THE 10TH ANNUAL

AP® Report to the Nation

STATE SUPPLEMENT
FEBRUARY 11, 2014

California

CollegeBoard

Table of Contents

3 State Strategies

7 Fostering AP® Participation and Success

9 A Closer Look at Equity Gaps in AP Participation and Success

About This Report

This report provides educators and policymakers with information they can use to celebrate their successes, understand their unique challenges, and set meaningful goals to increase opportunity for all students. It's important to note that while AP® Exams are valid measures of students' content mastery of college-level studies in specific academic disciplines, AP results should never be used as the sole measure for gauging educational excellence and equity.

Because reliable demographic data for nonpublic schools are not available for all states, this report represents public school students only. Additionally, this report looks at students' entire experience with AP—tracking exams taken by graduates throughout their high school careers—as opposed to reporting exam results from a particular calendar year.

Additional data are available at apreport.collegeboard.org.

Note: Throughout this report, public high school graduates represent projections supplied in *Knocking at the College Door* (Western Interstate Commission for Higher Education, 2012).

The redesigned courses, Biology, Latin, and Spanish Literature and Culture, began in fall 2012, and the first AP Exam based on those redesigned courses was administered in May 2013. As a result, the data in this report reflect a blend of the old and redesigned exam results.

California has made progress in recent years in improving student access and supporting student performance in AP®. Just as we do in the national report, we wanted to take an opportunity to applaud your efforts and offer additional strategies for your consideration.

Current Picture

Congratulations. You are already using these strategies to build a robust AP Program. You:

- ✓ Include AP in the state accountability system.
  - Establish AP participation and performance indicators.
  - Set clear, measurable statewide goals toward improvement.
- ✓ Celebrate the 29 districts that have earned a spot on the AP Honor Roll through their hard work and dedication toward increasing participation and success in AP, particularly for underrepresented students. *See page 6 for more details*.
- ✓ Encourage your educators to participate in the development of the AP Program, such as by becoming AP Exam Readers or participating in course and exam development committees. *See page 5 for more details*.
- ✓ Provide funding for teachers in underserved areas of the state to participate in professional development.
- ✓ Provide targeted assistance and resources to schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs.
- ✓ Clearly communicate your state's graduation requirements, and share information about funding opportunities that enable students to participate and succeed in AP.
- ✓ Develop policies that allow AP course work and exam scores for sophomores and juniors to substitute for statewide graduation requirements and/or end-of-course assessments.
- ✓ Provide resources to schools and districts to support research-based programs that build content knowledge and skills—particularly in literacy and math—to prepare students for success in AP course work, and in college and careers.
- ✓ Ensure that colleges and universities award credit or placement for AP Exam scores using evidence-based methods.

Opportunities

The following strategies have been proven effective. To build an even stronger AP program, you could:

- ☐ Create opportunities for other schools and districts to learn from your AP Honor Roll winners.
- ☐ Encourage schools and districts to utilize AP Potential™ and other tools to expand access and performance.

Highlights

The following information dives a little deeper into the details of your efforts.

Participation in the Development of AP

2013 Reading participants—Total: **993**
California represents **8.7% of all Readers**

- AP High School Teachers: **724**
- College and University Faculty: **269**

2013 AP Professional Development Leaders—Total: **124**

2013 AP Development Committee Members—Total: **36**

Macroeconomics	Bonita High School
Statistics	Cal Poly–San Luis Obispo
French Language and Culture	California Polytechnic State University
Physics C	California State Polytechnic University–Pomona
Biology	Castle Park High School
Chinese Language and Culture	Clovis West High School
Art History	Corona del Mar High School
Chinese Language and Culture	Cupertino High School
U.S. Government and Politics	Hart High School
German Language and Culture	Henry M. Gunn High School
Art History	Humboldt State University
Environmental Science	La Canada High School
Psychology	Lowell High School
Latin	Loyola High School
Microeconomics	Menlo School
Psychology	Mission Hills High School
Japanese Language and Culture	North Salinas High School
Environmental Science	San Dimas High School
Physics C	Shasta College
Spanish Language and Culture	Sonoma State University
AP Capstone™ Seminar	Stanford University
Biology	The Bishop's School
Microeconomics	The Bishop's School
French Language and Culture	The Harker School
Statistics	Troy High School
Chemistry	University of California–Berkeley
Computer Science A	University of California–Berkeley
English Literature and Composition	University of California–Berkeley
Spanish Language	University of California–Davis
United States History	University of California–Irvine
World History	University of California–Irvine
World History	University of California–Berkeley
Psychology	University of San Diego
United States History	University of Southern California
Statistics	University of California
Physics B	William S. Hart Union High School

Highlights (continued)

The AP Honor Roll

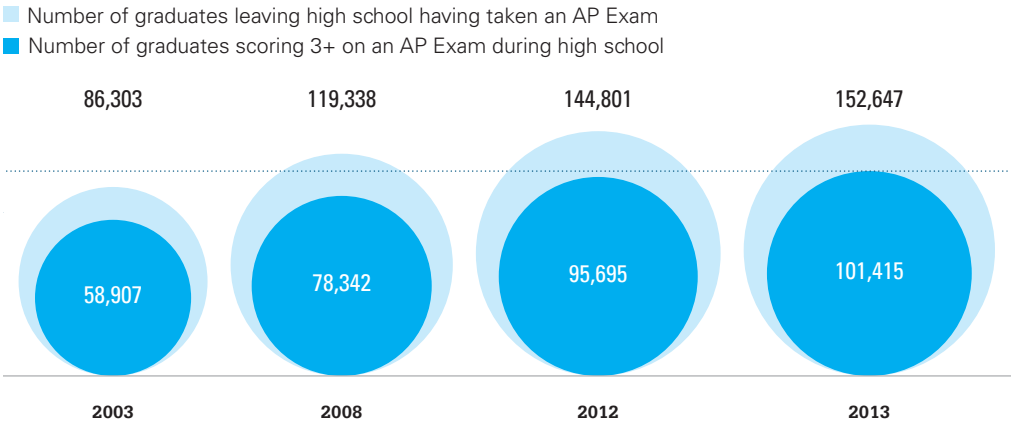
The AP Honor Roll recognizes and honors those outstanding school districts that simultaneously increase access to Advanced Placement® course work while increasing the percentage of students earning scores of 3 or higher on AP Exams. Achieving both of these goals is the ideal scenario for a district's AP program because it indicates that the district is successfully identifying motivated, academically prepared students who are likely to benefit most from rigorous AP course work.

4th Annual Honor Roll Districts in California: **29**

Alameda Unified School District
Carlsbad Unified School District
Central Unified School District*
Clovis Unified School District
Chico Unified School District
Diocese of Sacramento Education Office
Diocese of San Jose Education Office*
El Monte Union High School District
Fillmore Unified School District
Fremont Unified School District*
Huntington Beach Union High School District
Irvine Unified School District
Kings Canyon Unified School District
Las Virgenes Unified School District
Los Alamitos Unified School District*
Milpitas Unified School District*
Oak Park Unified School District
Pajaro Valley Unified School District
Palos Verdes Peninsula Unified School District
Reef-Sunset Unified School District
Saddleback Valley Unified School District
San Lorenzo Valley Unified School District
San Luis Coastal Unified School District
San Ramon Valley Unified School District*
Santa Ana Unified School District*
Temecula Valley Unified School District
Tracy Unified School District
Tustin Unified School District*
Walnut Valley Unified School District

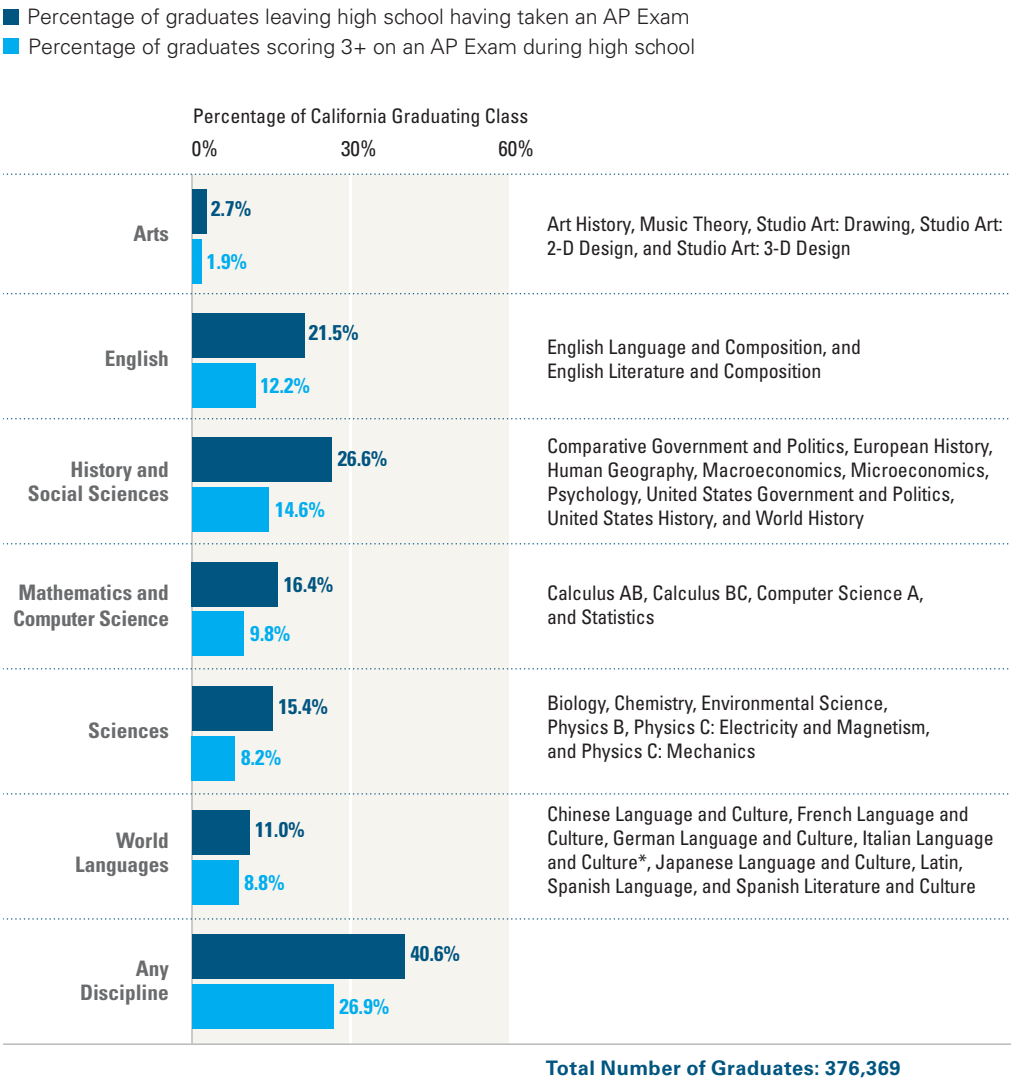
*District has achieved the honor for multiple years.

FIGURE 1 Growth in AP® Participation and Success



More graduates are succeeding on AP Exams today than took them in 2003

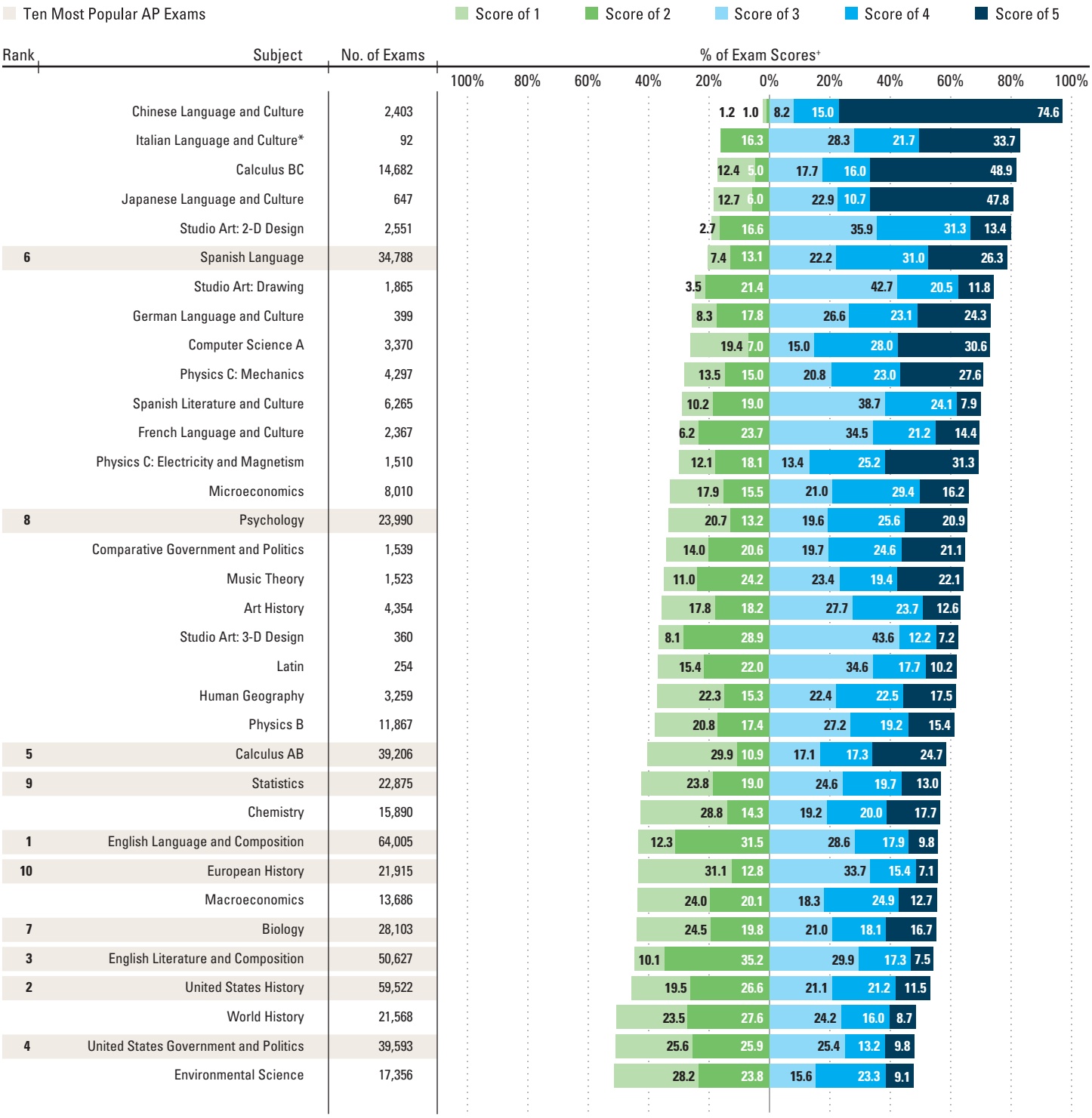
FIGURE 2 Participation in and Success on AP Exams in the Class of 2013



History and Social Sciences had the greatest number of students achieving a score of 3 or higher

* AP Italian Language and Culture was discontinued after the 2008-09 school year, and was reinstated in 2011-12.

FIGURE 3 Score Distributions of AP Exams Taken by the Class of 2013 During High School



+ Due to rounding, percentages do not always add up to 100.0.
* AP Italian Language and Culture was discontinued after the 2008-09 school year, and was reinstated in 2011-12.

Subjects with fewer than five AP Exam takers were omitted from this figure.

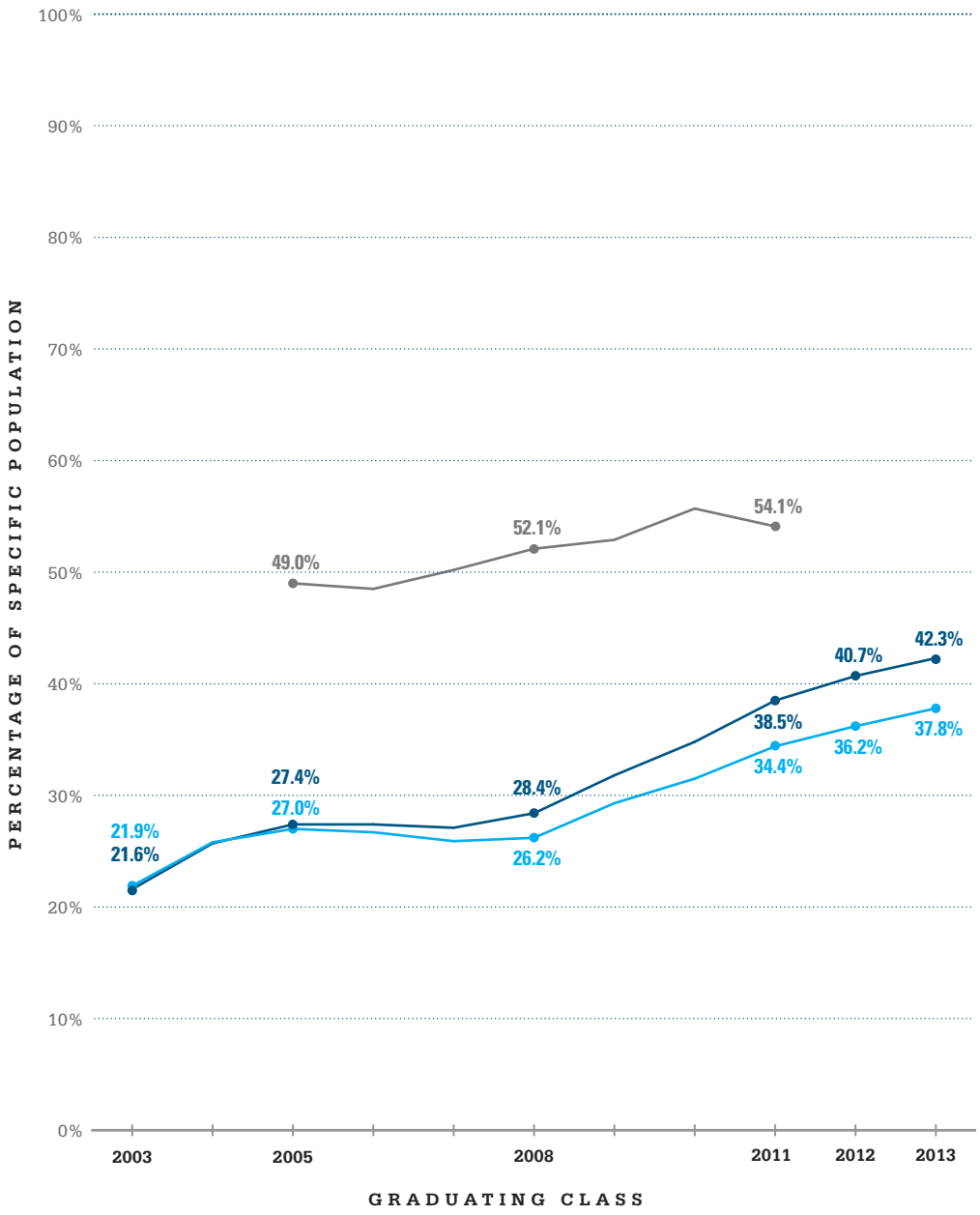
Low Income

FIGURE 4 Trends in AP Exam Participation and Success

The percentage or number of ...
- K–12 students eligible for free or reduced-price lunch*
- graduates leaving high school having taken an AP Exam who are from low-income backgrounds
- graduates scoring 3+ on an AP Exam during high school who are from low-income backgrounds

210,612

AP Exams were taken by low-income graduates in the class of 2013



	2003	2008	2012	2013
●	**	**	**	**
●	18,677	33,942	58,886	64,539
●	12,901	20,491	34,681	38,310

*Estimates reflect the percentage of K–12 public school students eligible for free or reduced-price lunch. SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics: 2008* (Table 42), *2009* (Table 42), *2010* (Table 44), *2011* (Table 45), and *2012* (Table 46).

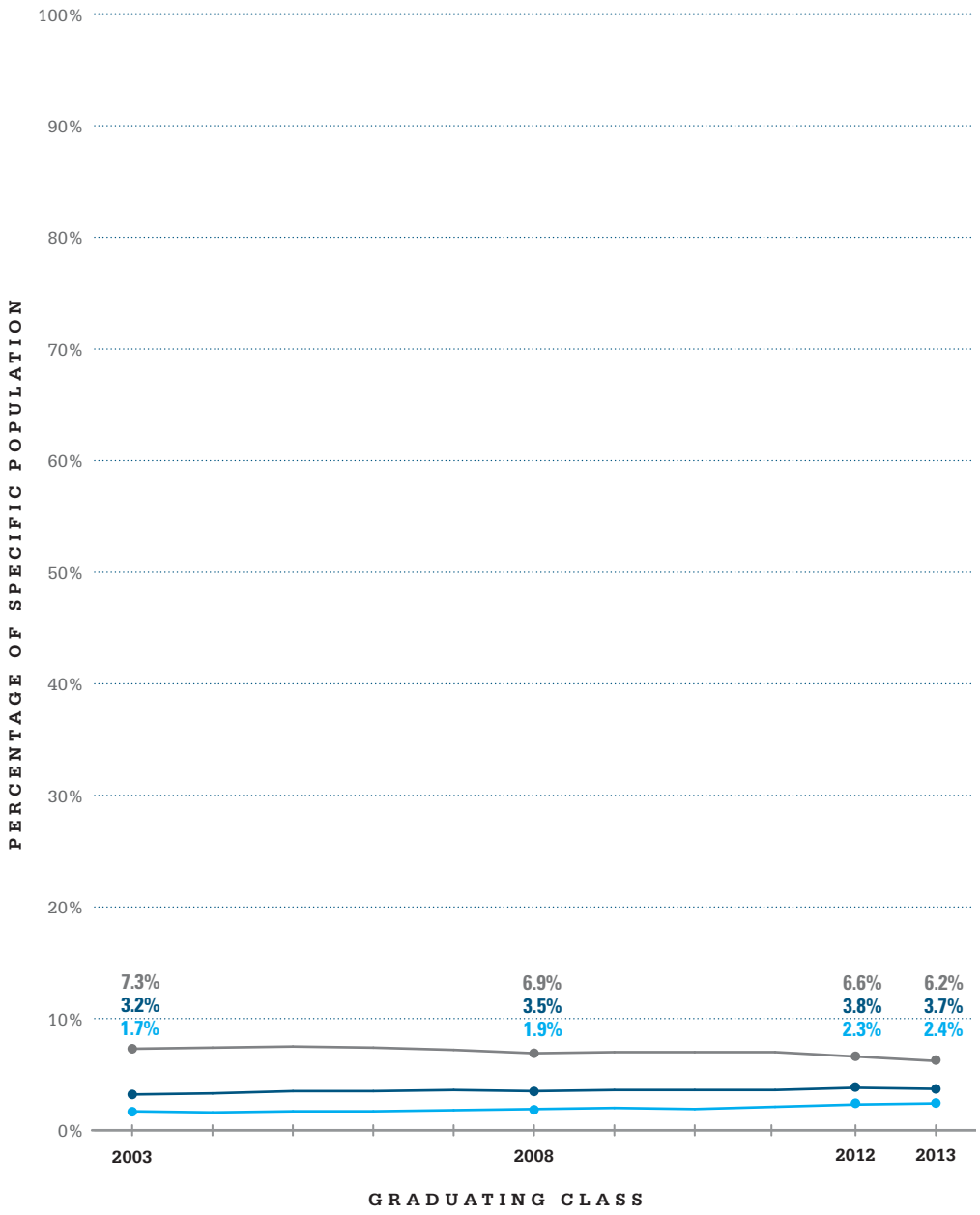
**The numbers of students in the graduating classes who are eligible for free or reduced-price lunch are not available.

Black/African American

FIGURE 5 Trends in AP Exam Participation and Success

The percentage or number of ...
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school

... who are black/African American



5,715

black/African American graduates in the class of 2013 took an AP Exam during high school

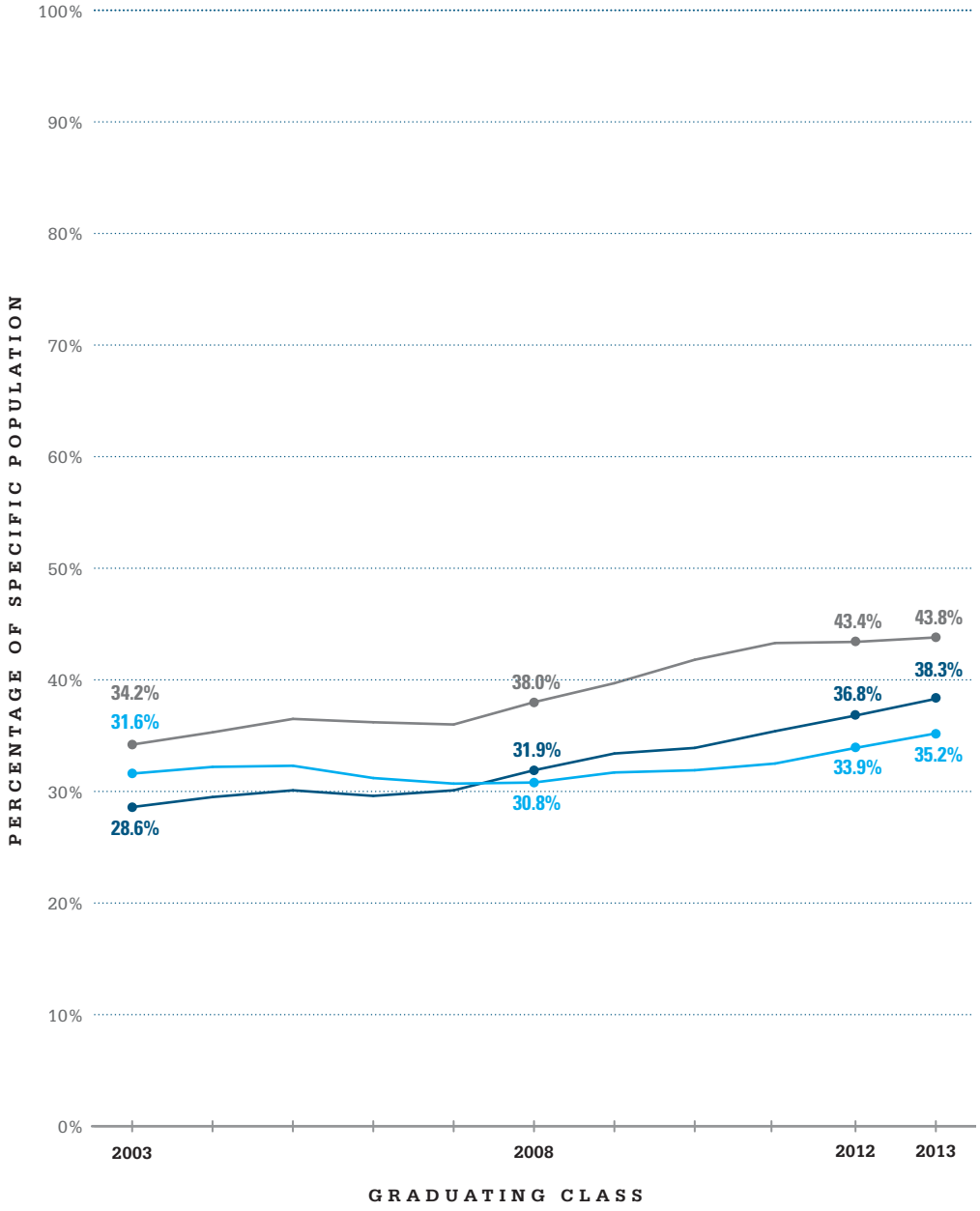
	2003	2008	2012	2013
students in the graduating class	24,855	25,911	25,391	23,281
graduates leaving high school having taken an AP Exam	2,785	4,236	5,527	5,715
graduates scoring 3+ on an AP Exam during high school	978	1,478	2,206	2,427

Hispanic/Latino

FIGURE 6 Trends in AP Exam Participation and Success

The percentage or number of ...
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school

... who are Hispanic/Latino



58,492

Hispanic/Latino graduates in the class of 2013 took an AP Exam during high school

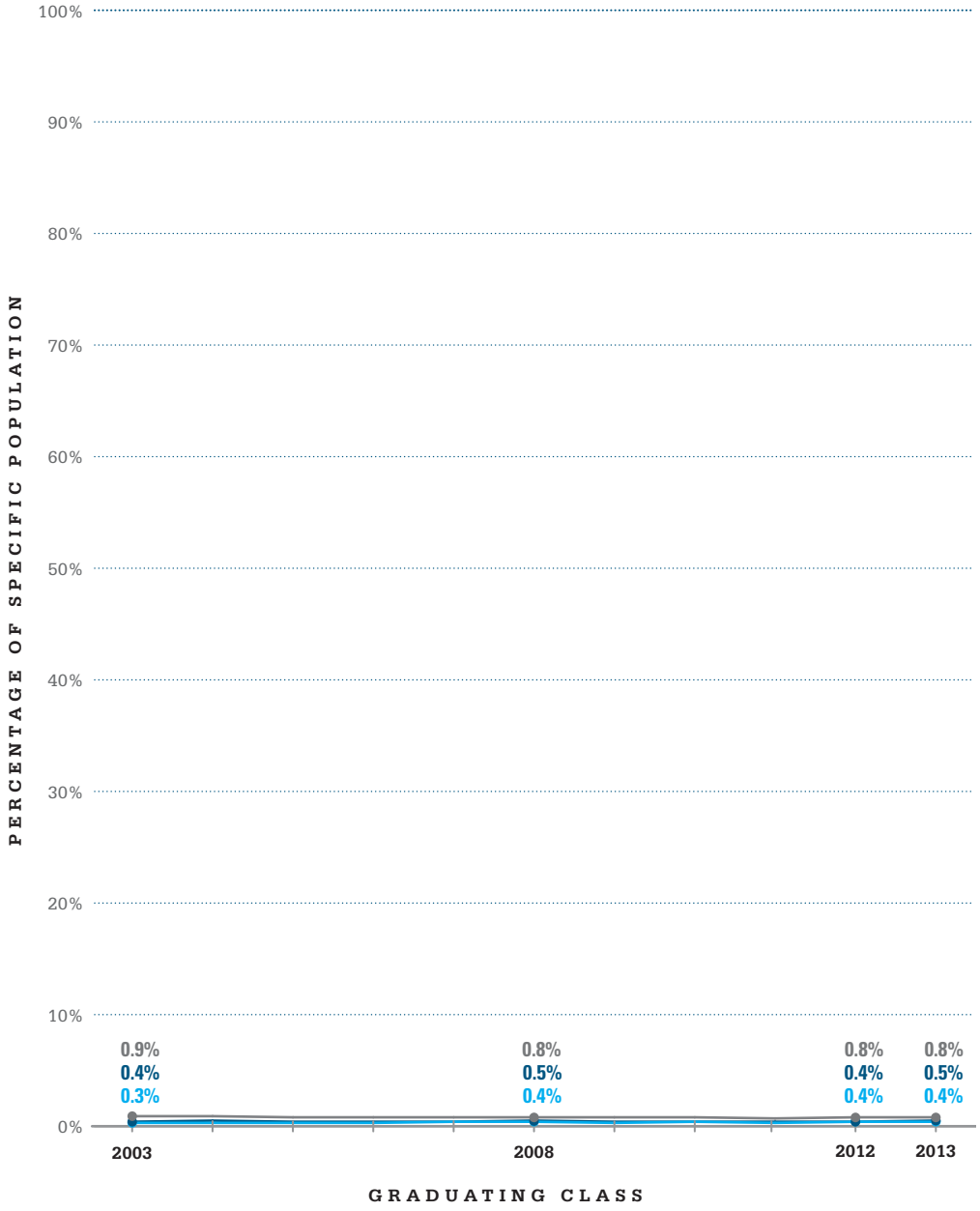
	2003	2008	2012	2013
students in the graduating class	116,724	142,491	166,503	164,882
graduates leaving high school having taken an AP Exam	24,720	38,090	53,249	58,492
graduates scoring 3+ on an AP Exam during high school	18,624	24,121	32,470	35,730

American Indian/ Alaska Native

FIGURE 7 Trends in AP Exam Participation and Success

The percentage or number of ...
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school

... who are American Indian/Alaska Native



702

American Indian/Alaska Native graduates in the class of 2013 took an AP Exam during high school

	2003	2008	2012	2013
students in the graduating class	3,120	3,071	2,896	2,878
graduates leaving high school having taken an AP Exam	343	550	617	702
graduates scoring 3+ on an AP Exam during high school	161	315	348	429

Asian/Asian American/ Pacific Islander

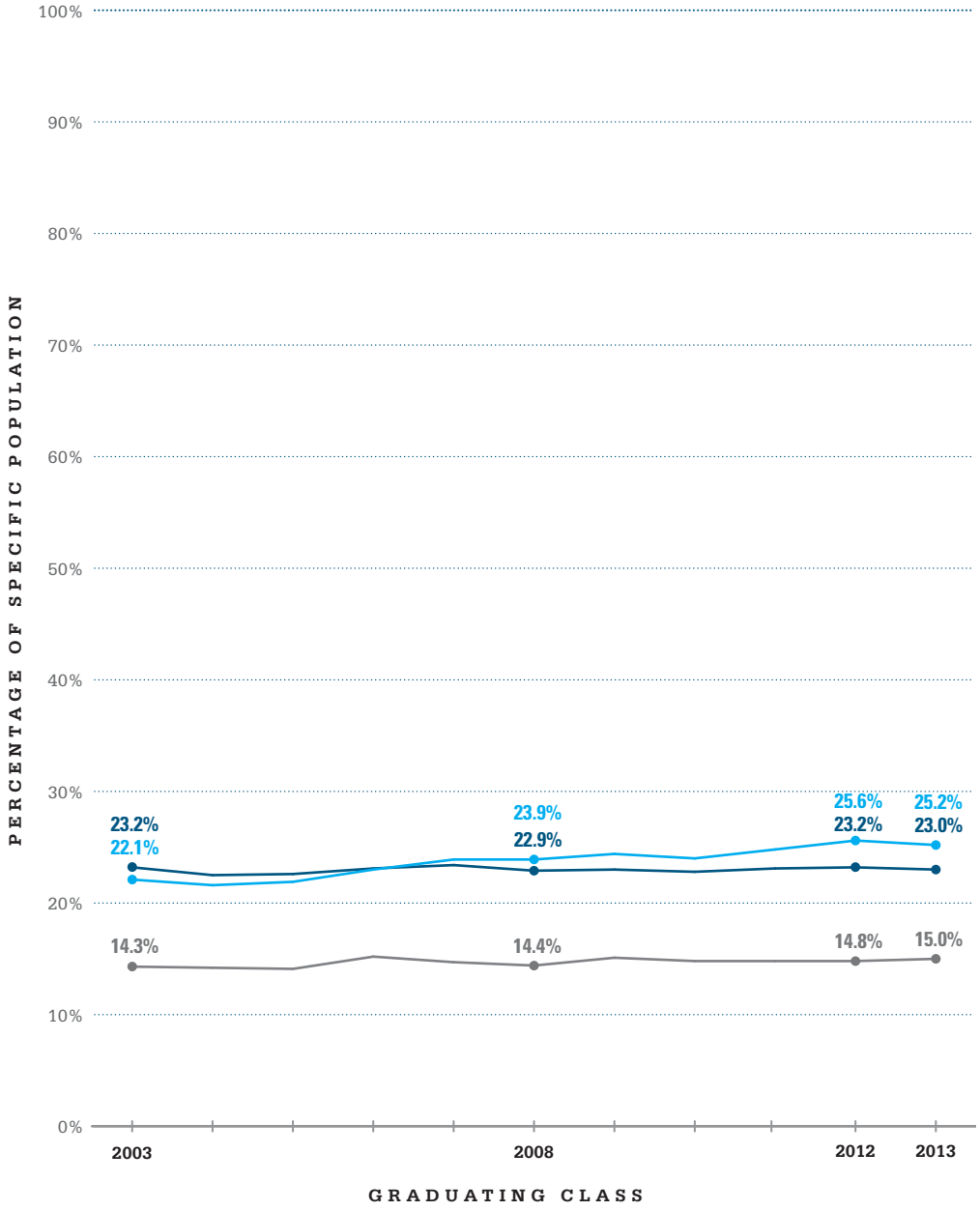
FIGURE 8 Trends in AP Exam Participation and Success

The percentage or number of ...
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school

... who are Asian/Asian American/Pacific Islander

35,166

Asian/Asian American/Pacific Islander graduates in the class of 2013 took an AP Exam during high school



	2003	2008	2012	2013
students in the graduating class	48,728	54,019	56,773	56,496
graduates leaving high school having taken an AP Exam	20,019	27,274	33,644	35,166
graduates scoring 3+ on an AP Exam during high school	13,042	18,733	24,454	25,586

White

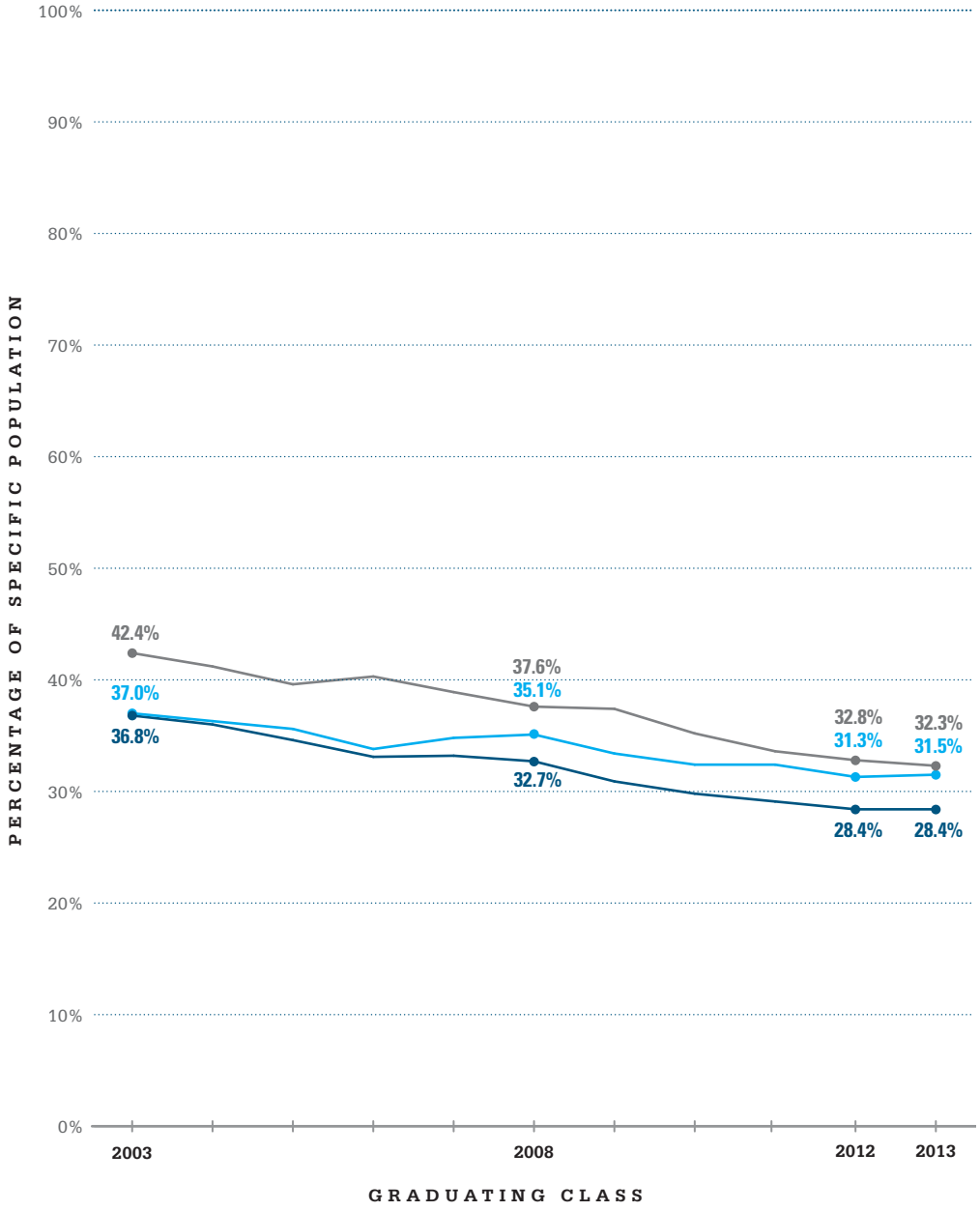
FIGURE 9 Trends in AP Exam Participation and Success

The percentage or number of ...
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school

... who are white

43,392

white graduates in the class of 2013 took an AP Exam during high school



	2003	2008	2012	2013
students in the graduating class	144,664	141,011	126,050	121,735
graduates leaving high school having taken an AP Exam	31,746	39,080	41,069	43,392
graduates scoring 3+ on an AP Exam during high school	21,798	27,521	29,985	31,927

CollegeBoard

ABOUT THE COLLEGE BOARD

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT®, and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit www.collegeboard.org.

© 2014 The College Board. College Board, Advanced Placement, Advanced Placement Program, AP, SAT and the acorn logo are registered trademarks of the College Board. AP Capstone and AP Potential are trademarks owned by the College Board. All other products and services may be trademarks of their respective owners. Visit the College Board on the Web: www.collegeboard.org.

apreport.collegeboard.org