

SAN DIEGO CITY SCHOOLS
Curriculum and Instruction Division
Gifted and Talented Education Department

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE
ANNUAL REPORT FOR 2003-2004 SCHOOL YEAR
December 13, 2005

Introductory Statement

This report brings forward a report containing Advanced Placement/International Baccalaureate (AP/IB) data for 2003-2004. This report is consistent with District Administrative Procedures 4705 and 4322.

Background

The San Diego City Schools is committed to providing a rigorous curriculum for all high school students. Consequently, SDCS considered ways to increase AP/IB offerings, ensure adequate teacher preparation, and enhance and support student performance as early as 1999. One result was a San Diego City Schools Board of Education directive that the Gifted and Talented Education Department prepare "...an annual report on the status of the AP/IB programs (i.e., enrollments, numbers taking exams—including number eligible for reimbursement, pass rates, qualifying rates, district costs, and comparisons from year to year)."¹

The Advanced Placement (AP) program consists of college-level course content and rigorous end-of-course examinations developed by the College Board, Princeton, New Jersey. The end-of-course tests are an integral part of the program and provide assurance that AP courses in any high school cover the same materials and are of the same quality. Most colleges and universities recognize AP exam results in the admissions process as a sign of a student's ability to succeed in rigorous curricula, and they also award college credit or placement into a high-level college course. AP workshops presented by the College Board prepare teachers to use course assessment in a process of backward design. For over two decades the GATE Department has registered and paid fees for annual AP workshops for district teachers. During 2003-2004, 165 teachers attended at \$175.00 per participant.

The International Baccalaureate (IB) program emphasizes an integrated rigorous curriculum and trains students to think critically about learning and to strive for excellence in all academic areas. The objectives of IB are threefold: to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding. Under the direction of the International Baccalaureate Organization (IBO) based in Geneva, Switzerland, the IB program has grown dramatically and become an international symbol of academic integrity. The IBO offers curriculum guidelines, teacher training workshops, and online resources for three programs: the Diploma Programme (DP), for students in the final two years of high school; the Middle Years Programme (MYP) for students aged 11 to 16, and the Primary Years Programme (PYP) for students aged 3-12. During 2003-04, San Diego High School offered the IB Diploma Programme.

¹ Brooks, Barbara and Schuch, Barbara. *Standards for Advanced Placement Credit*. San Diego City Schools Educational and School Services Department: April 11, 2000.

Currently, San Diego City Schools has both a growing interest in IB programmes and an extensive AP program.² In 2003-04, district high schools collectively offered 32 AP courses. Human Geography, International English Language, and Latin Literature were the only courses not offered.³ All district high schools offered AP United States History and AP Spanish Language. English Literature and Composition, Biology, and European History, in this order, were the next most widely offered AP courses across sites (see Attachment F). Thirteen San Diego Unified School District High Schools were included in *Newsweek's* 2004 ranking of the top 1,000 U.S. schools: Muir, La Jolla, Serra, Scripps Ranch, University City, Point Loma, Henry, SCPA, Madison, Mission Bay, Clairemont, Mira Mesa, and Crawford. This ranking is based upon a ratio found by dividing the number of AP and IB tests taken by all students at a school by the number of graduating seniors. *Newsweek* regards AP and IB course offerings as an indicator of challenging curricula.⁴

Summary of AP Data

In 2003-2004, district enrollment in grades 10, 11, 12 increased only slightly (24,204 up from 24,194). Students enrolled in one or more AP courses represented 21.26% of this total, or 5,147 students (see Attachment A-2003-2004 and Attachment A-2002-2003).

Many students take more than one AP class at a time, more than one test in one year, and pass more than one test in any given year. Therefore, examining the total number of seats in AP classes occupied by students, the total number of tests taken, and the total number of tests passed is most informative. The 2003-2004 data reveal the following (see Attachment C-2003-2004 and Attachment C-2002-2003):

- the number of tests taken by course enrollees increased (8,384 up from 7,439),
- the percentage of course enrollees taking the test increased by less than 1% (90.47% up from 89.68%),
- the number of tests passed by course enrollees increased (4,062 up from 3,807),
- the pass rate for tests taken by enrollees decreased (48.45% down from 51.18%), and
- the total number of course enrollments (seats occupied) increased (9,267 up from 8,295).

Since some students enroll in only one AP course, data for students taking one or more AP class also yield useful data. Figures for the 5,147 students enrolled in one or more AP course during 2003-2004 show the following (see Attachment A-2003-2004 and Attachment A-2002-2003):

- the number of tests taken by enrollees in one or more AP increased (4,625 up from 4,146),
- the percentage of enrollees in one or more AP taking the test increased (89.86% up from 88.65%),
- the number of tests passed by enrollees in one or more AP increased (2,471 up from 2,305),
- the pass rate for tests taken by enrollees in one or more AP decreased (53.43% down from 55.60%), and
- the number of students enrolled in one or more AP increased (5,147 up from 4,677).

² Mission Bay High School is applying for an IB Diploma Programme, and Roosevelt Middle School and Pacific Beach Middle School are investigating the MYP Programme.

³ Human Geography was offered in 2004-2005 as a site pilot at University City High School.

⁴ *The Complete List of 1,000 Top U.S. Schools*. Newsweek Society. 9 May 2005.

<<http://www.msnbc.msn.com/id/7723397/site/newsweek/>>.

It is important to examine the data for underrepresented groups. District-wide 2886 African American, Asian, Filipino, Hispanic, Indochinese, Native American, and Pacific Islander students enrolled in one or more AP test (see Attachment B-2003-2004). Data for the total course enrollments (occupied seats) for these specific subgroups yield the following facts (see Attachment D-2003-2004, Attachment D-2002-2003 and Attachment I):

- the percentage of course seats occupied by specific subgroups increased (54% of 9,267 up from 53% of 8,295),
- the total number of tests taken by minority enrollees increased (4,412 up from 3,875),
- the percentage of total district tests taken by minority enrollees increased (53% up from 52%),
- the number of tests passed by minority enrollees increased (1,750 up from 1,621),
- the pass rate for minority enrollees increased (43.08% up from 41.8%),
- and the actual total number of minority course enrollments (seats occupied) increased (5,042 up from 4,398).

For the year 2003-2004, minority students took 537 more exams and passed 129 more exams district-wide than in the year 2002-2003.

Some students study for and take AP exams without taking the associated courses. In 2003-2004, a total of 254 tests were taken without a corresponding AP class enrollment with 132 passed, resulting in a 51.9% pass rate for this category of test takers. The 2002-2003 report shows that 345 tests were taken without a corresponding AP course enrollment, with 199 passing for a 57.6% pass rate (see Attachment E-2003-2004 and Attachment E-2002-2003).

Fee reductions contributed to test taking in 2003-2004. The cost of taking an Advanced Placement exam is borne by individual students taking the exams unless students qualify for fee reductions paid for by the state. With fee reductions, eligible students pay either \$52 or \$5 per exam. Under the fee reduction program, the California Department of Education (CDE) reimbursed the district \$68,611 in 2003-2004 for public high school students (see Attachment G).

Since 2001, the first year that SDCS students were required to take the AP exam in order to receive weighted credit for AP courses, figures from the California Department of Education Planning and Information Center reveal that both the number of test takers and the qualifying rate have risen steadily. The qualifying rate is the number of exams earning college credit (scores of 3 or better) per 100 juniors and seniors enrolled. Many educators and college professionals believe it is the single best method of calculating the individual school's AP performance. The year 2003-2004 showed an overall district increase of 940 test takers, and an increase in the qualifying rate of 3.9% since 2001. (see Attachment J).

Attachments, which inform data in this report, are as follows:

Attachment	Title and Description
A-2003-2004 A-2002-2003	Student Summary Data by Location <ul style="list-style-type: none"> • Display information by school site and for the district, grades 10-12 • Show statistics for students enrolled in one or more AP class • Supply total number of eligible students versus total number and percentage enrolled in one or more class • Indicate total number and percentage of enrollees taking one or more exam as well as total number and percentage of enrollees passing one or more exam

B-2003-2004 B-2002-2003	District-Wide Student Summary Data by Category <ul style="list-style-type: none"> • Distribute totals by ethnicity, male and female, economically disadvantaged v. non-economically disadvantaged, AVID enrollees v. those not enrolled in AVID, and identified gifted v. not identified gifted • Display the same information as in Attachment A by district totals only • Include figures for fluent English proficient, reclassified fluent, and English learners for the first time
C-2003-2004 C-2002-2003	AP/IB Course Enrollment Summary Data by Location <ul style="list-style-type: none"> • Show statistics for total number of course enrollments thereby acknowledging students who may take more than one course and exam • Display the same information as Attachment A for the total number of course seats
D-2003-2004 D-2002-2003	District-Wide AP/IB Course Enrollment Data Summary by Category <ul style="list-style-type: none"> • Distribute totals by the same categories and indicate the same information as in Attachment B • Give figures based on the total number of enrollments, or course seats, reflecting individuals taking more than one course or test
E-2003-2004 E-2002-2003	Tests Taken Without Corresponding 2nd Semester AP/IB Course Enrollment <ul style="list-style-type: none"> • Indicate the number of students passing each test out of the total number of students taking each test without corresponding course enrollment • Display information by examination titles for each school site and for the district as a whole
F	AP Tests With Corresponding AP/IB Course Enrollment <ul style="list-style-type: none"> • Indicates the number of enrollees passing each test out of the total number of students taking the test • Displays information by examination titles for individual school sites • Contains a separate section indicating district totals and percentages
G	Advanced Placement Fee Reduction Reimbursement Comparisons <ul style="list-style-type: none"> • Indicates the amount of fee reimbursements for 2001-2002, 2002-2003 and 2003-2004 • Displays information by grouping Challenge Grant schools and by listing other sites individually • Indicates amounts by school sites and by district totals
H	2003/2004 AP Participation and Score Comparisons <ul style="list-style-type: none"> • Displays a comparison of the 2002-2003 school year with the 2003-2004 school year • Indicates figures for the following categories: the total number of AP courses offered, the number of exams taken, the number of test takers, and the percentage of exams passed • Indicates increases or decreases for each category • Displays totals for the district as a whole and by individual schools sites in three groupings: Challenge Grant schools, other schools, and non-AP schools
I	2003/2004 AP Participation and Score Comparisons by Category <ul style="list-style-type: none"> • Displays a comparison of the 2002-2003 school year with the 2003-2004 school year • Indicates figures for the following categories: total number of eligible students, total number of course enrollments, total number of exams taken, and percentage of exams passed • Indicates increases or decreases in each category • Displays totals for all students, by ethnic groups, for economically disadvantaged v. non-economically disadvantaged, and for AVID students
J	Summary of Test Takers and Qualifying Rates 2001-2004 <ul style="list-style-type: none"> • Indicates the total number of test takers and the qualifying rate for each of four years, 2001 – 2004 • Displays information by individual school sites and for the district as a whole

Summary of Findings from AP Data

Examination of the data yields the following conclusions for 2003-2004 in comparison to 2002-2003:

1. The number of course enrollments rose across the district and for specific subgroups.
2. The number of tests taken by course enrollees rose across the district as well as for specific subgroups.
3. The percentage of course enrollees taking AP exams remained relatively stable across the district and for specific subgroups.
4. The pass rate for course enrollees declined for all students. (see Attachment I)
5. The number of course enrollments, the number of AP exams taken, and the number of AP exams achieving a passing score rose across the district for groups typically underrepresented. (see Attachment I)
6. The Hispanic subgroup experienced the largest gain in AP enrollments with an increase of 22.63% (see Attachment I).
7. Mira Mesa High School and Crawford High School experienced significant increases in the number of exams taken and in the number of test takers.
8. The number of students taking AP exams without corresponding course enrollment declined by 26.37% (see Attachment E).
9. The amount of Advanced Placement fee reduction reimbursement received by the district declined by 26.31% (see Attachment G).

Summary of IB Data

Diploma candidates for the IB program at San Diego High School actively engage in a liberal arts curriculum that includes such special features as an interdisciplinary Theory of Knowledge course, community service activities, foreign language study, and an original research project.

IB final examinations are based on two years' work in each course for each student. Every year, school personnel determine how many students are eligible to sit for the final examinations. In 2003-2004, 135 students sat for 335 examinations resulting in a 70% pass rate whereas in 2002-2003, 131 students sat for 384 examinations resulting in an 86.5% pass rate. The number of IB exams taken annually is significantly affected by the number of students in the Diploma Programme. Students who elect to enter the Diploma Programme are required to take six exams during their last two years of high school.

District efforts to increase student enrollment in AP/IB courses are based on the following principles:

1. All students deserve to achieve high levels of academic and personal success, and to graduate from high school with improved opportunities, including the option to pursue higher education.
2. High student achievement follows from a more rigorous curriculum whereas classes with unchallenging curricula result in lower student achievement.

⁵*High School Renewal*. San Diego City Schools. 21 June 2005.
<<http://www.sandi.net/hsrenewal/index.html>>.

3. Advanced Placement and International Baccalaureate courses, viewed by colleges and universities as rigorous, offer students an opportunity to study content in greater depth and to gain important skills such as how to read texts critically, how to solve problems analytically, and how to write critically.
4. The expectation that students enrolled in AP/IB courses will take the corresponding AP/IB exams creates a culture of academic commitment and courage, allows for assessment-driven curriculum, ensures adherence to higher expectations and standards at a national level, and yields measurable results.
5. Able and motivated students can succeed in AP/IB classes and on AP/IB exams when adequately supported.
6. Student success is enhanced when the knowledge, skills, and habits of mind necessary for the capstone AP courses inform the curriculum (beginning at the elementary level) in a process of backward design.
7. Student success is dependent upon the commitment of all stakeholders—administrators, counselors, teachers, parents, and students—to building a college-going culture of high expectations for all students.
8. A college-going culture emphasizes academic excellence, encourages individual determination to succeed, supplies knowledge of factors influencing college admission and success, and provides the necessary time and support of teaching and learning.

Instructional Implications

AP courses require reasoning and analyzing, improve writing skills and sharpen problem-solving techniques, and imply a commitment to academic excellence. AP/IB courses call for a continuing commitment to:

- Support and professional development for teachers, counselors, and principals;
- Providing support for students who challenge this rigorous coursework;
- Development of vertical teams from elementary school forward to solidify the scope and sequence for learning academic skills in content areas;
- Providing all students access to a wide range of AP/IB courses
- The establishment of an outreach program for middle and elementary school students and parents; and
- District policy of awarding weighted credit for AP/IB courses only when students take the exams expected at the culmination of coursework.

Facilities Implications

No facilities implications result from this report.

Budget Implications

There are no new budget implications associated with this report. Historically, the cost of textbooks for AP/IB courses is significantly higher than textbooks for non AP/IB courses.

Public Support and Engagement Implications

The data in this report is based on the results of AP/IB exams taken by district students in 2003-2004 as compiled by The College Board, the SDCS Research and Reporting Department, the California Department of Education, and the SDCS Gifted and Talented Education Department. The College Board provides examination results to districts, to

school sites, to students, and to parents. This report will be made available to the public online through the district web site.

Policy Recommendations

This report is consistent with Administrative Procedures 4705 and 4322.

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