

2009 AP® Instructional Planning Report

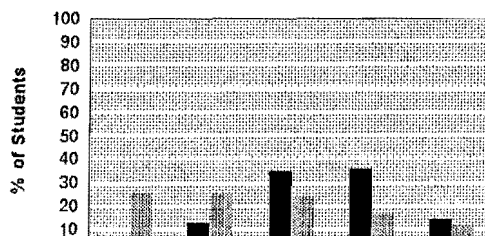
WORLD HISTORY

AI153900
ZIONSVILLE HIGH SCHOOL
 1000 MULBERRY STREET
 ZIONSVILLE, IN 46077

| | |
|---------------|--|
| Group | School or section Total # of students: 116 |
| Global | All students who took the exam Total # of students: 140668 |

This subject-specific report compares your students' performance on specific topics in this AP Exam with the performance of students worldwide on these same topics, helping teachers target areas for increased attention and focus in the curriculum.

Overall Grade Distributions

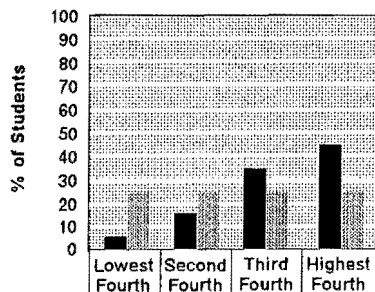


| AP Grade | 1 | 2 | 3 | 4 | 5 |
|--------------------------|------|------|------|------|------|
| Group # Students | 5 | 14 | 40 | 41 | 16 |
| Group % Students | 4.3 | 12.1 | 34.5 | 35.3 | 13.8 |
| Global % Students | 25.0 | 24.6 | 23.4 | 15.9 | 11.0 |

How to read this chart:

- The black bars represent the performance of your group (school or section) on the exam.
- The gray bars represent the performance of the global population (all students who took this exam).
- You can compare your group performance with global performance for each AP grade.

Multiple-Choice Section



| | Lowest Fourth | Second Fourth | Third Fourth | Highest Fourth |
|--------------------------|---------------|---------------|--------------|----------------|
| Group # Students | 6 | 18 | 40 | 52 |
| Group % Students | 5.2 | 15.5 | 34.5 | 44.8 |
| Global % Students | 25.0 | 25.0 | 25.0 | 25.0 |

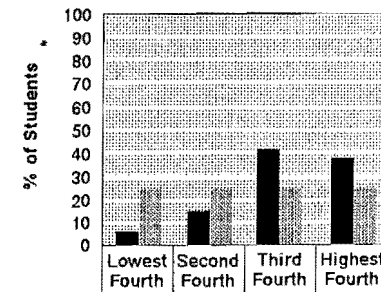
How to read these charts:

- These charts compare the performance of your students with that of the global population on the multiple-choice (left) and free-response (right) sections of this AP Exam.
- The total population of students who took this exam (global group) is evenly divided into fourths, based on their performance on the section. These fourths do NOT correspond with the final AP grade of 1, 2, 3, 4, or 5. The percentages of your students that fall into each of these fourths are represented by the black bars. For example, the rightmost black bar shows the percentage of your students who fall into the highest fourth of everyone who took this exam.

Interpreting the charts:

- Compare your students' performance with that of the global group (represented by the gray bars) for both sections of the exam. If the score distribution of your students is comparable to that of the global population, then your students will be divided evenly (approximately) across the fourths.
- Grouping of your students in the higher fourths indicates higher performance than that of the total population, while grouping of students in the lower fourths indicates performance below that of the total population.

Free-Response Section



| | Lowest Fourth | Second Fourth | Third Fourth | Highest Fourth |
|--------------------------|---------------|---------------|--------------|----------------|
| Group # Students | 7 | 17 | 48 | 44 |
| Group % Students | 6.0 | 14.7 | 41.4 | 37.9 |
| Global % Students | 25.0 | 25.0 | 25.0 | 25.0 |

| Performance on Multiple-Choice Section | | | | # of Students in Group | | | |
|--|-------------|-------------|------------|------------------------|---------------|--------------|----------------|
| Content Area | # Questions | Global Mean | Group Mean | Lowest Fourth | Second Fourth | Third Fourth | Highest Fourth |
| FOUNDATIONS | 13 | 6.5 | 8.5 | 6 | 14 | 36 | 60 |
| 600-1450 | 17 | 8.2 | 10.3 | 8 | 23 | 39 | 46 |
| 1450-1750 | 14 | 7.7 | 9.4 | 6 | 33 | 37 | 40 |
| 1750-1914 | 11 | 5.8 | 7.2 | 8 | 23 | 52 | 33 |
| 1914-PRESENT | 12 | 5.9 | 7.1 | 14 | 31 | 23 | 48 |
| COMPARATIVE | 25 | 12.0 | 15.6 | 7 | 19 | 38 | 52 |
| GLOBAL | 26 | 14.9 | 17.6 | 8 | 26 | 45 | 37 |
| STIMULUS BASED (MAPS, GRAPHS, ART, | 12 | 6.7 | 7.7 | 20 | 9 | 49 | 38 |
| SINGLE COUNTRY/REGION | 19 | 8.7 | 11.7 | 2 | 16 | 49 | 49 |
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| SECTION SUMMARY | 60 | 30.5 | 38.5 | 6 | 18 | 40 | 52 |

| Performance on Free-Response Section | | | | # of Students in Group | | | |
|---|--------------|-------------|------------|------------------------|---------------|--------------|----------------|
| Question/Problem | Max Possible | Global Mean | Group Mean | Lowest Fourth | Second Fourth | Third Fourth | Highest Fourth |
| AFRICAN RESPONSES TO EUR. IMPERIALISM | 9 | 2.6 | 4.1 | 4 | 13 | 45 | 54 |
| PATTERNS OF INTERACTIONS ON SILK ROADS | 9 | 2.7 | 2.9 | 25 | 31 | 19 | 41 |
| RACIAL IDEOLOGIES & EFFECTS IN AMERICAS | 9 | 2.7 | 3.5 | 14 | 22 | 40 | 40 |
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| SECTION SUMMARY | 60 | 17.9 | 23.3 | 7 | 17 | 48 | 44 |

INTERPRETING THE REPORT We hope that the information in this report proves useful for instructional and curricular assessment, and planning and development. The report is designed to provide information only about the performance of your AP students. Other uses of the report, such as teacher evaluation or institutional ranking, are not warranted. Please read the following suggestions on interpreting the report.

HOW TO READ THE TABLES

The following columns appear in each section: “# Questions” (Multiple Choice only), “Max Possible” (Free Response only), “Global Mean,” and “Group Mean.” The “Global Mean” column provides the average scores of all AP students worldwide on specific content categories within the exam; the “Group Mean” column provides this information for your school or district. Some AP Exams have sections that allow students to choose between topics; mean scores are not provided for such sections of the exam. (This is because the populations of AP students choosing each question when choice is permitted can be quite different.) The right-hand side of each table, “# of Students in Group,” shows the number of your students that fell into the “fourths” (derived from dividing the total student population equally into fourths based on their performance) for each of the specific content categories. The “# Questions” for the multiple-choice section is simply the maximum possible score.

Consider factors that influence performance:

A number of factors may contribute to the performance of students on the AP Exam. After you have identified similarities and differences between your students’ performance and that of the global population, you may wish to consider these factors in interpreting the report results.

- Results may be due to intentional departures in local course content from the AP Course Description. Differences may also indicate areas of strength or weakness in the local course due to course emphasis, coverage, or materials. For example, if performance is low only on a particular content category of multiple-choice questions, that section may not have been emphasized in your AP course.
- Differences in performance may result from the use of different instructional methods. The report may suggest areas of strength or weakness in your course presentation and delivery.
- Performance may be due to the relative preparation and achievement of your group and the global population. For example, if your group is below the global population only on free-response questions, writing and organizational skills may need to be emphasized in the future.

- Differences in performance on all sections and subsections of the exam may occur when your group represents a population of students with characteristics different from the global population (e.g., educational background, level of skills, achievement).

Look for similarities and differences between your students’ performance and that of the global group:

- Is the mean performance for your students the same as the global mean? How difficult did your students find the question (or group of questions) compared with the global group?

Look for similarities and differences on exam subsections:

- Your students and the global group of students can be compared on different subsections of the AP Exam: the multiple-choice total, the individual content categories of multiple-choice questions, the free-response question total, and the individual free-response questions or group of questions.
- For each subsection of the exam, you can look for similarities and differences in the distribution of students across the fourths.

Use care in interpreting the report:

- If your group is very different from the global population, differences in performance should be expected. Schools that are building new AP programs may need several years—as teachers develop and courses in the years prior to AP are aligned—before results matching or exceeding global results are achieved.
- Small differences in the distribution of students should not be overinterpreted, especially when the number of students in your group is small.
- Differences in performance should not be overinterpreted when a subsection of the exam has a small number of questions; these differences may not be statistically significant.

Indicates that the distribution was not printed because more than half of the total AP global group earned the same score.

Complete released AP Exams in each subject can be purchased online from the College Board Store (store.collegeboard.com). These published exams are instructional aids that can be used to provide multiple-choice practice exams and sample free-response questions as part of an AP course experience.