



THE 10TH ANNUAL

AP[®] Report to the Nation

STATE SUPPLEMENT
FEBRUARY 11, 2014

Hawaii



Table of Contents

- 3** State Strategies
- 6** Fostering AP® Participation and Success
- 8** A Closer Look at Equity Gaps in AP Participation and Success



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.

Hawaii 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 (through the AP Incentive Program (AIP) grant).
 - Establish AP participation and performance indicators.
 - Set clear, measurable statewide goals toward improvement.
- ✓ 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.
- ✓ Provide funding for professional development for teachers in underserved areas of the state.
- ✓ Encourage schools to practice a sustained effort to increase participation and success in AP with a focus on underrepresented students so they can be recognized on the AP Honor Roll.
- ✓ Provide targeted assistance and resources to schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs through the AIP grant.
- ✓ 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 (SpringBoard®).

Opportunities

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

- Develop AP Best Practices from the AP Incentive Program grant such as:
 - Hosting Saturday AP prep workshops for students.
 - Creating and offering online professional development for AP STEM teachers.
 - Offering an AP Summer Institute for new AP teachers.
 - Selecting SpringBoard as the statewide curriculum for English Language Arts.
- 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.
- Clearly communicate how AP fits into state graduation requirements, and 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.
- Participate in the Expedited AP data program, which provides states with their AP student data on an earlier time frame than ever before, free of charge, by using a standardized data agreement and file format.

Highlights

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

Participation in the Development of AP

2013 Reading participants— Total: **56**
Hawaii represents **0.5% of all Readers**

- AP High School Teachers: **40**
- College and University Faculty: **16**

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

2013 AP Development Committee Members— Total: **2**

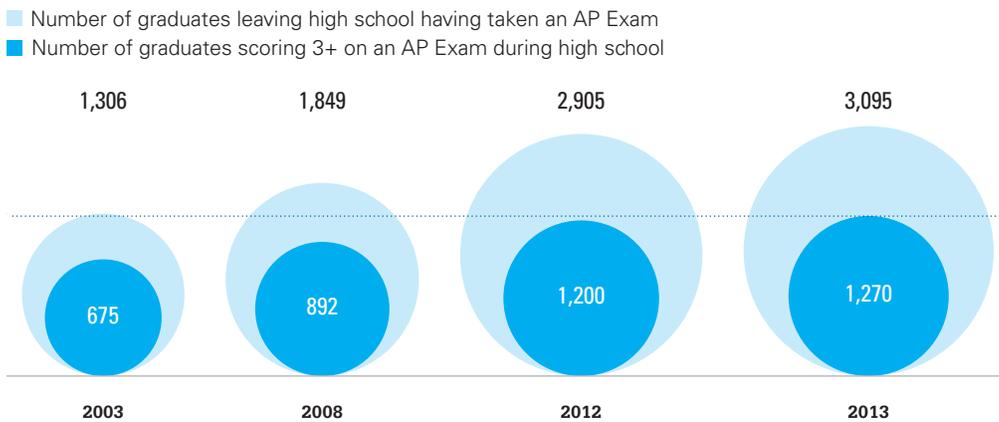
English Literature and Composition Iolani School
Calculus Iolani School

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 Hawaii: **0**

FIGURE 1 Growth in AP® Participation and Success

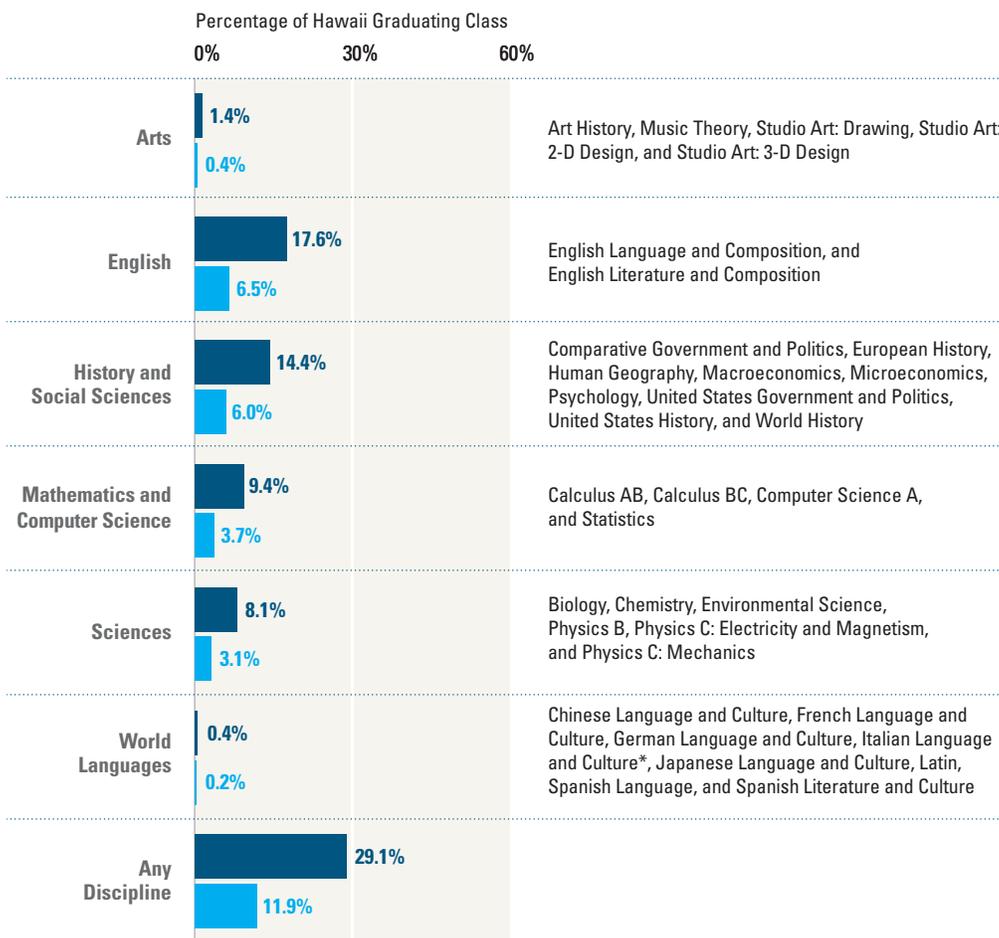


More graduates

are succeeding on AP Exams today than ever before

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



Total Number of Graduates: 10,647

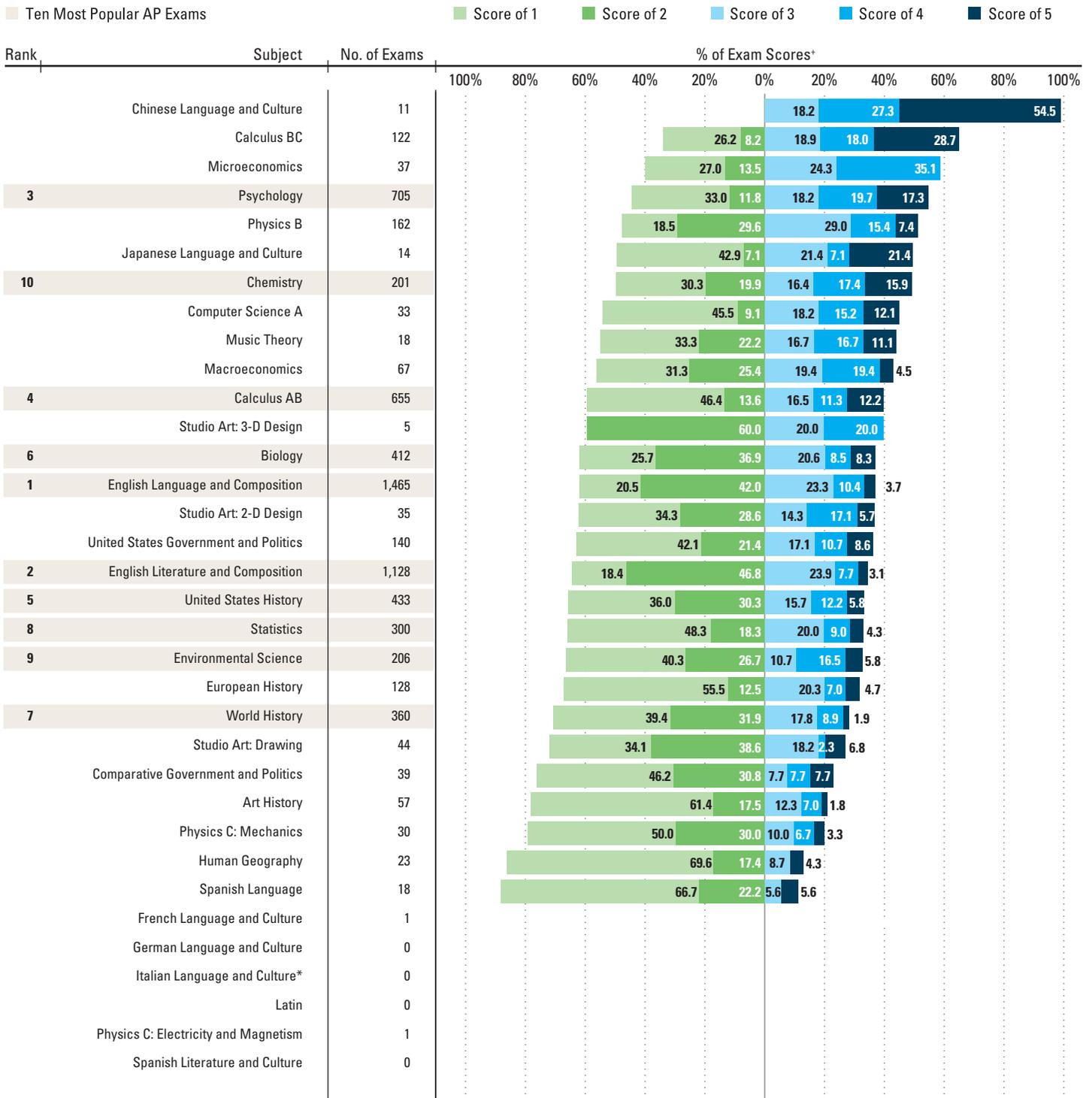
English

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.

FOSTERING AP PARTICIPATION AND SUCCESS

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

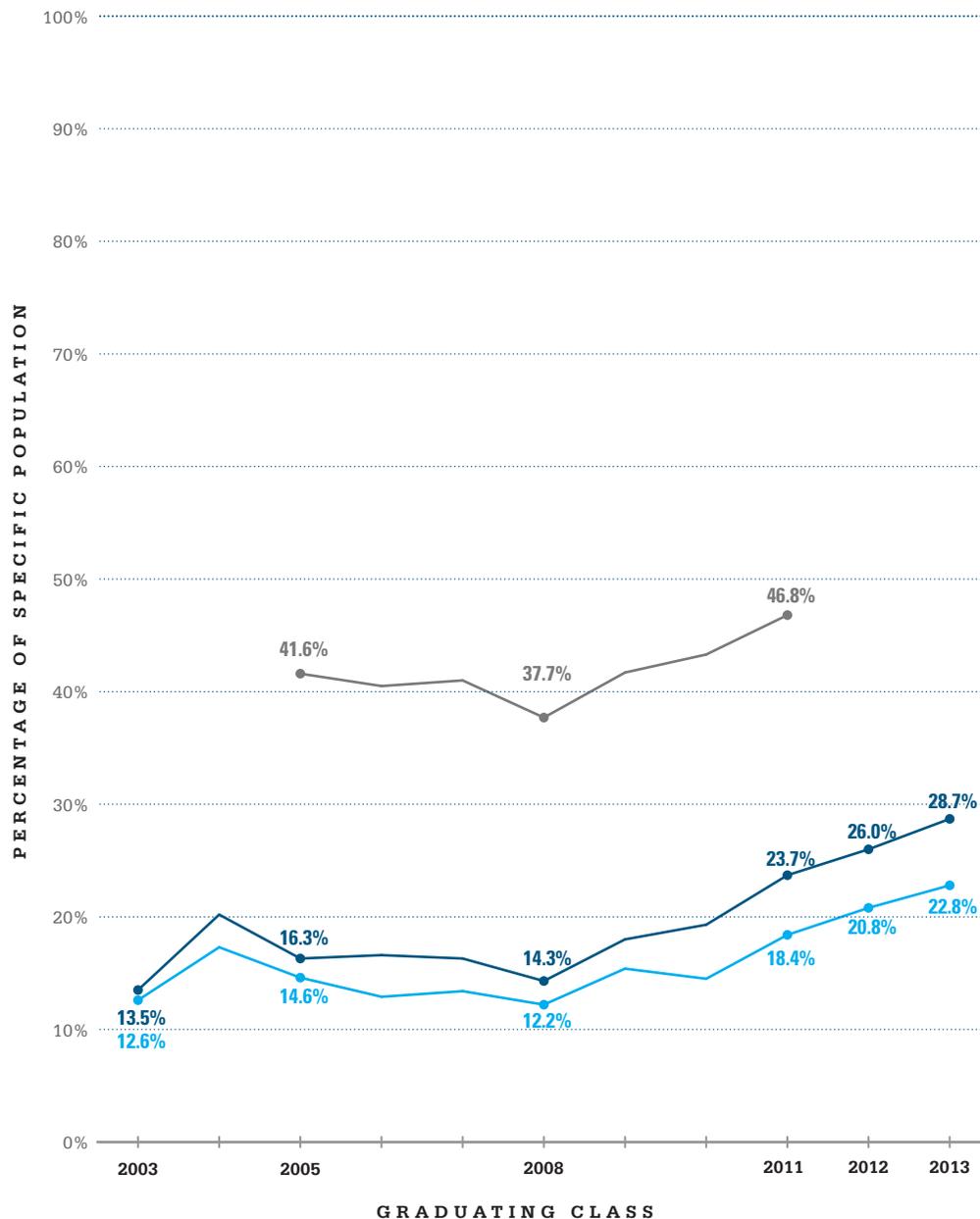
FIGURE 4 Trends in AP Exam Participation and Success

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

1,863

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



	2003	2008	2012	2013
●	**	**	**	**
●	176	264	756	887
●	85	109	249	290

*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

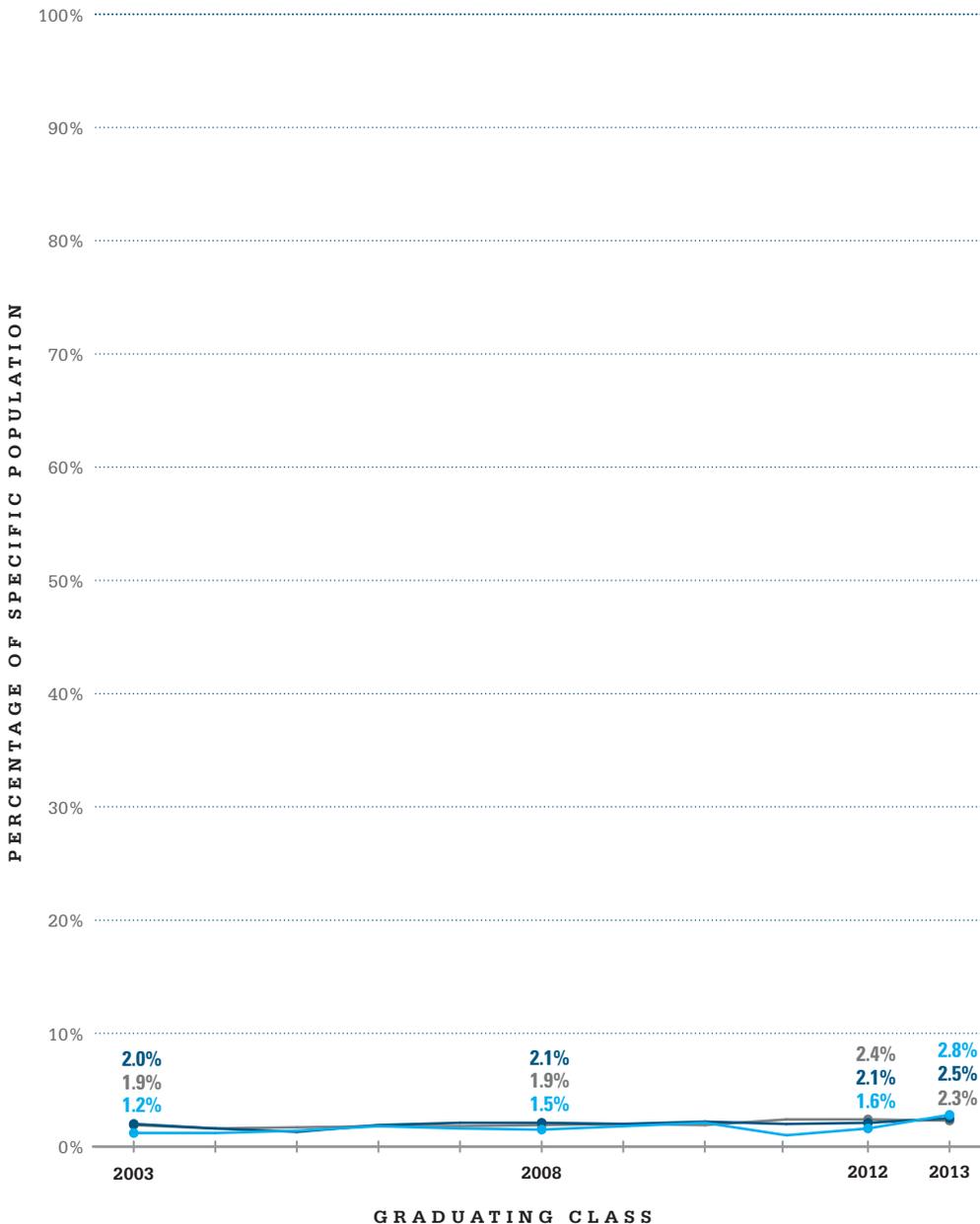
FIGURE 5 Trends in AP Exam Participation and Success

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

78

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



	2003	2008	2012	2013
●	192	217	266	250
●	26	39	60	78
●	8	13	19	36

Hispanic/Latino

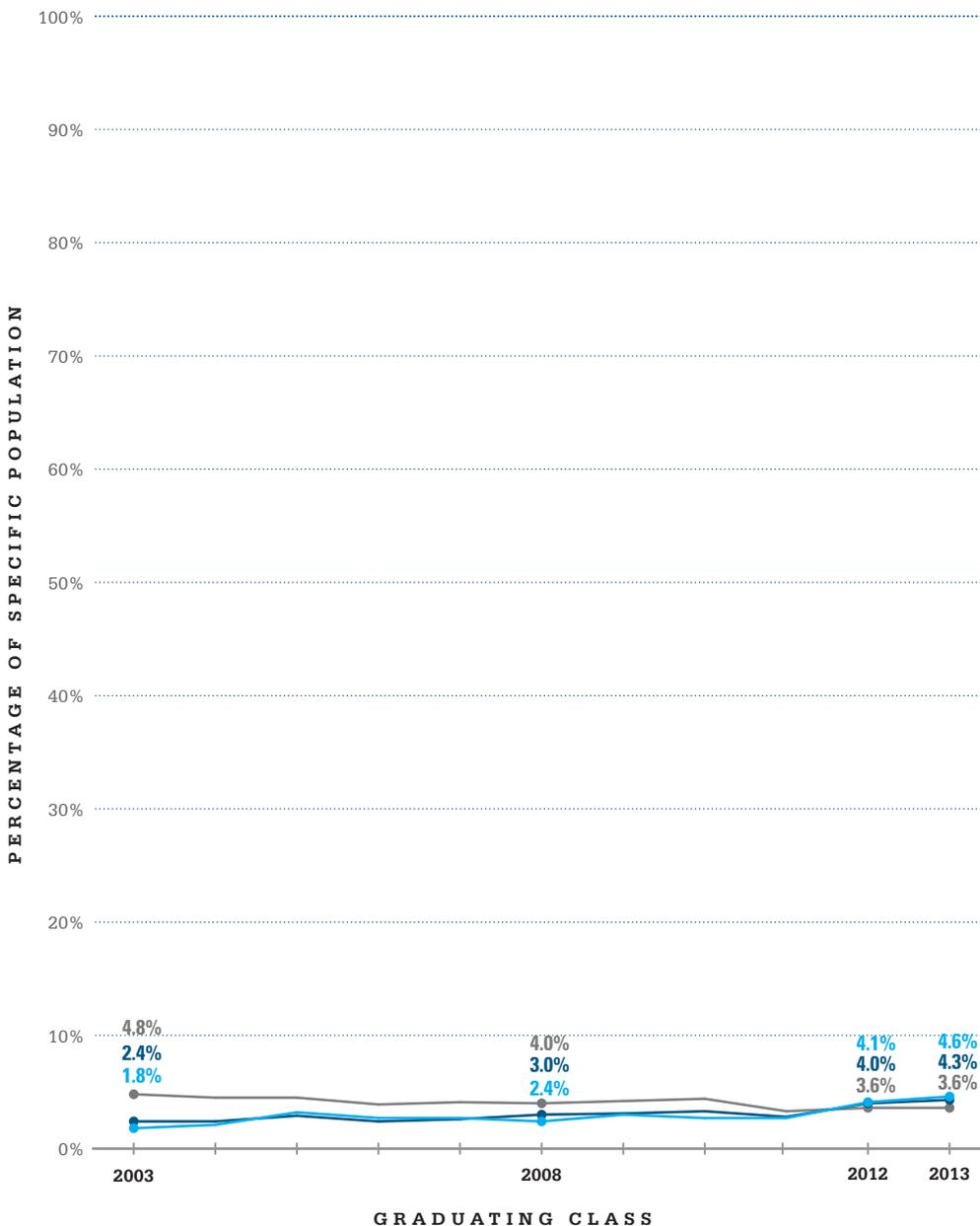
FIGURE 6 Trends in AP Exam Participation and Success

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

133

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



	2003	2008	2012	2013
●	477	468	392	386
●	31	55	116	133
●	12	21	49	59

American Indian/ Alaska Native

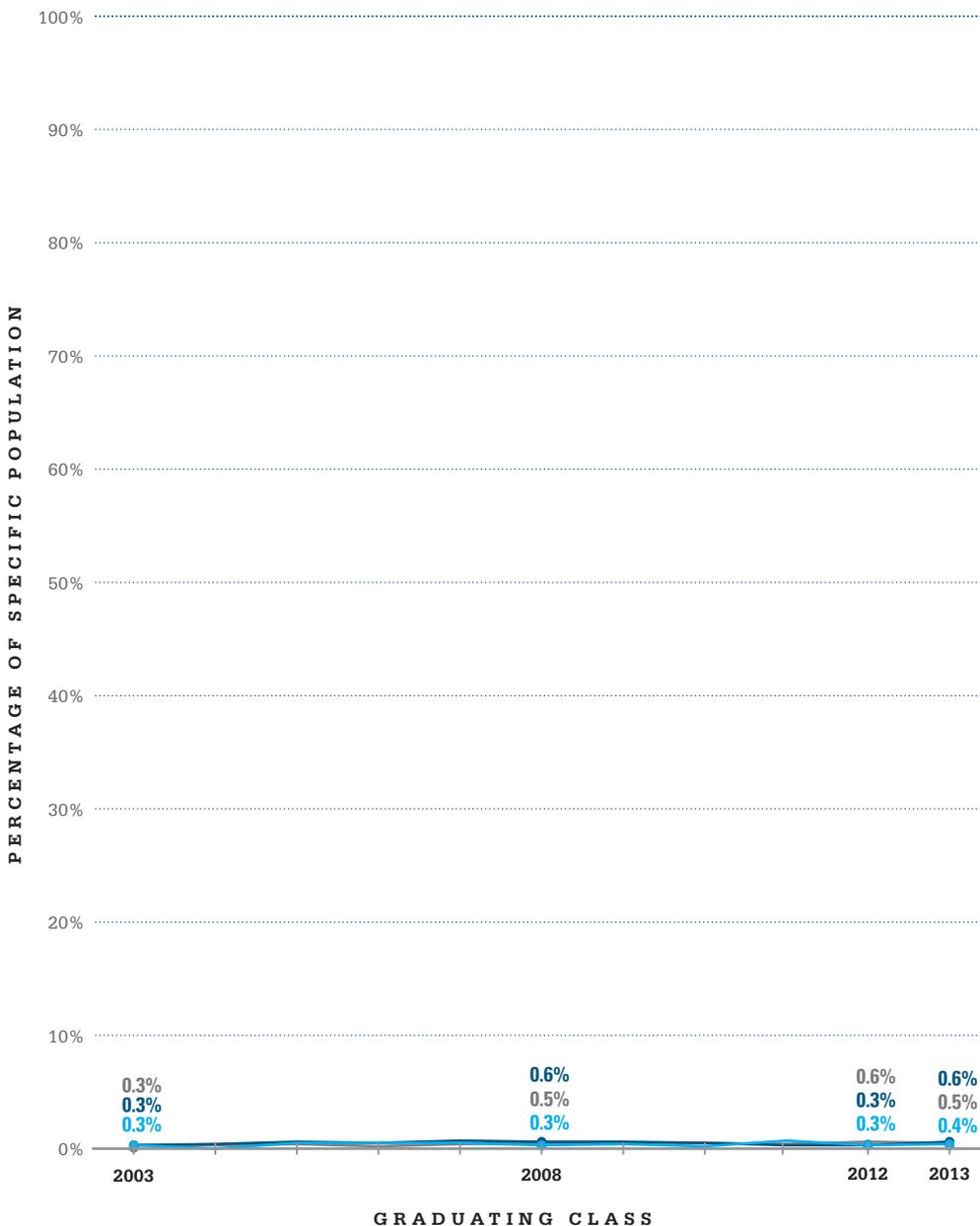
FIGURE 7 Trends in AP Exam Participation and Success

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

18

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



	2003	2008	2012	2013
●	35	53	64	53
●	4	11	10	18
●	*	3	4	5

*Success data omitted when fewer than five graduates took an AP Exam.

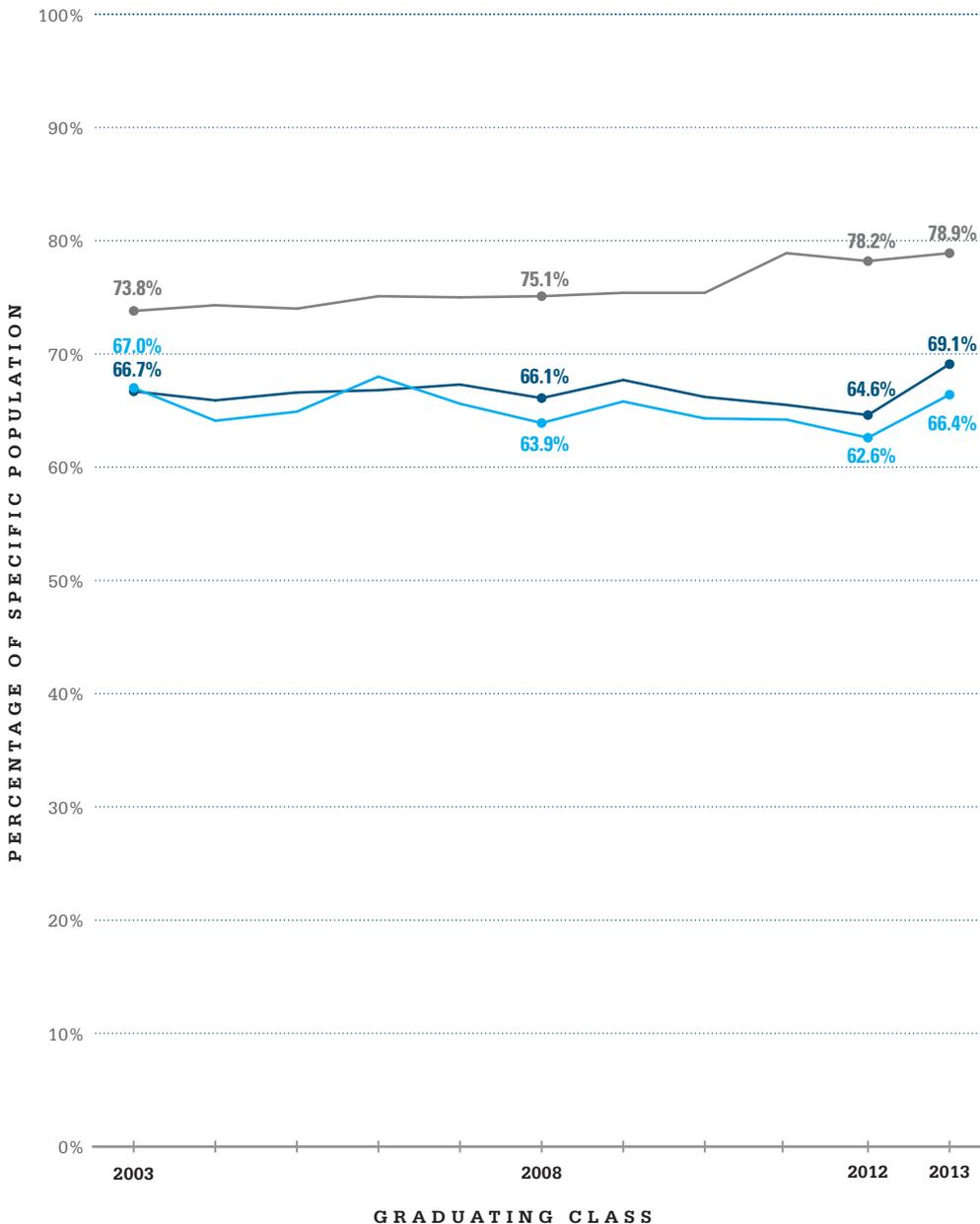
Asian/Asian American/ Pacific Islander

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

2,138

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



	2003	2008	2012	2013
●	7,385	8,718	8,594	8,400
●	871	1,222	1,878	2,138
●	452	570	751	843

White

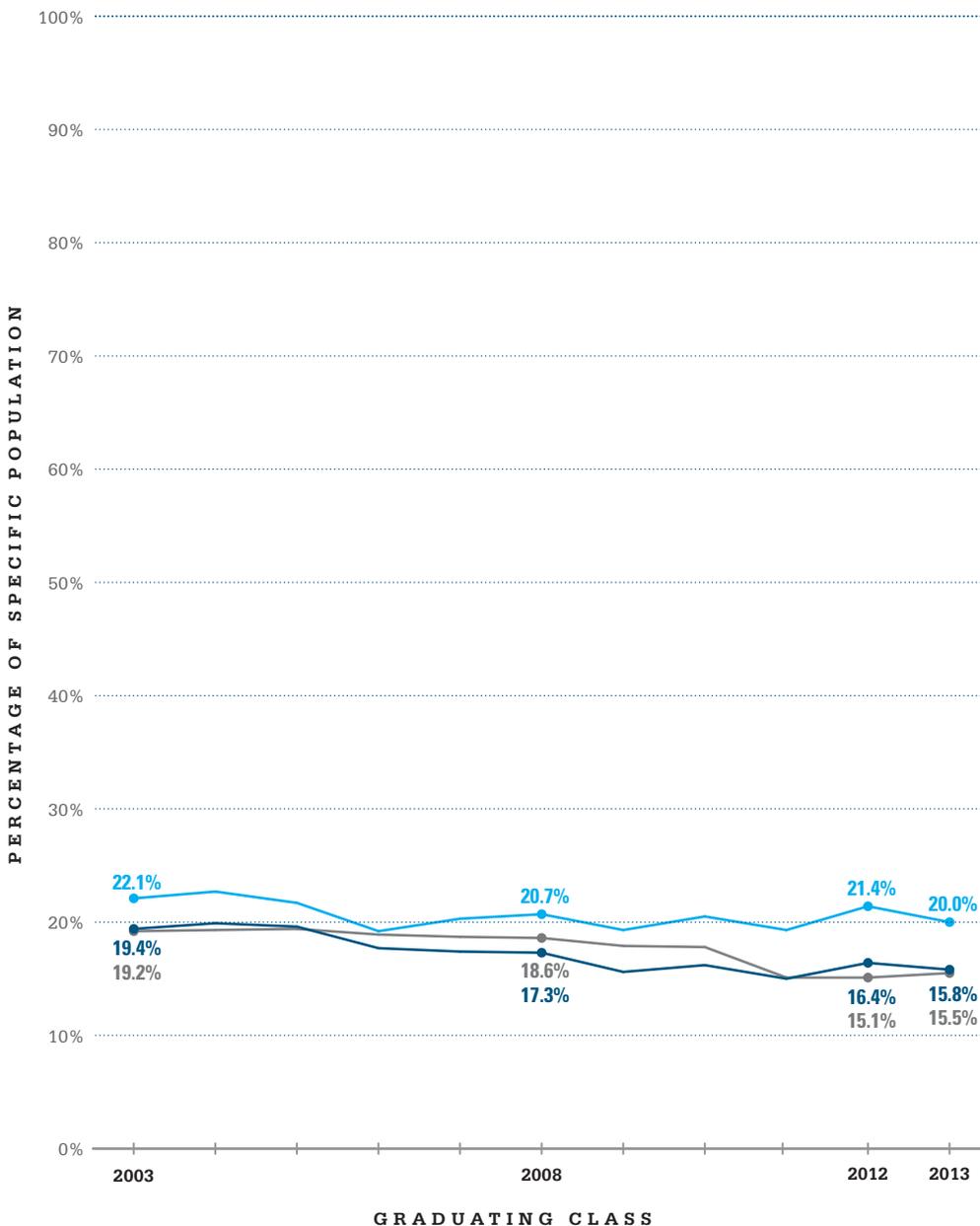
FIGURE 9 Trends in AP Exam Participation and Success

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

489

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



	2003	2008	2012	2013
●	1,924	2,157	1,660	1,652
●	253	320	475	489
●	149	185	257	254



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