



INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

INFORMATIVE
September 2, 2015

TO: Members, Board of Education
Ramon C. Cortines, Superintendent

FROM: *Cynthia*
Cynthia Lim, Executive Director
Office of Data and Accountability

SUBJECT: 2014-15 Advanced Placement (AP) Exams

This informative provides the results of the Advanced Placement (AP) exams for the 2014-15 school year. The AP program allows students to take college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams.

AP exams reflect college level course material and allow students to earn college credit, advanced placement or help with admission to college. Students can take AP exams even if they are not enrolled in AP courses. AP Exam scores are reported on a 5-point scale:

- 5 = Extremely well qualified
- 4 = Well qualified
- 3 = Qualified
- 2 = Possibly qualified
- 1 = No recommendation credit or advanced placement

A qualifying AP Exam score of three or higher indicates that a student is qualified to receive college credit or advanced placement at a college or university. Some colleges and universities use AP test scores to exempt students from introductory coursework; others use them to place students in higher designated courses, and some do both. In addition, completing AP courses helps students qualify for various types of scholarships. According to the College Board, 31% of colleges and universities look at AP experience when making scholarship decisions.

It became the District's policy in 2009-10 that any student willing to accept the challenge of advanced coursework should be enrolled in AP courses and provided with the requisite academic support. This change in District policy has resulted in a steady increase in AP course enrollment and AP exam participation and success.

Highlights of 2014-15 results:

- Although grade 9-12 enrollment declined between 2007-08 and 2014-15, the number of AP exams taken increased from more than 30,000 to over 50,000 in the same time period.
- One-in-five (20.3%) of high school students were enrolled in at least one AP course in 2014-15, compared with 13.0% in 2007-08
- The percentage of students scoring 3 or higher, (making them qualified to receive college credit or advanced placement), has ranged between 39% and 42% the past eight years
- The percentage of students who were enrolled in an AP course and took an AP exam increased from 65% in 2007-08 to 84% in 2014-15.

AP Enrollment

While District enrollment has declined in Grades 9-12 every year from 2007-08 to 2014-15, AP course enrollment has increased every year during that same time span (Table 1). District enrollment declined by -21% from 2007-08 to 2014-15. During the same time, the number of students enrolled in at least one AP course (unique student count) increased by 28%, from 24,735 in 2007-08 to 31,678 in 2014-15.

In 2014-15, one-in-five (20.3%) students in the District were enrolled in at least one AP course, compared with 13.0% in 2007-08.

Table 1: District Enrollment and AP Course Enrollment

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Increase/Decrease 07-08 to 14-15
Gr. 9-12 Enrollment	189,785	186,387	183,492	178,635	171,149	161,625	153,463	149,786	-21%
AP Total Courses Enrolled (Gr. 9-12)	44,181	45,040	46,609	48,717	52,998	54,980	55,862	59,084	34%
AP Enrollment (Unique Student Count)	24,735	25,152	26,286	27,641	29,540	29,894	30,122	31,678	28%
% Enrolled in AP Course	13.0%	13.5%	14.3%	15.5%	17.3%	18.5%	19.6%	20.3%	7.3%

The number of unique students enrolled in at least one AP course has increased *across* the years for all ethnic groups except White students (Table 2). White students enrolled in AP courses declined by 14%, from 3,992 in 2007-08 to 3,429 in 2014-15. Latino students enrolled in at least one AP course increased by 46%, from 14,718 in 2007-08 to 21,491 in 2014-15. African-American students enrolled in AP courses increased by 17%, from 1,784 in 2007-08 to 2,088 in 2014-15.

The proportion of students enrolled in AP courses *within* each year increased for Latino students (from 60% to 68%), but decreased for White and Asian students. African American students enrolled in AP courses each year remained unchanged at 7%, except for 2012-13 when it was 6%.

Table 2: AP Course Enrollment by Ethnicity

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Increase/Decrease 07-08 to 14-15
AP Course Enrollment Across Years									
All Ethnicities	24,735	25,152	26,286	27,641	29,540	29,894	30,122	31,678	28%
Asian	4,183	4,237	4,481	4,664	4,867	4,773	4,602	4,518	8%
African American	1,784	1,855	1,819	1,875	1,935	1,768	1,982	2,088	17%
Latino	14,718	15,328	16,302	17,348	18,734	19,598	20,186	21,491	46%
White	3,992	3,669	3,614	3,665	3,895	3,659	3,251	3,429	-14%
Proportion Enrolled Within Each Year									
Asian	17%	17%	17%	17%	17%	16%	15%	14%	-3%
African American	7%	7%	7%	7%	7%	6%	7%	7%	0%
Latino	60%	61%	62%	63%	63%	66%	67%	68%	8%
White	16%	15%	14%	13%	13%	12%	11%	11%	-5%

AP course enrollment has increased every year for students from a low-income background (Table 3). In 2014-15, three-in-four (76%) of students enrolled in AP courses were from a socio-economically disadvantaged background.

Table 3: AP Course Enrollment by Income Level (Socio-Economically Disadvantaged)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Increase/Decrease 07-08 to 14-15
District Total	24,735	25,152	26,286	27,641	29,540	29,894	30,122	31,678	28%
Non- Socio-Economically Disadvantaged	8,967	9,065	7,914	7,892	8,232	7,593	7,089	7,507	-16%
Socio-Economically Disadvantaged	15,768	16,087	18,372	19,749	21,308	22,301	23,033	24,171	53%

AP course enrollment has increased every year for all language groups, except English learners (Table 4). AP course enrollment has decreased by 37% from 2007-08 to 2014-15 for English learners. This decline is offset by the 18% increase of RFEP students (who are former English learners) enrolled in AP courses.

Table 4: AP Course Enrollment by Language Classification

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Increase/Decrease 07-08 to 14-15
All Lang Groups	24,735	25,152	29,286	27,641	29,540	29,864	30,122	31,678	28%
English Only	7,275	7,264	7,387	7,942	8,716	8,687	8,962	9,233	27%
Initial FEP	3,130	3,245	3,413	3,731	4,117	4,431	4,883	6,179	97%
English Learner	1,229	1,121	1,034	955	854	922	518	771	-37%
RFEP	13,070	13,513	14,429	14,996	15,830	15,846	15,751	15,475	18%

The District goal is that all students enrolled in AP courses also take the corresponding AP exams. The percentage of students enrolled in AP courses who took the corresponding AP exam has increased every year since 2008 (Table 5). In 2014-15, 84% of students enrolled in AP courses took the AP exam, compared with 65% in 2007-08.

Table 5: Of Students Enrolled in AP Courses, How Many Took Corresponding AP Exam

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Increase/Decrease 07-08 to 14-15
AP Enrollment (Unique Student Count)	24,735	25,152	26,286	27,641	29,540	29,894	30,122	31,678	28%
Of Students Enrolled in AP courses, # Who Took AP Exam (Unique Student Count)	16,031	17,227	18,838	20,458	22,101	22,519	24,790	25,406	49%
Of Students Enrolled in AP courses, % Who Took AP Exam (Unique Student count)	64.8%	68.5%	71.7%	74.0%	74.8%	75.3%	82.3%	83.5%	18.7%

Performance on AP Exams

Of AP exams taken in 2014-15, 38.7% of test takers earned scores of 3 or higher, meaning students qualified to receive college credit or advanced placement (Table 6). While the number of AP Exams with a qualifying score of 3 or higher increased between 2007-08 and 2014-15, the percentage of exams with a score of 3 or higher has remained consistently between 39% and 42% over the past eight years.

Table 6: AP Exams Taken and Qualifying Scores of 3 or Higher

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Increase/Decrease 07-08 to 14-15
AP Exams Taken	30,460	33,053	35,783	38,622	41,607	43,806	48,090	50,553	66%
# AP Exams with Qualifying Score of 3 or Higher	12,634	13,685	14,414	15,277	16,821	17,529	19,071	19,559	55%
% AP Exams with Qualifying Score of 3 or Higher	41.5%	41.4%	40.3%	39.6%	40.4%	40.0%	39.7%	38.7%	-2.8%

AP Exam results by ethnicity are displayed in Table 7. Asian and White students had a higher percentage of AP exams with a qualifying score of 3 or more (48% and 59% respectively) in 2014-15, compared to African-American and Latino students (22% and 34% respectively). However, African American and Latino students had a higher percentage of increase in the number of AP exams taken (50% and 89%, respectively) from 2007-08 to 2014-15.

Table 7: AP Exams Taken and Qualifying Scores of 3 or Higher by Ethnicity

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Increase/Decrease 07-08 to 14-15
AP Exams Taken									
All Ethnicities	30,460	33,053	35,783	38,622	41,607	43,806	48,090	50,553	66%
Asian	6,827	7,200	7,633	8,130	8,513	8,845	9,340	9,033	32%
African American	1,712	1,898	1,990	2,070	2,211	2,151	2,400	2,562	50%
Latino	17,054	19,332	21,444	23,216	25,390	26,983	30,177	32,164	89%
White	4,732	4,499	4,433	4,814	5,081	5,490	5,912	5,982	26%
AP Exams with Qualifying Score of 3 or Higher									
All Ethnicities	41.5%	41.4%	40.3%	39.6%	40.4%	40.0%	39.7%	38.7%	-2.8%
Asian	47.7%	49.8%	48.3%	48.1%	49.4%	48.5%	48.4%	48.4%	0.7%
African American	24.2%	23.2%	26.0%	24.4%	25.3%	25.0%	22.5%	21.7%	-2.5%
Latino	35.1%	34.7%	34.4%	33.5%	34.4%	34.1%	34.3%	33.5%	-1.6%
White	61.7%	64.4%	61.2%	60.8%	62.9%	61.4%	60.2%	58.5%	-3.2%

AP Exam results by socio-economic status are displayed in Table 8. The percentage of AP exams taken by students from a socio-economically disadvantaged background has increased by 92%, from 20,136 in 2007-08 to 38,584 in 2014-15. In 2014-15, 36% of students from a low-income background had a qualifying score of 3 or higher compared to 47% of non- low income students.

Table 8: AP Exams Taken and Qualifying Scores of 3 or Higher By Income Level

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Increase/Decrease 07-08 to 14-15
AP Exams Taken									
District Total	30,460	33,053	35,783	38,622	41,607	43,806	48,090	50,553	66%
Non- Socio-Economically Disadvantaged	10,324	10,986	9,012	9,927	10,350	10,304	11,453	11,372	10%
Socio-Economically Disadvantaged	20,136	22,067	26,771	28,695	31,257	33,502	36,637	38,584	92%
AP Exams with Qualifying Score of 3 or Higher									
District Total	41.5%	41.4%	40.3%	39.6%	40.4%	40.0%	39.7%	38.7%	-2.8%
Non- Socio-Economically Disadvantaged	51.3%	50.8%	52.6%	50.8%	52.5%	51.3%	49.8%	47.2%	-4.1%
Socio-Economically Disadvantaged	36.4%	36.7%	36.1%	35.7%	36.4%	37.3%	36.5%	36.1%	-0.3%

AP Exam results by language classification are displayed in Table 9. Although fewer English learners have taken AP exams since 2007-08 (decline of 10%), the percentage with a qualifying score of 3 or higher increased by 7% during this period. Compared with their English-only (41.5%) and Initially Fluent English Proficient (IFEP) peers (42.9%), fewer Reclassified Fluent English Proficient (RFEP) students (34.7%) had a qualifying score of 3 or higher.

Table 9: AP Exams Taken and Qualifying Scores of 3 or Higher by Language Classification

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Increase/Decrease 07-08 to 14-15
AP Exams Taken									
All Lang Groups	30,460	33,053	35,783	38,622	41,607	43,806	48,090	50,553	66%
English Only	8,427	8,885	9,221	10,222	11,172	12,025	13,737	13,941	65%
Initial FEP	4,475	4,823	4,976	5,590	6,403	7,191	8,472	10,766	141%
English Learner	753	838	770	794	606	676	408	675	-10%
RFEP	16,709	18,449	20,603	21,722	23,150	23,685	25,358	24,560	47%
AP Exams with Qualifying Score of 3 or Higher									
All Lang Groups	41.5%	41.4%	40.3%	39.6%	40.4%	40.0%	39.7%	38.7%	-2.8%
English Only	47.5%	46.1%	44.7%	44.4%	45.8%	44.6%	43.7%	41.5%	-6.0%
Initial FEP	48.9%	48.7%	46.5%	45.9%	45.5%	46.0%	44.6%	42.9%	-6.0%
English Learner	46.3%	43.3%	44.3%	36.9%	44.2%	41.6%	56.4%	53.2%	6.9%
RFEP	36.3%	37.1%	36.6%	35.8%	36.4%	35.9%	35.5%	34.7%	-1.6%

When examined by subject area, students had the most difficulty attaining a qualifying score of 3 or higher on English AP Exams, ranging between 27% and 29% (Table 10). Science AP Exams were the second most difficult (ranging between 28% and 32%), closely followed by History/Social Science AP Exams (ranging between 30% and 33%). In the last two years, more than 85% of the students have attained a qualifying score of 3 or higher in World Language/Culture AP Exams.

Table 10: AP Exams Taken and Qualifying Scores of 3 or Higher By Subject Area

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Increase/Decrease 07-08 to 14-15
AP Exams Taken									
Arts	887	921	849	1,131	1,009	1,085	1,109	981	11%
English	7,258	7,822	9,082	9,883	10,650	10,785	12,158	12,121	67%
Hist/Soc Sciences	9,403	10,299	11,046	12,164	13,459	14,078	15,540	16,343	74%
World Lang/Cult	4,550	5,080	5,439	5,570	5,441	5,962	6,351	6,726	48%
Math & Comp Sci	4,269	4,530	4,849	4,904	5,578	5,739	6,716	7,228	69%
Science	4,093	4,401	4,518	4,970	5,470	6,157	6,216	6,280	53%
AP Exams with Qualifying Score of 3 or Higher									
Arts	58.9%	57.1%	57.1%	55.4%	61.5%	55.4%	57.9%	56.9%	-2.0%
English	31.2%	29.9%	29.2%	31.9%	31.0%	29.2%	27.9%	27.4%	-3.8%
Hist/Soc Sciences	31.7%	34.4%	33.6%	32.9%	34.1%	33.2%	31.0%	29.8%	-1.9%
World Lang/Cult	79.4%	74.8%	77.6%	72.3%	78.1%	75.5%	85.6%	86.5%	7.1%
Math & Comp Sci	46.8%	47.5%	41.4%	41.5%	43.7%	46.4%	43.9%	42.0%	-4.8%
Science	30.7%	30.0%	29.7%	28.7%	29.6%	31.7%	29.5%	28.1%	-2.6%

In examining AP exam results by subject and ethnicity, several trends were noted between 2007-08 and 2014-15. The largest gain in percentage of qualifying scores of 3 or higher across all subgroups occurred in World Languages and Cultures, with the largest increases for Asian (20%) and African-American (12%) students (table 11).

A major goal of the District is to increase the number of students in STEM courses and to assist students to attain mastery of the STEM content. STEM is an acronym for Science, Technology, Engineering, and Math courses. AP Math and Science exams measure STEM performance. Based on Table 10, the number of students taking AP Math and Science exams has increased every year since 2007-08. Based on Table 13, the only ethnic group to show more scores of 3 or higher in AP Math in 2014-15 (30.2%) compared with 2007-08 (28.5%) were Latino students. In AP Science, more African American, Latino, and White students had scores of 3 or higher in 2014-15 compared with 2007-08.

**Table 11: AP Exams Taken and Qualifying Scores of 3 or Higher
By Subject Area and Ethnicity**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Increase/Decrease 07-08 to 14-15
Arts									
African American	56.8%	47.2%	46.4%	44.2%	50.0%	69.2%	60.9%	41.5%	-15.3%
Asian	59.1%	63.4%	57.3%	60.0%	70.5%	60.9%	59.9%	63.5%	4.4%
Latino	48.9%	42.6%	47.2%	44.9%	51.0%	45.6%	43.8%	44.8%	-4.1%
White	69.0%	73.1%	73.3%	73.6%	71.9%	69.4%	81.0%	77.5%	8.5%
English									
African American	26.2%	25.7%	28.8%	27.1%	28.4%	26.6%	21.7%	21.9%	-4.3%
Asian	43.4%	43.6%	42.9%	47.0%	46.4%	44.3%	45.1%	46.8%	3.4%
Latino	19.2%	18.1%	18.8%	22.1%	21.4%	19.2%	18.5%	18.0%	-1.2%
White	64.5%	68.6%	64.5%	66.2%	64.8%	65.6%	61.8%	58.8%	-5.7%
History & Social Sciences									
African American	21.2%	22.9%	25.1%	21.9%	24.2%	22.9%	21.4%	22.2%	1.0%
Asian	42.1%	47.0%	45.5%	44.7%	46.5%	44.1%	44.9%	45.1%	3.0%
Latino	17.5%	21.4%	22.1%	21.9%	23.1%	23.4%	20.6%	19.6%	2.1%
White	58.6%	61.3%	59.8%	58.3%	61.5%	56.9%	54.9%	54.2%	-4.4%
World Languages & Cultures									
African American	38.1%	31.3%	43.8%	40.0%	50.0%	44.8%	53.3%	50.0%	11.9%
Asian	66.3%	55.1%	68.1%	62.6%	69.3%	78.0%	86.2%	86.3%	20.0%
Latino	79.9%	75.6%	78.7%	72.8%	78.6%	75.7%	85.7%	86.5%	6.6%
White	78.2%	62.8%	57.3%	72.3%	72.4%	73.1%	90.2%	89.0%	10.8%
Math & Computer Science									
African American	25.9%	22.5%	21.1%	22.5%	23.4%	25.8%	26.4%	22.0%	-3.9%
Asian	61.1%	63.2%	58.3%	57.8%	58.6%	60.0%	60.2%	58.4%	-2.7%
Latino	28.5%	29.2%	22.9%	26.5%	29.7%	33.7%	30.5%	30.2%	1.7%
White	69.1%	72.5%	68.4%	62.0%	69.8%	69.0%	66.1%	64.9%	-4.2%
Science									
African American	16.8%	11.7%	19.2%	21.0%	14.9%	19.3%	16.9%	16.9%	0.1%
Asian	44.0%	44.2%	45.5%	42.5%	43.2%	45.6%	41.5%	43.2%	-0.8%
Latino	13.9%	14.4%	15.0%	13.8%	15.7%	17.3%	16.4%	15.5%	1.6%
White	53.2%	54.3%	48.4%	52.4%	54.1%	56.0%	55.3%	54.9%	1.7%

Students from large schools (enrollment 2,000 or more) had greater success in attaining a qualifying exam score of 3 or higher than their peers from medium schools (enrollment between 1,000 and 1,999) and small schools (enrollment less than 1,000) in all subject areas (Table 12). Students from small schools had the lowest rate in attaining a qualifying score in all subjects tested.

Students from large schools (57.4%) were two times more likely to attain a qualifying score of 3 or higher in Math & Computer Science AP Exams than their peers from medium schools (32.8%) and small schools (24.1%). As noted, students had the most difficulty receiving qualifying scores in English AP Exams. However, students in large schools (38.6%) were also

two times more likely to attain a qualifying score in English AP Exams than their counterparts from medium schools (22.6%) and small schools (17.5%).

**Table 12: AP Exams Taken and Qualifying Scores of 3 or Higher
By School Size, 2014-15**

AP Exams Taken				
	All Schools	Small Schools (Less than 1,000)	Medium Schools (1,000 to 1,999)	Large Schools (2,000 or More)
Total Exams	50,553	11,675	18,129	20,607
Arts	981	199	305	477
English	12,121	3,134	4,325	4,652
History & Social Sciences	16,343	3,612	6,044	6,666
World Languages & Cultures	6,726	1,977	2,285	2,433
Math & Computer Science	7,228	1,479	2,526	3,216
Science	6,280	1,142	2,343	2,476
AP Exams with Qualifying Score of 3 or Higher				
	All Schools	Small Schools (Less than 1,000)	Medium Schools (1,000 to 1,999)	Large Schools (2,000 or More)
Total Exams	38.7%	30.2%	33.1%	48.4%
Arts	56.9%	32.2%	60.7%	64.8%
English	27.4%	17.5%	22.6%	38.6%
History & Social Sciences	29.8%	18.2%	24.7%	40.7%
World Languages & Cultures	86.5%	83.3%	84.3%	91.0%
Math & Computer Science	42.0%	24.1%	32.8%	57.4%
Science	28.1%	21.5%	22.8%	35.7%

To ascertain that AP exam results by school size were not influenced by a socio-economically disadvantaged background, Table 13 shows that regardless of income background, a greater percentage of students from large schools had a qualifying score of 3 or higher, followed next by students from medium schools, followed lastly by students from small schools.

**Table 13: AP Qualifying Scores of 3 or Higher
By School Size and Income Background, 2014-15**

	All Schools	Small Schools (Less than 1,000)	Medium Schools (1,000 to 1,999)	Large Schools (2,000 or More)
AP Exams with Qualifying Score of 3 or Higher				
Socio-Economically Disadvantaged				
Total Exams	36.5%	28.4%	32.6%	45.4%
Arts	50.7%	26.8%	55.7%	58.9%
English	23.4%	14.9%	20.6%	32.6%
History & Social Sciences	25.7%	14.3%	22.4%	35.7%
World Languages & Cultures	86.5%	83.2%	84.9%	91.0%
Math & Computer Science	38.3%	20.0%	32.1%	53.2%
Science	23.3%	14.7%	20.6%	30.0%
Non- Socio-Economically Disadvantaged				
Total Exams	47.4%	39.0%	36.0%	58.2%
Arts	70.0%	50.0%	69.7%	76.3%
English	41.6%	29.8%	29.4%	55.5%
History & Social Sciences	41.9%	32.5%	31.9%	53.1%
World Languages & Cultures	86.2%	84.9%	80.9%	91.0%
Math & Computer Science	54.1%	41.4%	35.2%	68.4%
Science	42.4%	44.1%	31.6%	47.8%

The top 10 high schools that increased the number of AP Exams taken by more than 100 compared with the previous year are shown in Table 14.

Table 14: Schools that Increased the Number of AP Exams by 100 in the Last Year

Name	LOCN	BD	LD	2013-2014			2014-2015			# Tests Given 1 Year Chg
				# Tests Given	# AP Exams with 3 or Higher	% AP Exams with 3 or Higher	# Tests Given	# AP Exams with 3 or Higher	% AP Exams with 3 or Higher	
SAN FERNANDO SH	8843	6	NE	338	149	44.1%	565	276	48.8%	227
BELL SH	8536	5	E	906	259	28.6%	1129	369	32.7%	223
LACES MAG	8741	1	W	1567	890	56.8%	1775	918	51.7%	208
VALLEY ACAD ARTS/SCI	8898	3	NW	535	94	17.6%	737	135	18.3%	202
POLYTECHNIC SH	8636	6	NE	965	360	37.3%	1162	499	42.9%	197
KING-DREW MED MAG	8727	7	S	844	260	30.8%	976	295	30.2%	132
BANNING SH	8529	7	S	538	182	33.8%	661	188	28.4%	123
HARBOR TCHR PREP ACD	8518	7	S	332	111	33.4%	449	187	41.6%	117
MAYWOOD ACADEMY SH	8882	5	E	297	140	47.1%	411	142	34.5%	114
TORRES ENG & TECH	7773	2	E	114	9	7.9%	226	34	15.0%	112

While one goal for schools is to increase the percentage of AP exams with a score of 3 or higher, a second goal is also to maintain or increase the number of AP exams given. Table 15 shows the top 11 schools that attained both of these goals.

Table 15: Schools that Increased Percentage of Scores of 3 or Above and Maintained or Increased the Number of Exams

Name	LOCN	BD	LD	2013-2014			2014-2015			% AP Exams with 3 or Higher Year Chg	# Tests Given Year Chg
				# Tests Given	# AP Exams with 3 or Higher	% AP Exams with 3 or Higher	# Tests Given	# AP Exams 3 or Higher	% AP Exams with 3 or Higher		
RIVERA LC GRN DESIGN	7719	7	S	49	5	10.2%	76	31	40.8%	30.6%	27
RIVERA LC PUB SRV	8867	7	S	40	8	20.0%	150	70	46.7%	26.7%	110
BELMONT SH LA TCH PR	8210	2	C	37	22	59.5%	56	46	82.1%	22.7%	19
RFK AMBSDR GLBL LDSH	7771	2	C	101	21	20.8%	118	45	38.1%	17.3%	17
RFK SCH VIS ARTS/HUM	8206	2	C	129	28	21.7%	132	50	37.9%	16.2%	3
HAWKINS SH C/DAGS	8713	1	W	54	8	14.8%	137	41	29.9%	15.1%	83
BERNSTEIN SH STEM	7734	4	W	106	10	9.4%	199	41	20.6%	11.2%	93
SOUTH GATE SH	8871	5	E	771	194	25.2%	851	305	35.8%	10.7%	80
CHAVEZ LA-TCHR PREP	8901	6	NE	60	19	31.7%	80	33	41.3%	9.6%	20
HARBOR TCHR PREP ACD	8518	7	S	332	111	33.4%	449	187	41.6%	8.2%	117

Attachment A presents a list of schools and the AP exams taken for the past four years. If there are additional questions, please contact me at (213) 241-2460.

c: Michelle King
 Ruth Perez
 Local District Superintendents
 Arzie Galvez