



The College Board Announces Advanced Placement® Results for District of Columbia’s Class of 2012

Ensuring that all academically prepared high school students have access to rigorous college-level course work that will better enable them to persist in and graduate from college is critical for the United States to remain competitive in a global economy — particularly in crucial STEM-related disciplines. *The 9th Annual AP® Report to the Nation*, released today by the College Board, finds that more District of Columbia public and charter high school graduates than ever before are participating — and succeeding — in college-level AP courses and exams.

TRENDS IN DISTRICT OF COLUMBIA AP PARTICIPATION AND SUCCESS

AP courses help students develop the critical thinking, reasoning and communication skills that are essential for college success. Succeeding in AP is defined as achieving a score of 3 or higher on the five-point AP Exam scale, which is the score needed for credit, advanced placement or both at the majority of colleges and universities. Research indicates that students who score a 3 or higher on an AP Exam typically experience greater overall academic success in college, and are more likely than their non-AP peers to graduate from college and graduate from college on time, experiencing lower college costs than the majority of American college students.

Over the last decade, there has been a fairly steady increase in AP participation and success in District of Columbia:

- ✓ The number of public and charter high school graduates leaving high school having taken an AP Exam in District of Columbia has increased by 159 percent in the last decade.
- ✓ More graduates in the District of Columbia class of 2012 scored a 3 or higher on at least one AP Exam than ever before.

Trends in AP Participation and Success – District of Columbia	2002	2007	2012
Graduates who took an AP Exam during high school	584	1,017	1,512
Graduates scoring 3+ on an AP Exam during high school	234	211	389

- ✓ 38.6 percent of graduates from District of Columbia’s public and charter high school class of 2012 took at least one AP Exam during high school, compared to 28.9 percent from the class of 2007 and 18.9 percent from the class of 2002.
- ✓ District of Columbia ranks tenth in the nation in the percentage of graduates participating in AP.
- ✓ 9.9 percent of graduates from District of Columbia’s public and charter high school class of 2012 scored a 3 or higher on at least one AP Exam during high school, compared to 6.0 percent from the class of 2007 and 7.6 percent from the class of 2002.

Current research on AP course work confirms AP’s comparability to introductory college courses in content, skills and learning outcomes. Research consistently shows that students earning placement into advanced coursework based on AP Exam scores perform as well as — or better than — students who have completed the introductory course at a college or university.

PROMOTING EQUITY

The College Board and the District of Columbia AP community are committed to increasing student diversity in AP classrooms while simultaneously increasing AP success to ensure that the demographics of both AP participation and success reflect the demographics of the overall student population. Over the last decade, progress has been made to increase AP participation and success among District of Columbia’s underserved minority and low-income students. Only District of Columbia and five states achieved equitable participation and success for Hispanic/Latino graduates in the class of 2012. The percentage of DC graduates scoring a 3 or higher on an AP Exam who were black/African American increased 17.3 points over the last five years (from 24.6 to 41.9).

Closing Equity Gaps in Participation and Success in District of Columbia	2002	2007	2012
Black/African American			
Percentage of the graduating class who were black/African American	86.9	88.4	90.5
Percentage of AP Exam takers in the graduating class who were black/African American	59.1	64.4	65.9
Percentage of graduates scoring 3+ on an AP Exam during high school who were black/African American	31.2	24.6	41.9
Hispanic/Latino			
Percentage of the graduating class who were Hispanic/Latino	6.8	6.8	6.6
Percentage of AP Exam takers in the graduating class who were Hispanic/Latino	13.2	12.7	16.3
Percentage of graduates scoring 3+ on an AP Exam during high school who were Hispanic/Latino	24.8	20.4	20.6
American Indian/Alaska Native			
Percentage of the graduating class who were American Indian/Alaska Native	0.1	-	-
Percentage of AP Exam takers in the graduating class who were American Indian/Alaska Native	0.5	0.2	0.1
Percentage of graduates scoring 3+ on an AP Exam during high school who were American Indian/Alaska Native	0.4	0.0	0.0
Low-Income*			
Percentage of AP Exam takers in the graduating class who were low income	N/A	48.9	47.0
Percentage of graduates scoring 3+ on an AP Exam during high school who were low income	N/A	25.6	40.9

* A central source of low-income data is not available from which to estimate the percentage of the graduating class who were low income by state. Low-income AP data are not available prior to the class of 2003.

While more underserved minority and low-income graduates are participating and succeeding in AP, these students remain underrepresented not only in many of the nation’s AP classrooms but also among Americans earning a college degree. Research consistently shows that underserved minority and low-income students who score a 3 or higher on an AP Exam are more likely than their peers to earn higher grades in college and to earn a college degree within five years. It is vital that all students who are academically prepared for the intellectual demands of college-level AP course work during high school — no matter their location, background or socioeconomic status — have a right to fulfill that potential.

A CLOSER LOOK AT AP STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATH)

Research shows that students who took AP math or science exams were more likely than non-AP students to earn degrees in physical science, engineering or life science disciplines — the fields leading to some of the careers essential for America’s future prosperity. The AP Program currently offers course work and exams in the following STEM subjects: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, Environmental Science, Physics B, Physics C: Electricity and Magnetism, and Physics C: Mechanics, Statistics.

Trends in AP STEM Participation and Success – District of Columbia	2002	2007	2012
Graduates who took an AP math or science exam during high school	249	393	535
Graduates who scored 3+ on an AP math or science exam during high school	75	80	99

The College Board recently announced the **AP[®] STEM Access** program (<http://collegeboard.org/apstem>) to increase the number of traditionally underrepresented minority and female high school students who participate in AP STEM courses. A \$5 million grant from Google as part of its Global Impact Awards to DonorsChoose.org will make it possible for more than 800 public high schools across the U.S. with large numbers of academically-prepared underrepresented minority and female students to start new AP math and science courses. School Without Walls is an eligible high school in District of Columbia Public Schools.

EXAMS TAKEN AND SCORE REPORTING

District of Columbia’s public and charter high school class of 2012 completed 3,845 AP Exams during high school, including 758 in STEM disciplines. The 10 most popular AP Exams taken by District of Columbia’s public and charter high school graduates, in descending order of popularity, were:

Subject	Exams
English Literature and Composition	775
English Language and Composition	692
United States History	369
United States Government and Politics	326
Human Geography	211
World History	208
Calculus AB	205
Biology	173
Spanish Language	121
Environmental Science	104

Taking AP courses demonstrates to college admission officers that students have sought the most rigorous curriculum available to them, and most four-year colleges and universities in the United States grant credit, advanced placement or both on the basis of successful AP Exam scores. More than 3,300 colleges and universities in the United States received AP scores from students last year, including 13 colleges and universities in District of Columbia.

At its core, AP is a collaboration among college faculty and administrators, states, districts, schools and teachers working together to provide academically-ready students with the access to the rigor they deserve. *The 9th Annual AP Report to the Nation* and the state supplement for District of Columbia are available at apreport.collegeboard.org.