



THE 10TH ANNUAL

# AP<sup>®</sup> Report to the Nation

STATE SUPPLEMENT  
FEBRUARY 11, 2014


District of  
Columbia



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## About This Report

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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](http://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.

The District of Columbia 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

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

- ✓ Include AP in the accountability system.
  - Establish AP participation and performance indicators.
  - Set clear, measurable statewide goals toward improvement.
  
- ✓ 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.*

## Opportunities

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

- Ensure that public colleges and universities develop AP Exam credit and placement policies based on institutional goals, alignment with corresponding courses, and objective outcomes research. Partner with College Board Higher Ed staff to coordinate interaction between OSSE, DCPS, and higher education institutions in and around the District of Columbia.
- Formalize and invest in a professional development schedule to build capacity for infusing Pre-AP<sup>®</sup> strategies into course work and to bolster current AP teachers.
- Enhance existing 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, like SpringBoard<sup>®</sup>, 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.

## Highlights

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

### Participation in the Development of AP

2013 Reading participants— Total: **45**

District of Columbia represents **0.4% of all Readers**

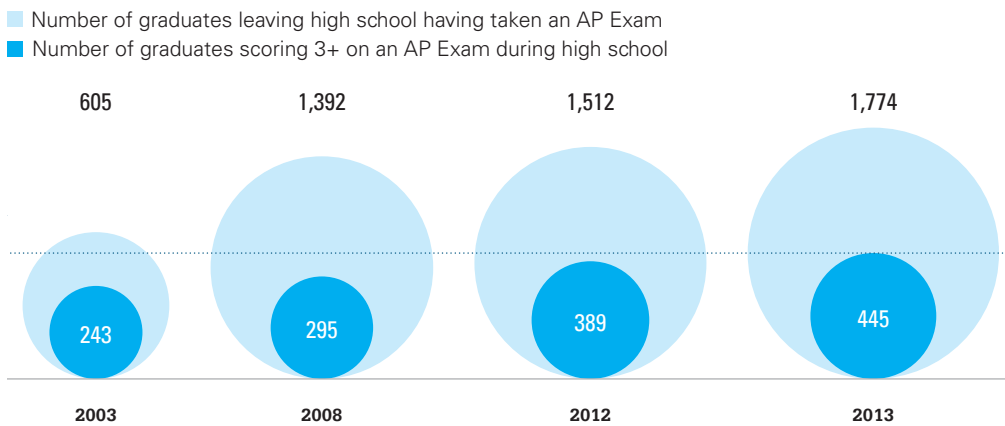
- AP High School Teachers: **22**
- College and University Faculty: **23**

2013 AP Professional Development Leaders— Total: **3**

2013 AP Development Committee Members— Total: **8**

Statistics	Benjamin Banneker Academic High School
Chinese Language and Culture	Friends School
Human Geography	George Washington University
Physics C	Georgetown University
Physics 2	George Washington University
Japanese Language and Culture	Georgetown University
Physics 1	St. Albans School
Physics B	Woodrow Wilson High School

**FIGURE 1** Growth in AP® Participation and Success

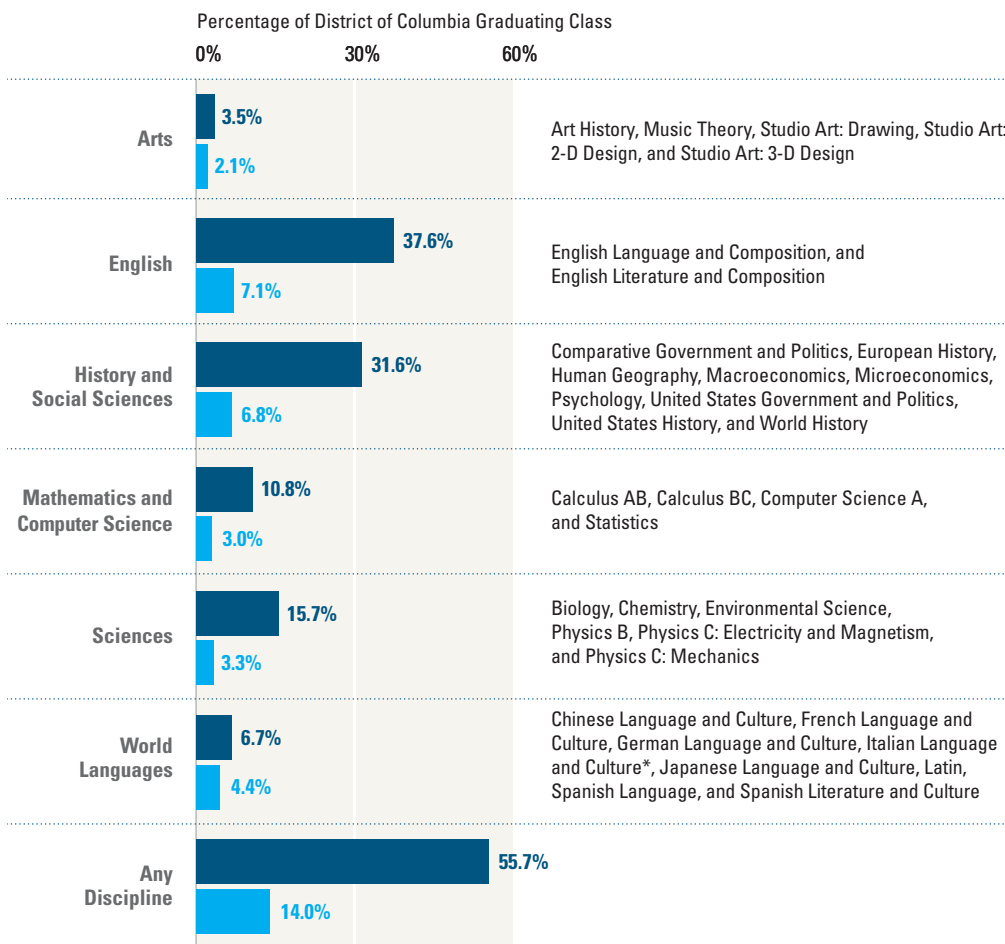


## More graduates

are succeeding on AP Exams today than ever before

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

■ Percentage of graduates leaving high school having taken an AP Exam  
 ■ Percentage of graduates scoring 3+ on an AP Exam during high school

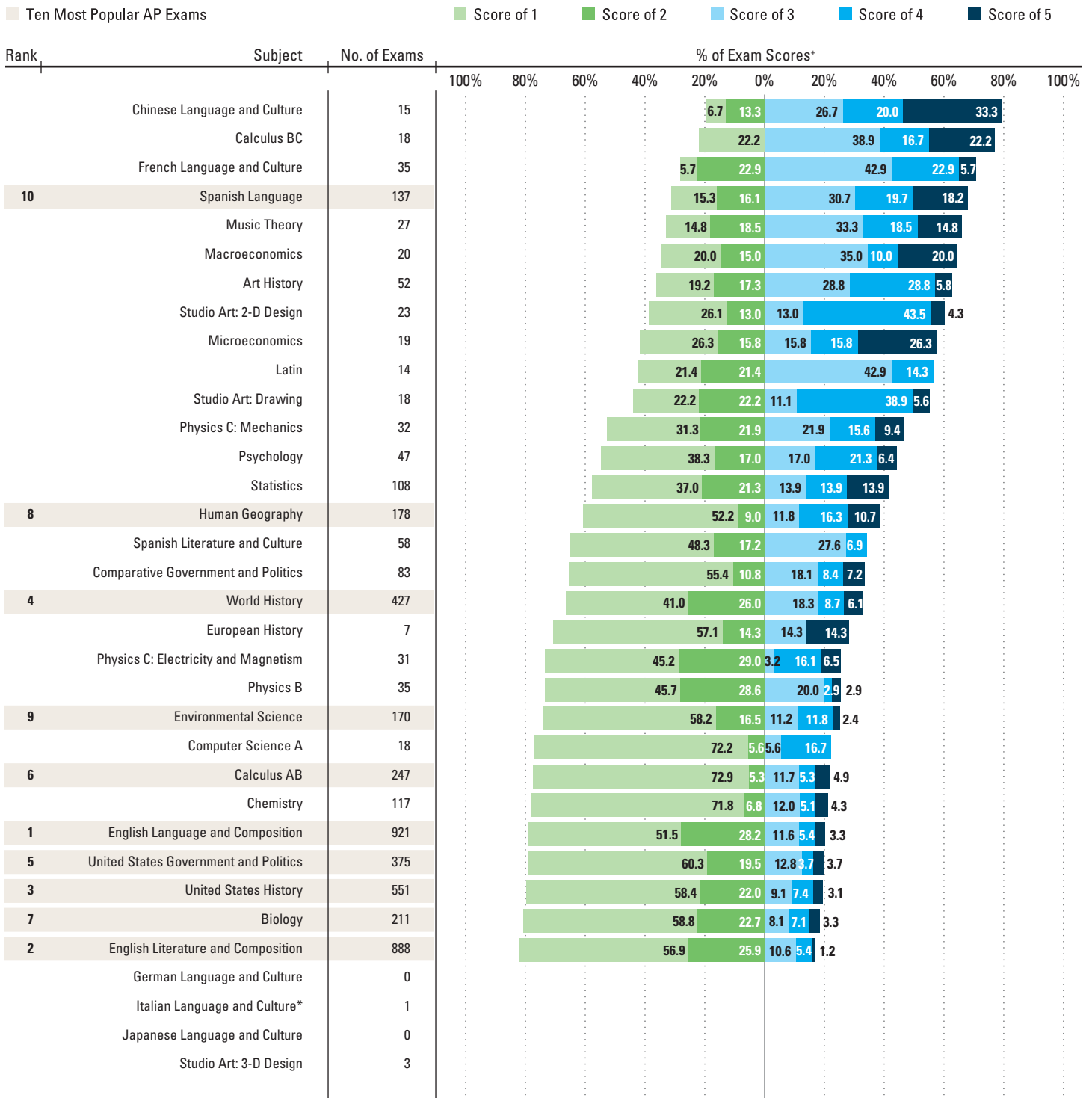


## English

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

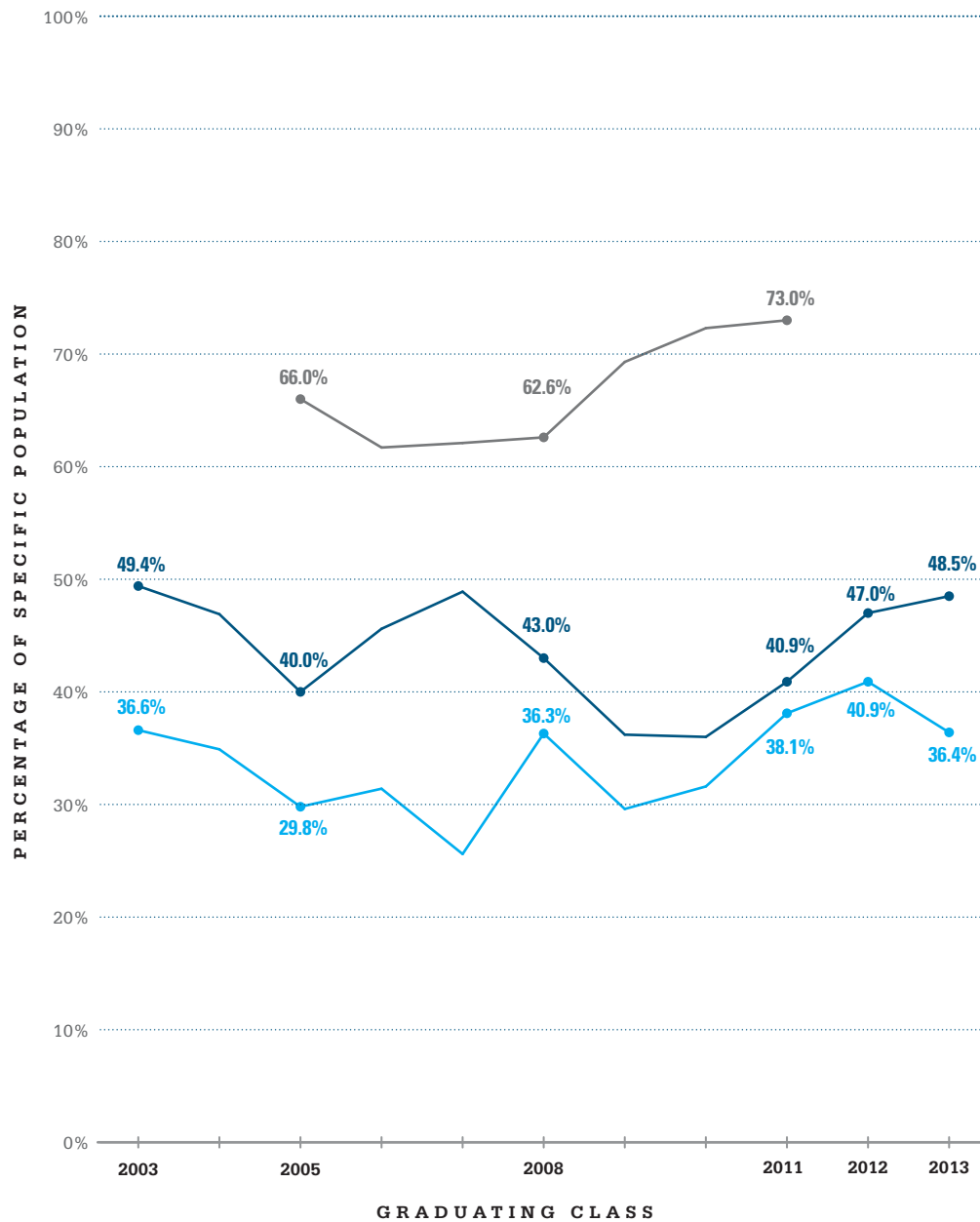
**FIGURE 4** Trends in AP Exam Participation and Success

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

**2,145**

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



	2003	2008	2012	2013
●	**	**	**	**
●	299	598	711	861
●	89	107	159	162

\*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.



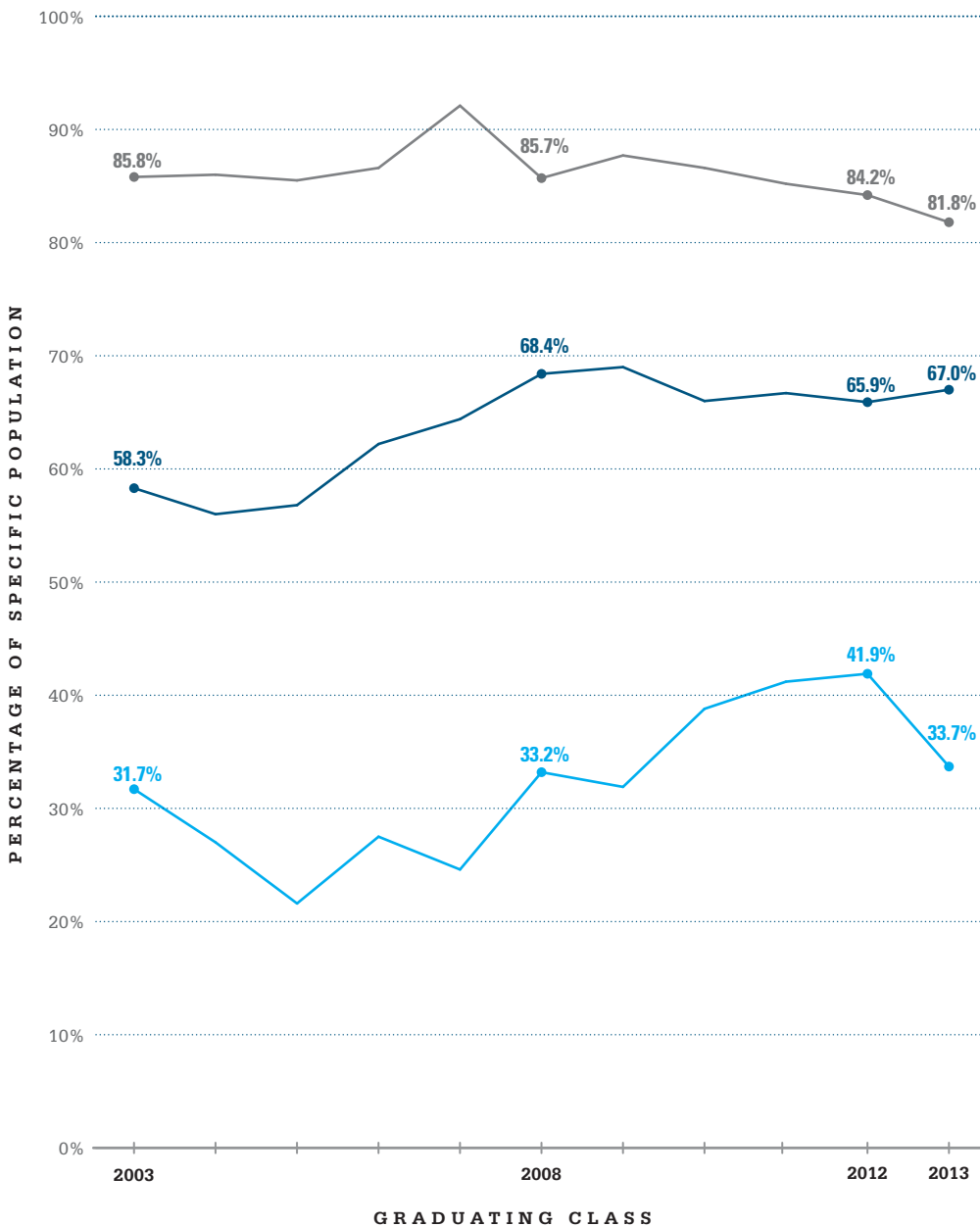
# Black/African American

**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

**1,189**

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



	2003	2008	2012	2013
●	2,339	2,871	2,689	2,605
●	353	952	997	1,189
●	77	98	163	150

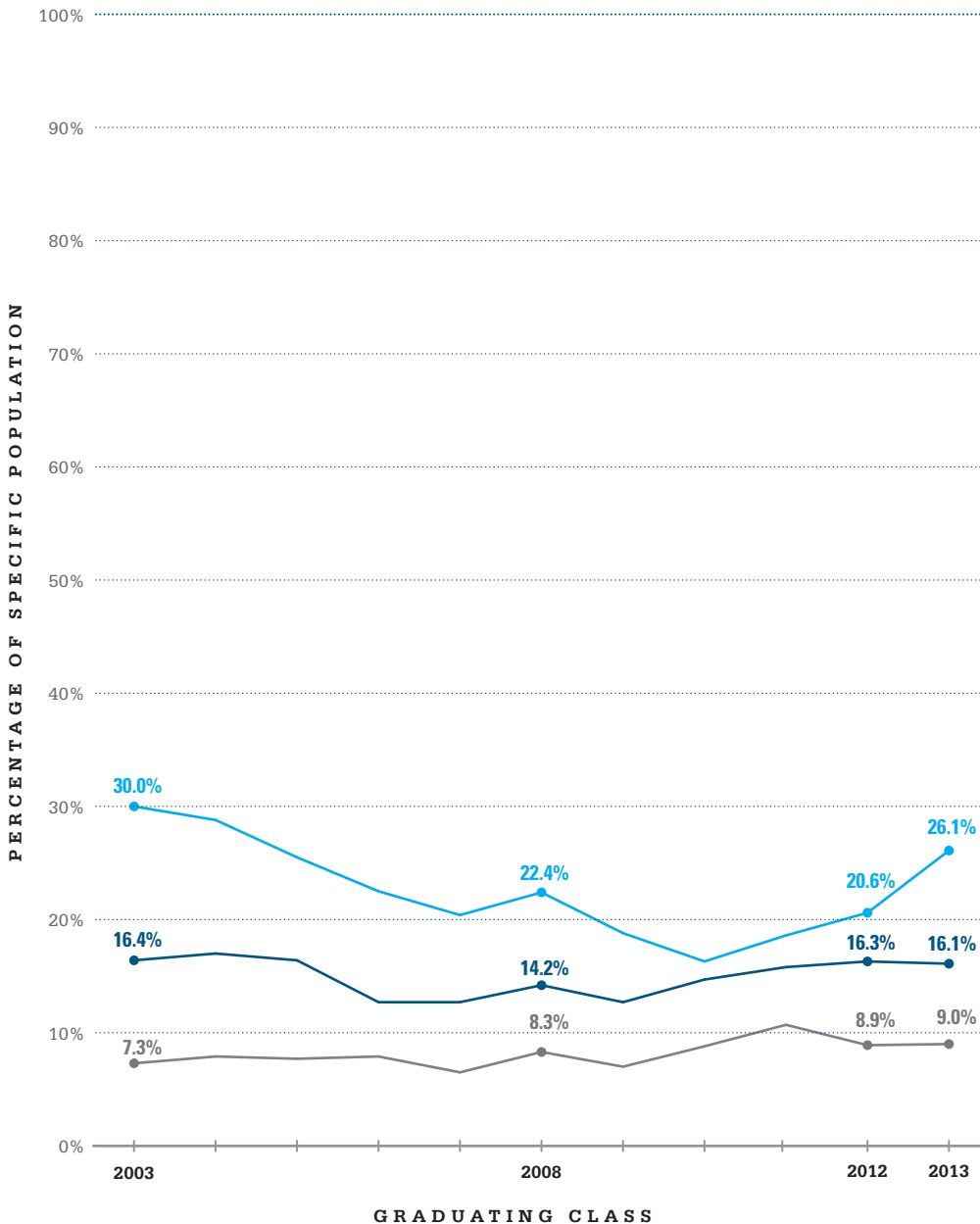
# Hispanic/Latino

**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

**285**

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



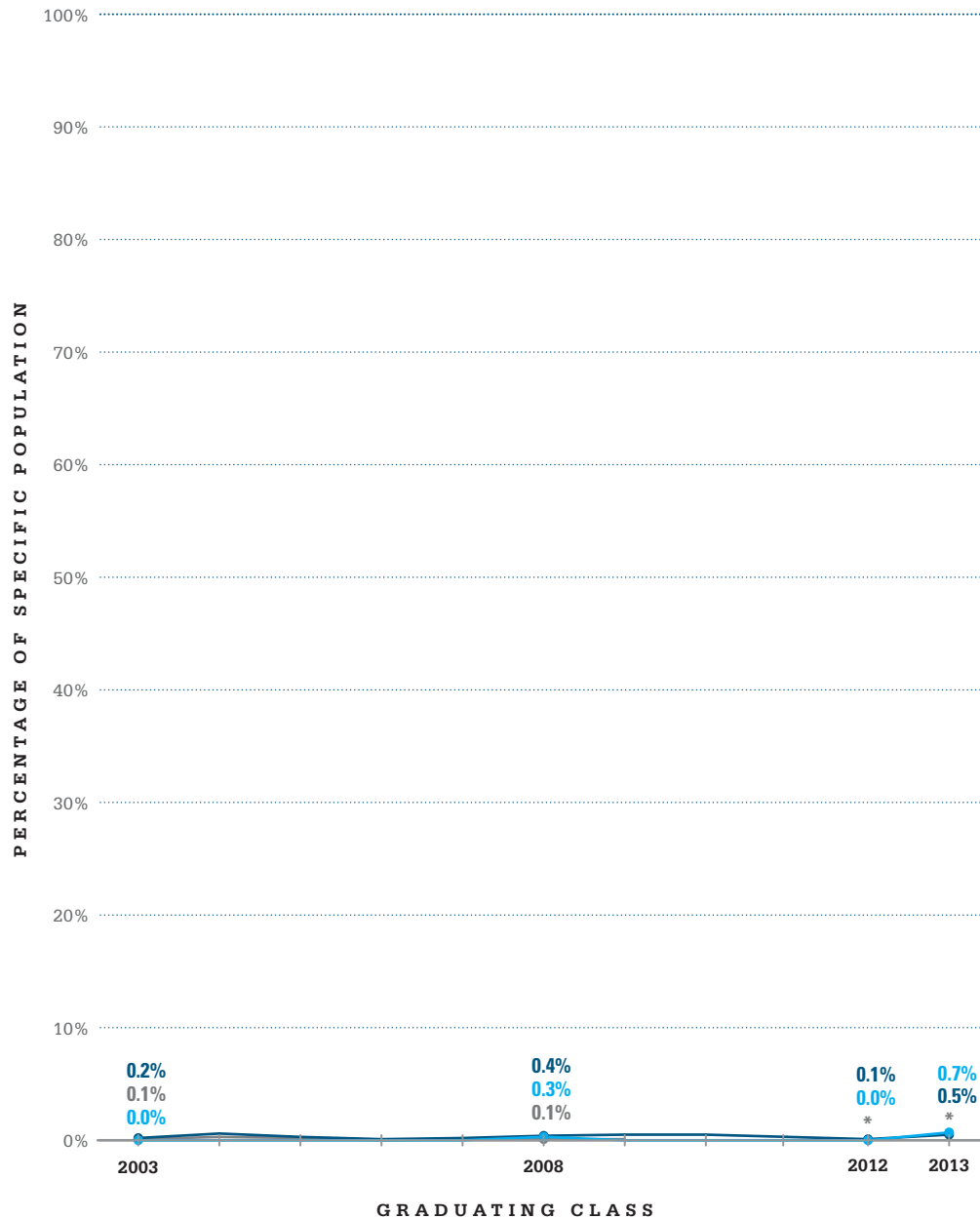
	2003	2008	2012	2013
●	199	277	283	287
●	99	198	246	285
●	73	66	80	116

# 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



## 9

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

	2003	2008	2012	2013
●	2	3	N/A	N/A
●	1	6	2	9
●	**	1	**	3

\*Precise numbers of American Indian/Alaska Native graduates for the classes of 2010 through 2013 for the District of Columbia are not available from the Western Interstate Commission for Higher Education.

\*\*Success data omitted when fewer than five graduates took an AP Exam.

# Asian/Asian American/ Pacific Islander

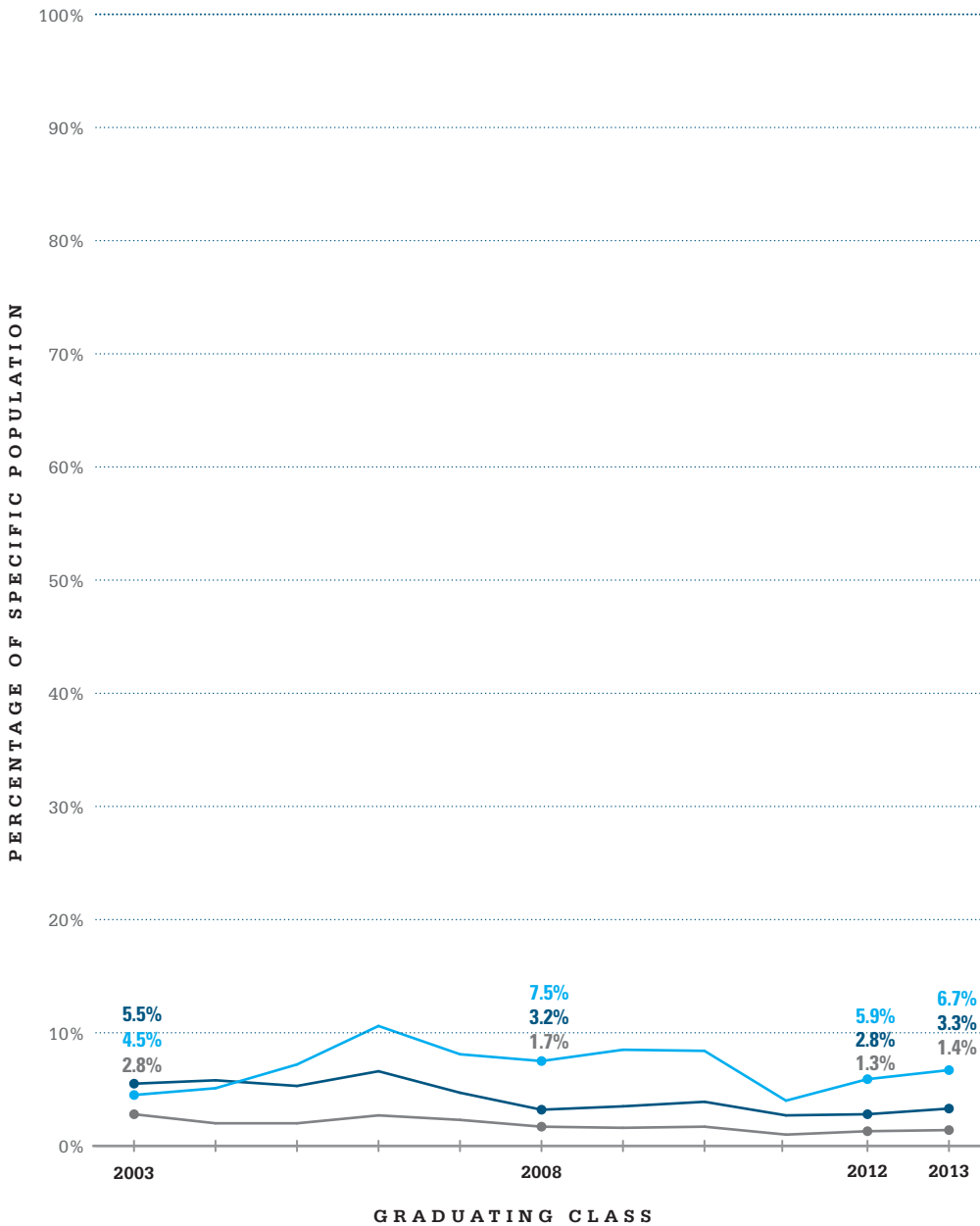
**FIGURE 8** Trends in AP Exam Participation and Success

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

**58**

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



	2003	2008	2012	2013
●	75	58	40	45
●	33	44	43	58
●	11	22	23	30

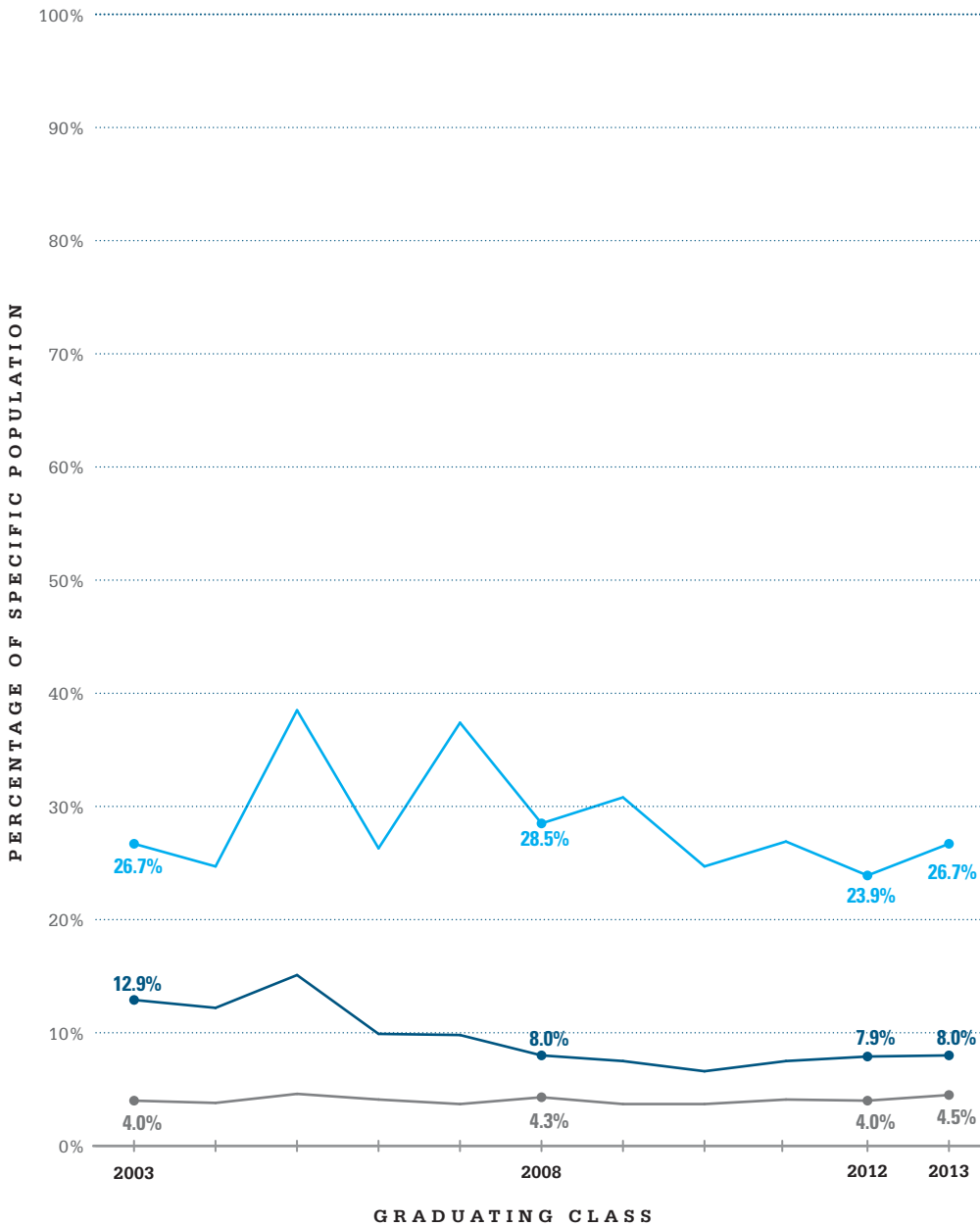
# White

**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

**142**

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



	2003	2008	2012	2013
●	110	144	129	142
●	78	111	119	142
●	65	84	93	119



## 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<sup>®</sup>, and the Advanced Placement Program<sup>®</sup>. 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](http://www.collegeboard.org).

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