



THE 10TH ANNUAL

AP[®] Report to the Nation


STATE SUPPLEMENT
FEBRUARY 11, 2014

Pennsylvania



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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.

Pennsylvania 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.
 - Use AP participation and performance indicators.
 - Set clear, measurable statewide goals toward improvement.

- ✓ Celebrate the 40 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.*

Opportunities

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

- ❑ Leverage School Supports Tab on School Performance Profile to provide schools with resources to improve their AP programs.
- ❑ Ensure that all AP teachers have attended an AP Summer Institute.
- ❑ Leverage the Intermediate Units to provide support for professional development for teachers and administrators in underserved areas of the state.
- ❑ Provide learning opportunities for principals and counselors, via Intermediate Units and webinars, for understanding how to use AP Potential™ to inform the scheduling process and expand AP course offerings.
- ❑ Communicate how AP fits into state graduation requirements, and share information about funding opportunities that enable students to participate and succeed in AP.
- ❑ 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.
- ❑ Leverage the Intermediate Units to create opportunities for other schools and districts to learn from your AP Honor Roll winners.
- ❑ Provide targeted assistance and resources to PDE identified “Focus Schools” and schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs.
- ❑ Communicate the advantages of AP for students attending your state’s universities.
- ❑ Develop policies that allow AP course work and exam scores to substitute for statewide graduation requirements. Finalize AP cut scores in Biology, English Literature, and Calculus that will allow students to be exempt from the corresponding Keystone exam.
- ❑ 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.

Highlights

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

Participation in the Development of AP

2013 Reading participants— Total: **434**

Pennsylvania represents **3.8% of all Readers**

- AP High School Teachers: **185**
- College and University Faculty: **249**

2013 AP Professional Development Leaders— Total: **45**

2013 AP Development Committee Members— Total: **18**

Psychology	Arcadia University
Calculus	Bloomsburg University
Spanish Literature and Culture	Carnegie Mellon University
U.S. History	Carnegie Mellon University
Chemistry	Carnegie Mellon University
English Language and Composition	Carnegie Mellon University
Latin	Dickinson College
Biology	Drexel University
German Language and Culture	Franklin and Marshall College
Chemistry	Franklin and Marshall College
Statistics	Germantown Academy
German Language and Culture	Manheim Township High School
German Language and Culture	Mt. Lebanon High School
Macroeconomics	Muhlenberg College
Calculus	Penn State University
U.S. History	Shippensburg University
Spanish Literature and Culture	Swarthmore College
German Language and Culture	University of Pennsylvania

Highlights (continued)

The AP Honor Roll

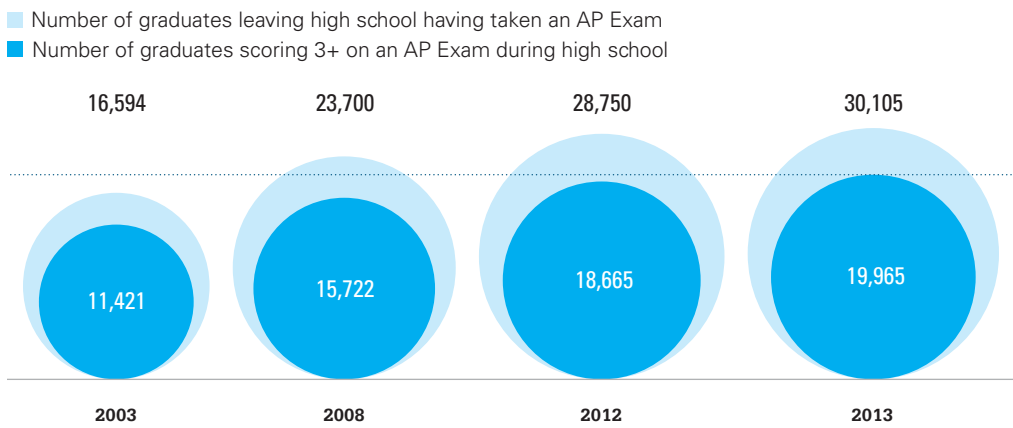
The AP Honor Roll recognizes and honors those outstanding school districts that simultaneously increase access to Advanced Placement® course work while increasing the percentage of students earning scores of 3 or higher on AP Exams. Achieving both of these goals is the ideal scenario for a district's 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 Pennsylvania: **40**

Abington Heights School District*
Avon Grove School District*
Beaver Area School District
Boyertown Area School District*
Central Bucks School District*
Council Rock School District
Diocese of Harrisburg Education Office
Easton Area School District*
Exeter Township School District
Fleetwood Area School District
Hampton Township School District
Haverford Township School District*
Hempfield Area School District*
Hermitage School District
Keystone Oaks School District
Lampeter-Strasburg School District*
Lewisburg Area School District
Lower Merion School District
Lower Moreland Township School District*
Moon Area School District
Nazareth Area School District*
North Allegheny School District*
North Penn School District*
North Pocono School District*
Northwestern Lehigh School District
Palmyra Area School District
Parkland School District
Pennsbury School District
Perkiomen Valley School District*
Phoenixville Area School District*
Plum Borough School District*
Schuylkill Valley School District
Selinsgrove Area School District
Sharon City School District
South Fayette Township School District*
South Park School District*
Southern Lehigh School District
Spring-Ford Area School District*
Upper St. Clair School District*
York Suburban School District

* District has achieved the honor for multiple years.

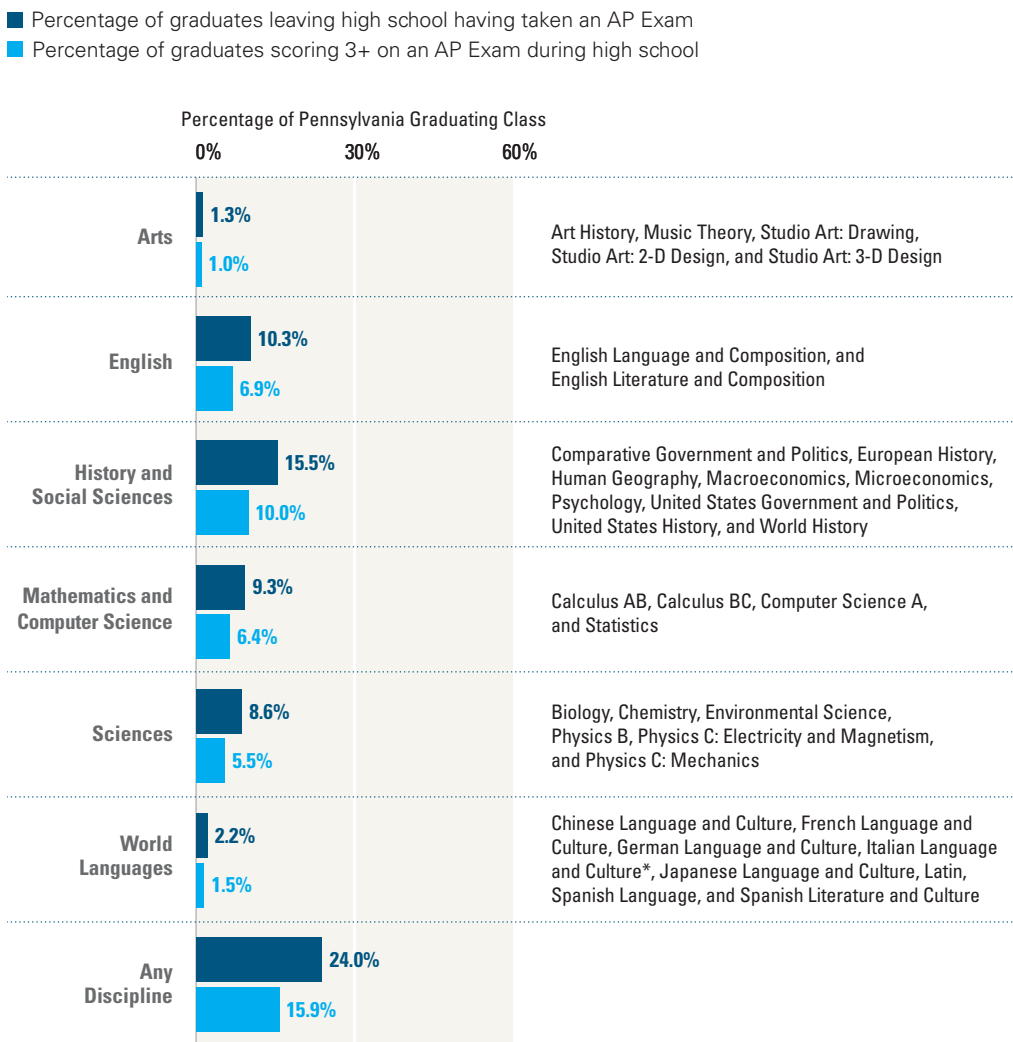
FIGURE 1 Growth in AP® Participation and Success



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



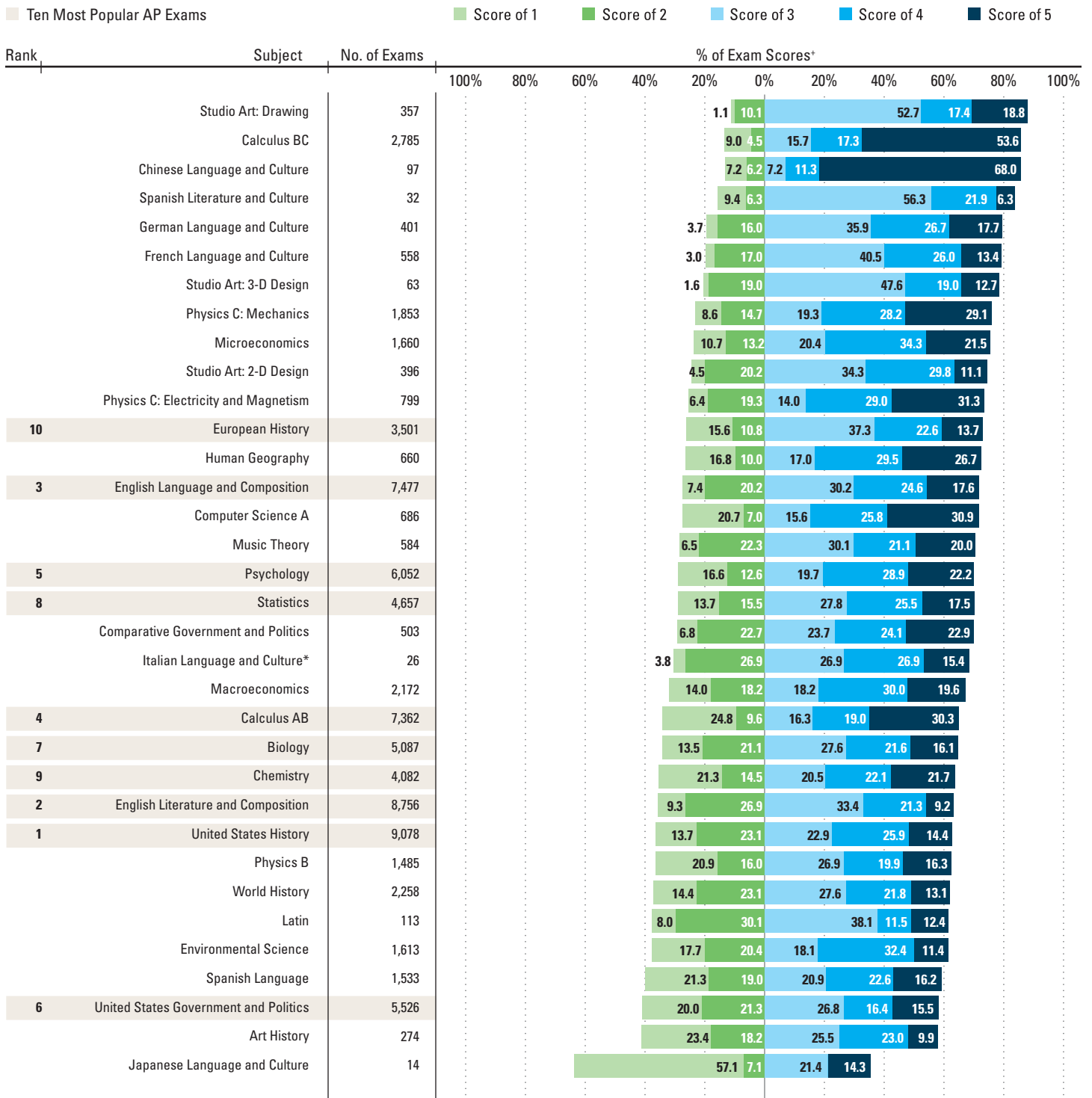
History and Social Sciences

had the greatest number of students achieving a score of 3 or higher

Total Number of Graduates: 125,264

* 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.

Low Income

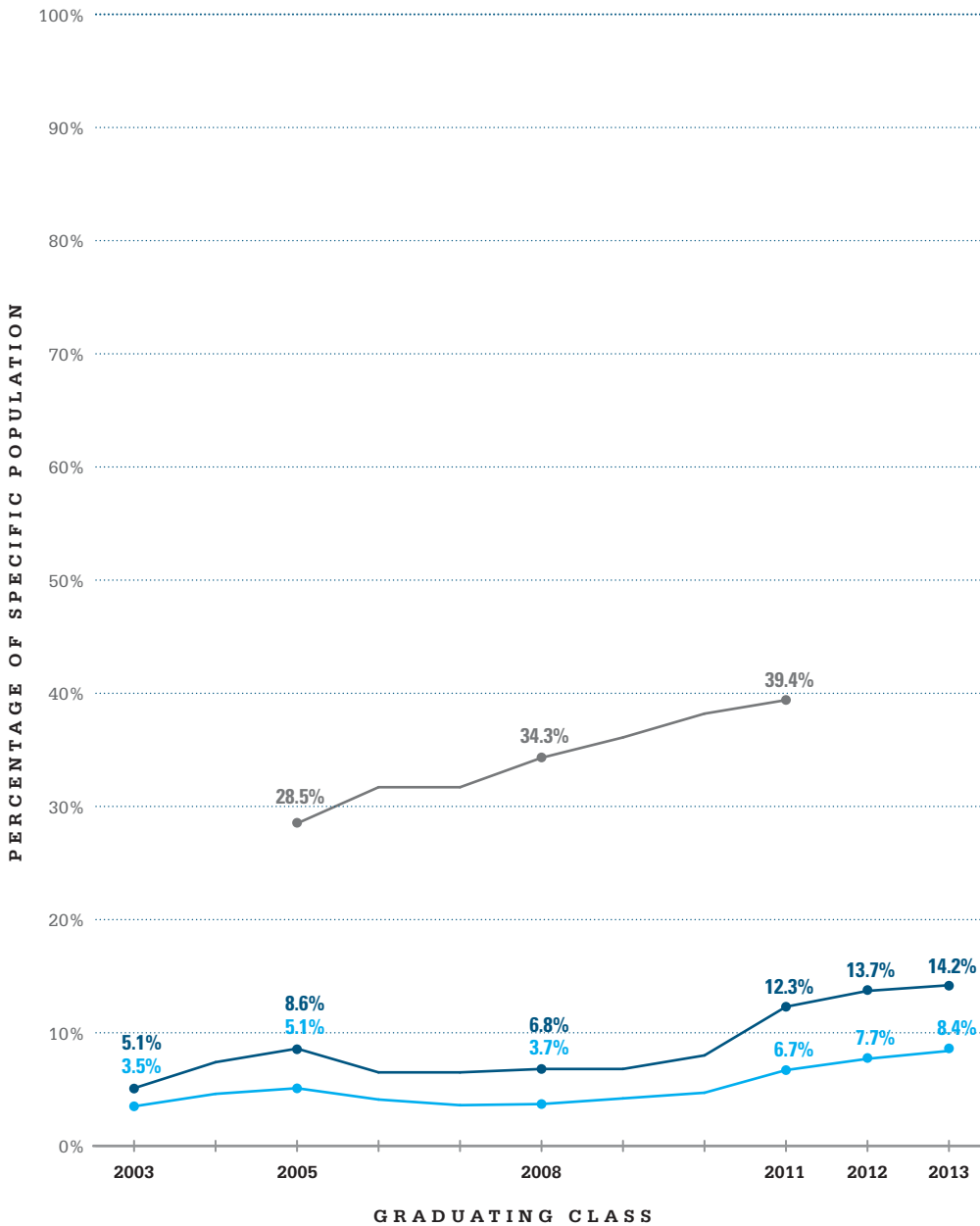
FIGURE 4 Trends in AP Exam Participation and Success

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

10,236

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



	2003	2008	2012	2013
●	**	**	**	**
●	845	1,621	3,937	4,279
●	399	583	1,442	1,683

* 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

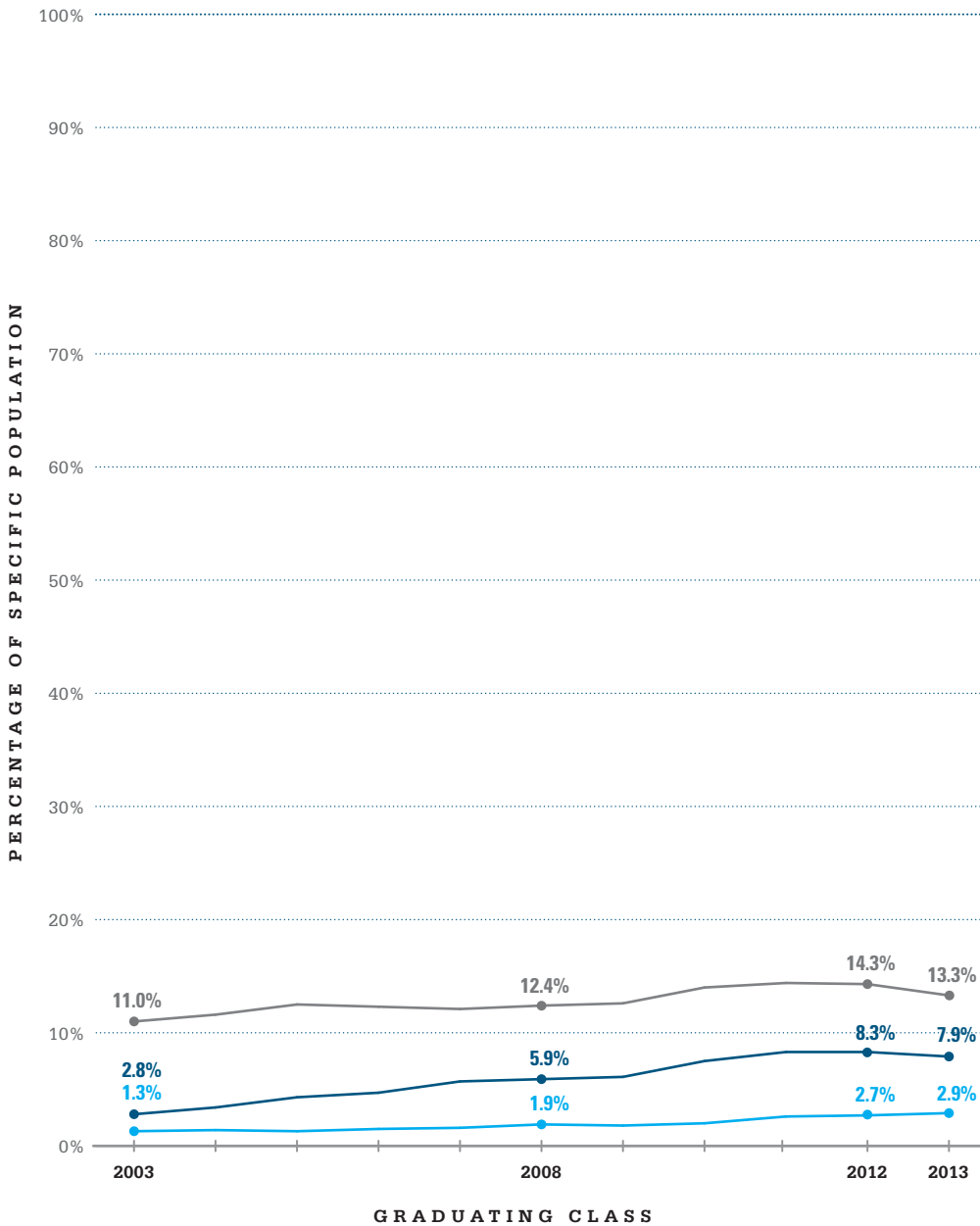
The percentage or number of ...

- 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

2,387

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



	2003	2008	2012	2013
●	13,143	16,111	18,255	16,676
●	459	1,390	2,394	2,387
●	150	294	511	573

Hispanic/Latino

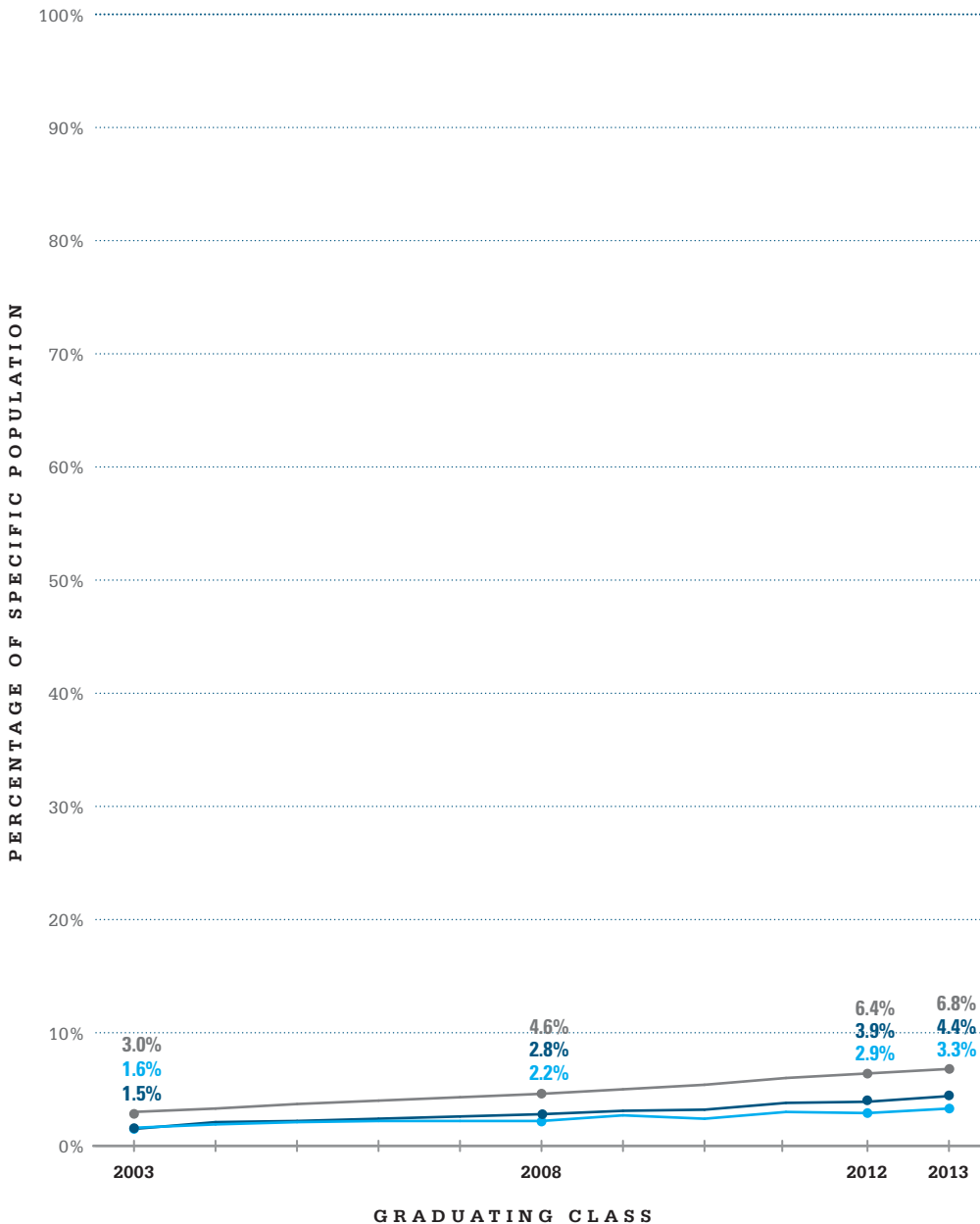
FIGURE 6 Trends in AP Exam Participation and Success

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

1,333

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



	2003	2008	2012	2013
●	3,566	5,978	8,171	8,492
●	256	661	1,112	1,333
●	179	352	541	659

American Indian/ Alaska Native

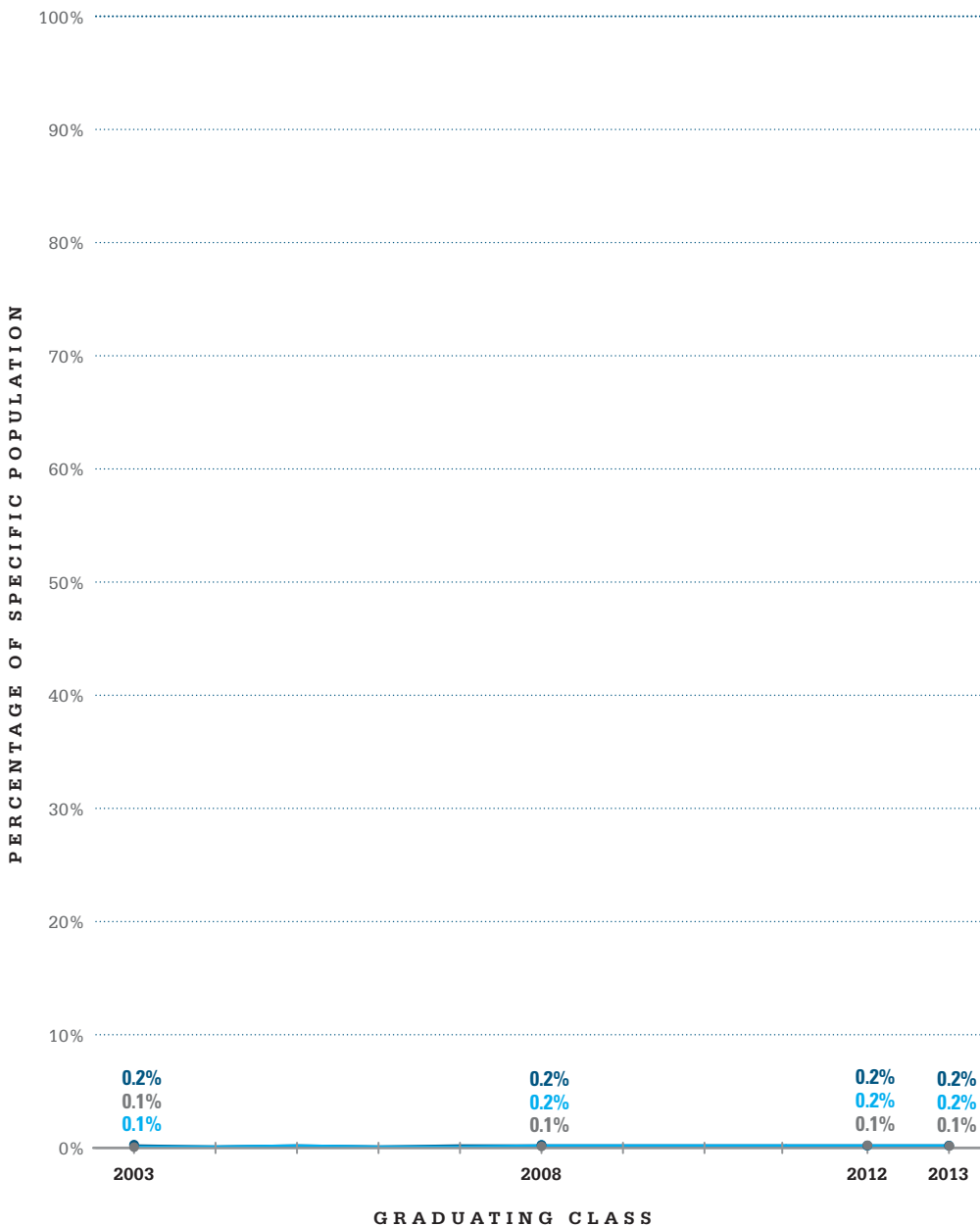
FIGURE 7 Trends in AP Exam Participation and Success

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

72

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



	2003	2008	2012	2013
●	105	146	167	160
●	27	52	49	72
●	15	32	33	34

Asian/Asian American/ Pacific Islander

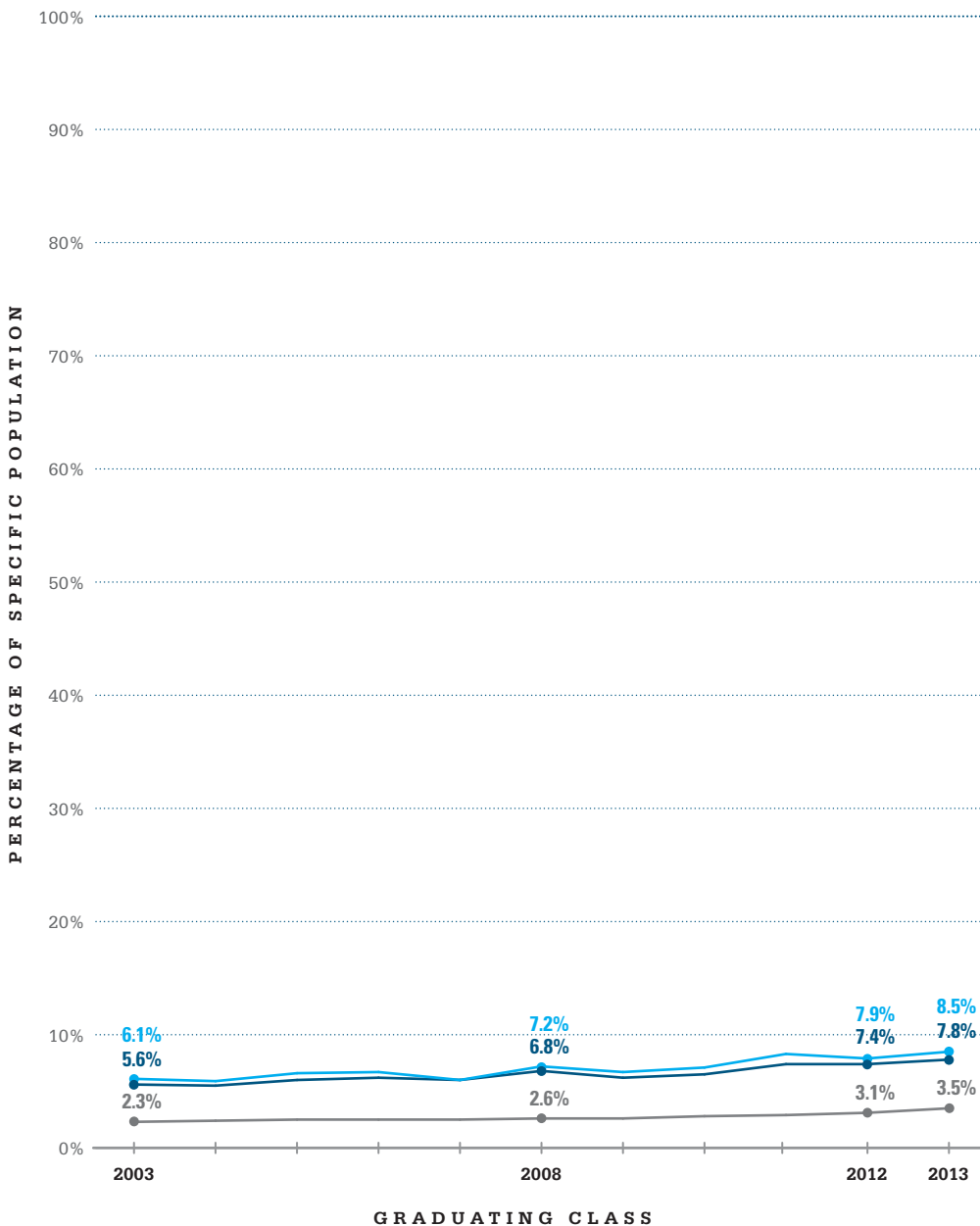
FIGURE 8 Trends in AP Exam Participation and Success

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

2,360

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



	2003	2008	2012	2013
●	2,789	3,439	3,989	4,328
●	936	1,600	2,116	2,360
●	697	1,125	1,483	1,698

White

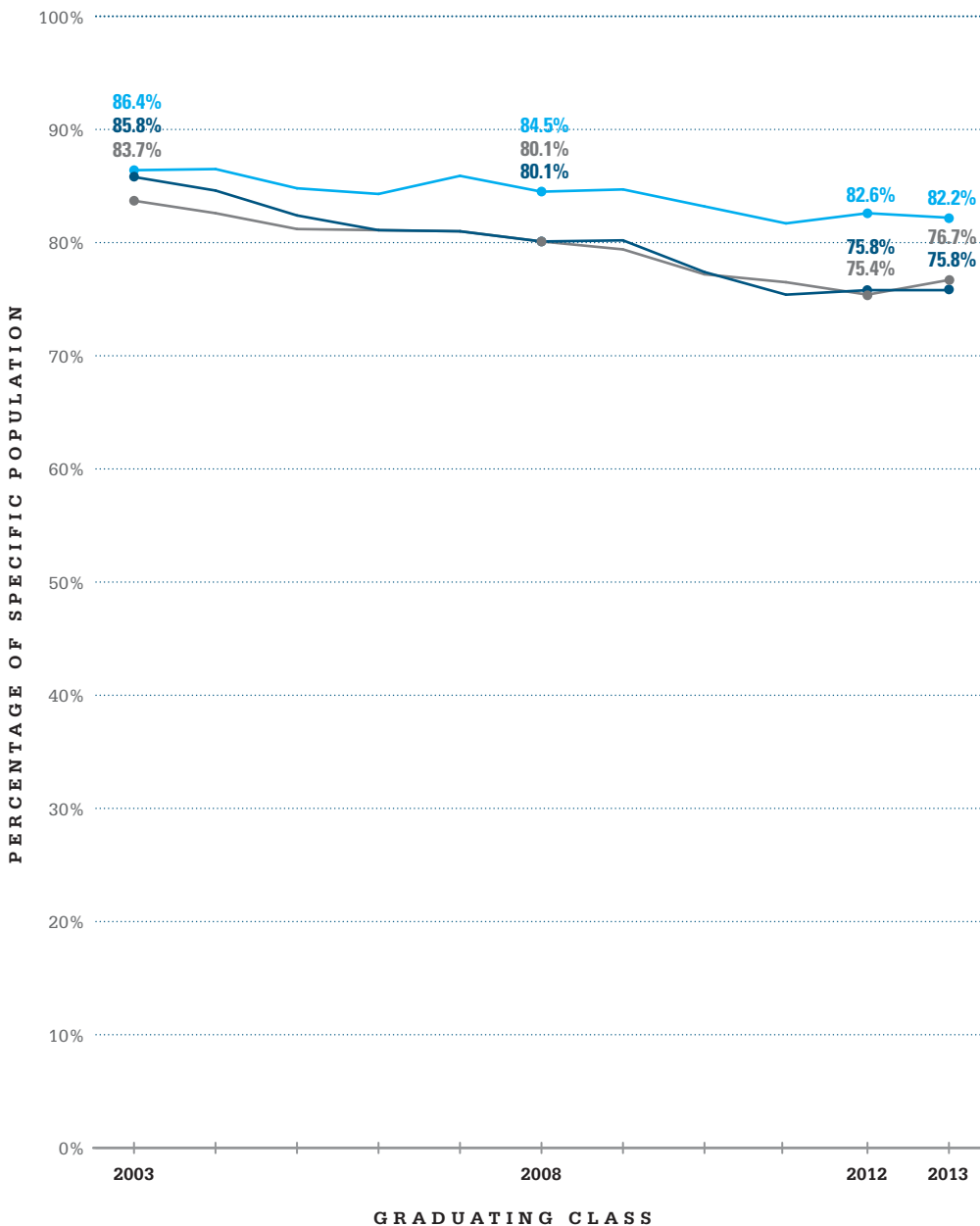
FIGURE 9 Trends in AP Exam Participation and Success

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

22,823

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



	2003	2008	2012	2013
●	100,330	104,355	96,393	96,027
●	14,240	18,976	21,780	22,823
●	9,866	13,292	15,409	16,418



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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