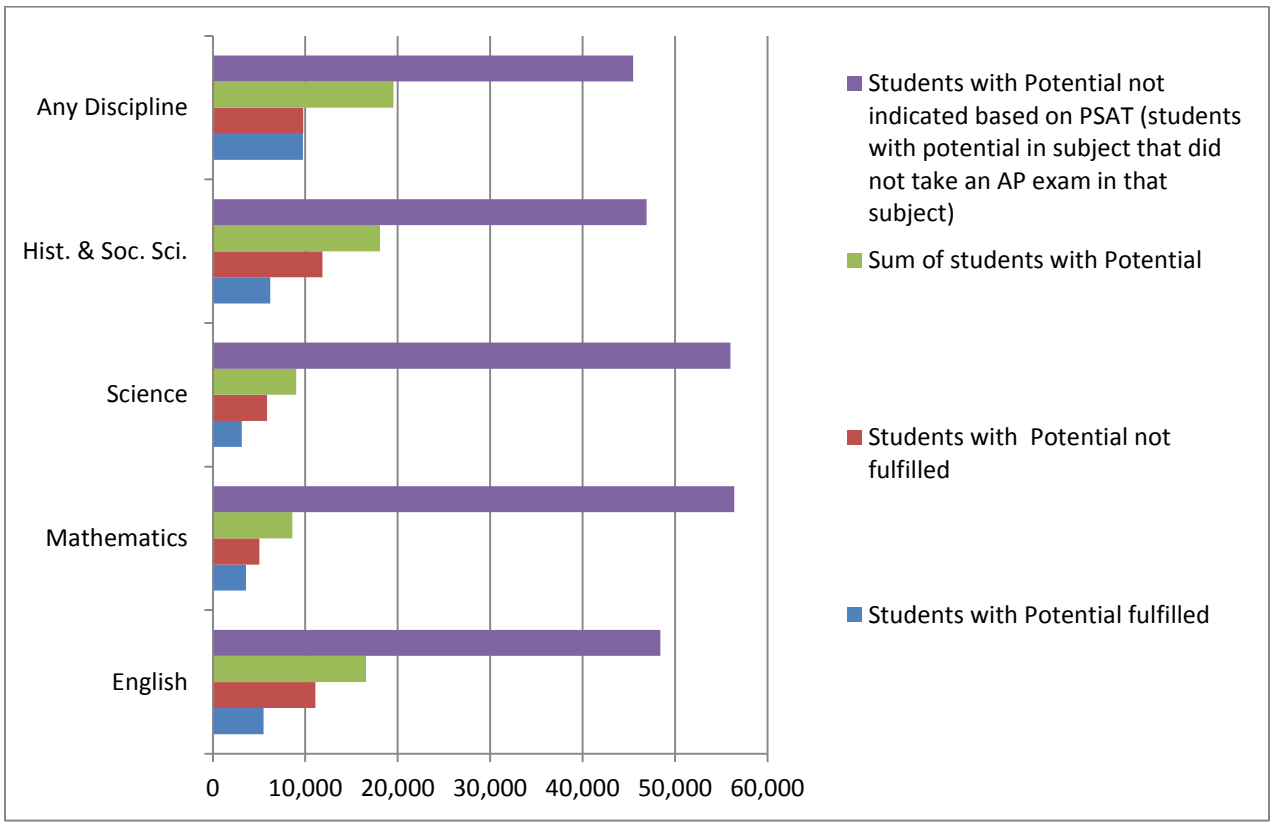
According to College Board research published in 1998 and 2006, PSAT/NMSQT (Preliminary SAT/National Merit Scholar Qualifying Test) scores are useful in identifying students who may be successful on AP Exams. These studies show that PSAT/NMSQT scores are stronger predictors of students' AP Exam grades than the more traditional signposts such as high school grades, grades in previous same-discipline course work, and the number of same-discipline courses a student has taken.

AP Potential should never be used to discourage a motivated student from registering for an AP course, since the AP Potential results only account for some of the factors that contribute to the students' exam results, and do not take into account the power of an individual student's motivation, parental support, and teacher efficacy.

AP Potential Workshops have been offered for free to educators throughout Indiana. In the 2009-10 and 2010-11 school years 171 educators (teachers, administrators and guidance personnel) from 128 high schools participated. In 2011-12, 162 educators participated in PSAT/NMSQT workshops, including AP Potential workshops. In 2012-2013, 72 educators participated in these kinds of workshops. (This lower number reflects the effects of severe winter weather on school calendars.)

[3] Source: The College Board

Indiana Statewide Report on the Significant Gap between Potential and Success in Advanced Placement Courses[4]



AP Potential and fulfillment of AP Potential are based on 23 AP Exams that are listed below according to their respective content area:

- English: English Language and English Literature
- Mathematics: Calculus AB, Calculus BC, Computer Science A, and Statistics
- Science: Biology, Chemistry, Environmental Science, Physics B, Physics C: Mechanics, and Physics C: Electricity and Magnetism
- History & Social Science: Comparative Government & Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, US Government and Politics, US History, and World History
- Arts: Art History and Music Theory

[4] The above reflects 2013 graduating students in correlation with expectancies generated by the 2010-2011 PSAT test scores.

INDIANA ADVANCED PLACEMENT POTENTIAL:
DATA EVIDENCE & IMPLICATIONS

The Data Shows:

- Across all disciplines, at least 50% of all AP test takers with Potential did not have qualifying scores.

- Across all disciplines, there was an average of 60% of PSAT takers with Potential not indicated based on their PSAT exam. These are students who demonstrated potential in a subject that did not take an AP exam in that subject.

Policy Implications:

If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates passing an exam at some point during their high school career, then Indiana must:

- Ensure that more students take the PSAT in both grades 10 and 11.

- Ensure that all secondary schools utilize AP Potential.

- Ensure that more students are encouraged to take AP courses that offer highly effective instruction.

- Ensure that AP teachers have the professional development needed to help their students be successful in their classes and on the exams.

INDIANA DEPARTMENT OF EDUCATION ADVANCED PLACEMENT:

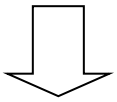
GOALS & ACTION PLAN

INDIANA DEPARTMENT OF EDUCATION:
ADVANCED PLACEMENT PERFORMANCE GOAL

Research reveals that ***participating*** in AP coursework exposes students to the academic rigor necessary to succeed in college, and ***qualifying*** on an AP exam is a strong predictor of college performance and graduation. 16.2% of Indiana's 2013 public school graduates earned a qualifying score on an AP exam over their high school career, ranking our state 26th in the nation:

THE CHALLENGE

	Percentage of 2013 public school graduates qualifying on an AP exam	*National Rank*
Maryland	29.6%	1
Indiana	16.2%	27



Indiana's Goal	25.0%	9

THE SUCCESS FORMULA

The two necessary components for increasing the number of Hoosier graduates with AP success are: ***Participation*** and ***Qualification***. In order for Indiana to become the top ranked AP state in the country, statewide:

(1) ***Participation*** must increase, and
(2) ***Qualification*** must increase.

Top ranked states like Maryland have high ***participation*** rates in conjunction with high ***qualifying*** rates. States that address only one of these components have dramatically fewer graduates with AP success.

INDIANA DEPARTMENT OF EDUCATION:
ADVANCED PLACEMENT ACTION PLAN

Action Plan/Benchmarks:

(A) 80% of 10th graders sign up for PSAT
(1) Result = 79% of all 10th graders took the PSAT in 2012-2013.

(B) 100% of schools learn how to utilize AP Potential through local workshops
Currently = 218/370 (59%)

(C) Recognition of top performing and top improving schools

More than 34 schools[5] have earned recognition in 2014 for their "Access and Success" performance in 2013; recognition event to be held in the Fall.

(D) **Grants / Funding**
(1) Title II Learning Technology Grants
(2) Math Science Partnership Grant - **I.C. 20-36-3-8**
(3) Advanced Placement Incentive Program: March, 2011 - **I.C. 20-36-3-8**
(4) AP Fellows Grant

(E) **High School Accountability**
AP success is part of the college readiness metric.

(F) **Instructional Reports** – AP Instructional Reports provide individual AP teachers with skills-based results from the most recent AP exam administration; informing teachers of instructional practices that may be enhanced to further student success. These are provided to teachers in July following exam administration in May. *A webinar on the use of these reports* is available to all Superintendents, Principals, AP Coordinators and Curriculum Directors.

(G) **Learning Connection** for best practices – "AP Teachers and Coordinators" community

[5] Individual student data not yet available to calculate increases in individual school participation growth.

(H) **HEA 1135**, passed March, 2010: A significant number of college credits will be awarded through the implementation of this law. This translates to major savings for Indiana students, and potentially higher 4-year graduation rates. There is real value given to AP exam scores of 3 or higher. All public colleges' AP articulation are posted on www.transferIN.net

(I) Although there is no researched link between AP Potential and Dual Credit, schools are encouraged to use the AP Potential report as a tool to identify students' content strength for any advanced coursework.

2013 PSAT REPORT for 10th Grade

In 2013: 67,779 out of 85,377 (79%) accredited public and private school 10th graders took the PSAT. *(Exams paid for by the State)*

In 2012: 66,310 out of 87,178 accredited public and private school 10th graders took the PSAT. Those numbers equate to 76% of that population in Indiana. *(Exams paid for by the State)*

In 2011: 65,867 out of 85,469 accredited public and private school 10th graders took the PSAT. Those numbers equate to 77% of that population in Indiana. (*Exams paid for by the State*)

In 2010: 65,145 out of 81,838 accredited public and private school 10th graders took the PSAT. Those numbers equate to 79% of that population in Indiana. (Exams paid for by the State)

In 2009: 57,608 out of 85,500 accredited public and private school 10th graders took the PSAT. Those numbers equate to 67% of that population in Indiana. (Exams paid for by the State)

In *2008*: 41,857 out of 86,050 accredited public and private school 10th graders took the PSAT. Those numbers equate to 49% of that population in Indiana. (*Exams paid for by the State*)

Summary Findings:

(1) Indiana is ahead of the national trend that reports 46% of PSAT test takers in 2013 were 10th grade or younger

(2) Indiana is becoming a national leader in 10th grade PSAT participation

(3) Wide-spread use of PSAT results for student placement in AP courses based on individual student potential can have significant impact on overall AP achievement.

PSAT and Younger Students[6]

In 2013, 46% of the 3.65 million students who took the PSAT were sophomores or younger students. Schools that have opened up testing to these students have done so in order to give them:

- **Personalized skills feedback:** The feedback students receive helps identify skill gaps and provides suggestions for closing them while there is still time for significant improvement.
- **Free access to My College QuickStart**
- www.collegeboard.com/quickstart
- This personalized college and career planning kit incorporates responses students provide when they take the test and presents personalized information back to them in four main parts: My Online Score Report, My SAT Study Plan, My College Matches, and My Major & Career Matches (also includes MyRoad™).
- **A head-start on the road to college:** The PSAT encourages students to start planning for college and introduces them to the types of skills they'll need to succeed.

Schools have also found that the PSAT reports they receive are more robust when all students in a given grade participate in PSAT:

- **AP Potential™ :**
- www.collegeboard.com/appotential

[6] The College Board : Advanced Placement Program,® AP,® Pre-AP,® AP Central,® Thinking Maps,® AP Vertical Teams,® SAT,® and PSAT/NMSQT® are either registered trademarks or trademarks of the College Board in the U.S.A. or other countries.

- This online tool allows schools to identify additional students who may be ready for the challenge and rigor of AP courses, based upon PSAT scores.

- **SOAS**

- **http://reporting.collegeboard.com/rms/reportAccess.do?reportId=2**

- **(Summary of Answers and Skills):** This report uses aggregate data by grade level to identify specific academic skills that should be addressed in the classroom to prepare students for college success."

Indiana Code 20-36-3-10 requires the following:

ANNUAL ADVANCED PLACEMENT REPORT

The department shall prepare an annual report concerning the implementation of the program and shall submit the report to the board before December 1 of each year. The report must include the pertinent details of the program, including the following:

(1) The number of students participating in the program.

(2) The number of teachers attending a summer institute offered by the College Board.

(3) Recent trends in the field of advanced placement.

(4) The distribution of money under this program.

(5) Gender and minority participation.

(6) Other pertinent matters.