

THE 10TH ANNUAL

AP® Report to the Nation

STATE SUPPLEMENT FEBRUARY 11, 2014

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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.

Texas 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 14 districts that have earned a spot on the AP Honor Roll through their hard work and dedication to 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 support for professional development for teachers by setting a statewide cost for AP Summer Institutes, including funding for some teachers to attend.
- Pay exam fee subsidies for low-income students to remove barriers to opportunity.



Opportunities

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

- □ Provide targeted assistance and resources to schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs.
- ☐ Clearly communicate how AP fits into state 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.
- □ Participate in the Expedited AP data program, which provides states with their AP student data earlier than ever before, free of charge, by using a standardized data agreement and file format.
- □ 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.



Highlights

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

Participation in the Development of AP

2013 Reading participants—Total: 1,014 Texas represents 8.9% of all Readers

• AP High School Teachers: 744

• College and University Faculty: 270

2013 AP Professional Development Leaders - Total: 169

2013 AP Development Committee Members - Total: 31

Spanish Language and Culture Alamo Heights High School

LatinAustin CollegeEuropean HistoryBaylor UniversityUnited States HistoryCarroll Senior High SchoolSpanish LiteratureCy-Fair High SchoolPhysics BGreenhill School

Studio Art McKinney North High School
Physics 1 Parish Episcopal School
Music Theory Plano Senior High School
Art History Plano West Senior High School
Macroeconomics Plano West Senior High School

Chemistry Rice University
Chemistry Saint Mary's Hall
English Language and Composition Saint Mary's Hall

English Language and Composition School for the Talented & Gifted

Comparative Government St. John's School

and Politics

Computer Science A TAG Magnet High School
World History Texas A&M University - Kingsville

French Language and Culture
Human Geography
U.S. Government and Politics
Texas A&M University
Texas A&M University
Texas Christian University

Environmental Science The Liberal Arts and Science Academy

High School

U.S. Government and Politics Trinity University
Comparative Government Trinity University

and Politics

Chemistry Trinity Valley School
U.S. History Trinity Valley School
Comparative Government University of Texas at Austin

and Politics

German Language and Culture

Spanish Literature and Culture

Spanish Language

University of Texas at Austin

University of Texas at Austin

University of Texas - Pan American

Statistics Westwood High School



Highlights (continued)

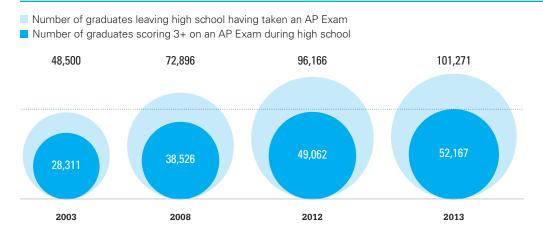
The AP Honor Roll

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 Texas: 14

Carroll Independent School District*
Coppell Independent School District
Eagle Pass Independent School District
Frisco Independent School District
IDEA Public Schools
Irving Independent School District
Katy Independent School District
Katy Independent School District
Lake Travis Independent School District
Mesquite Independent School District
Pasadena Independent School District
Plano Independent School District
Point Isabel Independent School District
Sharyland Independent School District
Southwest Independent School District

FIGURE 1 Growth in AP® Participation and Success



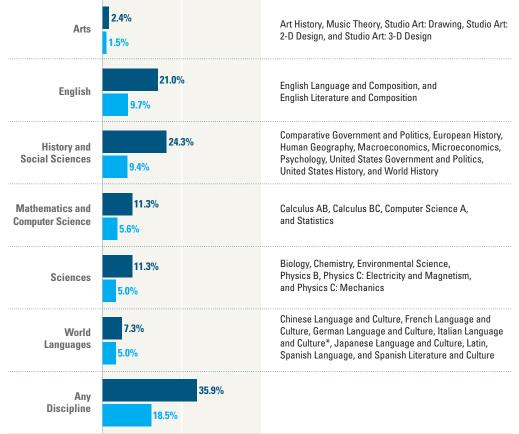
More graduates

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

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

Percentage of Texas Graduating Class 0% 30% 60%



Total Number of Graduates: 282,244

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

Chinese Language and Culture 100% 80% 80% 40% 20% 0% 20% 40% 60% 80% 100% 100% 100% 80% 80% 40% 20% 0% 20% 40% 60% 80% 100% 1	Rank _i	Subject	No. of Exams	ı				% of	Exam S	cores+				
Italian Language and Culture* 24	'		1	100%	80%	60%	40%	20%	0%	20%	40%	60%	80%	100%
Studio Art 2-D Design Studio Art Drawing 1,335 Calculus BC 5,540 Calculus BC 5,540 Calculus BC 5,540 Tal. 6,5 19.4 19.2 19.2 37.1 7 Spanish Language 18,048 European History Physics C. Mechanics 3,345 Studio Art 3-D Design 392 Japanese Language and Culture Spanish Literature and Culture Computer Science A 3,450 German Language and Culture 333 Cerman Language and Culture 333 20,4 22,2 23,4 14,7 192 Physics C. Electricity and Magnetism Att History 11,237 Physics C. Electricity and Magnetism Att History 11,237 Physics C. Electricity and Magnetism French Language and Culture 890 Human Geography French Language and Culture 890 Human Geography 7,899 Calculus AB 18,03 18,3 3,2 2,0 19,2 11,5 15,0 Regish Literature and Composition 1,894 Calculus AB 18,032 Cemparative Government and Politics Physics B 7,715 Environmental Science 9,246 3,407 3,511 2,57 3,57 4,57 3,51 4,57 4,57 4,57 5,57 4,57 5,57 4,57 5,57 4,57 5,57 5		Chinese Language and Culture	376					5	.3 0.8 6.4	11.7			7	5.8
Studio Art Drawing 1,355 2,4 2,5 3,1 1,5		Italian Language and Culture*	24					4	2 8.3	12.5	25.0		50.0	
Calculus BC 0,540		Studio Art: 2-D Design	1,956	:		:	:	3.8	19.9		33.2	29.4	13.7	:
Table Tabl		Studio Art: Drawing	1,335	:	:			3.4	23.6		41.5	18.5 1	3.0	:
European History Physics C: Mechanics Studio Art 3- O Design Japanese Language and Culture Spanish Literature and Culture German Language and Culture Albert Physics C: Electricity and Magnetism Physics C: Electricity and Magnetism Art History French Language and Culture Spanish C: Electricity and Magnetism French Language and Culture Spanish C: Electricity and Magnetism French Language and Culture Spanish C: Electricity and Magnetism List French Language and Culture Spanish C: Electricity and Magnetism List French Language and Culture Spanish C: Electricity and Magnetism List French Language and Culture Spanish C: Electricity and Magnetism List French Language and Culture Spanish C: Electricity and Magnetism List French Language and Culture Spanish C: Electricity and Magnetism List Easily Spanish C: Electricity and C: Electricity and Magnetism List Easily Spanish C: Electricity and C: Electricity and Magnetism List Easily Spanish C: Electricity and C: Electricity and Magnetism List Easily Spanish C: Electricity and		Calculus BC	6,540				:	21	.4 6.9	19.4	15.2	37	/.1	
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German Language and Culture 333 20.4 222 23.4 147 19.2		Spanish Literature and Culture	3,098					21.1	18.6	31	1.1 2	1.7 7.5		
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6 Macroeconomics 18,395 45.5 19.0 13.6 14.7 7.2	3	World History	34,437				36.	1	26.5	19.9 1	5.7			
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5 United States Government and Politics 23,725 40.6 24.8 20.2 8.9 5.5	6	Macroeconomics	18,395	:	:			45.5	19.0	13.6 14.7	7.2		:	
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				:	:	:	:	:			:	:	:	

⁺ Due to rounding, percentages do not always add up to 100.0.

Subjects with fewer than five AP $\operatorname{\mathsf{Exam}}$ takers were omitted from this figure.

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

Low Income

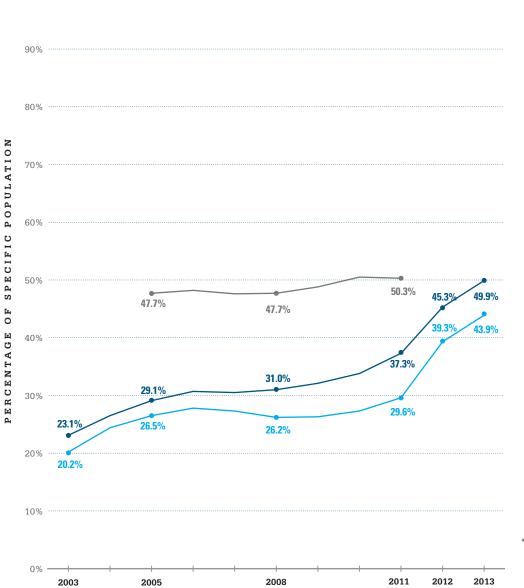
FIGURE 4 Trends in AP Exam Participation and Success

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

167,740

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



GRADUATING CLASS

 <sup>2003
 2008
 2012
 2013

 **
 **
 **
 **

 •
 11,191
 22,607
 43,608
 50,584

 •
 5,714
 10,088
 19,305
 22,884</sup>

^{*}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 ...

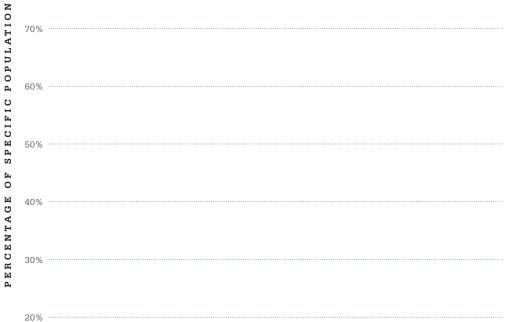
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are black/African American

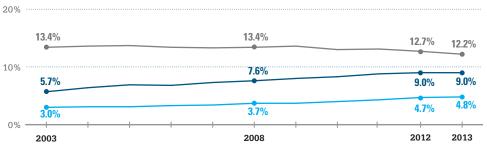
9,147

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



	2003	2008	2012	2013
•	31,801	33,873	35,379	34,319
•	2,780	5,576	8,678	9,147
•	853	1,421	2,284	2,487



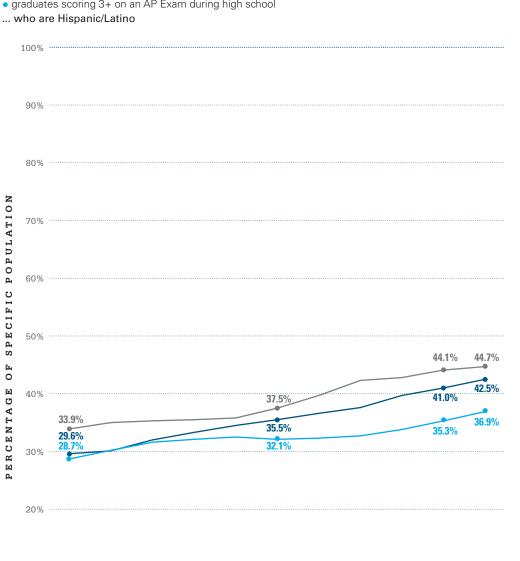


Hispanic/Latino

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



2008

GRADUATING CLASS

2012

2013

43,031

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

	2003	2008	2012	2013
•	80,777	94,571	123,250	126,090
•	14,380	25,891	39,456	43,031
•	8,114	12,361	17,307	19,258

10%

2003

American Indian/ Alaska Native

FIGURE 7 Trends in AP Exam Participation and Success

The percentage or number of ...

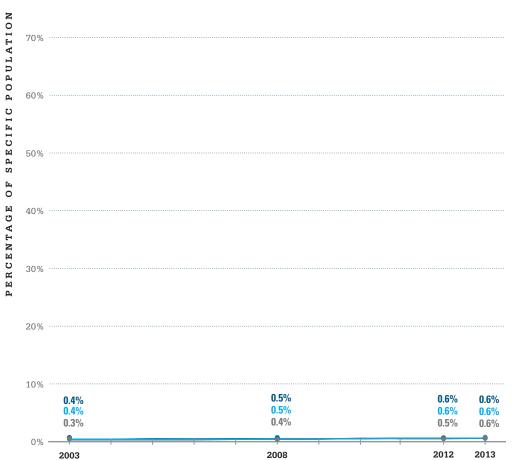
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are American Indian/Alaska Native

574

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



	2003	2008	2012	2013
•	670	944	1,486	1,626
•	204	393	551	574
•	104	181	290	298



GRADUATING CLASS

Asian/Asian American/ Pacific Islander

FIGURE 8 Trends in AP Exam Participation and Success

The percentage or number of ...

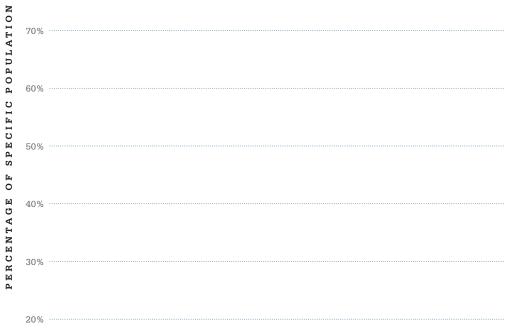
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are Asian/Asian American/Pacific Islander

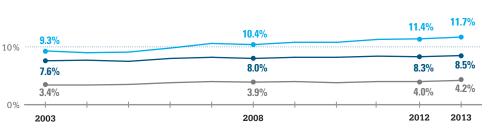
8,621

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



	2003	2008	2012	2013
•	8,045	•	11,268	
•	3,668	5,828		8,621
•	2,625	4,023	5,578	6,095





White

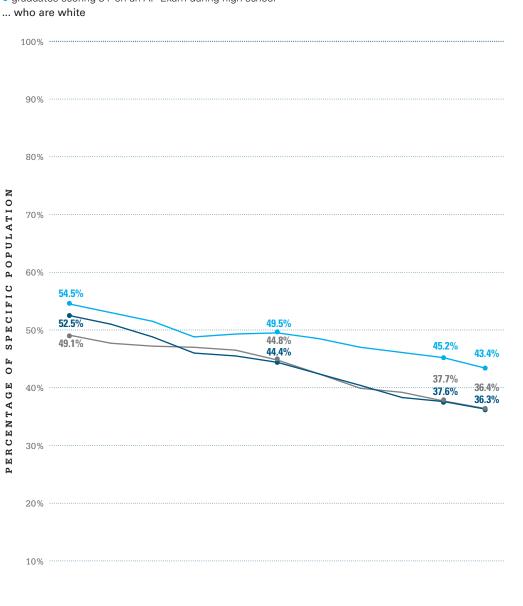
FIGURE 9 Trends in AP Exam Participation and Success

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

36,728

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



2008

GRADUATING CLASS

2012

2013

2008 2012 116,818 112,983 105,180 102,703 25,445 32,350 36,129 15,422 19,055 22,157 22,663

2003



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.

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