## Advanced Placement (AP) Report, 2012-2013

Introduction
The College Board's Advanced Placement (AP) program consists of college-level courses and corresponding end-ofcourse examinations. AP courses are developed by a committee of college faculty and AP teachers and are approved and authorized annually through the College Board's AP Course Audit process. Each AP course has a corresponding exam that is administered in May of each year. A majority of colleges and universities grant credit, placement, or both to students receiving a qualifying score on an AP exam, usually 3 or higher on a 5-point scale.

Since the AP program is primarily designed for students in Grades 10 to $12,{ }^{1}$ this report focuses on students in these grade levels at district-managed schools and includes only results of exams taken after completion of the appropriate district AP course. Three district charter schools-Gompers Preparatory Academy, King-Chavez High and Preussoffered AP programs in 2012-13. Detailed reports including charter data may be viewed at www.sandi.net/research.

Student Participation and Performance


Figure 1. Student participation and performance in the AP program.

Figure 1 shows an increase in district student participation in the AP program for 2013 compared to the previous year. This is based on the proportion of all students in grades 10 to 12 who enrolled in at least one AP course (34 percent) and took at least one AP exam (27 percent). The proportion of all students who passed at least one AP exam remained unchanged at 16 percent.

Sizable gains in exam participation in 2009 and 2010 followed by a sharp decline in 2011 were due largely to the introduction and subsequent discontinuation after two years of the district AP exam fee subsidy program. To compensate for the subsidy loss, the district no longer requires students to take an AP exam to receive weighted course credit. ${ }^{2}$ All students now receive weighted credit for every AP course whether or not the corresponding AP exam is taken. This may explain why course participation was not adversely affected by the subsidy loss. It is notable that exam participation rates after the subsidy ended remain higher than rates before the subsidy years.

## Courses and Examinations

The College Board's 2013 AP program included 34 exams with corresponding courses in these subject areas: Arts, English, History and Social Sciences, Mathematics and Computer Science, Sciences, and World Language; district students took 31 of these courses/exams. ${ }^{3}$ Individual district schools offered up to 23 AP courses, with more than a

[^0]third of non-alternative schools offering 11 or more courses (Figure 2). In 2013, there were modest increases in AP course enrollment and exam counts-12,814 course enrollments and 9,874 exams, ${ }^{4}$ up from 12,590 course enrollments and 9,642 exams in 2012 (Figure 3). The exam pass rate continues its upward trend-58 percent in 2013 compared with 57 percent for 2012, yet another record-high pass rate (Figure 4).



Figure 4. Exam pass rate (passing score is at least 3 on a 5 -point scale).

AP Program for Students in Grades 8 and 9. Although the AP program is primarily geared toward students in Grades 10 to 12 , a few district high schools allow selected Grade 9 students limited participation in their AP programs. In 2013, 251 Grade 9 students at districtmanaged schools took an AP course/exam-86 percent were from Mira Mesa, Point Loma, and University City high schools. Grade 9 students passed 151 of 247 AP exams ( 61 percent); 215 of the 247 exams ( 87 percent) were in Human Geography and Environmental Science.

Consistent with College Board policy on middle school students and AP world language courses/exams, selected Grade 8 students at Language Academy and Longfellow took the AP Spanish Language exam for the second year in a row; 39 of 69 students ( 57 percent) passed the exam.

## Participation and Performance by Student Group

For course participation, student groups by meal eligibility and race/ethnicity had modest rate changes, no more than a 2-percentage point difference in either direction, with more groups experiencing rate gains than losses (Tables 1 and 2). For exam pass rates, most groups experienced slight to no changes in rates; African American students posted a notable 4-percentage point gain. The Native American and Pacific Islander groups each posted a double-digit rate change in pass rate, however, these results should be interpreted with caution due to their relatively small group and exam count, which often result in large rate fluctuations from year to year. Among the larger racial/ethnic student groups, Asian students had the highest course participation and exam pass rates; African American students had the lowest course participation rates and exam pass rates. Similar to other assessments, gaps in AP participation and performance persist. Among the largest racial/ethnic groups in the district, the widest gaps are between White students and African American students (Figures 5 and 6).

[^1]Table 1．Student course participation by eligibility for free or reduced－price meals and race／ethnicity．

|  | 2009 |  |  | 2010 |  |  | 2011 |  |  | 2012 |  |  | 2013 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Group | Total Student Count | Students with an AP Course | Rate \％ | Total Student Count | Students with an AP Course | Rate \％ | Total Student Count | Students with an AP Course | Rate \％ | Total Student Count | Students with an AP Course | Rate \％ | Total Student Count | Students with an AP Course | Rate \％ |
| Not Meal－Eligible | 10，453 | 3，761 | 36 | 9，544 | 4，096 | 43 | 8，923 | 4，155 | 47 | 8，555 | 3，958 | 46 | 8，368 | 3，936 | 47 个 |
| Meal－Eligible | 12，201 | 2，300 | 19 | 13，420 | 2，892 | 22 | 13，425 | 2，991 | 22 | 13，267 | 3，066 | 23 | 12，588 | 3，149 | $25 \uparrow$ |
| African American | 2，903 | 428 | 15 | 2，810 | 507 | 18 | 2，568 | 459 | 18 | 2，424 | 430 | 18 | 2，162 | 429 | $20 \uparrow$ |
| Asian | 758 | 428 | 56 | 753 | 453 | 60 | 748 | 424 | 57 | 737 | 435 | 59 | 761 | 447 | 59 |
| Filipino | 2，007 | 661 | 33 | 1，946 | 740 | 38 | 1，857 | 770 | 41 | 1，755 | 758 | 43 | 1，692 | 765 | $45 \uparrow$ |
| Hispanic | 9，404 | 1，660 | 18 | 9，710 | 1，951 | 20 | 9，281 | 1，914 | 21 | 9，024 | 1，852 | 21 | 8，581 | 1，857 | 22 个 |
| Indochinese | 1，467 | 561 | 38 | 1，458 | 661 | 45 | 1，447 | 669 | 46 | 1，485 | 687 | 46 | 1，486 | 704 | 47 个 |
| Native American | 99 | 26 | 26 | 104 | 34 | 33 | 94 | 39 | 41 | 73 | 31 | 42 | 62 | 13 | 21 $\downarrow$ |
| Pacific Islander | 199 | 26 | 13 | 190 | 52 | 27 | 174 | 41 | 24 | 169 | 43 | 25 | 152 | 36 | $24 \downarrow$ |
| White | 5，817 | 2，271 | 39 | 5，632 | 2，481 | 44 | 5，624 | 2，633 | 47 | 5，445 | 2，522 | 46 | 5，229 | 2，508 | $48 \uparrow$ |
| Multiracial | －－ | －－ | －－ | 361 | 109 | 30 | 555 | 197 | 35 | 710 | 266 | 37 | 831 | 326 | $39 \uparrow$ |
| Total | 22，654 | 6，061 | 27 | 22，964 | 6，988 | 30 | 22，348 | 7，146 | 32 | 21，822 | 7，024 | 32 | 20，956 | 7，085 | 34 个 |

Table 2．Exam pass rate by eligibility for free or reduced－price meals and race／ethnicity．

| Group | 2009 |  |  | 2010 |  |  | 2011 |  |  | 2012 |  |  | 2013 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Exams Taken | Exams Passed | $\begin{gathered} \text { Rate } \\ \% \end{gathered}$ | Exams Taken | Exams Passed | $\begin{gathered} \text { Rate } \\ \% \end{gathered}$ | Exams Taken | Exams | $\begin{gathered} \text { Rate } \\ \% \end{gathered}$ | Exams Taken | Exams Passed | Rate \％ | Exams Taken | Exams | $\begin{gathered} \text { Rate } \\ \% \end{gathered}$ |
| Not Meal－Eligible | 6，490 | 3，647 | 56 | 7，232 | 3，899 | 54 | 5，637 | 3，620 | 64 | 5，634 | 3，787 | 67 | 5，750 | 3，935 | $68 \uparrow$ |
| Meal－Eligible | 3，353 | 1，040 | 31 | 4，316 | 1，314 | 30 | 3，857 | 1，495 | 39 | 4，008 | 1，706 | 43 | 4，124 | 1，744 | $42 \downarrow$ |
| African American | 573 | 95 | 17 | 723 | 123 | 17 | 520 | 129 | 25 | 450 | 123 | 27 | 446 | 138 | $31 \uparrow$ |
| Asian | 897 | 595 | 66 | 978 | 619 | 63 | 788 | 556 | 71 | 827 | 594 | 72 | 892 | 634 | $71 \downarrow$ |
| Filipino | 1，093 | 435 | 40 | 1，291 | 453 | 35 | 1，003 | 466 | 46 | 1，014 | 486 | 48 | 1，102 | 529 | 48 |
| Hispanic | 2，387 | 910 | 38 | 2，815 | 1，052 | 37 | 2，233 | 990 | 44 | 2，195 | 1，040 | 47 | 2，112 | 987 | 47 |
| Indochinese | 1，024 | 390 | 38 | 1，241 | 462 | 37 | 1，026 | 477 | 46 | 1，117 | 559 | 50 | 1，159 | 578 | 50 |
| Native American | 43 | 21 | 49 | 50 | 21 | 42 | 46 | 21 | 46 | 39 | 13 | 33 | 18 | 16 | 89 个 |
| Pacific Islander | 43 | 16 | 37 | 74 | 36 | 49 | 46 | 22 | 48 | 46 | 25 | 54 | 48 | 18 | $38 \downarrow$ |
| White | 3，783 | 2，225 | 59 | 4，188 | 2，360 | 56 | 3，574 | 2，303 | 64 | 3，621 | 2，448 | 68 | 3，647 | 2，486 | 68 |
| Multiracial | －－ | －－ | －－ | 188 | 87 | 46 | 258 | 151 | 59 | 333 | 205 | 62 | 450 | 293 | $62 \uparrow$ |
| Total | 9，843 | 4，687 | 48 | 11，548 | 5，213 | 45 | 9，494 | 5，115 | 54 | 9，642 | 5，493 | 57 | 9，874 | 5，679 | 58 个 |

Note：In Tables 1 and 2 above，the 2013 rate is highlighted in green if it represents an increase $\uparrow$ from the previous year；red，if it represents a decrease $\downarrow$ ．


Other Student Groups．${ }^{5}$ AP participation and performance data by language fluency，disability status，gifted－identified status，homeless or foster situation，and military affiliation are shown in Table 3.

Table 3．AP participation and performance data by selected student group， 2012 and 2013.

| Category | Student Group | Total Gr 10 to 12 Student Count |  | Students With AP Course |  | $\begin{gathered} \text { Student AP Course } \\ \text { Part. Rate (\%) } \\ \hline \end{gathered}$ |  | Exams Taken |  | Exams Passed |  | Pass Rate（\％） |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 |
| Language Fluency | English Fluent | 13，575 | 12，878 | 5，180 | 5，119 | 38 | 40 | 7，260 | 7，269 | 4，407 | 4，513 | 61 | 62 |
|  | English Learner（EL） | 2，352 | 1，926 | 130 | 114 | 6 | 6 | 129 | 95 | 46 | 39 | 36 | 41 |
|  | Reclassified EL | 5，851 | 6，114 | 1，708 | 1，845 | 29 | 30 | 2，248 | 2，510 | 1，039 | 1，127 | 46 | 45 |
| Disability Status | Students with Disabilities（SWD） | 1，913 | 1，730 | 123 | 87 | 6 | 5 | 107 | 82 | 51 | 37 | 48 | 45 |
|  | Not SWD | 19，909 | 19，226 | 6，901 | 6，998 | 35 | 36 | 9，535 | 9，792 | 5，442 | 5，642 | 57 | 58 |
| Gifted－Identified Status | Gifted－Identified | 6，432 | 6，351 | 3，519 | 3，572 | 55 | 56 | 5，562 | 5，907 | 3697 | 3，920 | 66 | 66 |
|  | Not Gifted－Identified | 15，390 | 14，605 | 3，505 | 3，513 | 23 | 24 | 4，080 | 3，967 | 1796 | 1，759 | 44 | 44 |
| Homeless， Foster，Military | Homeless | 669 | 776 | 86 | 127 | 13 | 16 | 103 | 168 | 37 | 73 | 36 | 43 |
|  | Foster | 89 | 81 | 7 | 7 | 8 | 9 | 11 | 10 | 4 | 6 | 36 | 60 |
|  | Military Family | 1，056 | 1，054 | 313 | 355 | 30 | 34 | 378 | 420 | 204 | 219 | 54 | 52 |

${ }^{5}$ The Students with Disabilities（SWD）group includes students who receive special education services through an Individualized Education Pro－ gram（IEP）．The SWD group does not include students who receive services through Section 504 of the Rehabilitation Act of 1973.

## District Graduates Compared with Calfornia and the Nation



Figure 7. AP data for 2012 graduates.

The College Board reports AP participation and performance in terms of percentages of graduates who have taken and passed an AP exam at any time during their high school years. Historically, the district has performed well on these measures when compared with both the state and the nation; higher proportions of district graduates take and pass one or more AP exams during high school than their counterparts in public schools across California and the nation. Figure 7 shows the most recent data available. Of district graduates in 2011-12, 45 percent took an AP exam during high school compared with 32 percent for the nation and 37 percent for California; 28 percent of district graduates passed at least one AP exam during high school compared with 20 percent for the nation and 25 percent for California.

## Exam Results by Subject Area

Table 4. Exam pass rates by subject area, 2012-2013 ${ }^{6}$

| Subject Area | AP Course/Exam | National Exam Pass Rate (\%) ${ }^{7}$ | SD Unified, Grades 10 to 12, With AP Course |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Exams Taken | Exams Passed | Rate (\%) |
| Art | Art: Studio Art 2-D Design Portfolio | 79.1 | 104 | 89 | 85.6 |
|  | Art: Studio Art 3-D Design Portfolio | 67.8 | 2 | 2 | -- |
|  | Art: Studio Art-Drawing Portfolio | 78.5 | 44 | 26 | 59.1 |
|  | History of Art | 60.6 | 254 | 189 | 74.4 |
|  | Music Theory | 61.0 | 41 | 20 | 48.8 |
|  | Art Total |  | 445 | 326 | 73.3 |
| English Language Arts | English Language \& Composition | 55.0 | 1,256 | 717 | 57.1 |
|  | English Literature \& Composition | 57.9 | 1,213 | 573 | 47.2 |
|  | English Language Arts Total |  | 2,469 | 1290 | 52.2 |
| History/Social Science | Economics: Macroeconomics | 54.3 | 106 | 56 | 52.8 |
|  | Economics: Microeconomics | 66.7 | 25 | 11 | 44.0 |
|  | European History | 63.9 | 538 | 316 | 58.7 |
|  | Government \& Politics: Comparative | 59.8 | 1 | 1 | -- |
|  | Government \& Politics: United States | 51.6 | 572 | 301 | 52.6 |
|  | Human Geography | 53.0 | 36 | 20 | 55.6 |
|  | Psychology | 67.3 | 858 | 584 | 68.1 |
|  | United States History | 53.8 | 1,011 | 574 | 56.8 |
|  | World History | 48.9 | 594 | 273 | 46.0 |
|  | History/Social Science Total |  | 3,741 | 2,136 | 57.1 |
| Mathematics/ Computer Science | Calculus AB | 59.4 | 570 | 278 | 48.8 |
|  | Calculus BC | 79.9 | 46 | 33 | 71.7 |
|  | Computer Science A | 67.1 | 149 | 129 | 86.6 |
|  | Statistics | 57.9 | 518 | 248 | 47.9 |
|  | Mathematics/Computer Science Total |  | 1,283 | 688 | 53.6 |
| Science | Biology | 63.3 | 532 | 409 | 76.9 |
|  | Chemistry | 59.1 | 265 | 136 | 51.3 |
|  | Environmental Science | 48.2 | 403 | 194 | 48.1 |
|  | Physics B | 62.6 | 129 | 45 | 34.9 |
|  | Physics C: Electricity \& Magnetism | 69.4 | 3 | 3 | -- |
|  | Physics C: Mechanics | 74.6 | 120 | 86 | 71.7 |
|  | Science Total |  | 1,452 | 873 | 60.1 |
| World Language | Chinese Language \& Culture | 77.7 | 0 | 0 | -- |
|  | French Language | 74.9 | 15 | 12 | 80.0 |
|  | German Language | 71.5 | 1 | 1 | -- |
|  | Italian Language | 65.5 | 0 | 0 | - |
|  | Japanese Language \& Culture | 60.7 | 0 | 0 | -- |
|  | Latin: Vergil | 66.6 | 20 | 16 | 80.0 |
|  | Spanish Language | 56.1 | 398 | 291 | 73.1 |
|  | Spanish Literature | 76.6 | 50 | 46 | 92.0 |
|  | World Language Total |  | 484 | 366 | 75.6 |
| Grand Total |  |  | 9,874 | 5,679 | 57.5 |

[^2]
## Participation and Performance by School

Table 5. AP student data by school, 2012-2013


Note: Results are suppressed when the size of the group under consideration (or denominator) is less than 10.
Data do not include International Baccalaureate courses or exams offered at Mission Bay and San Diego International Studies.

Table 6. AP course enrollment and exam data by school, 2012-2013


Notes (1) Results are suppressed when the size of the group under consideration (or denominator) is less than 10.
(2) Data do not include International Baccalaureate courses or exams offered at Mission Bay and San Diego International Studies.
(3) Counts exclude AP subscores for Calculus BC (Calculus AB subscore) and Music Theory (Aural and Non-Aural subscores).

Please visit the district website for detailed AP reports and information (http://www.sandi.net/research).


[^0]:    Source: http://apcentral.collegeboard.com/apc/public/repository/Appropriate-Grade-Levels-for-AP-Courses.pdf.
    $2^{2}$ "Weighted course credit" means grade points are awarded on a weighted, or five-point, scale ( $\mathrm{A}=5, \mathrm{~B}=4, \mathrm{C}=3, \mathrm{D}=1, \mathrm{~F}=0$ ) rather than the standard 4-point scale ( $\mathrm{A}=4, \mathrm{~B}=3, \mathrm{C}=2, \mathrm{D}=1, \mathrm{~F}=0$ ).
    ${ }^{3}$ District students did not take the following AP exams in conjunction with the appropriate district AP course: Chinese Language and Culture, Italian Language and Culture, and Japanese Language and Culture.

[^1]:    ${ }^{4}$ Students in Grades 10 to 12 at district-managed schools took 405 AP exams without the corresponding district AP course.

[^2]:    ${ }^{6}$ Data only include results for AP exams taken after completion of the appropriate district AP course by students in Grades 10 to 12 at districtmanaged schools. For detailed reports that include charter schools and exams that were taken without the corresponding district AP course, please go to www.sandi.net/research.
    Source: http://media.collegeboard.com/digitalServices/pdf/research/2013/STUDENT-SCORE-DISTRIBUTIONS-2013.pdf

