



THE 10TH ANNUAL

AP[®] Report to the Nation


STATE SUPPLEMENT
FEBRUARY 11, 2014

North Carolina



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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.

North Carolina 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 2 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 5 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.*
- ✓ Include funding to pay for AP Exams statewide beginning in 2015, via the General Assembly earlier this year.

Opportunities

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

- Provide funding for teachers in underserved areas of the state to participate in professional development.
- 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.
- Create opportunities for other schools and districts to learn from your AP Honor Roll winners.
- 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.

Highlights

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

Participation in the Development of AP

2013 Reading participants— Total: **442**
North Carolina represents **3.9% of all Readers**

- AP High School Teachers: **252**
- College and University Faculty: **190**

2013 AP Professional Development Leaders — Total: **42**

2013 AP Development Committee Members — Total: **17**

Environmental Science	Career Center High School
Spanish Language and Culture	Chapel Hill High School
Physics 2	Davidson College
Calculus	Davidson College
German Language and Culture	Davidson College
Spanish Language and Culture	Davidson College
Macroeconomics	Davidson College
Environmental Science	East Chapel Hill High School
Spanish Literature and Culture	East Chapel Hill High School
Spanish Language	North Carolina State University
Macroeconomics	North Carolina State University
Statistics	North Carolina State University
United States History	Providence Day School
English Literature and Composition	Salem Academy
Statistics	The North Carolina School of Science and Mathematics
European History	University of North Carolina, Chapel Hill
Microeconomics	University of North Carolina, Charlotte

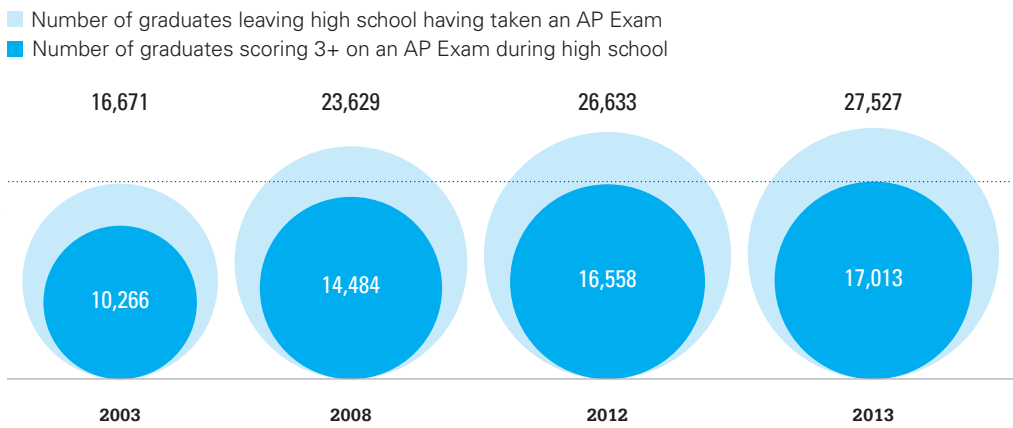
The AP Honor Roll

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 North Carolina: **2**

Cherokee County Schools
Winston-Salem/Forsyth County Schools*

FIGURE 1 Growth in AP® Participation and Success

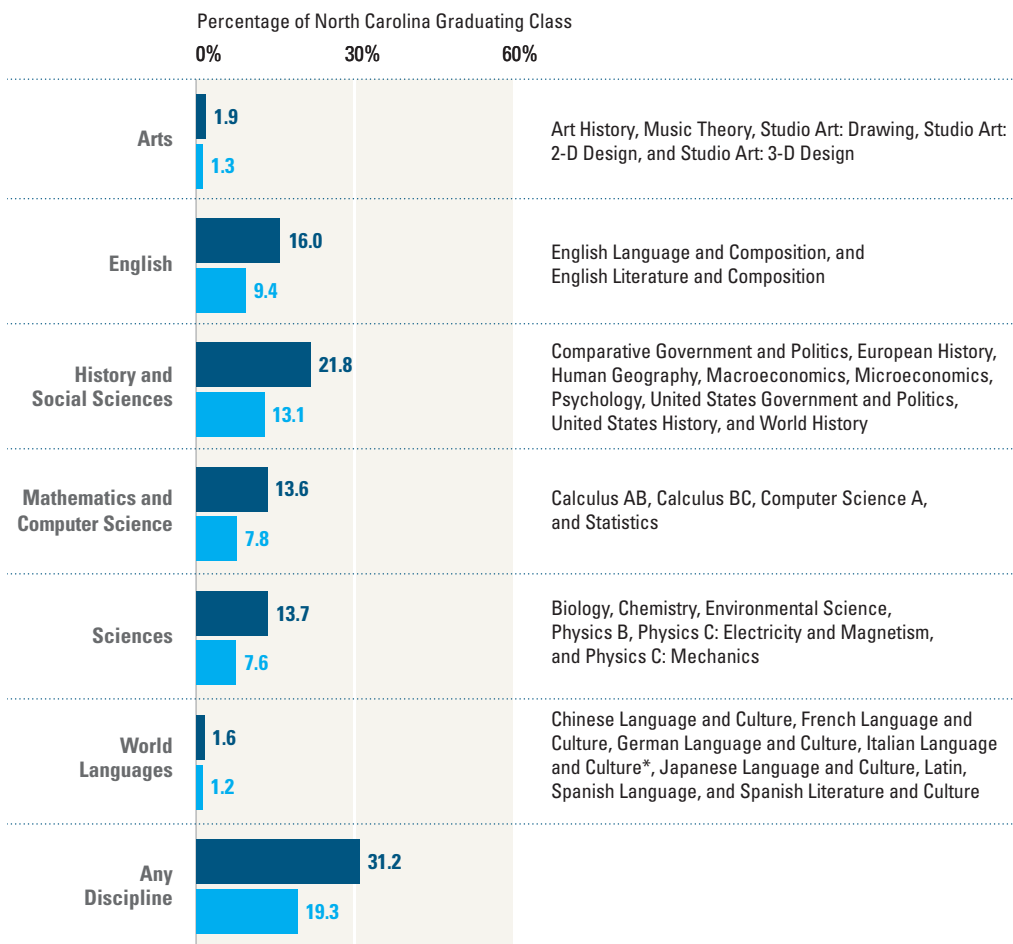


More graduates

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



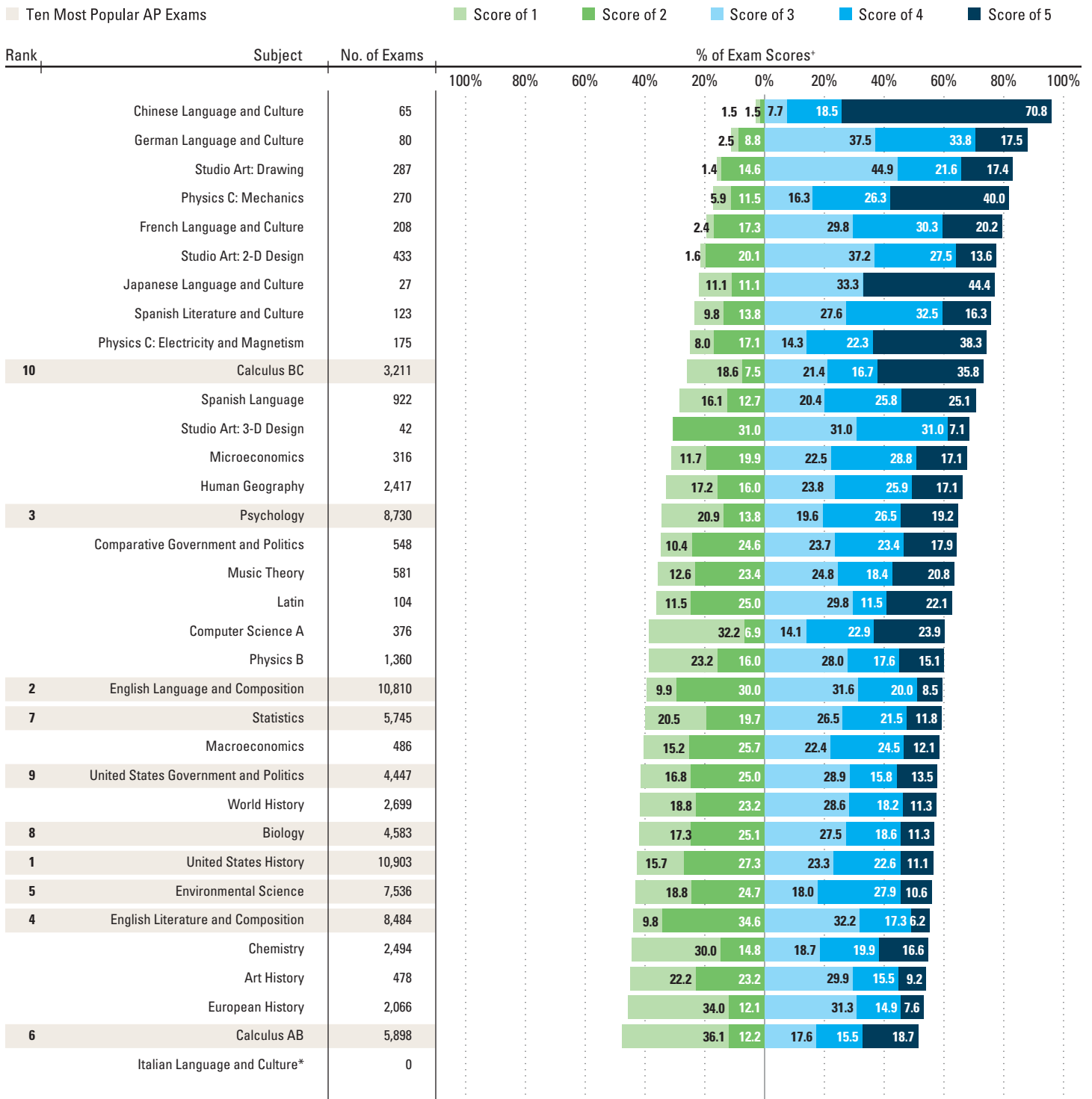
History and Social Sciences

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

Total Number of Graduates: 88,338

* 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

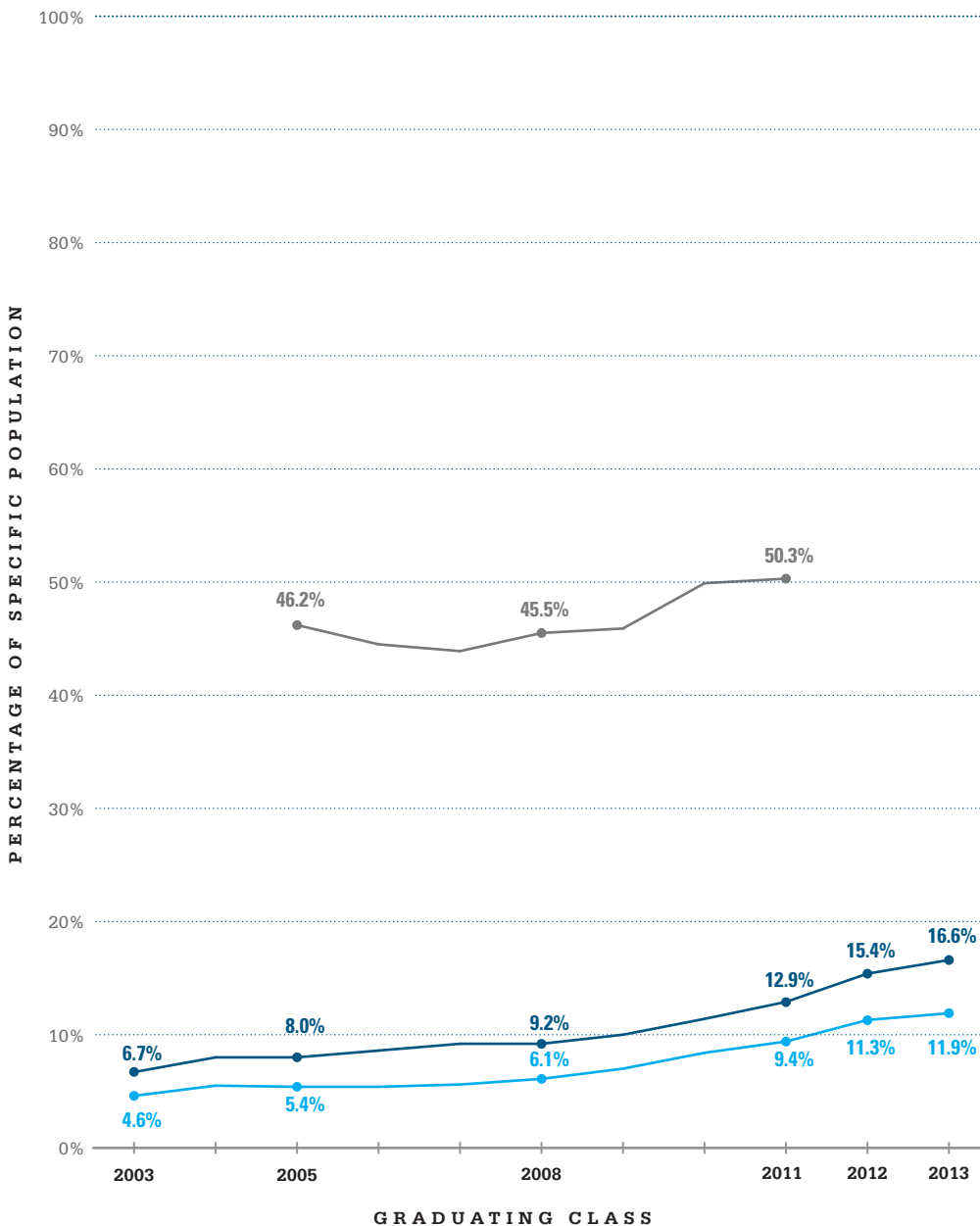
FIGURE 4 Trends in AP Exam Participation and Success

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

12,453

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



	2003	2008	2012	2013
●	**	**	**	**
●	1,125	2,167	4,112	4,572
●	471	885	1,868	2,019

*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

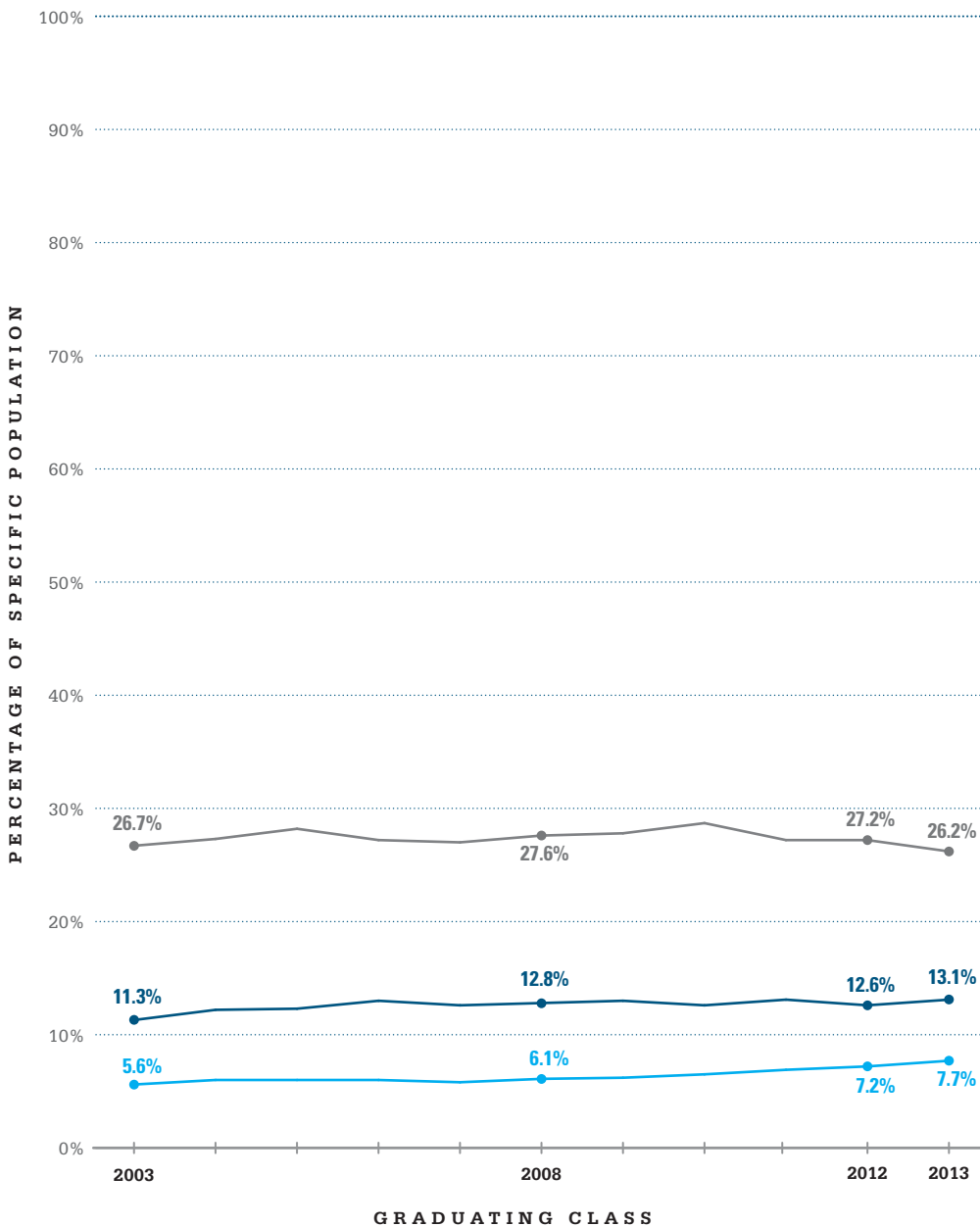
FIGURE 5 Trends in AP Exam Participation and Success

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

3,601

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



	2003	2008	2012	2013
●	18,600	23,002	24,088	23,174
●	1,879	3,036	3,351	3,601
●	577	885	1,197	1,303

Hispanic/Latino

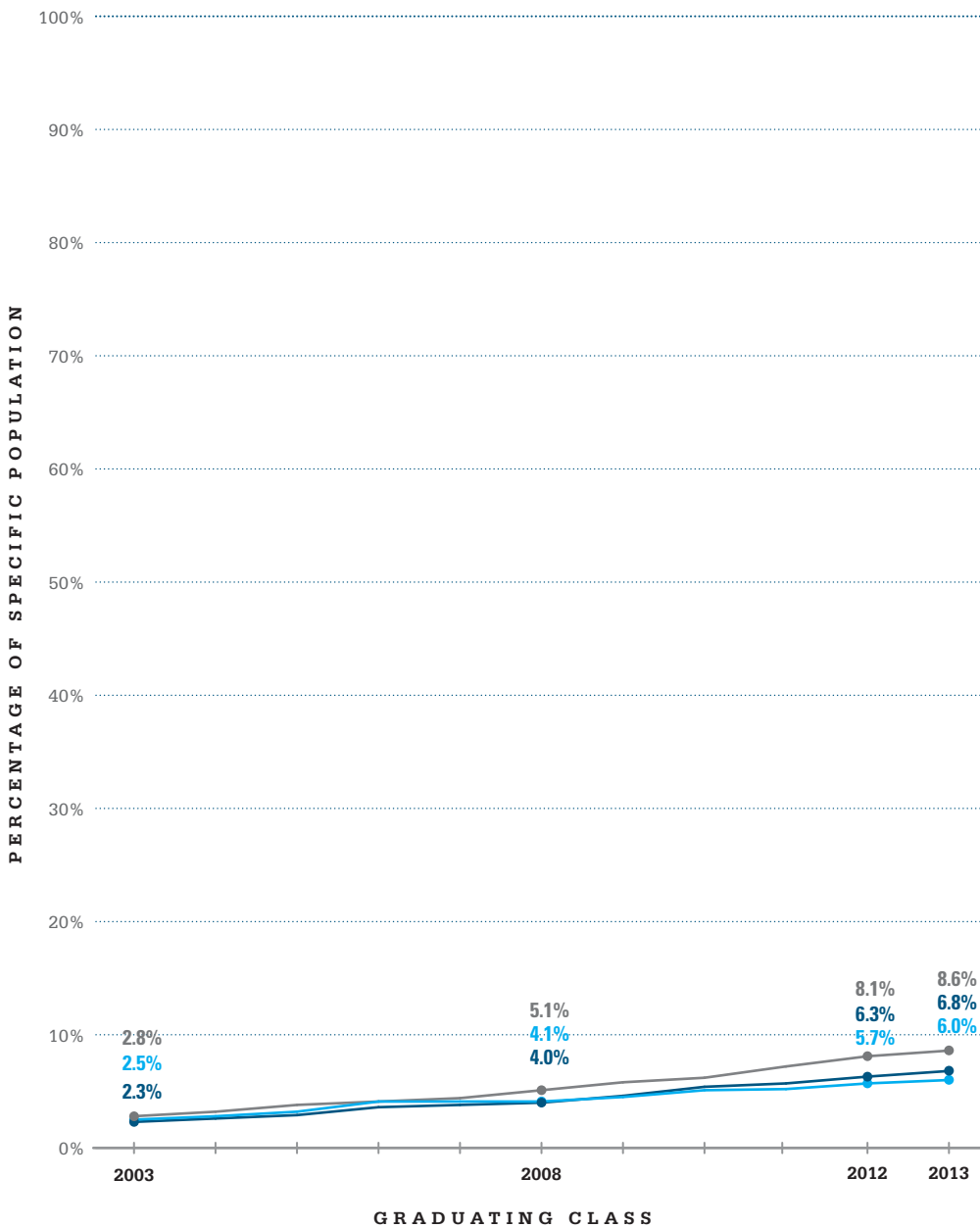
FIGURE 6 Trends in AP Exam Participation and Success

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

1,873

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



	2003	2008	2012	2013
●	1,926	4,228	7,178	7,582
●	390	955	1,670	1,873
●	254	592	942	1,021

American Indian/ Alaska Native

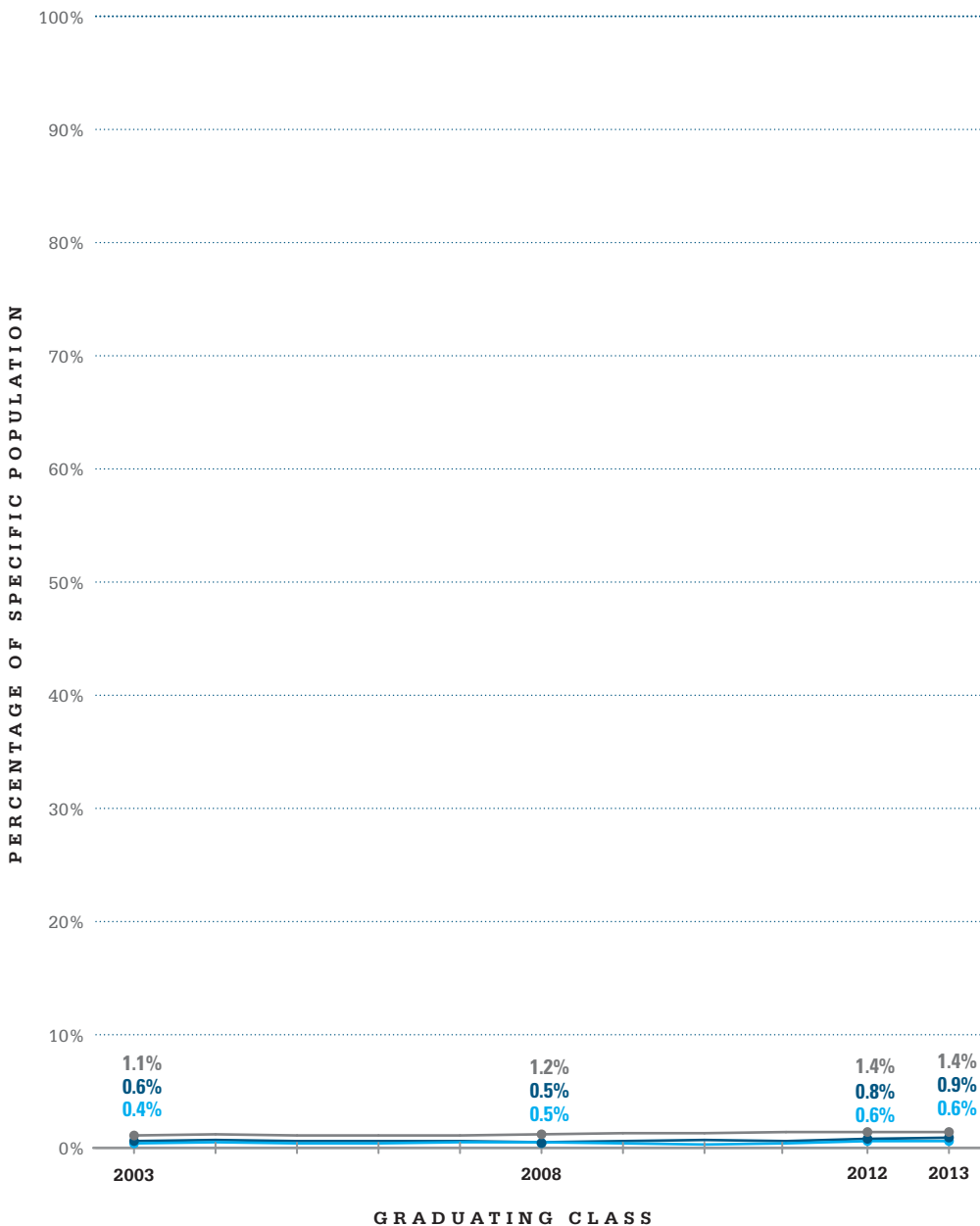
FIGURE 7 Trends in AP Exam Participation and Success

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

255

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



	2003	2008	2012	2013
●	760	1,010	1,264	1,235
●	94	127	202	255
●	36	66	94	109

Asian/Asian American/ Pacific Islander

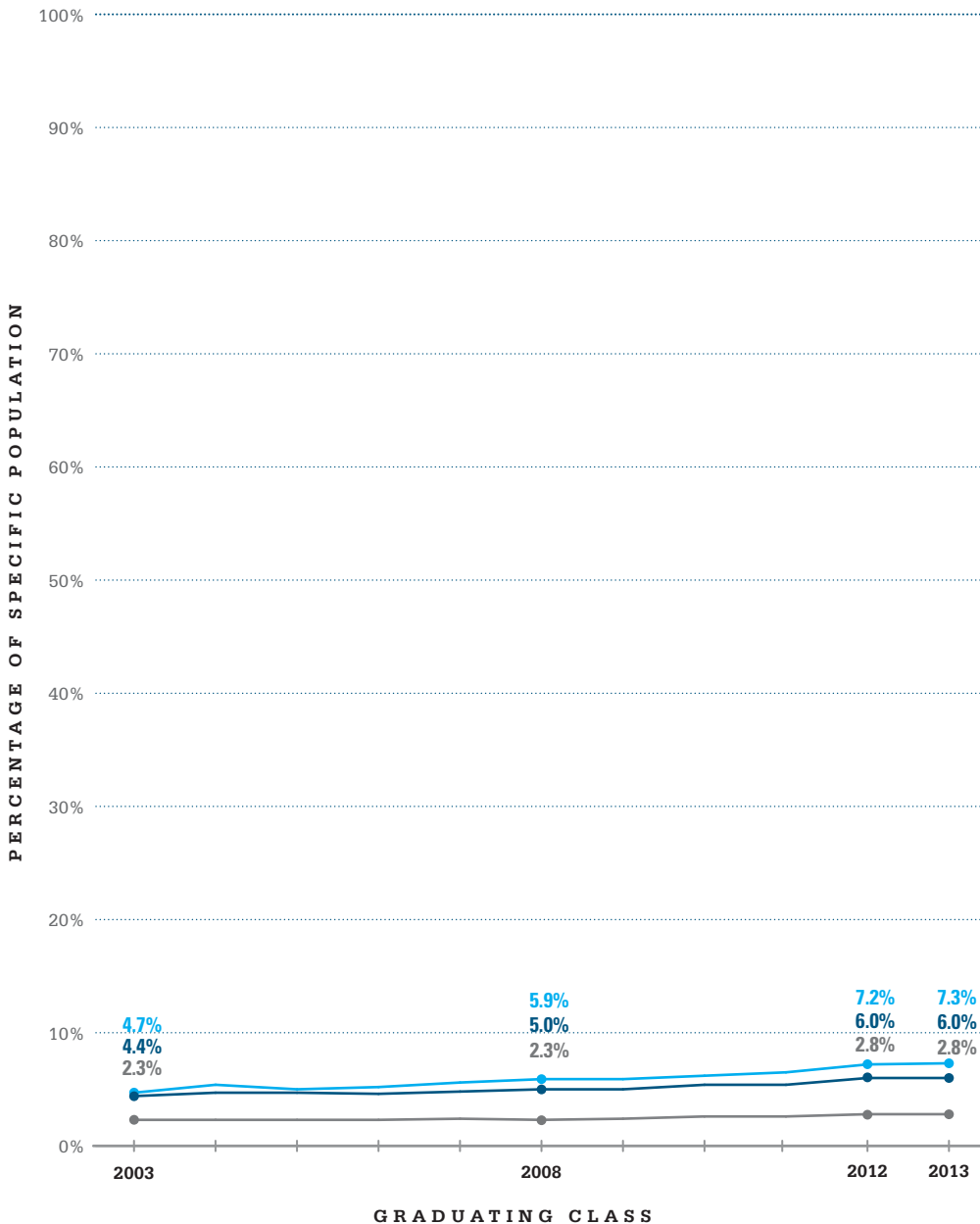
FIGURE 8 Trends in AP Exam Participation and Success

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

1,654

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



	2003	2008	2012	2013
●	1,583	1,944	2,439	2,511
●	726	1,192	1,610	1,654
●	486	849	1,200	1,239

White

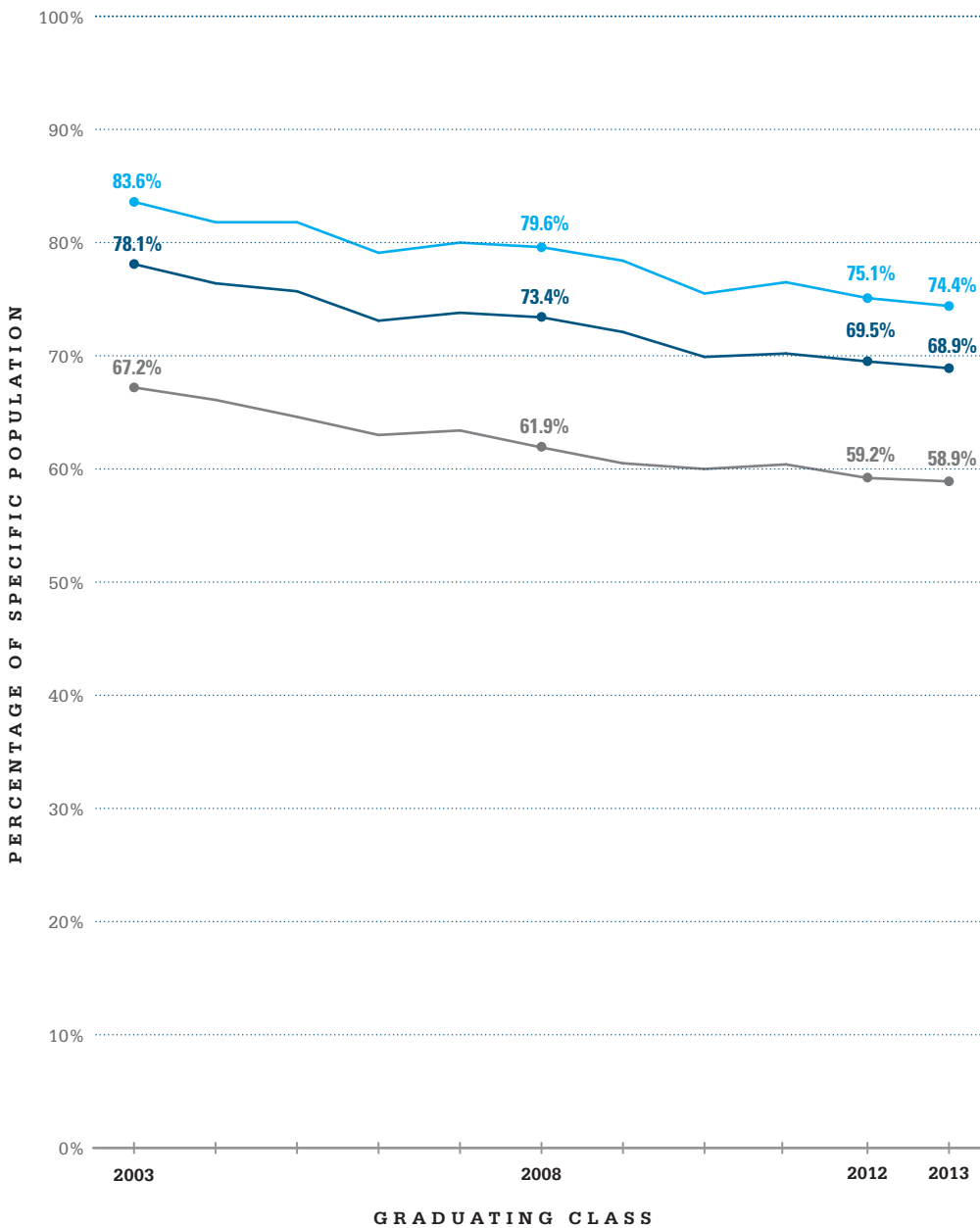
FIGURE 9 Trends in AP Exam Participation and Success

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

18,954

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



	2003	2008	2012	2013
●	46,827	51,582	52,303	52,008
●	13,023	17,346	18,499	18,954
●	8,585	11,527	12,434	12,664



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