

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT**

**DR. FRANK TILL
SUPERINTENDENT OF SCHOOLS**

Telephone: (954) 765-6271

Facsimile: (954) 760-7483

November 7, 2003

TO: School Board Members

FROM: Katherine Blasik^{KaB}, Ph.D., Assistant Superintendent
Research, Evaluation, Assessment & Boundaries

VIA: Frank Till
Superintendent of Schools

SUBJECT: **2003 ADVANCED PLACEMENT PROGRAM**

The Advanced Placement (AP) program is a nationally recognized strategy for accessing college level work for high school students. A review of the data from the 2003 program has demonstrated that an increased number of high schools are offering the full complement of Advanced Placement core courses through on site offerings or through distance learning opportunities. In addition, data for the 2003 School Year demonstrates that both the number of students enrolled in AP courses and those taking AP examinations has continued to increase. Furthermore, even with the increased number of students participating in the program, average scores demonstrated levels of performance in line with students statewide and globally, and remained close to the 3.0 level deemed as the standard.

The College Board offers professional development opportunities to AP teachers through summer institutes. According to the College Board, these course-specific training opportunities are designed to support the new or experienced teacher in all aspects of AP course content, organization, and methodology. In Broward, the Department of Advanced Academic Programs will offer AP training to all AP teachers in 2004. All AP teachers are encouraged to participate; however, Broward does not require AP teachers to participate as the AP institutes are offered during the summer.

Attached to this memorandum is the 2003 Advanced Placement Report. Highlights of the report indicate:

- While Broward mean scores have surpassed those across Florida for 2000-01 and 2001-02 years (+.16, and +.18 respectively), in 2002-03 Broward is in line with the state, with a +.01 margin of difference.

- The number of AP examinations per student has increased for African American/Black, Asian American/Asian, Hispanic/Puerto Rican and White students this year from the previous year.
- Considering the overall proportion of AP participants by ethnicity in light of overall high school enrollment for 2003, African American/Black students were underrepresented in AP classes, while Hispanic/Puerto Rican and White students remained highly represented.
- Hispanic students' AP mean scores were above the district average and surpassed all other groups reported for the past three years at 3.40 in 2001, 3.33 in 2002 and 3.02 in 2003.

Staff has implemented strategies to expand AP offerings and increase student success in class and on college bound assessments. In addition, several new actions are proposed.

Ongoing Actions

- Parents of sophomores and juniors who have a 3.0 unweighted GPA and above receive district developed correspondence explaining advanced academic options including AP, dual enrollment and honors coursework. Parents are asked to encourage their children to visit with the guidance counselor for further information.
- Beginning in 2000, 10th grade students are afforded state funded PSAT testing. The pre-college entrance examination for each student is analyzed by the College Board with school reports provided to identify those students who were deemed capable of succeeding in AP coursework based on test results.
- The College Board's Vertical Team initiative has been implemented districtwide.
- Broward has been an active participant in staff development activities sponsored by the Florida Partnership for Student Achievement, a contract for services between Florida Department of Education and The College Board.
- Broward has been a host site for several College Board workshops and through that effort has involved a greater number of local teachers and guidance counselors in the staff development activities.
- Student Predictions Flags have been added to the Data Warehouse to identify students who may be ready for AP classes as well as those who may be nearly ready and for whom some extra assistance may prove to make the difference. School staffs review the prediction flags and encourage students to participate as appropriate. Access to the Virtual Counselor is also expected to assist school personnel in the identification of eligible students.
- Enrollment in the AP courses is monitored by Area and District staffs during the school year to assist in providing opportunities or linkages between schools for increased enrollment throughout the year, whether through on site offerings or distance learning opportunities.

- Master course schedules are reviewed by Area Directors to ensure the full complement of AP core courses is offered at each school site and that when a core course can not be offered; students are encouraged to participate in a distance learning program.

Proposed New Actions

- All teachers newly assigned to teach AP courses and/or those with below 50% passing rates should participate in the AP Summer Institute that will be provided in 2004 by the Department of Advanced Academic Programs. In addition, curriculum staff should provide on-going support to schools with 50% or less passing rates.
- Entrance criteria to all AP courses should be reviewed by Area staff on a school-by-school basis to ensure equity and uniformity of access to AP courses by all students.

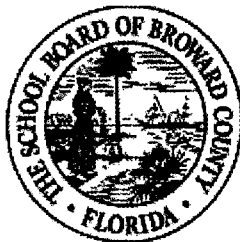
If you have any question regarding this report please contact me at (954) 760-7342 or Anne Dilgen, Director of Student Assessment, at (754) 321-4257.

FT/KAB/AD/DG:sjm

Attachments

cc: Senior Management
Area Directors
Diane Carr, Executive Director, Core Curriculum
Frank Vodolo, Executive Director, Educational Programs
Cynthia Park, Director, Advanced Academic Programs
High School Principals

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



Research, Evaluation, Assessment & Boundaries Student Assessment Department

2003 ADVANCED PLACEMENT PROGRAM RESULTS

In keeping with Broward County Public Schools' goal of: *All students will achieve at their highest potential*, recently released data shows that significantly more Broward high school students continue to take advantage of the availability of Advanced Placement (AP) coursework each year. Review of the data has found that an increased number of high schools are offering the full complement of Advanced Placement core courses through on site offerings or through distance learning opportunities. In addition, data for the 2003 School Year demonstrates that both the number of students enrolled in AP courses and those taking AP examinations have dramatically risen over the most recent three years. Furthermore, even with the increased number of students participating in the program, average scores demonstrated levels of performance in line with students statewide and globally, and remained close to the 3.0 level deemed as the standard.

The increase of participation in rigorous coursework is strongly supported by the School Board Members and the Superintendent of Broward County Public Schools, and as such, is included as an outcome measure on the Superintendent's annual evaluation instrument.

Background

The AP program is a nationally recognized, successful strategy for introducing students to the challenges of college-level work while they are still in high school.

The AP program:

- is structured so that high schools can offer college level work in 35 courses covering 19 fields of study,
- provides an opportunity for students enrolled in AP courses and others who have completed related honors courses or studied independently to be examined on a level similar to college level course standards, and
- provides voluntary staff development for AP teachers through consultants, workshops, and publications by College Board staff.

AP examinations are scored on a scale ranging from one to five (1: no recommendation, 2: possibly qualified, 3: qualified, 4: well qualified, and 5: extremely well qualified). Many higher education institutions worldwide give credit or advanced placement to students, with each college or university deciding which AP examination score and course will be accepted. Most

higher education institutions grant credit and/or advanced placement for AP scores of 3 or better. Therefore, the standard for competency has been defined as a score of 3 or above.

Students enrolled in AP courses are required to take the AP examination under Broward School Board Policy 6000.1. Students who believe they will be successful on the AP examinations based on their participation in other rigorous academic curriculum, such as International Baccalaureate (IB) classes, may sit for the examination(s) even though they are not enrolled in AP courses.

Examination dates are determined by the College Board and are scheduled in May. Districts may not modify administration dates. Broward staff has requested an additional administration date in January to accommodate schools following a 4x4 block schedule; however, that request has been denied.

Funding

Broward Schools cover the cost of the AP examination for students registered in AP or IB courses. The College Board allows a fee reduction of \$22 per test for students who qualify for free/reduced lunch services. Currently, Broward students not enrolled in an AP class or IB class, home educated students, and private school students must cover the cost of the assessment.

District cost for the examinations during the 2003 school year was \$617,025. The Florida Department of Education (DOE) provides school district funding for the AP Program through an annual allocation based on test performance. Each AP examination of 3 and above generates .24 FTE per student (\$918 per score of 3 or higher during the 2003 school year). A preliminary budget analysis indicates that Broward will receive approximately \$4,958,546 in AP funding for the 2004 school year.

Funding is then distributed to individual schools based on the number of test scores at 3 or above in that school. The allocation may be used for purposes of increasing student achievement in AP coursework by such methods as increasing access to pre-AP courses and distance learning programs, as well as, providing staff development opportunities for participating teachers.

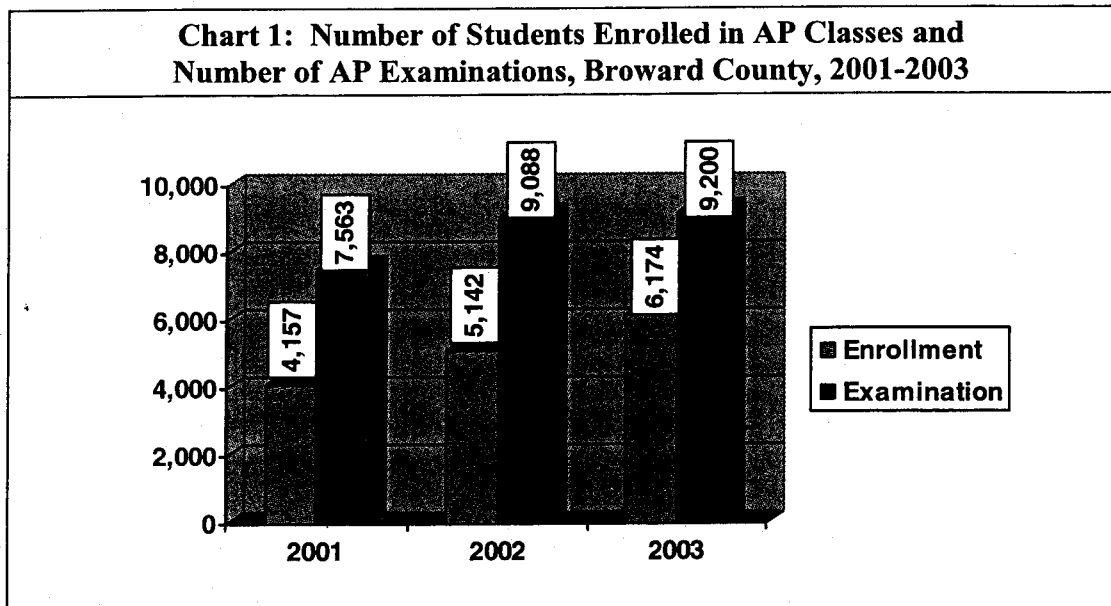
Findings – Global, Florida, and Broward

AP Enrollment and Number of Examinations Administered. Table 1 provides the number of students participating in AP and the number of examinations administered across the Globe, Florida, and in Broward from 2001 to 2003. Chart 1 illustrates data for Broward only. Broward data reported in Table 1 and Chart 1 is from the *Broward County Advanced Placement Recap Report*. Florida and Global data is from the *College Board AP Distribution Report*.

During the three-year period depicted in Table 1, Broward students posted a 49 percent increase in the number of students enrolled in AP classes (4,157 to 6,174) and a 51 percent increase in the number of AP exams administered (7,563 to 11,425). In comparison, across the Globe, there was a 20 percent increase in the number of students enrolled and a 23 percent increase in the number of AP exams administered. Across Florida, there was a 39 percent increase in number enrolled and a 43 percent increase in the number of AP exams administered.

Location	Number of Students			Number of Examinations		
	2001	2002	2003	2001	2002	2003
Global*	844,741	937,951	1,017,396	1,414,387	1,585,516	1,737,231
Florida	50,430	59,076	70,182	88,348	104,061	126,367
Broward	4,157	5,142	6,174	7,563	9,088	11,425

*Worldwide: Number of countries varies and includes military and exchange students



As presented in Table 1, the number of students enrolled in AP courses increased across the Globe, for Florida, and in Broward for each year of 2001, 2002, and 2003. When focusing on Broward, Chart 1 illustrates growth of 985 additional students from 2001 to 2002 (from 4,157 to 5,142) and 1,032 more students from 2002 to 2003 (from 5,142 to 6,174). Regarding the number of AP examinations as presented in Table 1, an increasing trend is noted for Broward, Florida, and Global over the same three-year timeframe. When reviewing Chart 1 in reference to number of examinations in Broward from 2001 to 2003, increases are evidenced. The 2001 number of 7,563 grew to 9,088 (+1,525) in 2002 and soared to 11,425 (+2,337) in 2003. As many students attempt more than one AP examination, the number of examinations exceeds the number of students enrolled.

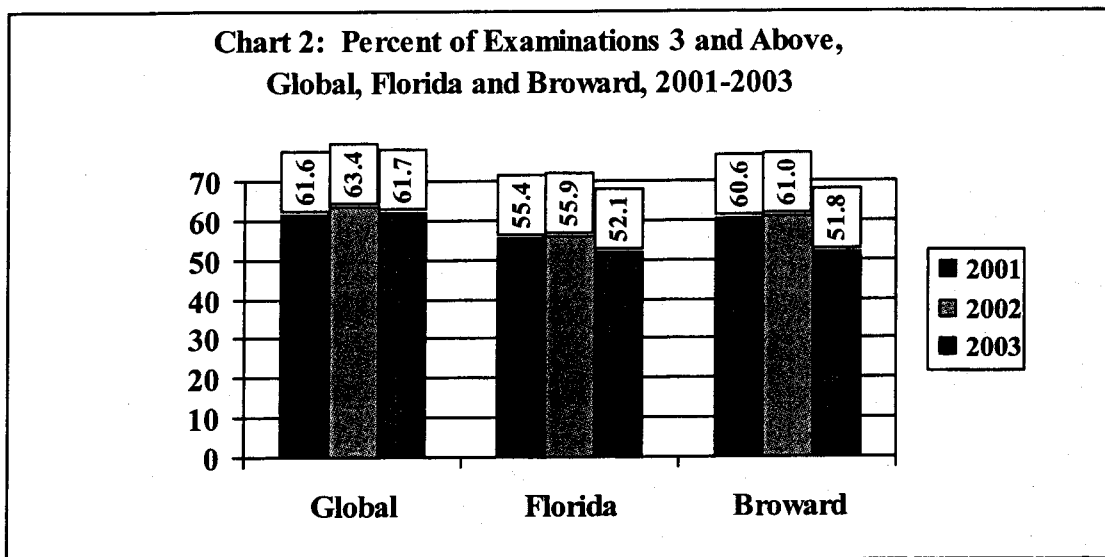
AP Mean Scores and Percent Scores at 3 and Above. Table 2 provides a comparison of AP mean scores and percent of scores 3 and above for Global, Florida, and Broward participants from 2001 to 2003. Chart 2 illustrates the proportion of scores 3 and above for Global, Florida, and Broward. Data in Table 2 is reported as released by the *College Board AP Distribution Report*.

**Table 2: AP Mean Scores and Percent of Scores 3 and Above
Global, Florida and Broward, 2001 to 2003**

	Mean Score			Percent Scored 3 and Above		
	2001	2002	2003	2001	2002	2003
Global*	2.97	3.0	2.96	61.6	63.4	61.7
Florida	2.79	2.79	2.69	55.4	55.9	52.1
Broward	2.95	2.97	2.70	60.6	61.0	51.8

* Worldwide: Number of countries varies and includes military and exchange students.

**Chart 2: Percent of Examinations 3 and Above,
Global, Florida and Broward, 2001-2003**



As indicated in Table 2 and Chart 2, the 2003 mean scores for Broward, Florida, and Global demonstrate a decline for Broward, Florida, and Global in 2003 from the previous year (-9.2, -3.8 and -1.7). **While Broward mean scores have surpassed those across Florida for the past two years (+.16, +.18 respectively), this year Broward is in line with the state only outperforming the state by a margin of .01.**

Findings – Broward by Ethnicity

Broward is a large urban district facing challenges such as overcrowded schools, pockets of poverty, high student mobility, and increasing numbers of limited English proficient youth. Nonetheless, in general, Broward students continue to demonstrate success in the most rigorous of high school coursework, Advanced Placement. However, it is important to note that research indicates there is still an evident gap in the student achievement of diverse ethnic groups. Recognizing that participation in Advanced Placement courses is an important mechanism for closing the gap, this report includes an analysis of AP scores by ethnicity. The data is reported as released from *The College Board School Distribution by Ethnic Group Report*.

AP Enrollment and Number of AP Examinations, 2001-2003. Table 3 presents the number of AP students and the accompanying proportion of those students in each ethnicity category. In

addition, the table reports number of AP examinations with a number per student average calculated. Data are provided by The College Board for the 2001-2003 school years. Although all ethnic categories as identified by the College Board are included in the table, the narrative below focuses only on the four largest categories of African American/Black, Asian American/Asian, Hispanic/Puerto Rican, and White.

Ethnicity	Number of Students			Number of Examinations		
	2001	2002	2003	2001	2002	2003
Broward	4,150	5,083	6,301	7,437 (1.79)	8,948 (1.76)	11,575 (1.84)
American Indian/Alaskan Native	11	11	7	22	18	17
African American/Black	544 (13%)	733 (14%)	963 (15%)	832 (1.53)	1,120 (1.53)	1,555 (1.61)
Chicano/Mexican	26	30	41	37	59	67
Asian American/Asian	301 (7%)	417 (8%)	494 (8%)	645 (2.14)	882 (2.12)	1,123 (2.27)
Hispanic/Puerto Rican	965 (23%)	1,188 (23%)	1,601 (25%)	1,447 (1.5)	1,819 (1.53)	2,533 (1.58)
White	1,996 (48%)	2,343 (46%)	2,787 (44%)	3,923 (1.96)	4,424 (1.89)	5,558 (1.99)
Other	203	216	271	375	401	491
Not Stated	104	145	137	336	225	231

As noted in reviewing data in Table 3, four major groups of African American/Black, Asian American/Asian, Hispanic/Puerto Rican, and White demonstrate gains in the number of AP students. **The number of AP examinations per student has increased for African American/Black, Asian American/Asian, Hispanic/Puerto Rican, and White students this year from the previous year.**

Considering the proportion of AP participants by ethnicity in light of overall high school enrollment for 2003, African American/Black students were underrepresented in AP classes, while Hispanic/Puerto Rican and White students remained highly represented. However, it should be noted that the representation of African American/Black students has continued to increase from 13% in 2001 to 15% in 2003. That is, 37 percent of the high school student body in 2003 was identified as African American/Black with only 15 percent of AP enrollees classified as African American/Black. The reverse was seen for Hispanic/Puerto Ricans who make up 21 percent of Broward's high school population and 25 percent of AP participants. The same was true for White students who make up 38 percent of 9th to 12th graders across the district and who represented 44 percent of those in AP classes.

AP Mean Scores, 2001 - 2003. Table 4 presents average AP scores by ethnicity for Broward over the past two years. Again, all data by ethnicity categories as reported by the College Board are included in the table. Discussion regarding findings will focus on major categories of African American/Black, Asian American/Asian, and White. Additionally, Hispanic/Puerto Rican student data is provided.

Table 4: AP Mean Scores, Broward, 2001-2003

Ethnicity	2001	2002	2003
Broward	2.95	2.97	2.70
American Indian/Alaskan	3.14	2.56	2.41
African American/Black	2.38	2.33	2.11
Chicano/Mexican	2.78	3.02	2.91
Asian American/Asian	2.82	2.88	2.70
Puerto Rican	2.95	2.84	2.52
Other Hispanic	3.40	3.33	3.02
White	2.96	3.06	2.77
Other	2.73	2.77	2.45
Not Stated	*	2.81	2.71

* Data not available

As seen in Table 4, **Hispanic students' AP mean scores were above the district average and surpassed all other groups reported for the past three years at 3.40 in 2001, 3.33 in 2002 and 3.02 in 2003.** Puerto Rican students equaled the Broward mean at 2.95 in 2001 and were below the district average in 2002 at 2.84 and at 2.52 in 2003. White student performance was in line with the district-wide average in 2001 at 2.96 before rising to 3.06 in 2002, but slipped to 2.77 in 2003. African American/Black students fell below the district mean all three years (African American/Black: 2.38 in 2001, 2.33 in 2002, and 2.11 in 2003). Asian American/Asian students fell below the district mean in 2001 and 2002 before equaling the district average in 2003 (2.82 in 2001, 2.88 in 2002, and 2.70 in 2003).

Subject Results

The AP Recap Report is attached as Appendix A. The report provides information by AP course from 2001 to 2003. Included is AP enrollment, AP examination participation and 3 and above score data. As seen in Appendix A, Broward students participated in every AP subject area except one: International English. It is important to note that while the number of exams in specified subject areas has significantly increased since 2001, the percent of students scoring at 3 or above has decreased.

- U.S. History increased number of exams from 806 to 1,220; decreased percent 3 and above from 47.9% to 38.4%.
- Biology increased number of exams from 406 to 740; decreased percent 3 and above from 53.0% to 41.4%.
- Chemistry increased number of exams from 206 to 386; decreased percent 3 and above from 59.7% to 40.2%.
- Economics: Microeconomics increased number of exams from 51 to 169; decreased percent 3 and above from 78.4% to 45.0%.
- Economics: Macroeconomics increased number of exams from 58 to 176; decreased percent 3 and above from 39.7% to 26.1%.

- Government & Politics: US increased number of exams from 623 to 1,013; decreased percent 3 and above from 58.1% to 43.6%.
- Statistics increased number of exams from 223 to 330; decreased percent 3 and above from 59.6% to 42.1%.

Although it is expected that as the number of students participating increases, some decrease in percent 3 and above will be evidenced, the decreases mentioned above are of statistical significance and warrant attention.

Individual School Results

In reviewing individual school aggregate results included in Appendix B, several patterns of improvement are noted:

- For the first time, all high schools that have been open for more than two years offer the full complement of required AP courses.
- Five schools' percent of AP scores 3 or above (Coral Springs, Cooper City, Cypress Bay, Stoneman Douglas, and Western) exceeded the State and Global averages this year.
- Four additional schools' percent of AP scores 3 or above (Hollywood Hills, J.P. Taravella, Northeast, and Nova) exceeded the State average in 2003.
- A positive trendline is seen for four schools' percent of exams administered over the three-year period displayed in Appendix B (Deerfield Beach, Charles Flanagan, Hallandale, and Pompano Beach).
- A positive trendline is also seen for three schools' percent of AP scores 3 or above (Dillard, McArthur, and Pompano Beach).
- A positive trendline is seen for Pompano Beach High School in both the percent of exams administered and in the number of AP scores of 3 or higher.

There are three school findings that require attention:

- School Board Policy 6000.1 stipulates that students enrolled in AP classes must participate in the AP exam. Review of the participation rates calculated and reported by the Broward County Recap Report indicates that although one school, Boyd Anderson, improved its participation rate from 51.8 percent in 2002 to 73.4 percent in 2003, it continues to fall short of district-wide averages.
- Several schools are evidencing decreases in participation and/or percent achieving 3 and above scores over the three-year timeframe.
- Charter School results show that although Coral Springs Charter School has students who participate in the exams, no students are actually enrolled in AP classes. The percent of students who score at 3 or above continues to be low at 16.5%. North Lauderdale Academy indicated that 18 students participated in the class; however, none of the students scored at 3 or above while Pembroke Pines Charter had a significant number of students participate in the classes (258) while 29.2% scored at 3 or above.

It is also noted that three schools (Pompano Institute, Deerfield Beach, and Stranahan) show a percent greater than 100 in the percent exams column. This is due to factors of students in courses such as International Baccalaureate (IB) and honors having the opportunity to sit for the AP exam when they have not been counted as a component of the enrollment figures. District

policy allows students who have participated in high rigor courses to sit for the exam based on school level approval.

Citizens Concerned with our Children (CCC) Agreement Related to AP Core Course Offerings

In 1999, CCC and the School Board of Broward County entered into a legal agreement concerning the equality of opportunities and standards for all students across the district. Section five of the agreement specified the development of a core of AP and Honors courses to be available to students at all Broward County Public High Schools. These core courses ensure that all students have equal access to the same educational opportunities. In compliance with the Agreement, Research, Evaluation, Assessment & Boundaries reviewed the AP and Honors course data to examine whether core course offerings were expanded to all high schools in December 2000. Findings demonstrated that nearly two-thirds (16) of the high schools offered the required AP core courses. A recommendation was made that "...area directors should work with principals of those high schools that do not meet the core requirements of the CCC Agreement to increase AP course offerings."

Appendix C provides a listing of all AP courses offered by school and highlights those specified in the CCC Agreement. AP core courses include the following classes: AP English Literature, AP English Language, AP Calculus AB, AP Biology, AP US History, and AP Spanish or AP French. Table 5 summarizes by school the status toward meeting the AP core course requirement in 2001 - 2003. School Year 2000 data was secured from a memorandum to School Board Members dated December 20, 2000 entitled, *CCC vs. The School Board of Broward County Settlement Agreement*.

Although the number of schools in compliance with the minimum core course offerings has risen from 19 in 2000 to 25 in 2003, it is important to note that compliance is expected to be at 100 percent for all appropriately enrolled schools. Recently opened comprehensive high school programs such as Cypress Bay High School, which opened its doors in 2002-03, are expected to be at full compliance no later than the 2005-06 school year.

Table 5: Status of AP Core Courses by School, 2001-2003

School	Met AP Course Requirement?		
	2001	2002	2003
Boyd Anderson	No (AP English Literature, AP English Language)	No (AP English Language)	Yes
Blanche Ely	Yes	Yes	Yes
Coconut Creek	No (AP US History)	Yes	Yes
Cooper City	Yes	Yes	Yes
Coral Springs	Yes	Yes	Yes
Cypress Bay	N/A	N/A	No (English Literature)
Deerfield Beach	Yes	Yes	Yes
Dillard	No (AP Biology)	No (AP Biology)	Yes
Charles Flanagan	Yes	Yes	Yes
Fort Lauderdale	Yes	Yes	Yes
Hallandale	Yes	Yes	Yes
Hollywood Hills	Yes	Yes	Yes
McArthur	Yes	Yes	Yes
William T. McFatter Technical High School	No (AP Biology, AP Calculus AB, AP English Lit. AP English Language, AP French or Spanish)	No (AP Biology, AP Calculus AB, AP English Lit. AP English Language, AP French or Spanish)	Yes
Miramar	No (AP Biology, AP US History)	Yes	Yes
Northeast	No (AP English Literature, AP Spanish or AP French)	No (AP English Literature)	Yes
Nova	Yes	Yes	Yes
Piper	Yes	Yes	Yes
Plantation	No (AP Biology)	Yes	Yes
Pompano Beach	No (AP Biology, AP English Lit)	Yes	Yes
South Broward	No (AP Biology)	Yes	Yes
South Plantation	Yes	Yes	Yes
Stoneman Douglas	Yes	Yes	Yes
Stranahan	Yes	Yes	Yes
J.P. Taravella	Yes	Yes	Yes
Western	Yes	Yes	Yes

Actions Underway and Proposed Next Steps

In an effort to expand AP offerings, to increase student participation in AP courses, and to increase student scores of 3 and above on those assessments, staff has implemented a range of actions to reach these targets. Several actions are noted below:

Ongoing Actions

- Parents of sophomores and juniors who have a 3.0 unweighted GPA and above receive district developed correspondence explaining advanced academic options including AP,

dual enrollment and honors coursework. Parents are asked to encourage their children to visit with the guidance counselor for further information.

- Beginning in 2000, 10th grade students were afforded state funded PSAT testing. The pre-college entrance examination for each student was analyzed by the College Board. School reports were provided to identify those students who were deemed capable of succeeding in AP coursework based on test results. The data was to be used for guidance and course selection activities.
- The College Board's Vertical Team initiative has been implemented districtwide.
- Broward has been an active participant in staff development activities sponsored by the Florida Partnership for Student Achievement, a contract for services between Florida Department of Education and The College Board.
- Broward has been a host site for several College Board workshops and through that effort has involved a greater number of local teachers and guidance counselors in the staff development activities.
- Student Predictions Flags have been added to the Data Warehouse to identify students who may be ready for AP classes as well as those who may be nearly ready and for whom some extra assistance may prove to make the difference. School staffs review the prediction flags and encourage students to participate as appropriate. Access to the Virtual Counselor is also expected to assist school personnel in the identification of eligible students.
- Enrollment in the AP courses is monitored by Area and District staff during the school year to assist in providing opportunities or linkages between schools for increased enrollment throughout the year, whether through on site offerings or distance learning opportunities.
- Master course schedules are reviewed by Area Directors to ensure the full complement of AP core courses is offered at each school site. When a core course can not be offered students are encouraged to participate in a distance learning program.

Proposed New Actions

- All teachers newly assigned to teach AP courses and/or those with below 50% passing rates should participate in the AP Summer Institute that will be provided in 2004 by the Department of Advanced Academic Programs. In addition, curriculum staff should provide on-going support to schools with 50% or less passing rates.
- Entrance criteria to all AP courses should be reviewed by Area staff on a school-by-school basis to ensure equity and uniformity of access to AP courses by all students.

References

School AP Distributions (College Board. APPC2300). (2003). Princeton, N.J: Educational Testing Service.

School AP Distributions by Ethnic Group (College Board. APPC2200). (2003). Princeton, N.J: Educational Testing Service.

The School Board of Broward County, Florida (2003). Advanced Placement Recap Report (ETS Report SS16580)

The School Board of Broward County, Florida (2000). Settlement Agreement and Release Between Citizens Concerned About Our Children, et al. and The School Board of Broward County, Florida.

APPENDIX A
The School Board of Broward County
Advanced Placement Recap Report

Recap for District	Year	# AP Exams	% AP Exams	# AP Scores 3 and Above	% AP Exams 3 and Above
All Advanced Placement	2001	7,563	100.1%	4,637	61.3%
	2002	9,088	95.2%	5,628	61.9%
	2003	11,425	97.6%	6,104	53.4%
U.S. History	2001	806	99.8%	386	47.9%
	2002	941	101.3%	474	50.4%
	2003	1,220	100.6%	468	38.4%
Art: History of	2001	86	85.1%	47	54.7%
	2002	89	92.7%	41	46.1%
	2003	98	86.0%	41	41.8%
Art: Studio-Drawing Portfolio	2001	89	86.4%	67	75.3%
	2002	105	83.3%	87	82.9%
	2003	92	78.0%	58	63.0%
Art: Studio-2-D Design	2001	105	77.2%	68	64.8%
	2002	98	92.5%	84	85.7%
	2003	101	105.2%	81	80.2%
Art: Studio-3-D Design	2002*	43	79.6%	27	62.8%
	2003	28	77.8%	23	82.1%
Biology	2001	406	96.4%	215	53.0%
	2002	556	94.2%	272	48.9%
	2003	740	99.2%	306	41.4%
Chemistry	2001	206	102.5%	123	59.7%
	2002	233	88.3%	138	59.2%
	2003	386	100.3%	155	40.2%
Computer Science A	2001	96	68.1%	51	53.1%
	2002	93	69.9%	59	63.4%
	2003	79	79.8%	39	49.4%
Computer Science AB	2001	37	25.2%	28	75.7%
	2002	25	18.8%	16	64.0%
	2003	21	21.2%	7	33.3%
Economics: Microeconomics	2001	51	106.3%	40	78.4%
	2002	74	107.2%	44	59.5%
	2003	169	86.7%	76	45.0%
Economics: Macroeconomics	2001	58	68.2%	23	39.7%
	2002	36	189.5%	17	47.2%
	2003	176	127.5%	46	26.1%
English Language & Composition	2001	839	100.2%	484	57.7%
	2002	946	103.2%	597	63.1%
	2003	1,245	103.5%	644	51.7%
English Literature & Composition	2001	769	99.6%	471	61.2%
	2002	982	108.1%	577	58.8%
	2003	1,079	106.6%	587	54.4%

APPENDIX A (Continued)

Recap for District	Year	# AP Exams	% AP Exams	#AP Scores 3 and Above	% AP Exams 3 and Above
Environmental Science	2001	223	92.9%	109	48.9%
	2002	218	95.6%	102	46.8%
	2003	306	96.2%	132	43.1%
European History	2001	188	94.5%	131	69.7%
	2002	289	98.0%	158	54.7%
	2003	367	98.7%	217	59.1%
French Language	2001	96	117.1%	59	61.5%
	2002	99	104.2%	62	62.6%
	2003	99	102.1%	52	52.5%
French Literature	2001	0			
	2002	0			
	2003	11	100.0%	2	18.2%
Human Geography	2001	32	100.0%	6	18.8%
	2002	116	57.4%	74	63.8%
	2003	187	97.4%	101	54.0%
German Language	2001	3	150.0%	3	100.0%
	2002	1	100.0%	1	100.0%
	2003	2	100.0%	2	100.0%
Government & Politics: U.S.	2001	623	95.4%	362	58.1%
	2002	730	99.5%	414	56.7%
	2003	1,013	103.4%	442	43.6%
Government & Politics: Compr	2001	19	105.6%	16	84.2%
	2002	18	105.9%	13	72.2%
	2003	53	103.9%	9	17.0%
Latin: Virgil	2001	14	100.0%	10	71.4%
	2002	0			
	2003	11	100.0%	6	54.5%
Latin Literature	2001	0			
	2002	14	280.0%	9	64.3%
	2003	16	100.0%	0	0%
Mathematics: Calculus AB	2001	540	85.4%	374	69.3%
	2002	584	80.3%	430	73.6%
	2003	626	82.7%	451	72.0%
Mathematics: Calculus BC	2001	174	96.1%	149	85.6%
	2002	225	92.6%	183	81.3%
	2003	244	92.1%	182	74.6%
Music: Theory	2001	62	86.1%	18	29.0%
	2002	42	87.5%	18	42.9%
	2003	36	90.0%	11	30.6%

APPENDIX A (Continued)

Recap for District	Year	# AP Exams	% AP Exams	#AP Scores 3 and Above	% AP Exams 3 and Above
Physics B	2001	169	97.1%	78	46.2%
	2002	162	83.5%	99	61.1%
	2003	199	92.1%	92	46.2%
Physics C – Mechanics	2001	88	100.0%	53	60.2%
	2002	102	103.0%	72	70.6%
	2003	90	93.8%	61	67.8%
Physics C – Electric & Magnet	2001	33		15	45.5%
	2002	36		22	61.1%
	2003	36		23	63.9%
Psychology	2001	619	97.9%	340	54.9%
	2002	832	97.5%	550	66.1%
	2003	1,067	97.3%	601	56.3%
Spanish Language	2001	662	98.2%	552	83.4%
	2002	613	100.3%	530	86.5%
	2003	734	98.7%	646	88.0%
Spanish Literature	2001	73	96.1%	59	80.8%
	2002	94	94.0%	80	85.1%
	2003	120	90.2%	81	67.5%
Statistics	2001	223	88.1%	133	59.6%
	2002	286	96.3%	101	35.3%
	2003	330	91.2%	139	42.1%
World History	2002*	99	101.0%	37	37.4%
	2003	130	103.2%	81	62.3%

* New course offering.

APPENDIX C

AP Course Enrollment by School-North Area							
AP Subject	Coconut Creek	Coral Springs	Deerfield Beach	Blanche Ely	Pompano Beach	Stoneman Douglas	J.P. Taravella
Art History		X					X
Art- Studio		X	X	X	X	X	X
Art- 2D Design		X	X	X	X	X	X
Art-3D Design			X	X			X
Biology	X	X	X	X	X	X	X
Calculus AB	X	X	X	X	X	X	X
Calculus BC		X	X	X		X	X
Chemistry	X	X	X	X		X	X
Compt. Sci. A		X		X		X	X
Compt. Sci. AB		X		X		X	X
Econ.: Macro	X	X	X	X		X	
Econ.: Micro		X	X	X		X	
Eng. Lang./Comp.	X	X	X	X	X	X	X
Eng. Lit./Comp.	X	X	X	X	X	X	X
Enviro. Sci.				X		X	X
European History			X	X			X
French Lang.*		X	X			X	
French Lit.							
German Lang.							X
Gov/Politics: Comp.			X				
Gov/Politics: US	X	X	X	X		X	X
Human Geography						X	X
Latin Virgil				X			X
Latin Lit.							
Music Theory							X
Physics B			X	X		X	X
Physics C/ Mechanics		X		X		X	X
Physics C/ Elec. & Mag.		X		X		X	X
Psychology	X	X		X		X	X
Spanish Lang.*	X	X	X	X	X	X	X
Spanish Lit.	X					X	X
Statistics		X	X	X		X	X
US History	X	X	X	X	X	X	X
World History			X				X

Required Core AP courses are indicated by shading.

*Either French or Spanish Language satisfies the required language AP course.

APPENDIX C (Continued)

AP Course Enrollment by School – North Central Area					
AP Subject	Boyd Anderson	Wm. T. McFatter Technical	Northeast	Nova	Piper
Art History	X				
Art- Studio	X		X	X	X
Art-2D Design			X	X	X
Art-3D Design				X	
Biology	X	X	X	X	X
Calculus AB	X	X	X	X	X
Calculus BC	X		X	X	
Chemistry	X			X	X
Compt. Sci. A			X	X	
Compt. Sci. AB			X	X	
Econ.: Macro				X	
Econ.: Micro	X	X		X	
Eng. Lang./Comp.	X	X	X	X	X
Eng. Lit./Comp.	X	X	X	X	X
Enviro. Sci.				X	
European History				X	X
French Lang.*	X			X	
French Lit.					
German Lang.					
Gov/Politics: Comp.				X	X
Gov/Politics: US	X	X		X	X
Human Geography	X			X	
Latin Virgil				X	
Latin Lit.			X		
Music Theory				X	
Physics B	X				X
Physics C /Mechanics	X			X	
Physics C/Elec. & Mag.	X				
Psychology				X	
Spanish Lang.*	X	X	X	X	X
Spanish Lit.				X	
Statistics	X		X	X	
US History	X	X	X	X	X
World History					X

Required Core AP courses are indicated by shading.
 *Either French or Spanish Language satisfies the AP Language requirement.

APPENDIX C (Continued)

AP Course Enrollment by School – South Central Area							
AP Subject	Cypress Bay	Dillard	Fort Lauderdale	Plantation	South Plantation	Stranahan	Western
Art History	X	X					
Art- Studio		X	X	X	X	X	X
Art- 2D Design	X	X	X		X	X	X
Art- 3D Design	X	X		X			X
Biology	X	X**	X	X	X	X	X
Calculus AB	X	X	X	X	X	X	X
Calculus BC			X				X
Chemistry	X		X	X	X	X	X
Compt. Sci. A		X		X		X	X
Compt. Sci. AB		X		X		X	X
Econ.: Macro							
Econ.: Micro							X
Eng. Lang./Comp.	X	X	X	X	X	X	X
Eng. Lit./Comp.		X	X	X	X	X	X
Enviro. Sci.			X		X	X	X
European History	X		X	X	X		
French Lang.*	X	X	X	X	X		
French Lit.				X			
German Lang.							
Gov/Politics: Comp.					X		
Gov/Politics: US		X	X	X	X	X	X
Human Geography			X		X		
Latin Virgil							
Latin Lit.							
Music Theory		X			X	X	
Physics B				X	X	X	X
Physics C /Mechanics			X				
Physics C/Elec. & Mag.							
Psychology			X	X		X	X
Spanish Lang.*	X	X	X	X	X	X	X
Spanish Lit.						X	
Statistics			X		X	X	X
US History	X	X	X	X	X	X	X
World History					X		

Required Core AP courses are indicated by shading.
 *Either French or Spanish Language satisfies the AP Language requirement.
 **AP Biology is not offered on campus at Dillard but is available to students online from the Florida Virtual School.

APPENDIX C (Continued)

AP Enrollment by School – South Area							
AP Subject	Cooper City	Charles Flanagan	Hallandale	Hollywood Hills	McArthur	Miramar	South Broward
Art History		X					
Art- Studio	X	X	X	X	X	X	X
Art- 2D Design		X	X	X			X
Art- 3D Design		X		X			
Biology	X	X	X	X	X	X	X
Calculus AB	X	X	X	X	X	X	X
Calculus BC	X	X		X			
Chemistry	X	X		X			
Compt. Sci. A	X	X			X		
Compt. Sci. AB	X	X			X		
Econ.: Macro	X	X					
Econ.: Micro		X					
Eng. Lang./Comp.	X	X	X	X	X	X	X
Eng. Lit./Comp.	X	X	X	X	X	X	X
Enviro. Sci.		X					X
European History	X	X		X			
French Lang.*		X	X	X	X	X	
French Lit.							
German Lang.		X					
Gov/Politics: Comp.		X					
Gov/Politics: US	X	X		X			X
Human Geography							
Latin Virgil							
Latin Lit.							
Music Theory		X					
Physics B							
Physics C /Mech		X					
Physics C/Elec. & Mag.		X					
Psychology	X	X		X			X
Spanish Lang.*	X	X	X	X	X	X	X
Spanish Lit.	X		X	X			X
Statistics	X	X		X	X	X	
US History	X	X	X	X	X	X	X
World History	X						

Required Core AP courses are indicated by shading.
 Either French or Spanish Language satisfies the AP Language requirement.

APPENDIX C (Continued)

AP Enrollment by School – Charter Schools			
AP Subject	Coral Springs	North Lauderdale Academy	Pembroke Pines
Art History			
Art- Studio			
Art- 2D Design			
Art- 3D Design			
Biology	X		X
Calculus AB	X		X
Calculus BC			
Chemistry	X		X
Compt. Sci. A			
Compt. Sci. AB			
Econ.: Macro			
Econ.: Micro			
Eng. Lang./Comp.	X		X
Eng. Lit./Comp.	X		X
Enviro. Sci.			
European History			
French Lang.*	X		
French Lit.			
German Lang.			
Gov/Politics: Comp.			
Gov/Politics: US	X		X
Human Geography			X
Latin Virgil			
Latin Lit.			
Music Theory			
Physics B	X		
Physics C /Mech			X
Physics C/Elec. & Mag.			
Psychology	X		X
Spanish Lang.*			X
Spanish Lit.			X
Statistics			X
US History	X	X	X
World History			

Required Core AP courses are indicated by shading.
Either French or Spanish Language satisfies the AP Language requirement.

APPENDIX B

AP Individual School Test Results for North Area						
School	Year	Number Students	Number Exams	Percent Exams	Number Exams 3 & Above	Percent Exams 3 and Above
Coconut Creek	2001	61	71	97.3%	38	53.5%
	2002	116	140	95.9%	33	23.6%
	2003	156	220	95.7%	71	32.3%
Coral Springs	2001	199	431	103.4%	308	71.5%
	2002	246	534	88.4%	389	72.8%
	2003	272	603	93.6%	405	67.2%
Deerfield Beach	2001	159	286	117.7%	185	64.7%
	2002	179	415	147.7%	251	60.5%
	2003	187	448	150.3%	230	51.3%
Blanche Ely	2001	162	304	95.0%	209	68.8%
	2002	159	321	86.5%	172	53.6%
	2003	177	381	90.7%	172	45.1%
Pompano Institute	2001	41	53	94.6%	12	22.6%
	2002	64	80	95.2%	24	30.0%
	2003	60	75	101.4%	26	34.7%
Stoneman Douglas	2001	453	1,061	102.4%	726	68.4%
	2002	505	1,198	98.0%	836	69.8%
	2003	574	1,412	98.9%	897	63.5%
Taravella J.P.	2001	323	625	97.5%	409	65.4%
	2002	329	644	98.5%	440	68.3%
	2003	402	851	97.5%	513	60.3%

AP Individual School Test Results for North Central Area						
School	Year	Number Students	Number Exams	Percent Exams	Number Exams 3 & Above	Percent Exams 3 and Above
Boyd Anderson	2001	54	102	178.9%	60	58.8%
	2002	236	214	51.8%	74	34.6%
	2003	262	307	73.4%	93	30.3%
Wm. T. McFatter	2002	0	58	0.0%	3	5.2%
	2003	0	117	0.0%	18	15.4%
Northeast	2001	36	33	80.5%	24	72.7%
	2002	70	89	95.7%	69	77.5%
	2003	131	184	92.5%	111	60.3%
Nova	2001	422	965	100.0%	694	71.9%
	2002	427	929	97.4%	700	75.3%
	2003	549	1,126	96.9%	692	61.5%
Piper	2001	164	202	98.1%	96	47.5%
	2002	201	261	97.8%	124	47.5%
	2003	242	329	96.5%	161	48.9%

APPENDIX B (Continued)

AP Individual School Test Results for South Central Area						
School	Year	Number Students	Number Exams	Percent Exams	Number Exams 3 & Above	Percent Exams 3 and Above
Cypress Bay	2003	262	344	100.0%	217	63.1%
Dillard	2001	115	180	100.6%	42	23.3%
	2002	113	152	88.4%	51	33.6%
	2003	96	110	82.7%	56	50.9%
Fort Lauderdale	2001	133	225	116.0%	147	65.3%
	2002	203	299	98.4%	170	56.9%
	2003	223	344	97.2%	174	50.6%
Plantation	2001	125	198	95.7%	116	58.6%
	2002	175	288	87.3%	175	60.8%
	2003	251	433	95.4%	186	43.0%
South Plantation	2001	146	315	98.4%	185	58.7%
	2002	218	380	99.5%	190	50.0%
	2003	244	414	98.3%	188	45.4%
Stranahan	2001	244	469	100.2%	208	44.3%
	2002	184	346	103.0%	180	52.0%
	2003	263	564	101.6%	217	38.5%
Western	2001	414	679	98.3%	519	76.4%
	2002	421	745	96.9%	587	78.8%
	2003	288	561	91.5%	389	69.3%

AP Individual School Test Results for South Area						
School	Year	Number Students	Number Exams	Percent Exams	Number Exams 3 & Above	Percent Exams 3 and Above
Cooper City	2001	182	288	107.9%	183	63.5%
	2002	214	352	97.5%	272	77.3%
	2003	287	594	99.7%	390	65.7%
Flanagan, Charles	2001	256	385	89.1%	176	45.7%
	2002	454	784	90.3%	466	59.4%
	2003	524	1,026	92.9%	465	45.3%
Hallandale	2001	131	160	89.9%	43	26.9%
	2002	70	88	95.7%	41	46.6%
	2003	146	166	100.0%	52	31.3%
Hollywood Hills	2001	169	237	88.8%	154	65.0%
	2002	196	295	91.9%	191	64.7%
	2003	222	346	91.3%	190	54.9%
McArthur	2001	82	108	95.6%	40	37.0%
	2002	89	112	91.8%	50	44.6%
	2003	113	154	96.3%	73	47.4%
Miramar	2001	50	68	109.7%	24	35.3%
	2002	126	152	92.7%	39	25.7%
	2003	99	125	100.8%	47	37.6%
South Broward	2001	92	116	92.8%	39	33.6%
	2002	147	212	91.8%	101	47.6%
	2003	144	191	90.5%	71	37.2%

APPENDIX B (Continued)

AP Individual School Test Results – Charter Schools						
Charter Schools	Year	Number Students	Number Exams	Percent Exams	Number Exams 3 & Above	Percent Exams 3 and Above
Coral Springs Charter School	2001	0	45	0%	3	6.7%
	2002	0	58	0%	22	37.9%
	2003	0	91	0%	15	16.5%
North Lauderdale Academy	2001	12	10	83.3%	0	0%
	2002	21	18	75.0%	1	5.6%
	2003	18	13	65.0%	0	0%
Pembroke Pines Charter School	2001	29	48	102.1%	10	20.8%
	2002	111	151	98.1%	59	39.1%
	2003	258	408	87.9%	119	29.2%