THE 10TH ANNUAL

AP® Report to the Nation

STATE SUPPLEMENT
FEBRUARY 11, 2014

Alabama

CollegeBoard

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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.

Alabama 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 3 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*.
- ✔ Continue to fund and support the exemplary public/private partnership—A+ College Ready.
- ✔ Continue to provide funding for teachers in underserved areas of the state to participate in professional development.

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 targeted assistance and resources to schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs.
- ☐ Share information about funding opportunities that enable students to participate and succeed in AP. Communicate the advantages of AP for students attending your state's universities.
- ☐ 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: **148**
Alabama represents **1.3% of all Readers**

- AP High School Teachers: **71**
- College and University Faculty: **77**

2013 AP Professional Development Leaders—Total: **4**

2013 AP Development Committee Members—Total: **4**

Macroeconomics	Alabama A&M University
Environmental Science	Alabama A&M University
Physics 1	Auburn University
Comparative Government and Politics	Virgil I. Grissom High School

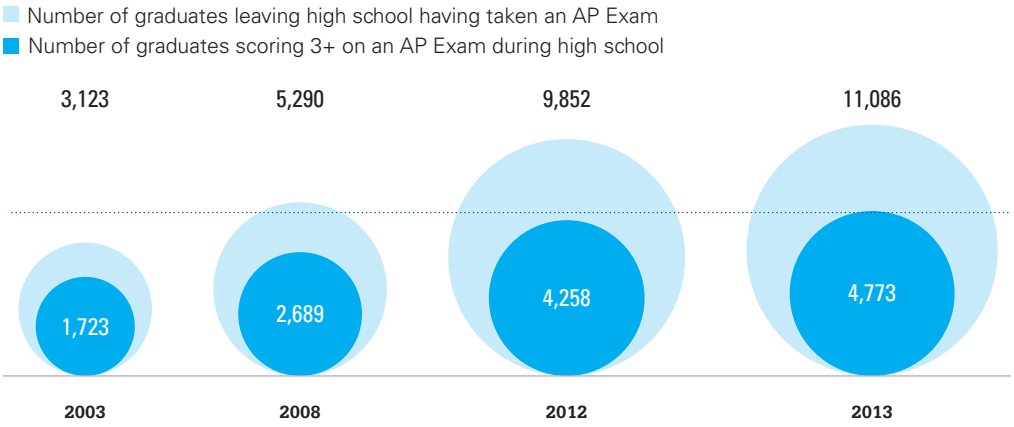
The AP Honor Roll

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.

4th Annual Honor Roll Districts in Alabama: **3**

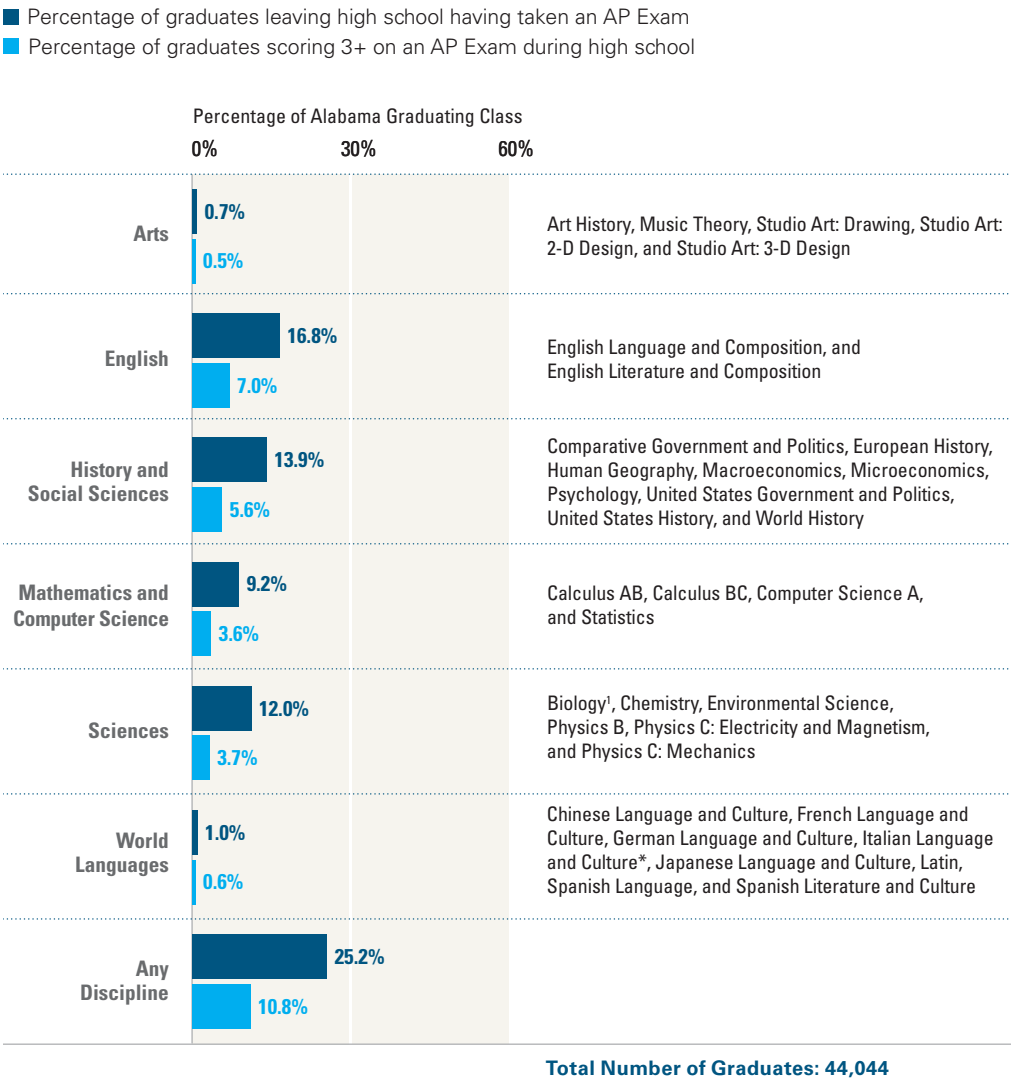
Saraland City School District
Vestavia Hills City School District
Walker County School District

FIGURE 1 Growth in AP® Participation and Success



More graduates are succeeding on AP Exams today than took them in 2003

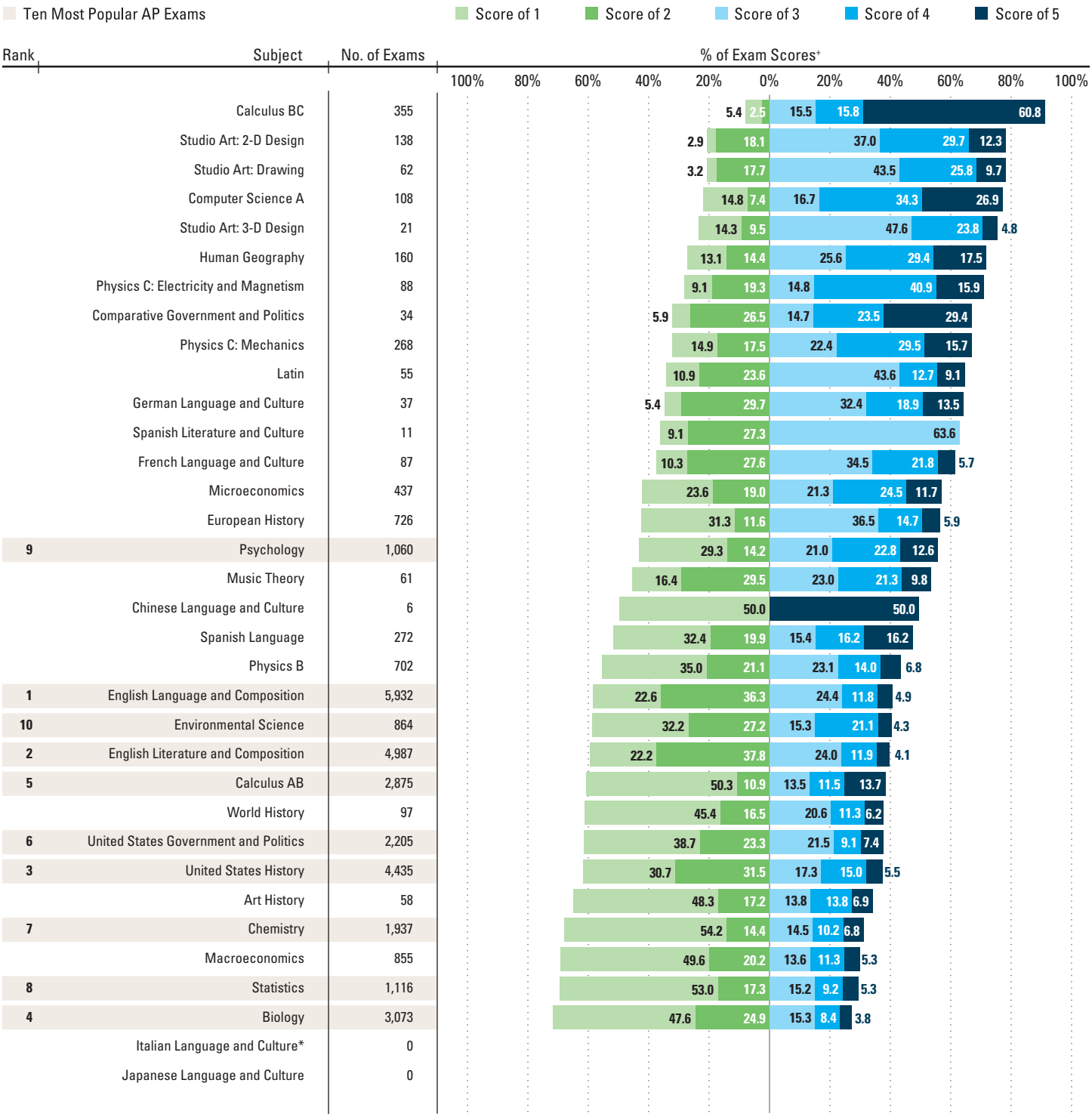
FIGURE 2 Participation in and Success on AP Exams in the Class of 2013



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

* 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.

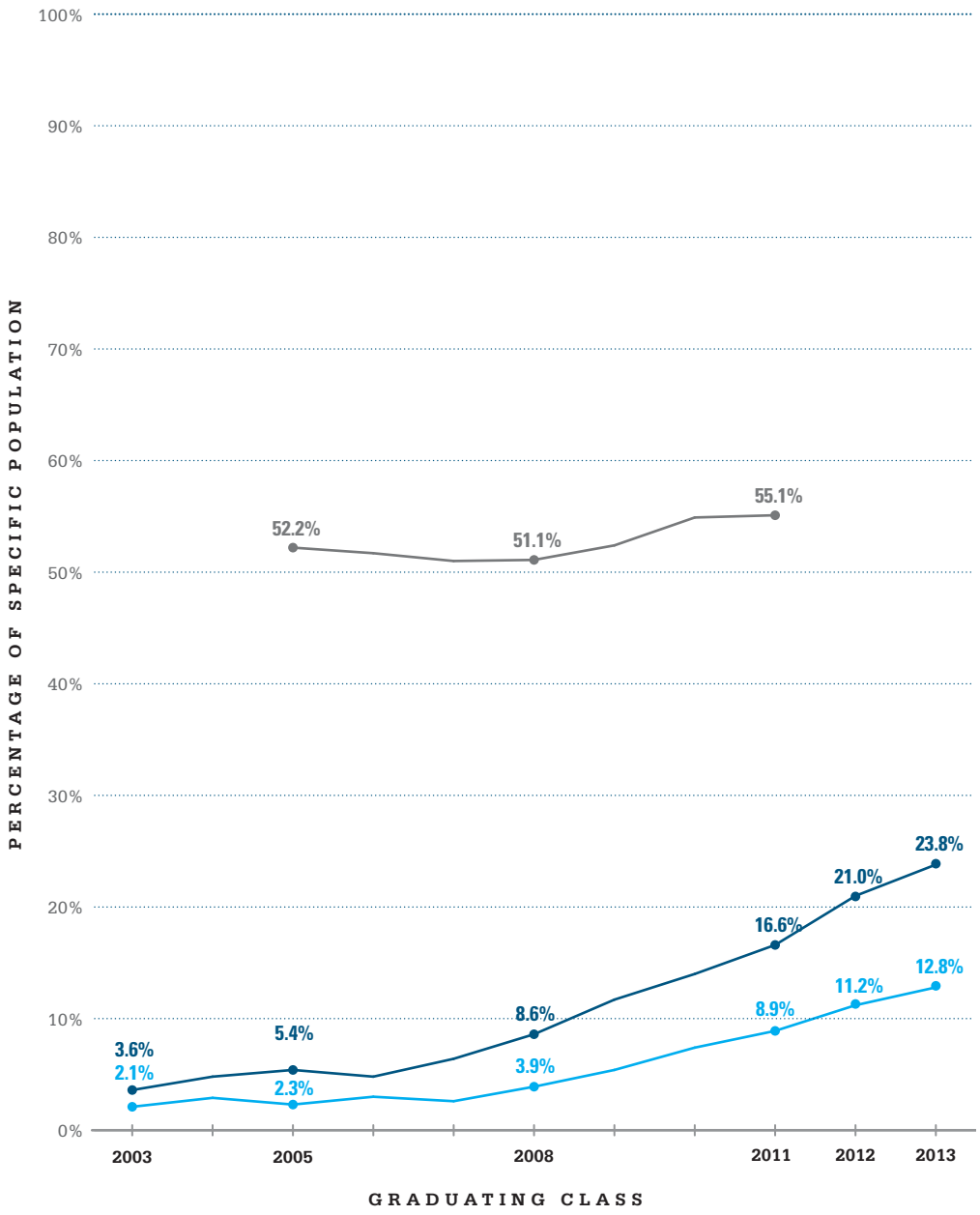
Low Income

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

7,030

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



	2003	2008	2012	2013
●	**	**	**	**
●	111	457	2,068	2,641
●	37	106	477	609

*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

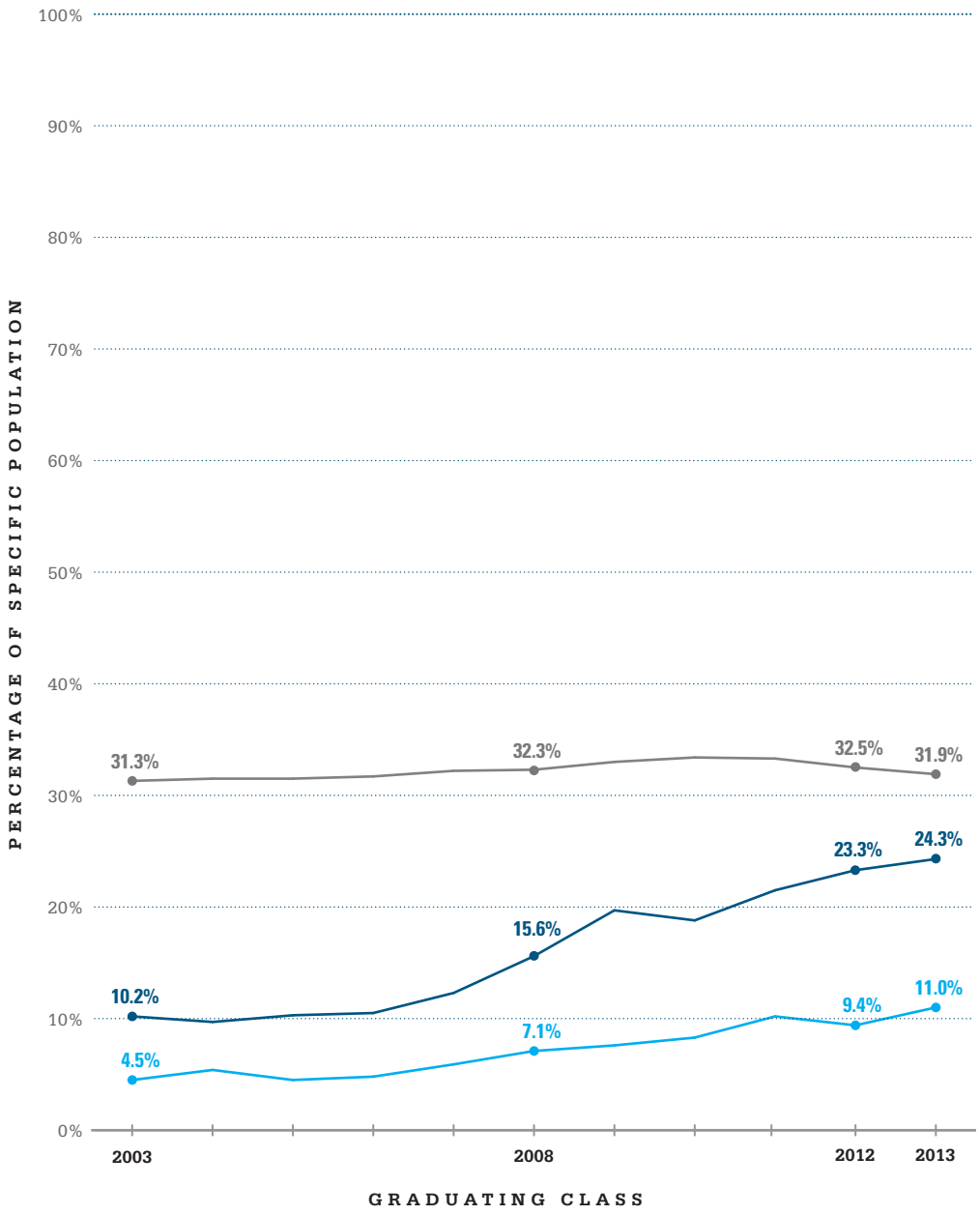
FIGURE 5 Trends in AP Exam Participation and Success

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

2,697

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



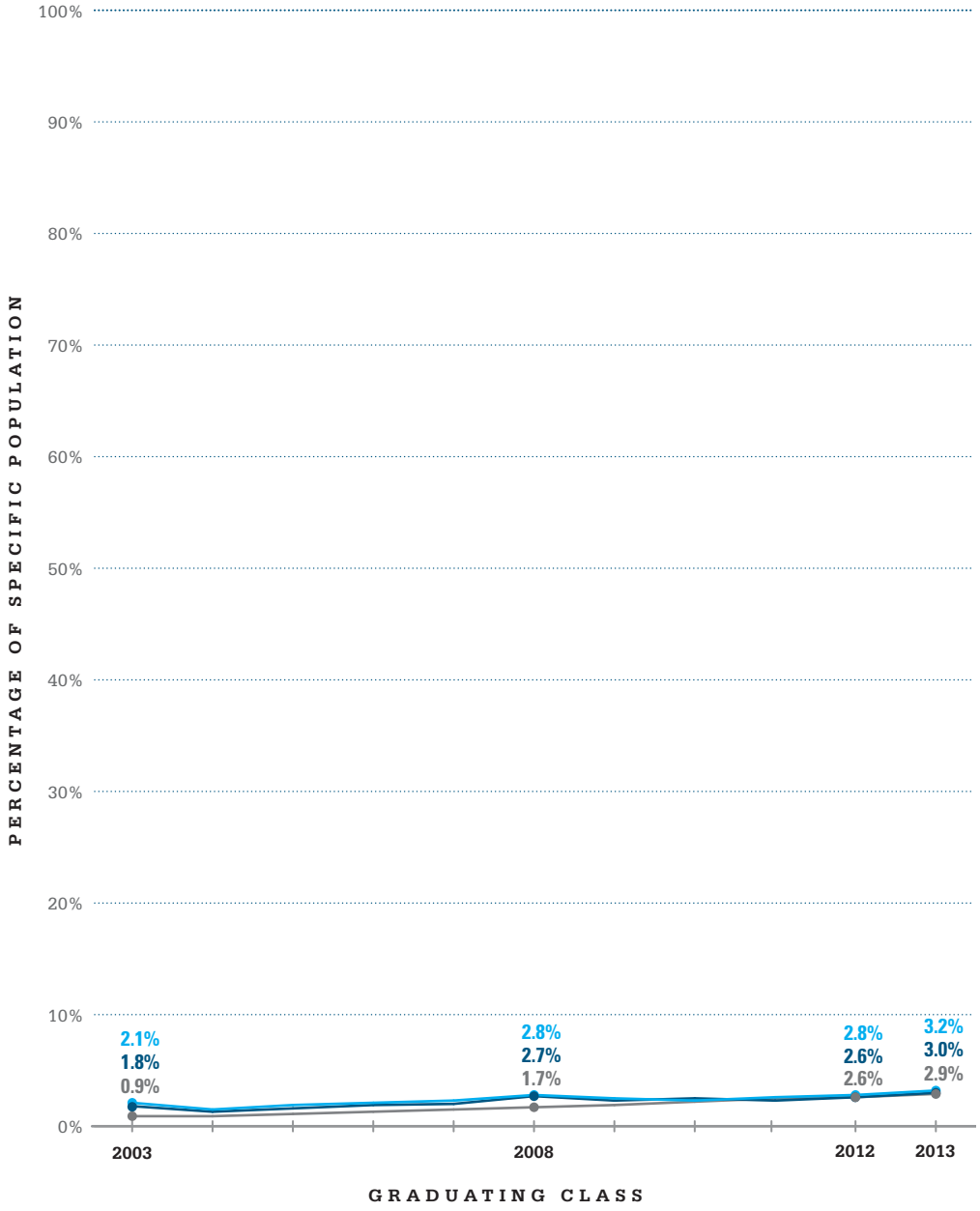
	2003	2008	2012	2013
students in the graduating class	11,500	13,343	14,406	14,045
graduates leaving high school having taken an AP Exam	318	824	2,300	2,697
graduates scoring 3+ on an AP Exam during high school	78	190	401	523

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



331

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

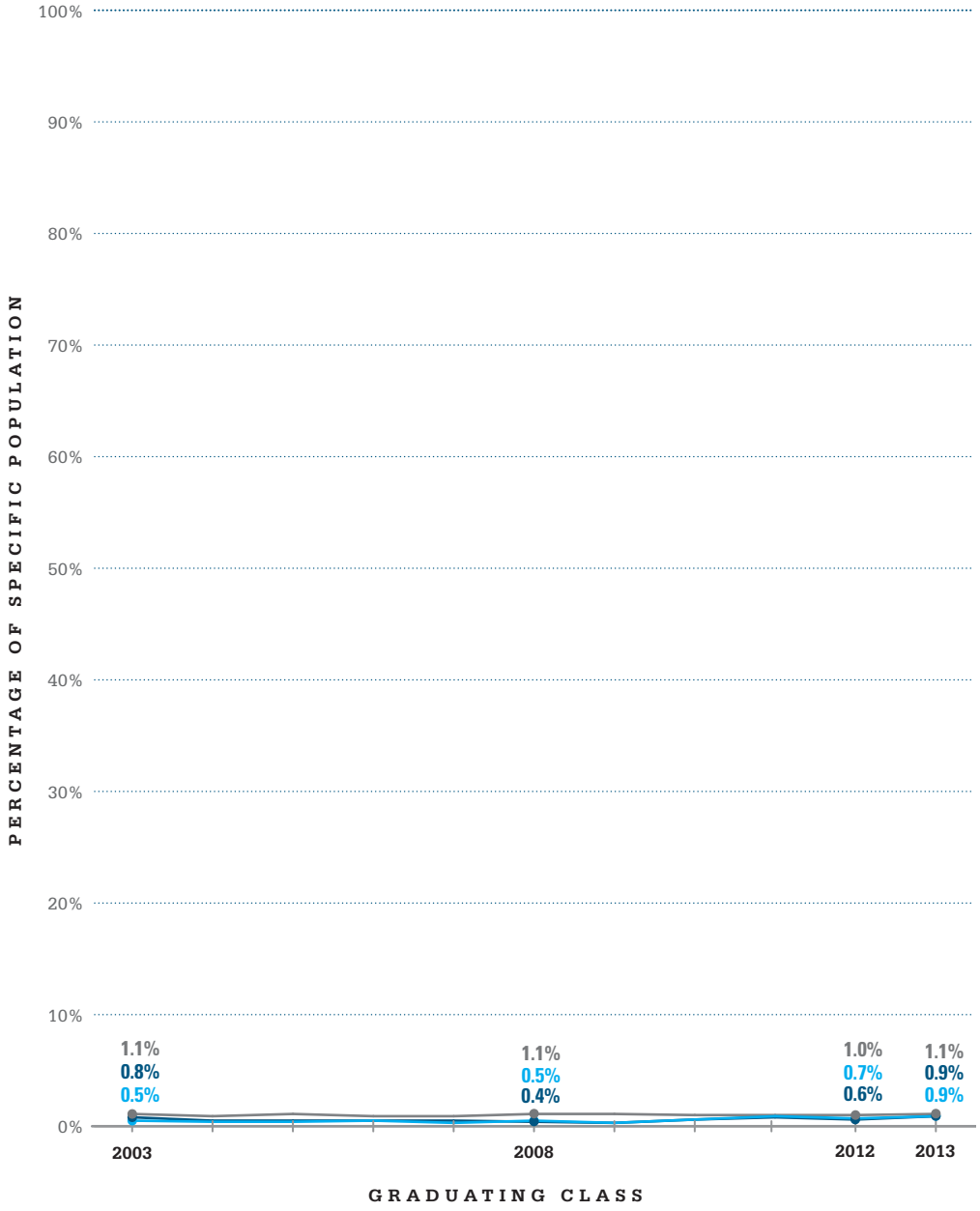
	2003	2008	2012	2013
students in the graduating class	313	684	1,169	1,292
graduates leaving high school having taken an AP Exam	57	143	256	331
graduates scoring 3+ on an AP Exam during high school	36	76	119	154

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



97

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

	2003	2008	2012	2013
●	417	437	432	479
●	25	23	55	97
●	8	14	28	41

Asian/Asian American/ Pacific Islander

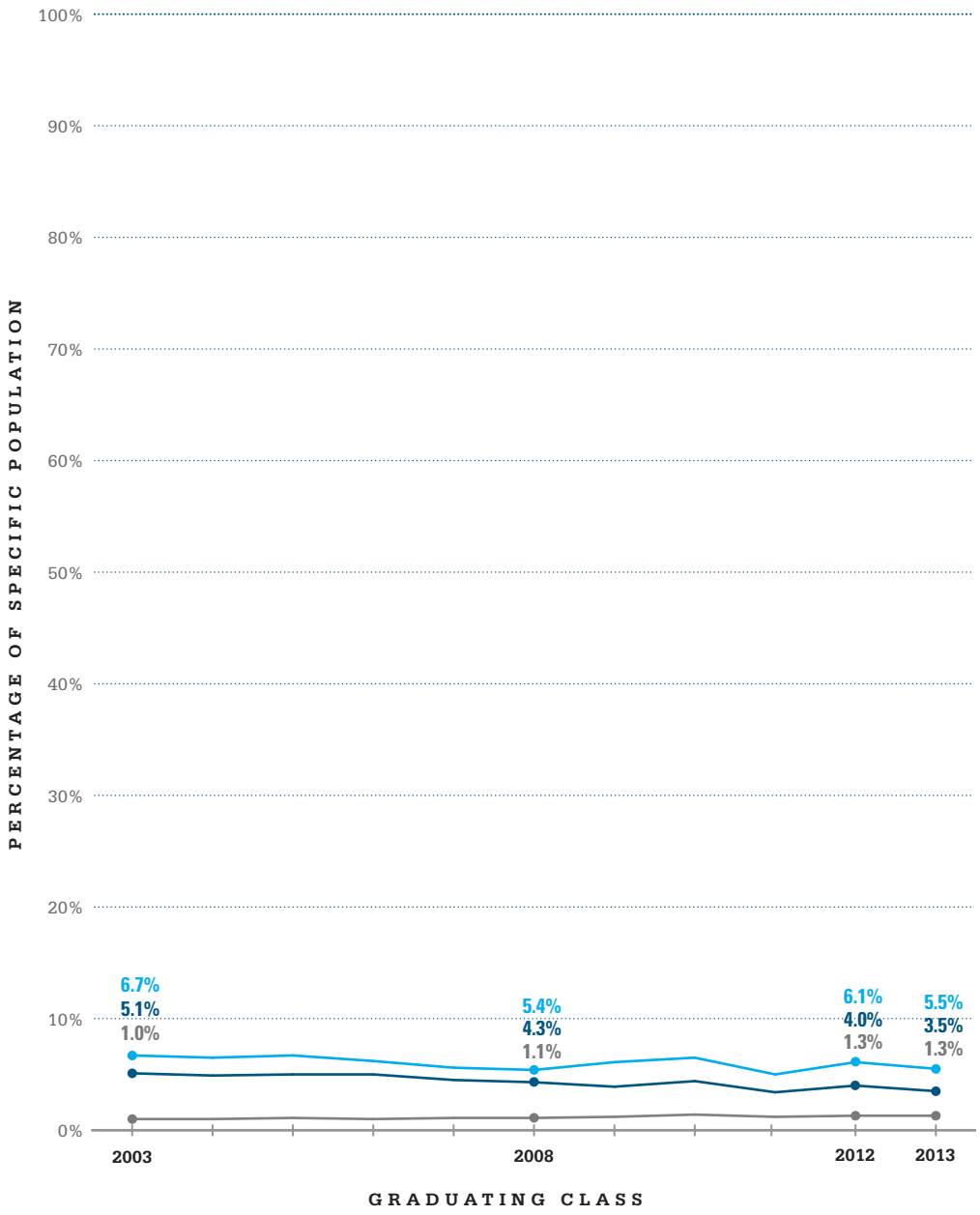
FIGURE 8 Trends in AP Exam Participation and Success

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

389

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



	2003	2008	2012	2013
students in the graduating class	384	474	585	581
graduates leaving high school having taken an AP Exam	158	229	394	389
graduates scoring 3+ on an AP Exam during high school	115	146	259	263

White

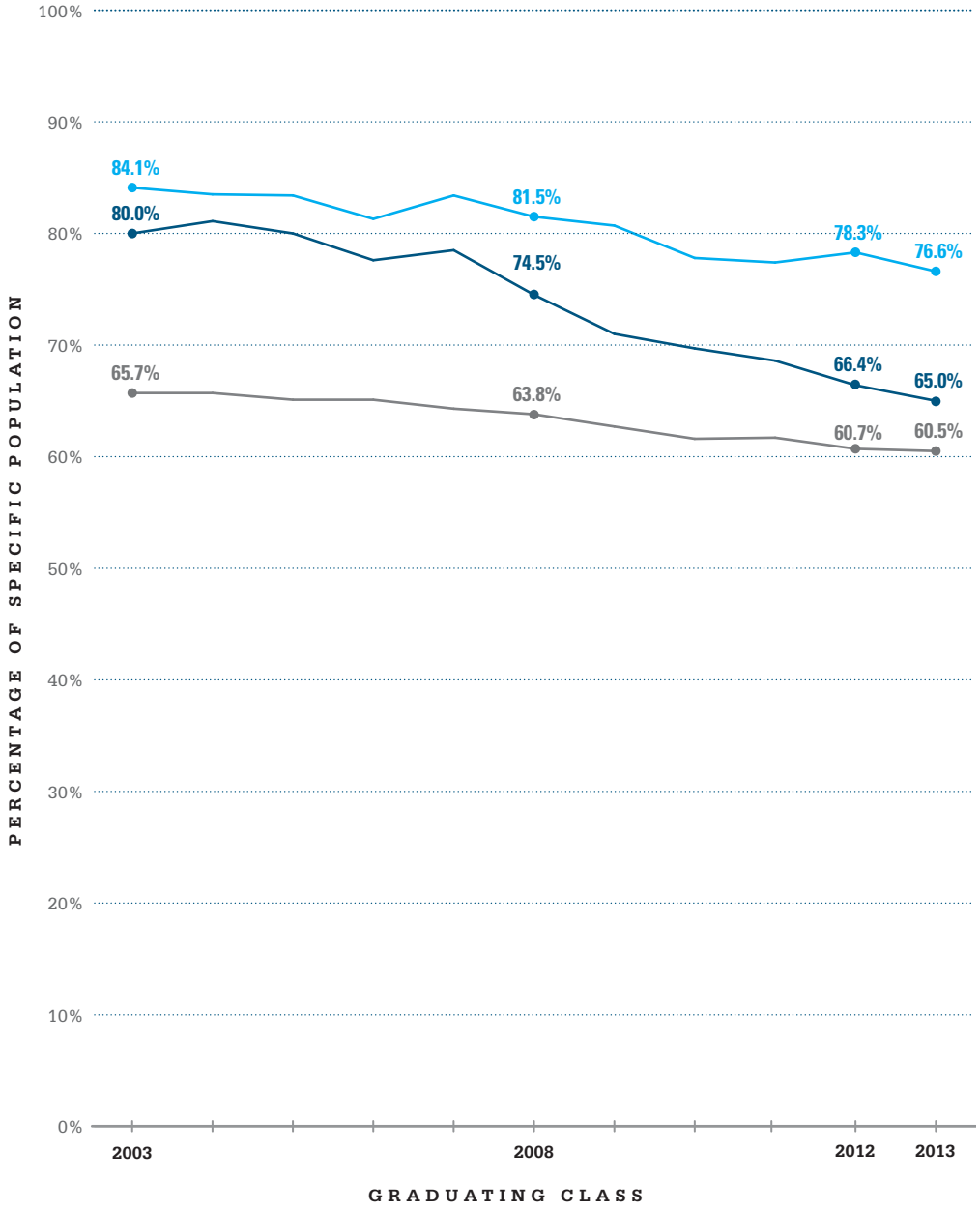
FIGURE 9 Trends in AP Exam Participation and Success

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

7,209

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



	2003	2008	2012	2013
●	24,127	26,375	26,898	26,645
●	2,497	3,940	6,546	7,209
●	1,449	2,192	3,333	3,655

CollegeBoard

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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