



THE 10TH ANNUAL

AP[®] Report to the Nation


STATE SUPPLEMENT
FEBRUARY 11, 2014

Virginia



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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.

Virginia 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 7 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.*

Opportunities

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.
- Create opportunities for other schools and districts to learn from your AP Honor Roll winners.
- 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 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: **408**

Virginia represents **3.6% of all Readers**

- AP High School Teachers: **278**
- College and University Faculty: **130**

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

2013 AP Development Committee Members— Total: **16**

U.S. Government and Politics	Albemarle High School
Computer Science A	Charlottesville High School
U.S. History	Cosby High School
Japanese Language and Culture	George Mason University
English Literature and Composition	Georgetown University
U.S. Government and Politics	James Madison University
Comparative Government and Politics	James Madison University
Environmental Science	James Madison University
Physics 2	Oakton High School
Human Geography	Old Dominion University
Physics 2	Randolph College
Physics B, Physics C	Randolph College
U.S. Government and Politics	The College of William and Mary
French Language and Culture	Thomas Jefferson High School for Technology and Sciences
Microeconomics	University of Mary Washington
Latin	University of Virginia
Psychology	University of William and Mary
Music Theory	Virginia Episcopal School

The AP Honor Roll

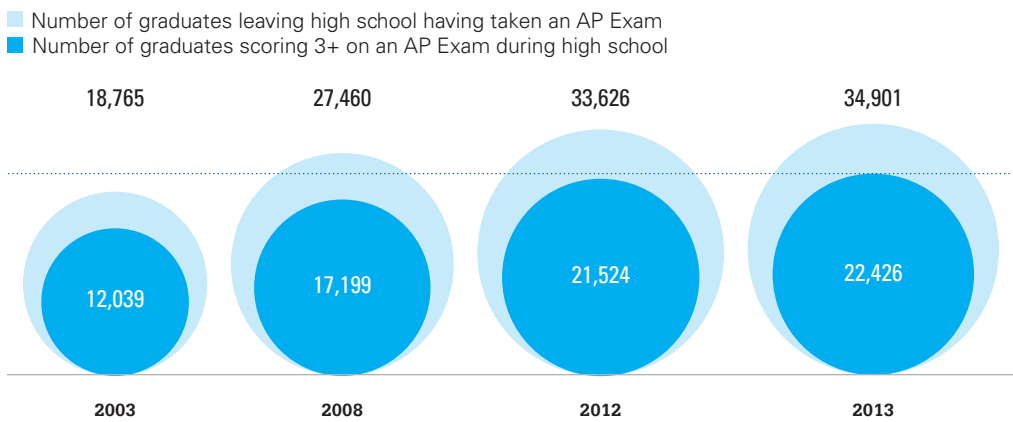
The AP Honor Roll recognizes and honors those outstanding school districts that simultaneously increase access to Advanced Placement® course work while increasing the percentage of students earning scores of 3 or higher on AP Exams. Achieving both of these goals is the ideal scenario for a district's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

 **Highlights (continued)**

4th Annual Honor Roll Districts in Virginia: 7

- Diocese of Richmond
- Falls Church City Public Schools
- Henrico County Public Schools
- King George County School District*
- Manassas Park City School District*
- Montgomery County Public Schools
- Virginia Beach City Public Schools*

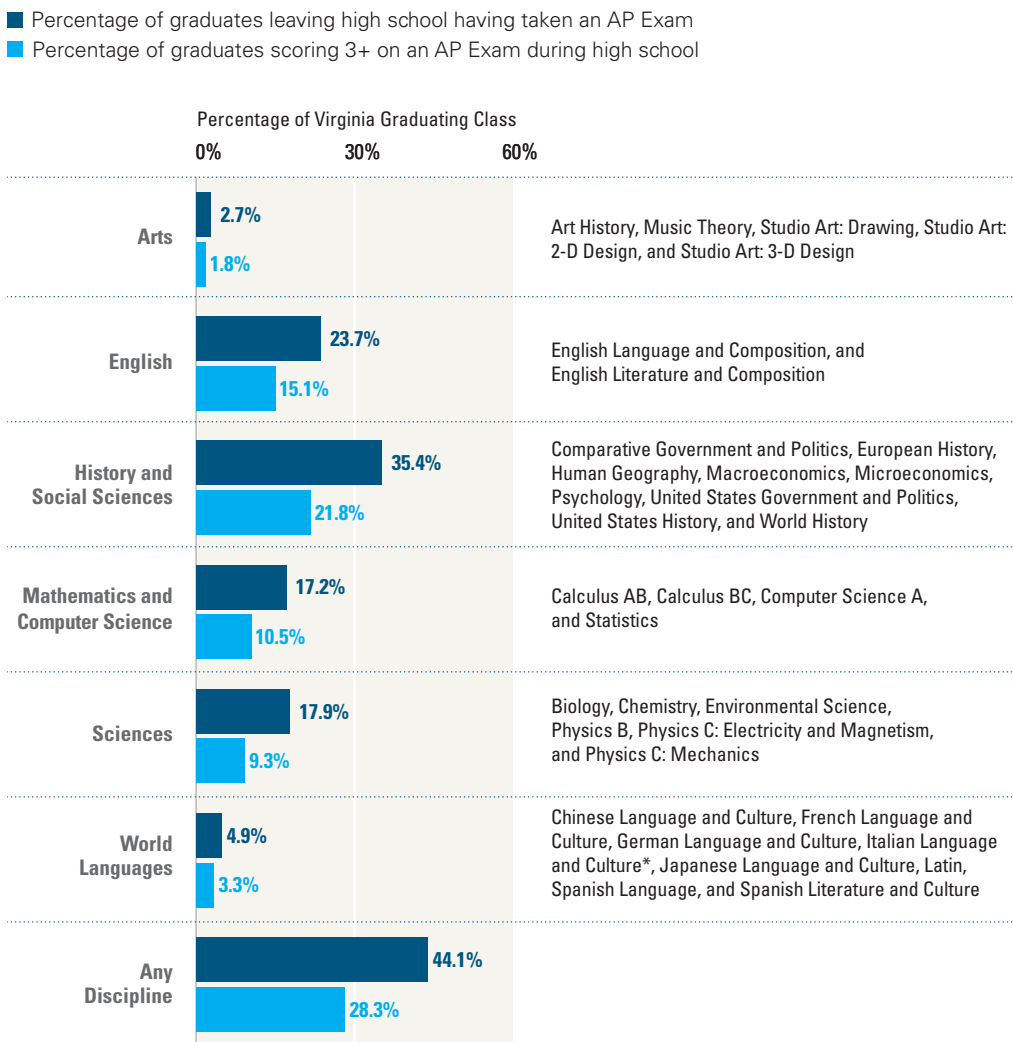
FIGURE 1 Growth in AP® Participation and Success



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



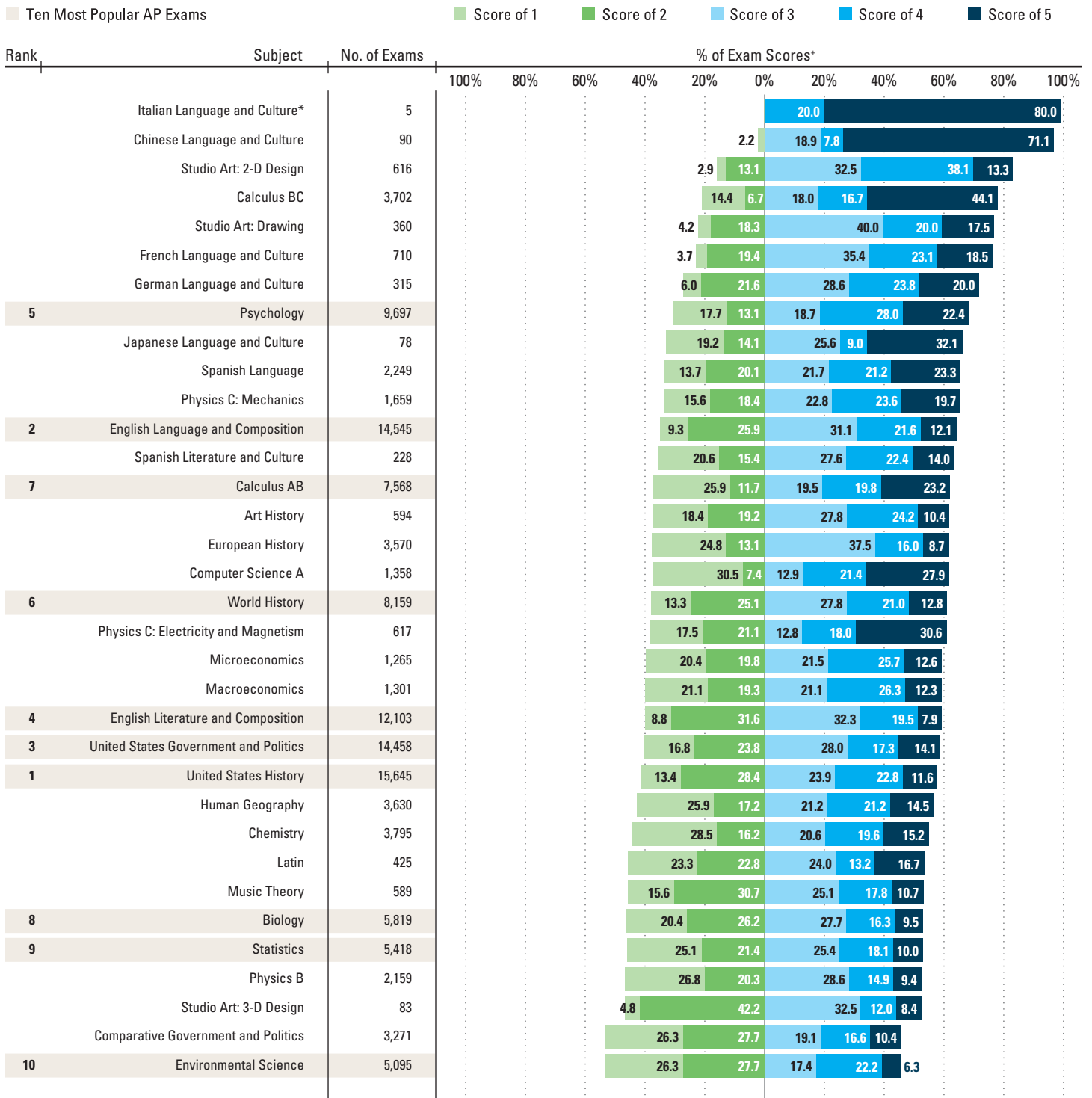
History and Social Sciences

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

Total Number of Graduates: 79,206

* 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

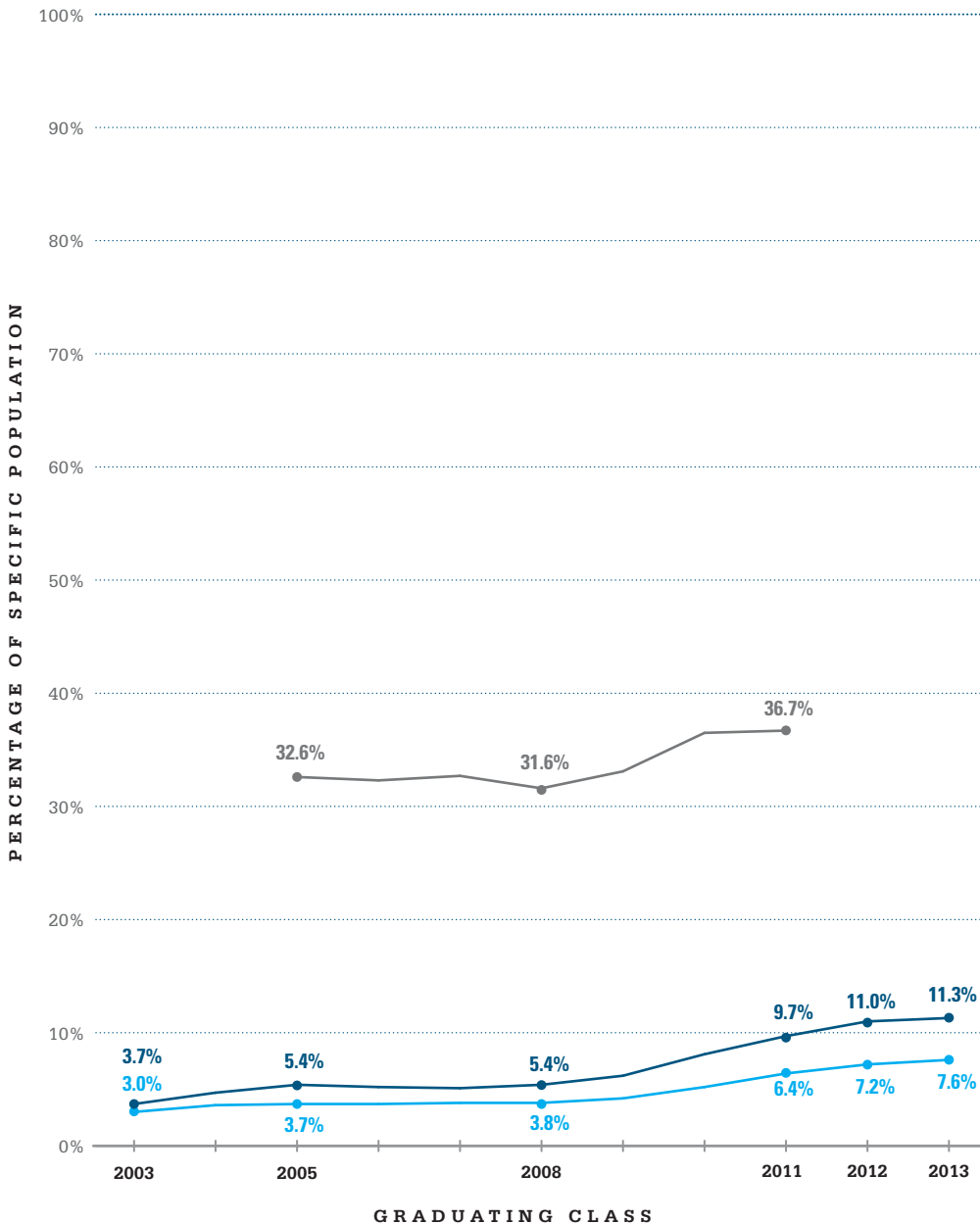
FIGURE 4 Trends in AP Exam Participation and Success

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

12,358

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



	2003	2008	2012	2013
●	**	**	**	**
●	699	1,475	3,689	3,932
●	357	652	1,540	1,713

*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

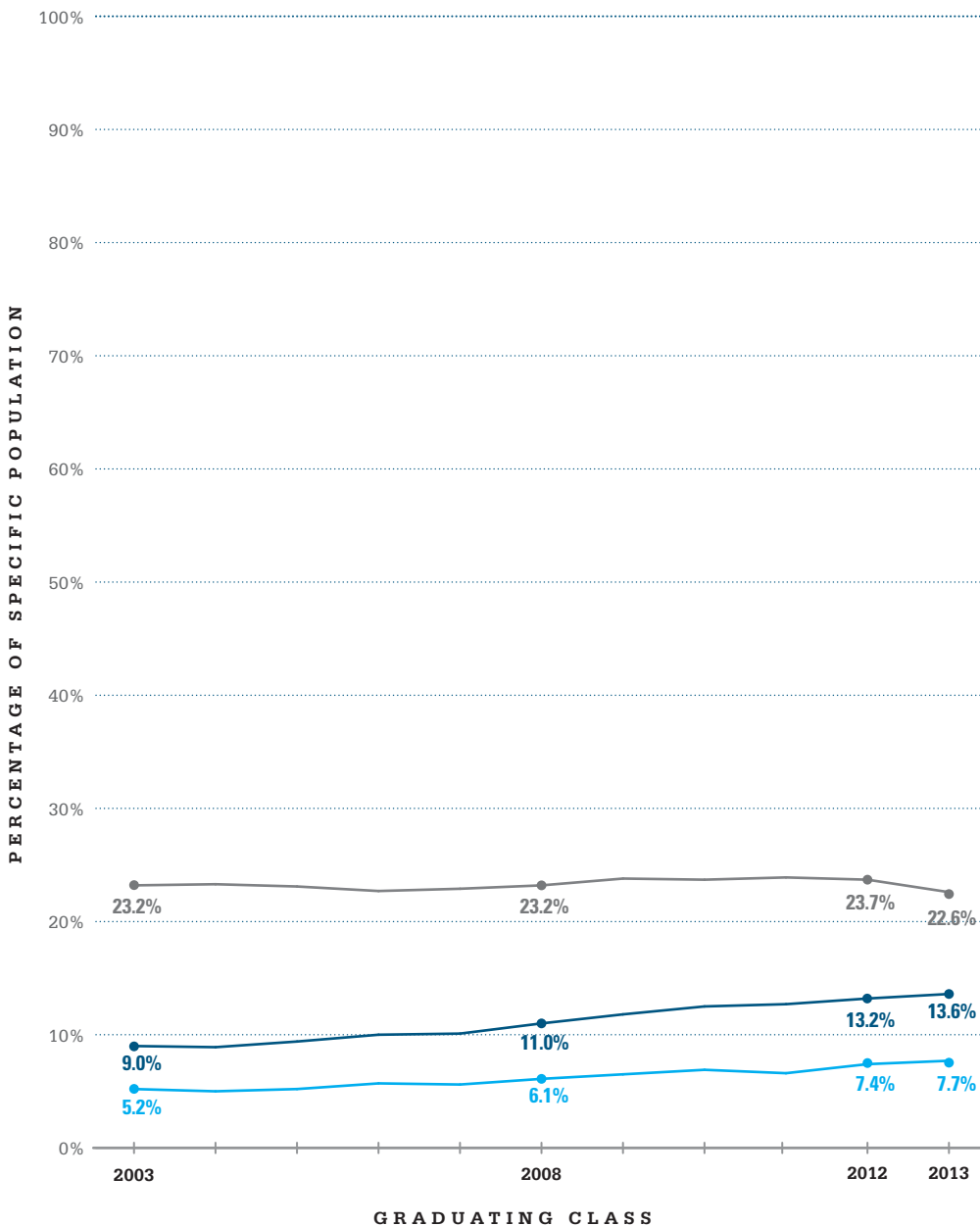
FIGURE 5 Trends in AP Exam Participation and Success

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

4,753

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



	2003	2008	2012	2013
●	16,896	17,960	19,060	17,910
●	1,682	3,009	4,442	4,753
●	621	1,056	1,588	1,731

Hispanic/Latino

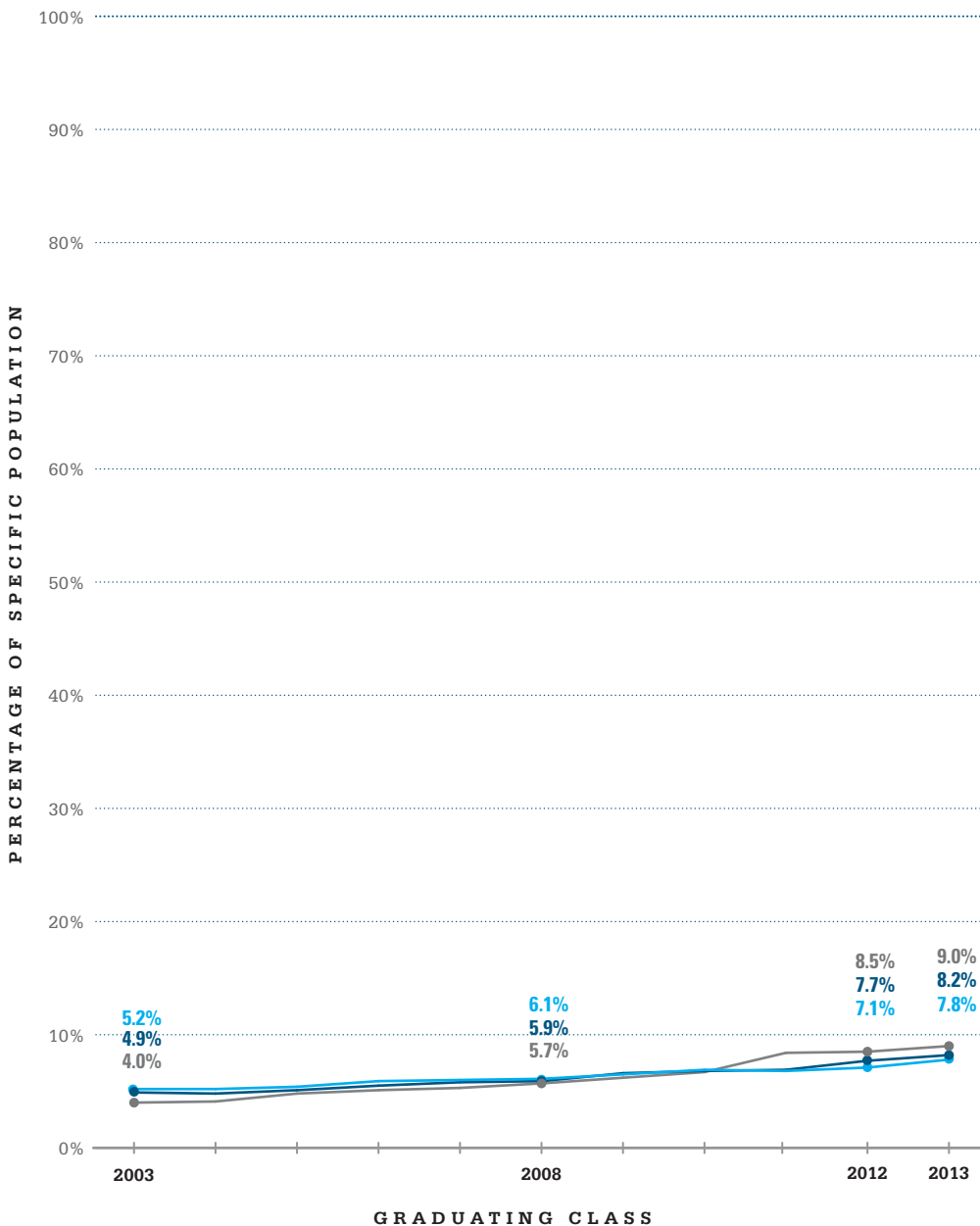
FIGURE 6 Trends in AP Exam Participation and Success

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

2,867

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



	2003	2008	2012	2013
●	2,894	4,394	6,800	7,089
●	920	1,626	2,573	2,867
●	624	1,053	1,532	1,746

American Indian/ Alaska Native

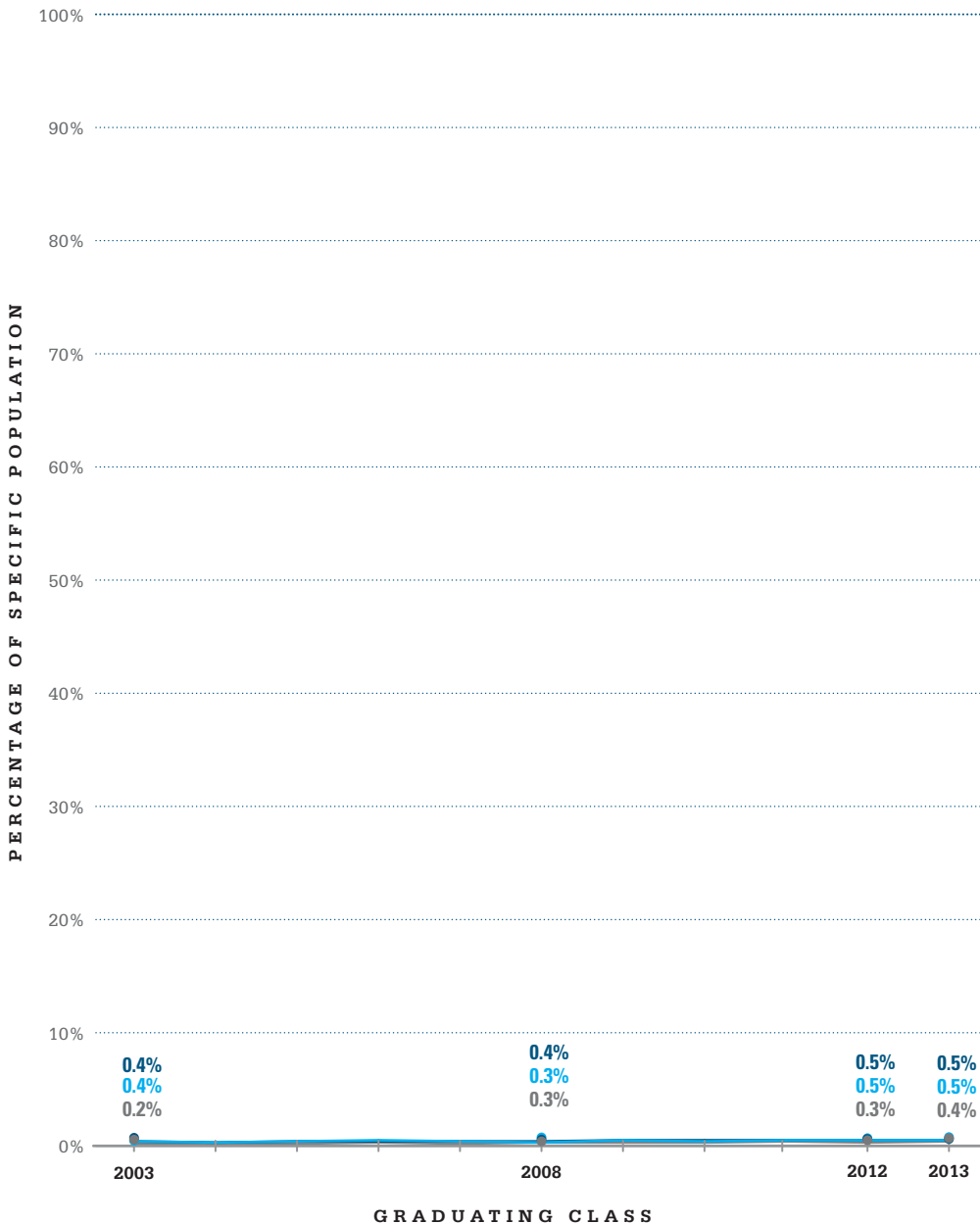
FIGURE 7 Trends in AP Exam Participation and Success

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

186

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



	2003	2008	2012	2013
●	150	200	235	282
●	72	114	160	186
●	44	59	101	107

Asian/Asian American/ Pacific Islander

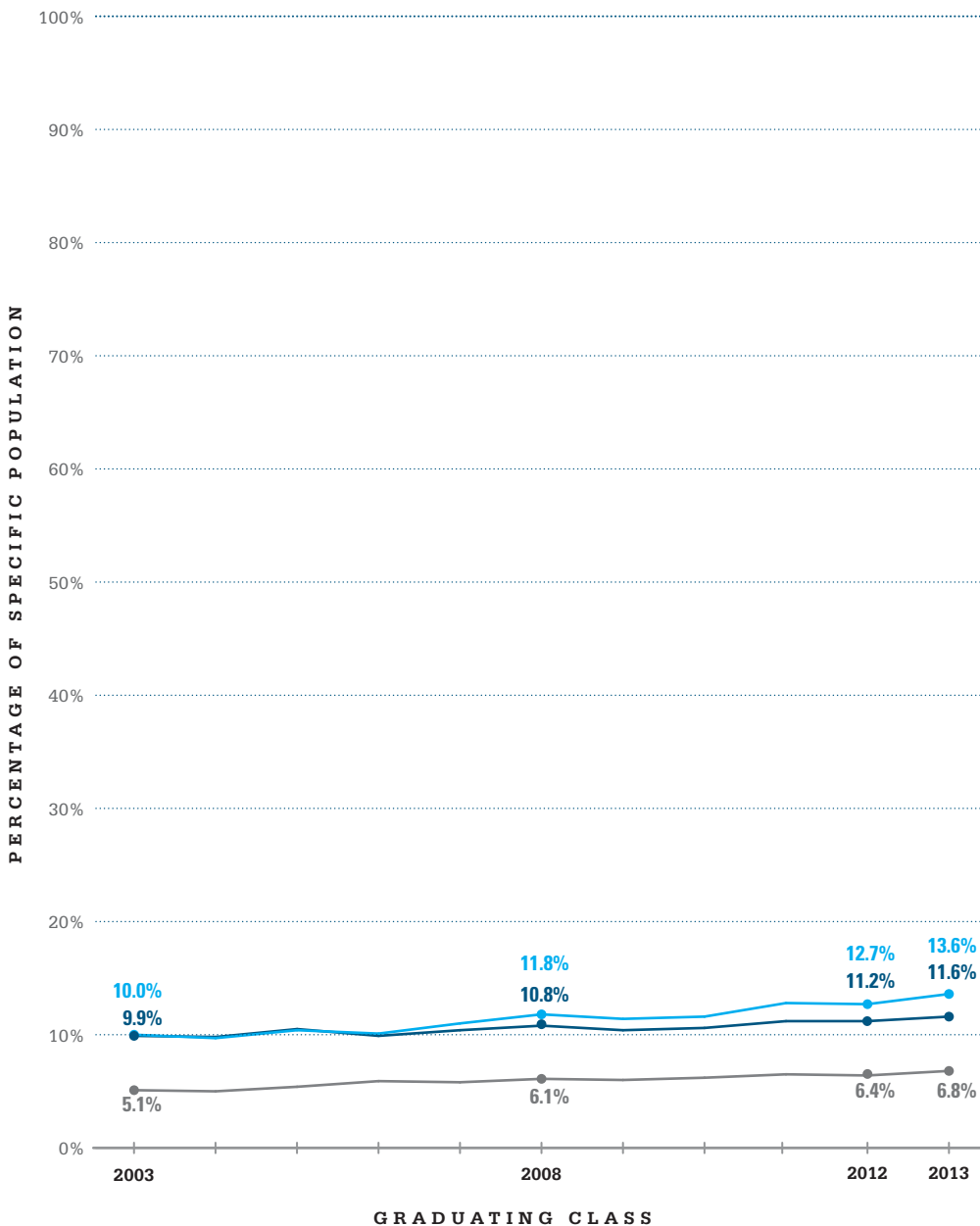
FIGURE 8 Trends in AP Exam Participation and Success

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

4,047

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



	2003	2008	2012	2013
●	3,716	4,689	5,169	5,400
●	1,856	2,969	3,762	4,047
●	1,204	2,021	2,732	3,040

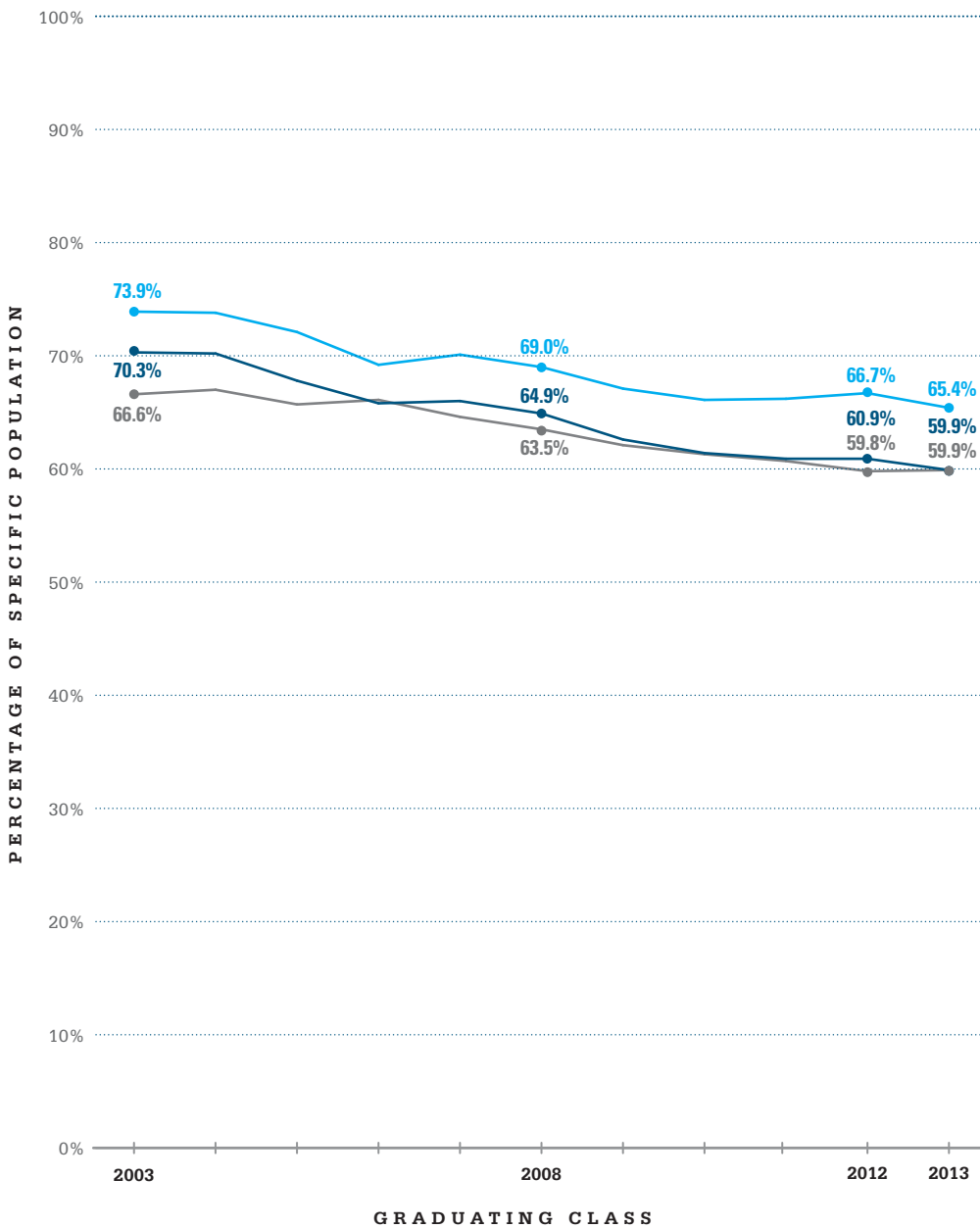
White

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

20,914

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



	2003	2008	2012	2013
●	48,605	49,155	48,088	47,432
●	13,183	17,830	20,464	20,914
●	8,892	11,870	14,352	14,656



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