AP Report to the Nation: A Closer Look at the Nation and Florida

AP Annual Conference
Orlando, FL
July 20, 2012

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Report to the Nation

Florida - A Closer Look at One State
Hillsborough County Public Schools - An Innovative Use of AP Potential

Contact Us

Q & A
Primary objectives

1. The Nation - A deeper dive into key information.
   a. Review how the AP population has changed over the past 10 years
   b. AP participation and performance in the science, technology, engineering and mathematics (STEM) field.
   c. Answer common questions around the growing Hispanic/Latino population in AP

2. Florida - A deeper dive into key information for one state.
   a. Review how the AP population has changed over the past 10 years
   b. Answer common questions around the growing Hispanic/Latino population in AP

3. Hillsborough County - Hear how one district in Florida uses AP Potential™ to help build its AP program.
Foundational understandings

• This is cohort-level data only: not exam administration-level data. This report looks at students’ entire experience with AP — tracking exams taken by seniors throughout their high school careers — as opposed to reporting results from a particular AP Exam administration or calendar year.

• This report represents public school students. Because reliable demographic data for nonpublic schools are not available for all states, the report represents public school students only.

• The public school list is refined each year, which creates minor differences in a cohort’s data over time.
As educators have expanded access beyond the elite few, more students have been led to achieve. And performing well on an AP Exam is a pathway to success in college.
Figure 2: 18 percent of U.S. public high school graduates scored a 3 or higher on an AP Exam during high school

- By looking at the proportion of all seniors (not just AP students) who are succeeding, educators and policymakers are better able to determine the extent to which all students are having the kind of academic experiences that will help them successfully complete college.

- Students scoring 3+ are counted only once, regardless of how many exams they took. There is no way to influence this percentage by restricting access to AP; students scoring 1s or 2s neither increase nor reduce the percentage.
Figure 3: 7.3 point increase since 2001 in the percentage of U.S. public high school graduates earning AP scores of 3 or higher

- By looking at the change in the proportion of all seniors who are succeeding, educators and policymakers can better determine the extent to which policies have impacted student success.

<table>
<thead>
<tr>
<th>State</th>
<th>2001 %</th>
<th>2011 %</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland</td>
<td>11.1</td>
<td>18.8</td>
<td>7.7</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>15.6</td>
<td>23.5</td>
<td>7.9</td>
</tr>
<tr>
<td>New York</td>
<td>13.5</td>
<td>21.4</td>
<td>7.9</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>11.7</td>
<td>18.9</td>
<td>7.2</td>
</tr>
<tr>
<td>New Mexico</td>
<td>15.0</td>
<td>23.1</td>
<td>8.1</td>
</tr>
<tr>
<td>New Jersey</td>
<td>12.6</td>
<td>20.7</td>
<td>8.1</td>
</tr>
<tr>
<td>Ohio</td>
<td>13.6</td>
<td>21.5</td>
<td>7.9</td>
</tr>
<tr>
<td>Oregon</td>
<td>12.0</td>
<td>19.8</td>
<td>7.8</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>13.5</td>
<td>21.3</td>
<td>7.8</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>12.7</td>
<td>20.9</td>
<td>8.2</td>
</tr>
<tr>
<td>South Carolina</td>
<td>14.9</td>
<td>23.3</td>
<td>8.4</td>
</tr>
<tr>
<td>Vermont</td>
<td>12.9</td>
<td>21.5</td>
<td>8.6</td>
</tr>
<tr>
<td>Washington</td>
<td>13.3</td>
<td>21.9</td>
<td>8.6</td>
</tr>
<tr>
<td>West Virginia</td>
<td>13.0</td>
<td>21.8</td>
<td>8.8</td>
</tr>
<tr>
<td>Wyoming</td>
<td>12.1</td>
<td>20.9</td>
<td>8.8</td>
</tr>
</tbody>
</table>

What do the data show?

- 7.3 point increase since 2001 in the percentage of U.S. public high school graduates earning AP scores of 3 or higher.

- States had a larger percentage point change over time than the national average.

- 13.1 point increase in the percentage of Maryland’s graduates scoring a 3 or higher on an AP exam over the past 10 years, leading the nation.
Figure 4: 56 percent of all AP Exams taken by the graduating class of 2011 received a score of 3 or higher.

- Increasing proportions of graduates are demonstrating their college readiness through success in AP. By looking at both Figures 2 and 4 side by side, you can get a richer understanding of how each state is performing. Our goal is to enable states to draw richer conclusions about next steps for fostering greater college readiness through AP.
Improving college success for all Americans, but most urgently for low-income and underserved minority students, is critical to our nation’s economic and social health.
Figure 7: AP equity and excellence will be achieved when the diversity of our nation is proportionally represented within the population of students succeeding in AP.
Figure 7: AP equity and excellence will be achieved when the diversity of our nation is proportionally represented within the population of students succeeding in AP

- To measure a state’s progress in achieving AP equity and excellence, we divide the percentage of successful AP Exam-takers from the class of 2011 who are of that demographic by the percentage of all students from the class of 2011 who are of that demographic.

- Florida is the only state with an underserved minority (Hispanic/Latino) making up more than 20 percent of its 2011 graduating class that achieved AP equity and excellence for that population.

- More work remains to be done to prepare these students for participation and success in AP. Students and educators routinely attest to how an AP experience, regardless of exam score, prepares students for college. And in the case of underserved minority students more work remains to ensure they are equitably represented in AP. But in order for these students to reap the full benefits of AP, students must be given the preparation they need in the years leading up to AP.
“Closer Look” pages with key data

59.4% of low-income AP Exam-takers in the class of 2011 were from underserved minority groups.

Over half of black/African American AP Exam-takers in the class of 2011 were from CA, FL, GA, MD, NY or TX.

5.9% of Hispanic/Latino AP Exam-takers in the class of 2011 took AP Spanish Language before taking other AP Exams.

Half of American Indian/Alaska Native AP Exam-takers in the class of 2011 were from AZ, CA, FL, NM, OK, or TX.
Research shows that AP math and science students are more likely to pursue STEM degrees. Educators have increased the number of students participating in AP math and science AND helped these students succeed are supporting our nation’s long-term prosperity.
Figure 10: Nearly 28 percent of AP Exam-takers in the class of 2011 scored 3 or higher on an AP STEM exam.
Participation and Performance by Race over the last 10 years

Black/AA AP Exam-takers in the class of 2011 more than doubled since 2001 and outpaced the national growth in participation (242 vs. 109%) and performance (184 vs. 95%)
Low Income by Race

41.7% of low-income AP Exam-takers in the class of 2011 were Hispanic/Latino

Since 2003, the percent of AP Exam-takers who are low income doubled

59.0% of Hispanic/Latino AP Exam-takers in the class of 2011 were low-income
## Spanish Language Gateway Myth

<table>
<thead>
<tr>
<th>%</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.0</td>
<td>Spanish Language Only: Student's only AP exam was AP Spanish Language</td>
</tr>
<tr>
<td>5.9</td>
<td>Gateway: Student took AP Spanish as first AP exam, followed by other exams in subsequent administrations</td>
</tr>
<tr>
<td>8.8</td>
<td>Concurrent: Student took AP Spanish in addition to one or more exams in first or only administration</td>
</tr>
<tr>
<td>7.2</td>
<td>Anti-Gateway: Student took other exam as first AP exam, followed by Spanish Language (with or without other exams)</td>
</tr>
<tr>
<td>62.1</td>
<td>No Spanish Language: Student never took AP Spanish language</td>
</tr>
</tbody>
</table>
Metrics without Spanish Language

However, the US and those states who have significant percents of Hispanics/Latinos greater than the US (17.6%) do note a significant depression of the percent with E&E with the removal of successful performers taking Spanish Language.
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The 8th Annual

AP® Report to the Nation

State Supplement
February 8, 2012

http://apreport.collegeboard.org/report-downloads
Figure 1: Growth in AP participation and success

Figure 2: Participation in and success on AP Exams in the class of 2011

Figure 1

- More students are succeeding today than participated ten years ago
- Successful students are given the credit and/or placement they deserve in Florida’s higher education system

Figure 2

- More than 47 percent of the graduating class of 2011 took at least one AP Exam
- Nearly 24 percent received a 3 or higher on an AP Exam at some point in high school
Figure 3: Score distributions for all exams taken by the class of 2011 and the top ten exams by volume.

Of great concern is the number of courses showing a significant percentage of 1s and 2s. Of the top ten exams, only one had less than 50 percent of the students scoring a 1 or 2.
Figures 5–6: A “Closer Look”

**Black/African American**

10,676

- Number of black/African American graduates in the class of 2011 who took an AP Exam during high school.

**Hispanic/Latino**

18,628

- Number of Hispanic/Latino graduates in the class of 2011 who took an AP Exam during high school.
Black/African-American Student Participation

<table>
<thead>
<tr>
<th>Year</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>2,169</td>
</tr>
<tr>
<td>2002</td>
<td>2,611</td>
</tr>
<tr>
<td>2003</td>
<td>3,145</td>
</tr>
<tr>
<td>2004</td>
<td>3,711</td>
</tr>
<tr>
<td>2005</td>
<td>4,016</td>
</tr>
<tr>
<td>2006</td>
<td>4,826</td>
</tr>
<tr>
<td>2007</td>
<td>5,604</td>
</tr>
<tr>
<td>2008</td>
<td>6,436</td>
</tr>
<tr>
<td>2009</td>
<td>7,550</td>
</tr>
<tr>
<td>2010</td>
<td>9,272</td>
</tr>
<tr>
<td>2011</td>
<td>10,676</td>
</tr>
</tbody>
</table>
Florida Participation and Performance by Race over the last 10 years

Black/African-American student participation nearly quadrupled since 2001 while the number of Black/African American students succeeding on an AP exam more than doubled (392.2% and 236.9% increases respectively)

Hispanic student participation nearly tripled since 2001 while the number of Hispanic students succeeding on an AP exam doubled (282.8% and 200.9% increases respectively)
Percentage of Black/AA and Hispanic AP Examinees who are Low Income

- 2003: 19.1% Black/AA, 19.6% Hispanic
- 2004: 21.7% Black/AA, 22.6% Hispanic
- 2005: 20.3% Black/AA, 23.9% Hispanic
- 2006: 23.5% Black/AA, 26.2% Hispanic
- 2007: 25.5% Black/AA, 26.6% Hispanic
- 2008: 31.6% Black/AA, 32.2% Hispanic
- 2009: 40.1% Black/AA, 43.6% Hispanic
- 2010: 45.5% Black/AA, 45.5% Hispanic
- 2011: 48.8% Black/AA, 48.8% Hispanic

Legend: Blue = Black/AA, Red = Hispanic
Percent of Black/AA & Hispanic Low Income Examinees Scoring 3, 4 or 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Black/AA</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>25.5</td>
<td>73.6</td>
</tr>
<tr>
<td>2004</td>
<td>27.4</td>
<td>73.3</td>
</tr>
<tr>
<td>2005</td>
<td>28.0</td>
<td>71.4</td>
</tr>
<tr>
<td>2006</td>
<td>20.8</td>
<td>66.1</td>
</tr>
<tr>
<td>2007</td>
<td>27.6</td>
<td>63.4</td>
</tr>
<tr>
<td>2008</td>
<td>21.8</td>
<td>60.6</td>
</tr>
<tr>
<td>2009</td>
<td>21.4</td>
<td>59.7</td>
</tr>
<tr>
<td>2010</td>
<td>20.4</td>
<td>57.0</td>
</tr>
<tr>
<td>2011</td>
<td>21.6</td>
<td>55.0</td>
</tr>
</tbody>
</table>
Florida Low Income by Race

44.3% of Florida’s low-income AP Exam-takers in the class of 2011 were Hispanic/Latino.

Since 2003, the percent of AP Exam-takers who are low income more than tripled.

45.5% of Black/AA AP Exam-takers in the class of 2011 were low-income.

48.8% of Hispanic/Latino AP Exam-takers in the class of 2011 were low-income.
### Florida Spanish Language Gateway Myth

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<th>Definition</th>
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<tr>
<td><strong>12.6</strong> Spanish Language Only</td>
<td>Student's only AP exam was AP Spanish Language</td>
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<tr>
<td><strong>4.7</strong> Gateway</td>
<td>Student took AP Spanish as first AP exam, followed by other exams in subsequent administrations</td>
</tr>
<tr>
<td><strong>5.4</strong> Concurrent</td>
<td>Student took AP Spanish in addition to one or more exams in first or only administration</td>
</tr>
<tr>
<td><strong>8.1</strong> Anti-Gateway</td>
<td>Student took other exams as first AP exam, followed by Spanish Language (with or without other exams)</td>
</tr>
<tr>
<td><strong>69.3</strong> No Spanish Language</td>
<td>Student never took AP Spanish Language</td>
</tr>
</tbody>
</table>
Metrics without Spanish Language for Florida

With 24.2% of Hispanic/Latino students in its graduating class of 2011, Florida notes a significant depression of the percent of Equity & Excellence with the removal of successful performers taking Spanish Language (100% to 89.3%)
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Hillsborough County Public Schools

- West Central Florida (Tampa Bay)
- 8th largest district in the nation
- Approximately 195,000 Students
- Urban, Suburban, and Rural
- 27 High Schools
- 46 Middle Schools
- 139 Elementary Schools
District Demographics:

41.2% White
28.7% Hispanic
21.8% African-American
4.9% Multi Racial
3.2% Asian
Hillsborough County Public Schools

Challenges:

56.6% of students on Free or Reduced Lunch

21.6% ESOL Students

24.7% Percentage of students in a home where English is not the primary language

25.9% in Exceptional Education
In 2011, Hillsborough County was awarded the College Board’s Beacon Award for “its profound achievement in using AP to create a culture focused on College Readiness”

From 2008 to 2010, Hillsborough County achieved the largest increase in the number of students earning AP scores of 3 or higher than any other school district in the nation, an increase of 1,814 students.

628 more minority students earned AP scores of 3 or higher in 2010 than in 2008, the second-largest minority increase of any district in the country.
How did we start improving?
The Basis: PSAT and AP Potential

- Based on the PSAT that the state was providing free to 10th grade students, Hillsborough County counselors started using College Board’s AP Potential tool in 2006-07 to identify and program students into AP courses in 2007-08.

- The district goal for the counselors was to increase AP enrollment by 10% within three years, but they far surpassed that goal.

- In subsequent years, the free PSAT was then expanded by the district to include 9th and 11th grades.
In 2011-12, how many students took the PSAT?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of students who took the PSAT</th>
<th>Percent of grade level enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>13,109</td>
<td>95%</td>
</tr>
<tr>
<td>10th grade</td>
<td>12,429</td>
<td>93%</td>
</tr>
<tr>
<td>11th grade</td>
<td>11,201</td>
<td>89%</td>
</tr>
<tr>
<td>All grade levels</td>
<td>36,739</td>
<td>92%</td>
</tr>
</tbody>
</table>
How was AP Potential Used by Counselors?

- Set the AP Potential selection level so it would add more students to AP

- Focused on recruiting under-represented groups of students

- Used the electronic scheduler to automatically place students in AP courses by default, based on their PSAT scores in 9th, 10th, and 11th grades

- Mailed the notification letter to parents about their child’s AP potential (letter is available in APP)

- Held AP parent nights at every high school
How was AP Potential Used by Administrators?

• Added more AP courses to the curriculum based on student interests

• Used the program to increase minority participation and involvement for both students and parents

• Drew attention to “pipeline” needs

• Improved School Grades

• Placed more emphasis on the selection of AP teachers and the training of these teachers for the future

• Justified staff development requests
Number of Students who took one or more AP Exam (+113%)
Number of Hispanic students who took one or more AP Exam (+144%)
Number of African-American students who took one or more AP exam (+184%)
Total Number of AP Exams Taken (+125%)

*Results from 2011-12 are preliminary results as of July 20, 2012*
Number of AP Exams taken by Hispanic Students (+164%)

2005-06: 2,499
2006-07: 2,519
2007-08: 3,729
2008-09: 4,940
2009-10: 5,583
2010-11: 6,608
Number of AP Exams taken by African American Students (+189%)
Number of Students Using a Fee Waiver on AP Exams

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>1,143</td>
<td>13%</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,811</td>
<td>16%</td>
</tr>
<tr>
<td>2008-09</td>
<td>2,571</td>
<td>18%</td>
</tr>
<tr>
<td>2009-10</td>
<td>3,297</td>
<td>21%</td>
</tr>
<tr>
<td>2010-11</td>
<td>4,255</td>
<td>25%</td>
</tr>
</tbody>
</table>
A New Reform Initiative: EXCELerator

EXCELerator is a comprehensive school reform model designed to prepare all students for college and career success.

In February of 2007, Hillsborough County was awarded the Bill and Melinda Gates Foundation / College Board EXCELerator Grant to implement in four high schools.

In Spring 2008, the Hillsborough County School Board accepted the Superintendent’s recommendation to adopt EXCELerator as its school reform model to be implemented in all middle and high schools.

Hillsborough County is the first district in the nation to implement this model district-wide in partnership with the College Board.
Why the need for Reform?

- Increase rigor at all middle and high schools
- Create a college-going culture with high expectations
- Improve access and equity in all honors and AP courses
- Develop a coherent and rigorous course curriculum
- Train leadership teams, teachers, and counselors
- Use ongoing assessments/data to inform instruction
- Share the commitment of preparing all students for college/career access and success
Once the students were enrolled in AP, what supports were put in place for teachers so that the AP experience would be successful?
Support for Teachers From School Administrators

- Workshops and mentoring sessions scheduled for AP teachers
- Scheduled time for teacher collaboration
- Assurances that AP scores would not overly impact teacher performance measures
- Did not change students out of rigorous courses when the going got rough (including conferencing with parents)
- Textbooks and resources
Support for teachers from the District Office

- Support from the School Board, Superintendent, and Academic Leaders
- Alignment of curriculum and setting high standards while adding the Springboard Curriculum
- Commitment to Professional development
- Did not change students out of rigorous courses when the going got rough (including conferencing with parents)
- Designed support programs designed to help teachers and students
- Resources and textbooks
Our Training Model for College Readiness

**Professional Development**
- AP Summer Institutes
- AP Achievement Institutes
- AVID Summer Institutes
- AVID Path Training
- Kagan
- SpringBoard training in Language Arts & Math
- PSAT Summary of Answers, AP Potential
- SAT Readiness
- Leading a College-Ready School & District
- Teaching in a College-Ready School & District
- College and Career Counseling
- Creating a college-going culture
Professional Development Totals for Teachers, Administrators, Counselors, District Staff

- Over 3,400 employees trained in 2008-09
- Over 3,900 employees trained in 2009-10
- Over 6,305 employees trained in 2010-11
## Advanced Placement Summer Institute for Teacher Preparation

<table>
<thead>
<tr>
<th></th>
<th>Summer 2008</th>
<th>Summer 2009</th>
<th>Summer 2010</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Courses</td>
<td>12</td>
<td>15</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Number of Classes</td>
<td>13</td>
<td>23</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td>Teacher Enrollment</td>
<td>164</td>
<td>252</td>
<td>433</td>
<td>535</td>
</tr>
</tbody>
</table>

*University of South Florida*
Instructional Support Platform consisting of:
- Professional Development
- Professional Learning communities & collaboration
- Formative assessments and instructional Strategies
- Interim Assessments

Designed to provide support to the differentiated AP classroom

Focus will be on the design and delivery of content

Initial phase-in will begin with AP Biology, AP Calculus AB, and AP United States History
What Academic Supports were put in place for students to become successful in rigorous classes and in AP?
To Promote Equity and Access:

- In addition to the free PSAT in 9th, 10th, and 11th grades, juniors were able to take the SAT for free.
- SAT Online, an individualized SAT prep program, was given free of charge to talented middle school students and to all high school students.
- AP exam fees were paid for all students, and all students enrolled in AP were required to take the exam.
- A pipeline of academic assistance, starting in middle school, was developed.
Middle School Algebra was targeted as a gate-keeper class that needed to change

- Middle school counselors were given the goal of increasing the enrollment and success in middle school algebra by 10% within three years. They far surpassed that goal.

- Over 100 creative strategies were developed by middle school counselors to increase algebra enrollment (particularly for under-represented students), monitor student success, and provide academic support for students.
Results of the Middle School Pipeline for Algebra Success

From 2008-09 to 2010-11, these were the algebra results:

- 65% increase in middle school algebra enrollment
- 43% increase in the passing rate

With a targeted group of minority male students:

- 76% increase in algebra enrollment of Hispanic males
- 42% increase in pass rate of Hispanic males

- 89% increase in enrollment of African American males
- 60% increase in pass rate of African American males
Advancement Via Individual Determination (AVID)

• Students can start as early as 6th grade
• An AVID course is available from middle school through high school
• Provides a summer transition program
• Teaches time management, note taking, organization skills, study skills, motivational and leadership skills
• Promotes college goals
• Parent involvement is a component
• Tutoring and mentoring are provided
• Targets students who would be first generation in college
AVID Enrollment in Hillsborough County

- Hispanic
- Black
- Other

<table>
<thead>
<tr>
<th>Year</th>
<th>Hispanic</th>
<th>Black</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>593</td>
<td>527</td>
<td>528</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,909</td>
<td>1,611</td>
<td>2,446</td>
</tr>
<tr>
<td>2009-10</td>
<td>2,389</td>
<td>2,091</td>
<td>2,987</td>
</tr>
<tr>
<td>2010-11</td>
<td>2,680</td>
<td>2,504</td>
<td>3,259</td>
</tr>
</tbody>
</table>
Go AP (GAP): Support for Rising 8th Graders

- Academic Goal Setting
- Professional Goal Setting
- Personal Goal Setting
- Introduction of what AP courses are
- Advanced Placement Skills for Success
- Introduction of College Culture
- Group Skills
- Personal Character Development
- Leadership Skills
Go AP (GAP) Enrollment

Year | Other | Hispanic | African-American
---|---|---|---
2007 | 46 | 32 | 35
2008 | 32 | 41 | 46
2009 | 23 | 93 | 102
2010 | 82 | 83 | 90

Other: Other students
Hispanic: Hispanic students
African-American: African-American students
A week-long academic camp for talented rising eighth grade students. Classes are co-taught by Hillsborough County teachers and University of Tampa professors on the college campus.
Number of AP Exams with Scores of 3, 4, or 5 (+113%) 

2005-06: 6,392
2006-07: 6,790
2007-08: 7,621
2008-09: 9,317
2009-10: 10,994
2010-11: 12,052
2011-12: 13,664*

*Results from 2011-12 are preliminary results as of July 20, 2012
Number of Hispanic students with AP Scores of 3, 4, or 5 (+79%)
Number of African Americans with AP Scores of 3, 4, or 5 (106%)
What Assessments Have Helped The District Determine College Readiness?

**ReadiStep**
ReadiStep is administered at middle school, and is the first test in the College Board’s College Readiness test cycle. ReadiStep provides quick turn around results so that teachers and schools can use results to drive instruction. In 2011-12, all seventh grade students, over 14,000 students at 46 middle schools, took the exam in Hillsborough County.

**PSAT/NMSQT**
The PSAT is administered free, on Wednesday, to all 9th, 10th, and 11th grade students. In 2011-12, Hillsborough County tested 92% of their 9th, 10th, and 11th grade students, totaling 36,739. Hillsborough County had the largest percentage of National Merit finalists in the state in 2010-11. PSAT has a college-readiness index that helps to measure school and district progress.

**SAT**
The SAT is given free of charge to all 11th grade students in the spring. The SAT Online program, a computer-based program to prepare for the SAT, is provided free to all high school students and talented middle school students. In 2010-11, Hillsborough County juniors took 10,365 SAT exams. In 2010-11, 67% of juniors and 81% of graduating seniors took the SAT.

**Advanced Placement**
Academically prepared students have open access to Advanced Placement courses. AP Potential is used as an indicator for AP success and ensure equity and access to AP. Strong student support was offered through research classes, after-school tutoring, and Florida Virtual School reviews for the exams. HCPS administered 32,050 AP exams in 2010-11.
How do we know if we are being successful in creating a college-going culture?
Most Importantly: We Examine the Data

Examples:

2007-08, 46% of 11th graders took the PSAT
2011-12, 89% of 11th graders took the PSAT

2007-08, 39% of 11th graders took the SAT
2010-11, 67% of 11th graders took the SAT

2006-07, 17% of all students took an AP exam
2010-11, 34% of all students took an AP exam
In 2010-11, Hillsborough County had the highest percentage of National Finalist in the State.
To learn more about these programs and services, visit:

http://www.sdhc.k12.fl.us/excelerator/

http://professionals.collegeboard.com/k-12/readiness-system
Report to the Nation

Florida - A Closer Look at One State

Hillsborough County Public Schools - An Innovative Use of AP Potential

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Q & A
Researchers are encouraged to freely express their professional judgment. Therefore, points of view or opinions stated in College Board presentations do not necessarily represent official College Board position or policy.

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  ▪ After the event write to: support@pesgce.com
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