What's Changing in AP?

College Board

Pamela Kerouac, Senior Director, AP Higher Ed Policy
Pkerouac@collegeboard.org
Melanie Morgan, Director APHE
Mmorgan@collegeboard.org

2014

Summary of AP Examination Scores Reported to

UNIVERSITY OF TEXAS AT SAN ANTONIO

University of Texas at San Antonio

University of Texas System

AP: Overview of Exam Taker Scores Reported[1] - Three-Year Trend

		2014				2013				2012		
		# of Exam Takers Reported[1]	% of Total Exam Takers Reported	# of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher[3]	# of Exam Takers Reported[1]	% of Total Exam Takers Reported	# of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher[3]	# of Exam Takers	% of Total Exam Takers	# of Ex Scor
All	Total	2,248	100.0%	9,953	1,416	1,858	100.0%	8,033	1,169	1,997	100.0%	8,16
	Change from previous year	+21.0%		+23.9%	+21.1%	-7.0%		-1.7%	-6.2%	+0.7%		+4.9
Exam Taker Origin[4]	In-State	2,182	97.1%	9,736	1,370	1,809	97.4%	7,867	1,136	1,935	96.9%	7,98
	Change from previous year	+20.6%		+23.8%	+20.6%	-6.5%		-1.5%	-5.3%	+0.7%		+5.0
	Out-of-State	49	2.2%	167	35	34	1.8%	121	22	40	2.0%	119
	Change from previous year	+44.1%		+38.0%	+59.1%	-15.0%		+1.7%	-24.1%	+14.3%		+14.4
	Non-US	17	0.8%	50	11	15	0.8%	45	11	22	1.1%	65
	Change from previous year	+13.3%		+11.1%	0.0%	-31.8%		-30.8%	-35.3%	-15.4%		-15.6
Gender	Female	1,158	51.5%	4,939	703	951	51.2%	3,984	585	962	48.2%	3,92
	Change from previous year	+21.8%		+24.0%	+20.2%	-1.1%		+1.5%	-3.3%	+0.6%		+8.0
	Male	1,090	48.5%	5,014	713	907	48.8%	4,049	584	1,035	51.8%	4,24
	Change from previous year	+20.2%		+23.8%	+22.1%	-12.4%		-4.5%	-8.9%	+0.8%		+2.2
Ethnicity/Race	American Indian/Alaska Native	11	0.5%	60	8	6	0.3%	29	4	10	0.5%	46
	Change from previous year	+83.3%		+106.9%	+100.0%	-40.0%		-37.0%	-55.6%	-9.1%		+27.8
	Asian/Asian American/Pacific Islander	260	11.6%	1,439	200	250	13.5%	1,377	192	220	11.0%	1,04
	Change from previous year	+4.0%		+4.5%	+4.2%	+13.6%		+32.0%	+18.5%	-4.3%		-3.1
	Black/African American	169	7.5%	697	88	143	7.7%	568	77	153	7.7%	593
	Change from previous year	+18.2%		+22.7%	+14.3%	-6.5%		-4.2%	+26.2%	-6.1%		+5.3
	Hispanic/Latino[5]	1,190	52.9%	5,087	663	917	49.4%	3,728	483	906	45.4%	3,63
	Change from previous year	+29.8%		+36.5%	+37.3%	+1.2%		+2.5%	-2.8%	+1.1%		+8.5
	White	573	25.5%	2,463	427	494	26.6%	2,134	378	632	31.6%	2,59
	Change from previous year	+16.0%		+15.4%	+13.0%	-21.8%		-17.6%	-20.1%	+10.1%		+11.2
	Other	40	1.8%	189	27	41	2.2%	184	30	46	2.3%	178
	Change from previous year	-2.4%		+2.7%	-10.0%	-10.9%		+3.4%	+11.1%	+4.5%		+1.7
	No Response	5	0.2%	18	3	7	0.4%	13	5	30	1.5%	80
	Change from previous year	-28.6%		+38.5%	-40.0%	-76.7%		-83.8%	-70.6%	-53.8%		-68.6

2014 Summary of AP Examination Scores Reported to

University of Texas at San Antonio

University of Texas System

AP: Exam Participation & Performance - Exam Scores and Exam Taker Origin (continued)

Discipline	Exam Name	# of Exam Takers Reported[1]	# of Exam Scores Reported			Exam Taker Origi		
			3	4	5	In-State Exam Takers	Out-of-State Exam Takers	Non-US Ex
Mathematics and Computer Science	Calculus AB	703	121	99	64	682	14	7
	% of exam takers reported		17%	14%	9%	97%	2%	1%
	Calculus BC	179	44	23	32	174	4	1
	% of exam takers reported		25%	13%	18%	97%	2%	1%
	Computer Science A	113	12	25	3	111	2	0
	% of exam takers reported		11%	22%	3%	98%	2%	0%
	Statistics	391	92	61	12	379	10	2
	% of exam takers reported		24%	16%	3%	97%	3%	1%
Sciences	Biology	427	140	51	9	416	10	1
	% of exam takers reported		33%	12%	2%	97%	2%	0%
	Chemistry	185	35	20	9	177	5	3
	% of exam takers reported		19%	11%	5%	96%	3%	2%
	Environmental Science	338	61	64	15	332	5	1
	% of exam takers reported		18%	19%	4%	98%	1%	0%
	Physics B	285	67	20	14	282	3	0
	% of exam takers reported		24%	7%	5%	99%	1%	0%
	Physics C: Electricity and Magnetism	53	9	10	2	53	0	0
	% of exam takers reported		17%	19%	4%	100%	0%	0%
	Physics C: Mechanics	103	32	17	8	103	0	0
	% of exam takers reported		31%	17%	8%	100%	0%	0%
uages	Chinese Language and Culture	9	3	1	5	9	0	0
	% of exam takers reported		33%	11%	56%	100%	0%	0%
	French Language and Culture	20	7	3	0	19	1	0
	% of exam takers reported		35%	15%	0%	95%	5%	0%
	German Language and Culture	17	3	2	3	16	0	1

AP College Summary Reports

The Summary of AP Scores Reported is an annual report of students' AP Exam participation and performance, customized to present the scores sent to particular higher education institutions and systems.

Your summary report offers a multifaceted picture of your AP Exam takers. Charts and graphs provide at-a-glance information, and additional trend data show changes over a period of time.

The Summary of AP Scores Reported will equip you with the information you need to support evidence-centered AP **credit and placement policy decisions**. The data can also provide meaningful information for **managing enrollment** and advancing student success.

Summary reports are for college faculty and staff only. If you are a student with concerns or questions about sending your AP Exam scores to a college, please contact AP Services.

College faculty and staff: Fill out the form below to request the summary report for your institution. Please provide an email addressed registered to your college or university.

Request Summary Report

First Name: *

Last Name: *

Institution: *

Title / Role: *

Using Your Summary Report

You can use the data provided i your Summary of AP Scores Reported to inform **credit and placement policy decisions** a guide your **enrollment manage strategy**.

Contact Us

College Board Academic Affa

45 Columbus Avenue
New York, NY 10023
aphighered@collegeboard.or

Key Components of Redesigned AP Courses and Exams

- Curricula, modeled upon introductory college courses, that strike a balance between breadth of content coverage and depth of understanding
- Greater emphasis on critical thinking, inquiry, reasoning, and communication
- Standards informed by:
  - Recommendations of researchers and national disciplinary organizations
  - Results of curriculum studies conducted at four-year institutions
  - Leading pedagogical and measurement practices

What's Changing in AP

To continually enhance alignment with current best practices in college-level learning and help students develop the knowledge and skills essential for college majors and subsequent careers, AP is undergoing a number of key changes, including the redesign of several courses in each discipline and the introduction of new courses over the next few years.

This site is designed to support AP teachers and other K–12 educators as they learn about and implement these new courses and revisions.

What's Changing

2014–15

2015–16

News

New Resources for 2015-16 Courses

New resources for AP Art History and AP European History — including course and exam descriptions and sample exam questions — are now available on this site. New resources to help teachers develop, revise, and submit their syllabi for these courses are now available on the AP Course Audit website.

Working With Challenging Primary Sources

To promote student engagement with meaningful texts, we've created a new, free online resource for teachers offering strategies for teaching reading and writing focused on challenging primary sources.

AP U.S. History Free-Response Performance System

Free online modules featuring videos of educators modeling the use of content, sample questions,

AP Course Launch Schedule
Advances in AP

Fall 2011
- French Language & Culture
- German Language & Culture

Fall 2012
- Biology
- Latin
- Spanish Literature & Culture

Fall 2013
- Chemistry
- Spanish Language & Literature

Fall 2014
- Physics 1: Algebra-Based
- Physics 2: Algebra-Based
- United States History
- Capstone Seminar

Fall 2015
- Art History
- European History
- Capstone Research

Fall 2016
- Calculus AB and BC
- Computer Science Principles
- World History

What do AP scores mean?

AP scores are correlated to grades in the corresponding introductory college course.

- The College Board and the American Council on Education (ACE) recommend granting credit/placement for **scores of 3 and higher, which correlate to letter grades of C or better.**
- Most colleges recognize transfer credit with grades of C or better.

1	2	3	4	5
No recommend -action	*Possibly Qualified*	*Qualified*	*Well Qualified*	*Extremely Well Qualified*
		Equivalent to grades of B-, C+, and C in the corresponding college course	Equivalent to grades of A-, B+, and B in the corresponding college course	Equivalent to grades of A and A+ in the corresponding college course

New Courses and Exams Emphasize Real-World Communication

AP World Language Before Redesign	AP World Language After Redesign
Students often learned about the language (e.g., grammar and vocabulary in isolation)	Students learn to communicate in the language
Instruction focused on isolated language skill development	Instruction focuses on integrating skills in the modes of communication
The textbook often drove instructional design	Teachers have the freedom to create their own thematic units using authentic materials
Students often learned cultural facts in isolation	Students explore culture by examining products, practices, and perspectives in a thematic context
Students were often given tasks to manipulate language forms in isolated contexts	Students are given meaningful real-world communicative tasks
Assessment was about mastery of language forms	Assessment is to find out what students *can do* with their language skills

that will now be assessed on AP Exam questions.

Current Course Structure

Themes are suggested, but students' understanding of them is not assessed in any way.

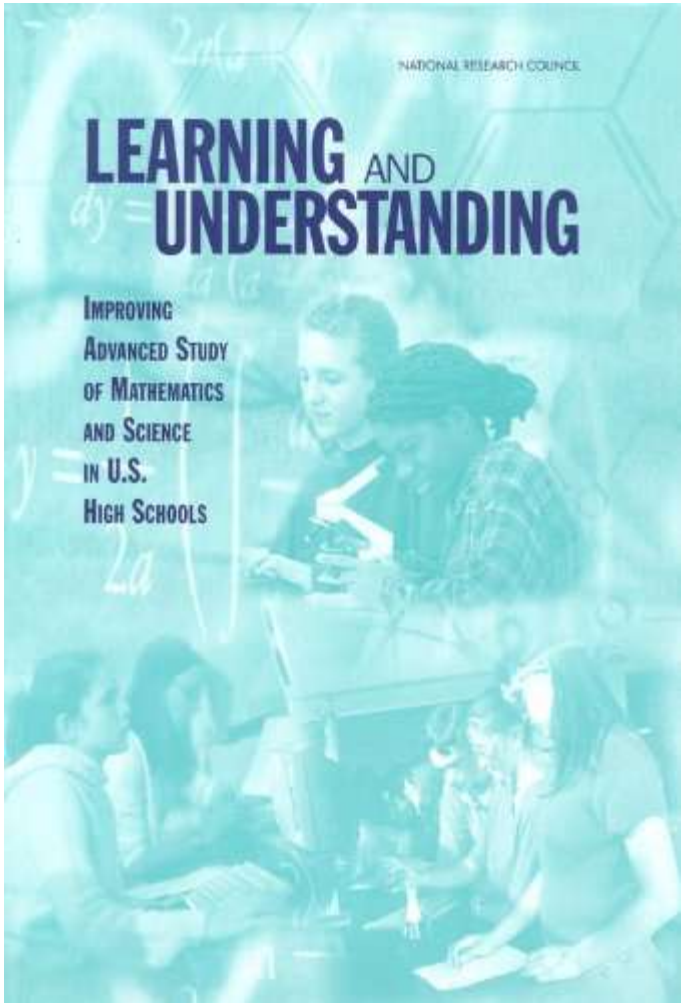
- American Diversity
- American Identity
- Culture
- Demographic Changes
- Economic Transformations
- Environment
- Globalization
- Politics and Citizenship
- Reform
- Religion
- Slavery and Its Legacies in North America
- War and Diplomacy

New Course Structure (Fall 2014)

Themes capture "big ideas" in American history, the exam will assess students' understanding of them.

- Identity
- Peopling
- Work, Exchange, and Technology
- Politics and Power
- Environment and Geography
- America in the World
- Ideas, Beliefs, and Culture

National Research Council (NRC) and National Science Foundation Recommendations for Improving AP Physics



A 2002 NRC Report Recommended:

- The primary goal of AP should be to help students develop a deep understanding of the unifying concepts, principles, and science practices in physics.
- Curricula for advanced study should emphasize depth of understanding over exhaustive coverage of content.
- Instruction in advanced courses should engage students in inquiry by providing opportunities to experiment, analyze information critically, make conjectures and argue about their validity, and solve problems.

AP Physics Redesign

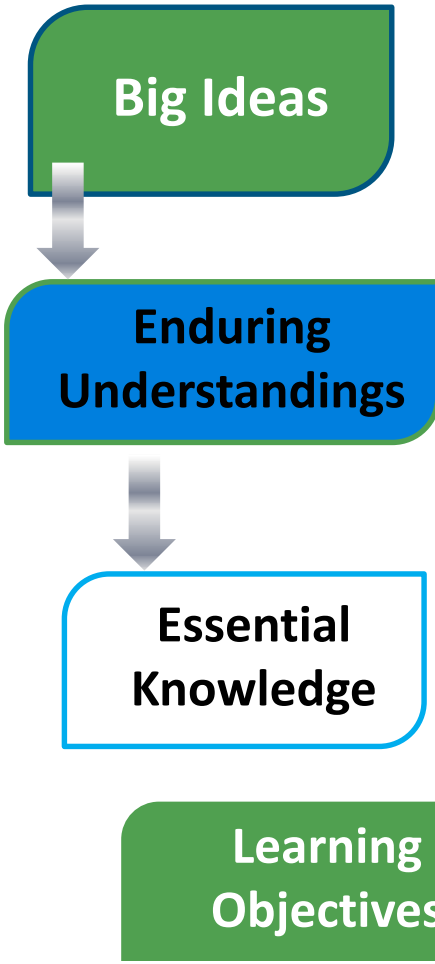
Changes to AP Physics B Course and Exam

CollegeBoard

AP

Curriculum Framework: New Curriculum Design

Curriculum Framework with Big Ideas, Enduring Understandings, Essential Knowledge, Learning Objectives



Big ideas encompass the core scientific principles, theories and processes of the discipline that cut across traditional content boundaries and provide students with a broad way of thinking about natural phenomena.

Enduring understandings incorporate the core concepts that students should retain from the learning experience.

Essential knowledge and science practices form objectives for what students should *know* and be able *to do*.

AP Physics 1 and AP Physics 2 Course Content:

AP Course	Topics
AP Physics 1	kinematics; Newton's laws of motion; torque; rotational motion and angular momentum; gravitation and circular motion; work, energy, and power; linear momentum; oscillations, mechanical waves and sound; introduction to electrostatics and electric circuits
AP Physics 2	fluid statics and dynamics; thermodynamics with kinetic theory, PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; topics in modern physics

Computer Science Principles 2016
http://www.csprinciples.org/

AP® Computer Science Principles introduces students to the fundamentals of computing and the creative aspects of programming.

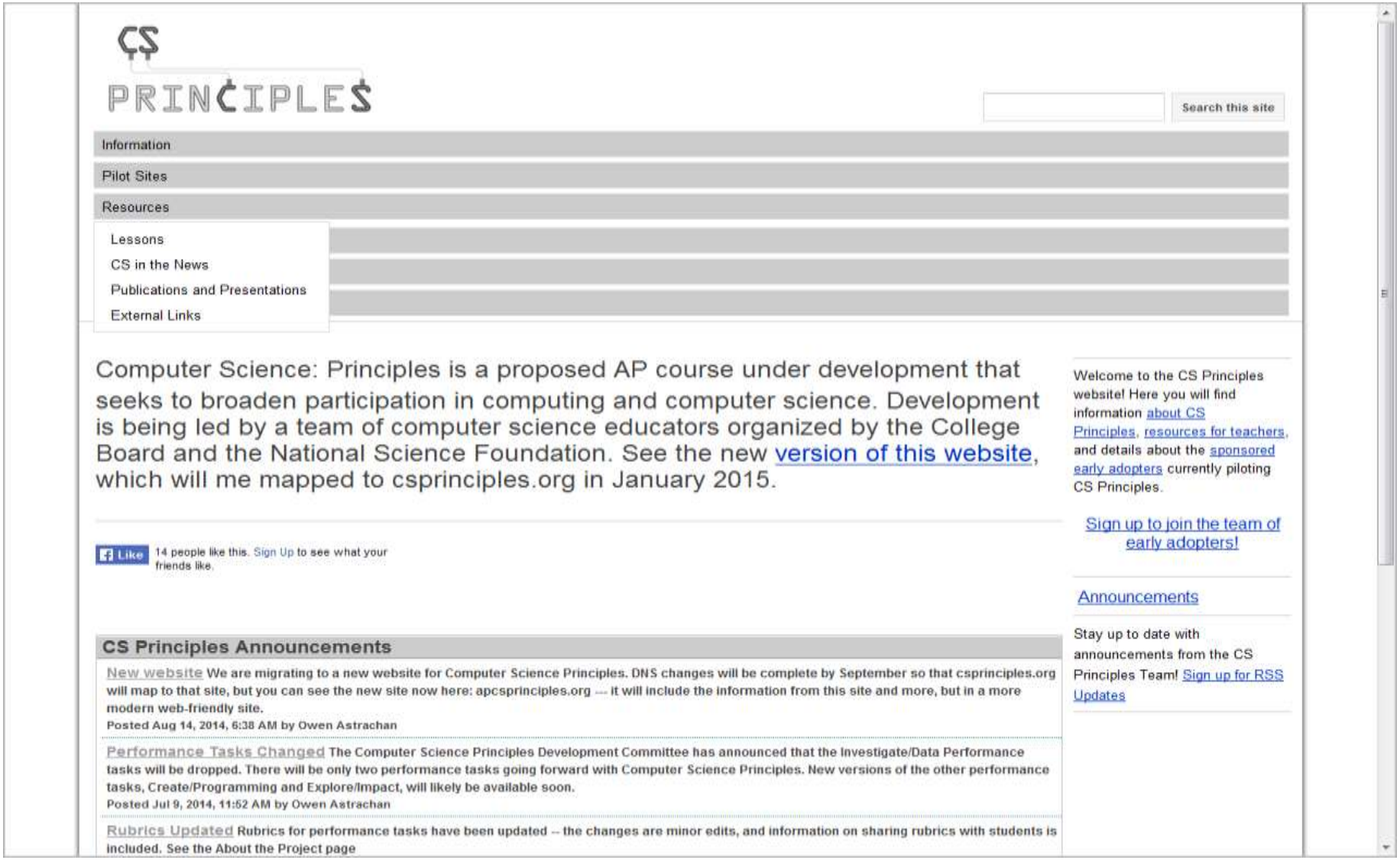
Reach a broader range of students — including typically underrepresented students.
Teach students to analyze problems, think creatively, and collaborate to investigate solutions to real-world challenges.

CSP Assessment consists of:

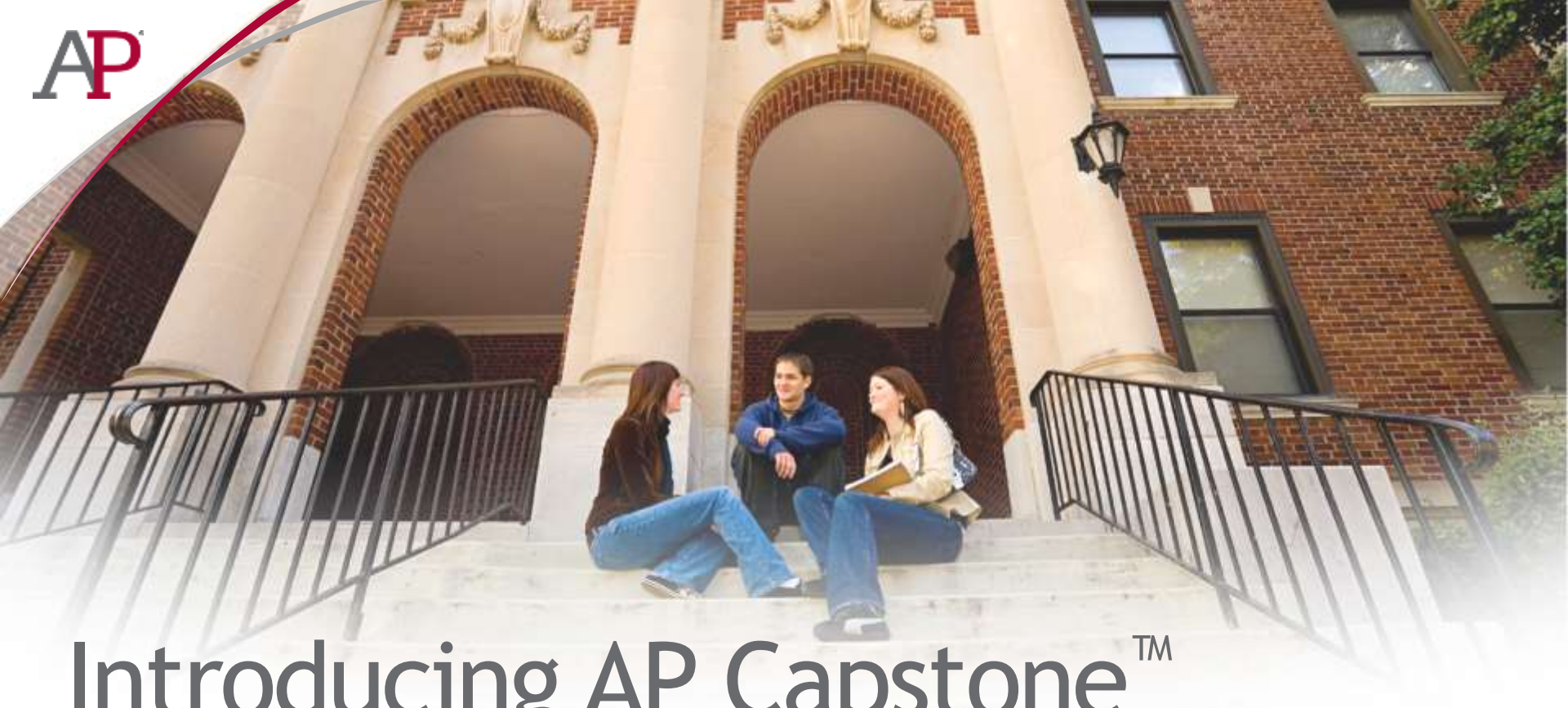
- Two through-course performance tasks submitted online during the school year, in which students will create computational artifacts such as programs, digital art, or video; and
- An end-of-course AP Exam, which will be a multiple-choice, written exam introduced during the 2017 AP Exam administration

Pilot 1 sites: College/University
UNC Charlotte
UC Berkeley
Metropolitan State College of Denver
UC San Diego
University of Washington

CS Principles



CollegeBoard



Introducing AP Capstone™

CollegeBoard

Building Skills Identified by Leading Educational Organizations

The Big Ideas and Learning Objectives in the AP Capstone program reflect the core academic skills needed for college, career, and life readiness identified by leading organizations and College Board membership:

- **The American Association of Colleges and Universities (AAC&U)**
  College Learning for the New Global Century, Essential Learning Outcomes
- **College Board - Advanced Placement Program**
  Skills and Practices identified in AP Courses
- **Common Core State Standards Initiative,**
  Literacy in History/Social Studies, Science, and Technical Subjects 6-12
- **The Partnership for 21st Century Skills (P21),**
  A Framework for 21st Century Learning
- **Council of Writing Program Administrators,**
  Framework for Success in Postsecondary Writing
- **Association of College and Research Libraries,**
  Information Literacy Standards for Higher Education

AP Capstone™

An innovative program that engages students in rigorous college-level study applying **the critical thinking skills** necessary for success in college. The Program of study includes a two-course sequence: **AP Seminar** and **AP Research**

Emphasizes Critical Skills

- Considering multiple perspectives
- Careful evaluation of information
- Writing evidence-based arguments

Complements the in-depth subject-matter study in AP

- Identifying and Solving Problems
- Oral communication and defending an argument
- Collaboration & teamwork

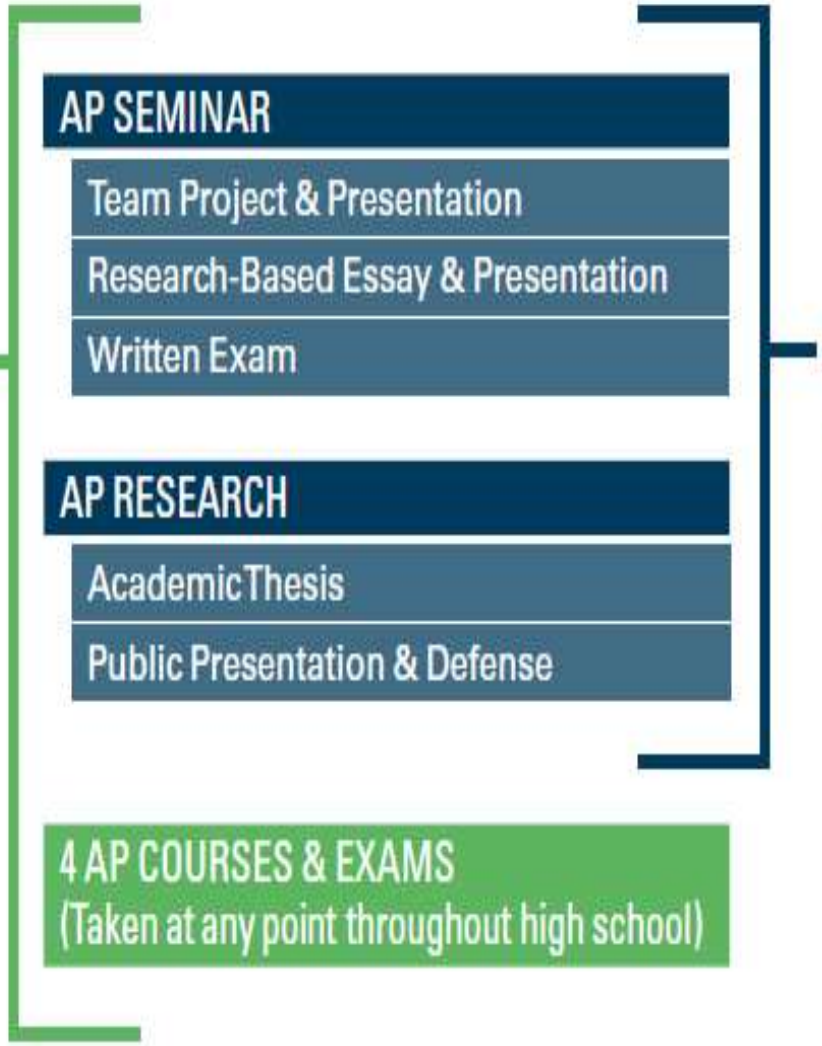
AP Capstone launch in fall 2014 in 136 schools worldwide.
https://lp.collegeboard.org/ap-capstone/participating-in-ap-capstone/schools

CollegeBoard

AP Capstone Diploma Program Model

AP Capstone Diploma™

Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the **AP Capstone Diploma™**.



AP Research & Seminar Certificate™

Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams only will receive the **AP Seminar and Research Certificate™**

AP Capstone Curriculum

http://aphighered.collegeboard.org/exams/ap-capstone

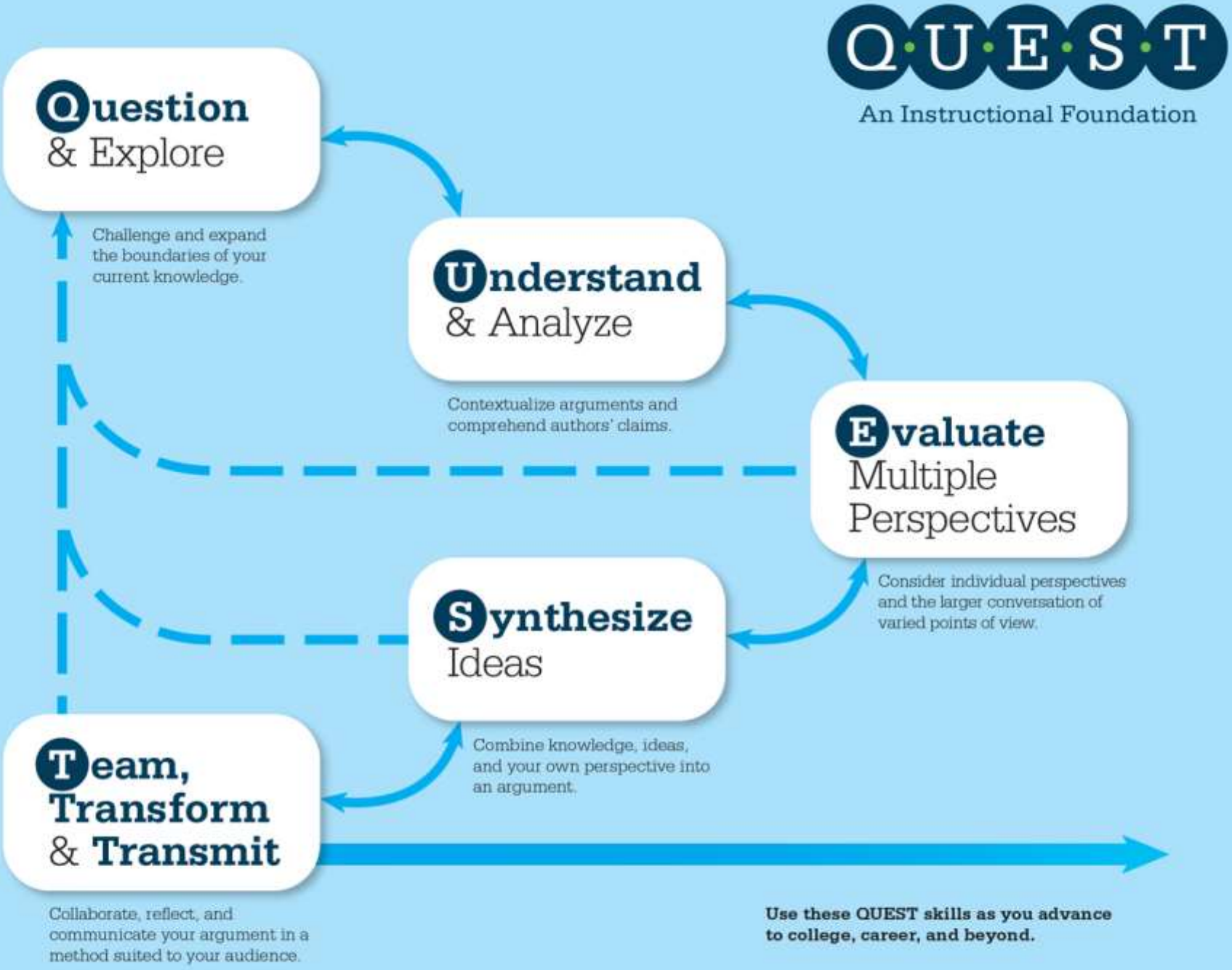
AP Capstone™

CollegeBoard

Overview of AP Capstone Pedagogical Framework

- The AP Capstone program provides a framework that prepares students to develop, practice, and hone critical and creative thinking skills and make connections between relevant issues and their own lives.
- This iterative process involves continuous practice and review of thinking and reflective skills and processes when examining new information.

Question and Explore
Understand and Analyze Arguments
Evaluate Multiple Perspectives
Synthesize Ideas
Team, Transform, and Transmit


QUEST
An Instructional Foundation
Question & Explore
Challenge and expand the boundaries of your current knowledge.
Understand & Analyze
Contextualize arguments and comprehend authors' claims.
Evaluate Multiple Perspectives
Consider individual perspectives and the larger conversation of varied points of view.
Synthesize Ideas
Combine knowledge, ideas, and your own perspective into an argument.
Team, Transform & Transmit
Collaborate, reflect, and communicate your argument in a method suited to your audience.
Use these QUEST skills as you advance to college, career, and beyond.

AP Seminar Overview

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives.

Students learn how to:

- Investigate academic and real-world topics from multiple perspectives
- Gather and analyze information from various sources
- Develop credible and valid evidence-based arguments
- Conduct research and evaluate evidence
- Collaborate in teams
- Communicate using appropriate media

Teachers and students typically select 2-4 topics for the course.

Example Topics

Discovery
Diversity
Education
Government
Identity
Immigration
Liberty
Myth
Networks
Perception
Place
Power
Revolution
Selection
Sustainability
Transformation
Wealth and Poverty

AP Seminar: Core Skill Areas

Students practice, refine, and master the skills critical for academic success

Critical Thinking & Reasoning Analyzing, interpreting, and evaluating perspectives. • comparing and/or contrasting • identifying patterns and trends • explaining relationships (comparative, causal, correlational)	**Argumentation** Making a claim and developing a line of reasoning supported by evidence. • thesis development • selecting evidence and attributing its use • considering other perspectives • drawing a conclusion
Critical Reading Discovering ideas and information in a text. • contextualizing • questioning assumptions • identifying bias and implications • making inferences and connections	**Communicating Publically** Conveying a clear message that engages and appeals to a specific audience. • eye contact • vocal variety (tempo, inflection) • movement • appropriate visuals
Inquiry & Research Discovering new understandings or ideas. • identifying a problem or issue • determining the best strategy to address the problem or issue • gathering evidence • drawing and supporting a conclusion	**Collaboration** Working with others to accomplish a shared task or goal or solve a problem. • individual role and contribution • consensus building • conflict resolution

AP Seminar Assessments

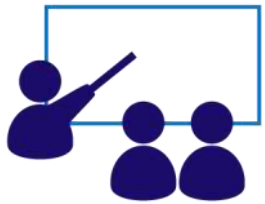
Students' attainment of skills are assessed using two through course performance tasks and an End-of Course Exam

Assessment Task (Scoring Method)	Weight
Team Project and Presentation • Individual Research and Reflection (Teacher-scored; College Board validated) • Written Team Report (Teacher-scored; College Board validated) • Team Multimedia Presentation and Defense (Teacher-scored)	25%
Individual Research-Based Essay and Presentation • Individual Written Argument (Teacher-scored; College Board validated) • Individual Multimedia Presentation (Teacher-scored) • Oral Defense (Teacher-scored)	35%
End-of-Course Exam (College Board scored) • Analyze an argument • Compare the effectiveness of two arguments • Construct an evidence-based argument	40%

AP Research – Beginning in fall 2015

AP Research builds upon the skills acquired in AP Seminar and allows students to:

- Design, plan and conduct a year-long research-based investigation on a topic of individual interest in any discipline
- Demonstrate ability to apply scholarly understanding to real-world problems/issues
- Learn and apply research methodologies and employing ethical research practices
- Access, analyze, and synthesize information to build, present, and defend an argument

Assessment Task (Scoring Method)	Weight
Academic Paper (Teacher-scored; College Board validated) (4,000 - 5,000 words) 	75%
Presentation; 15-20 mins. (Teacher-scored) (Optional performance/exhibit shown prior to presentation) and Oral Defense of Research and Presentation (3-4 questions from a panel of three evaluators, one of whom is the AP Research teacher) 	25%

AP Research Course Descriptions

- Organized around five **big ideas**
- Focus on key stages of the **critical thinking processes.**
- Tied to each big idea are several **essential questions.**
- **Corresponding learning objectives**
- **Open-ended questions** that encourage students to think deeply about a topic, ask questions and investigate solutions
- Develop **reflective conceptual understandings**
- Student researcher **orientation to effective mentorships**
- Access to **scholarly research**, EBSCO's Academic Search Complete for all students and teachers accessible through the Digital Portfolio system.

AP Research- Academic Thesis Paper

- **Introduction** -Introduces and contextualizes the research question and initial student hypotheses
- **Literature Review -**Synthesizes information and a range of perspectives related to the research question and identifies the gap in the current field of knowledge.
- **Method** -Explains and provides a rationale for the chosen or developed research method to collect data to support or refute the initial assumptions/hypotheses .
- **Analysis & Evaluation -**Reports the findings/evidence of data collection and interprets the findings
- **Conclusion & Reflection** -Illustrates a cogent argument based on a clear line of reasoning and evidence provided. Explains the implications and limitations of the conclusions and describes the changes in student thinking and research processes as a result of engaging in the investigative task.
- **Bibliography** -Provides complete source citation in the appropriate disciplinary style

College and High School Faculty Involved in the Development of AP Capstone

AP Capstone Advisory Committee

Name	Institution Represented
Rakesh Bhandari	University of California, Berkeley
Hui-Ching Chang	University of Illinois at Chicago
Janet Eldred	University of Kentucky
Alice Hearst	Smith College
Luis Martínez-Fernández	University of Central Florida
Teresa Reed	University of Tulsa
Susan Roth	Duke University
Nicole Wallack	Columbia University
Ellen Woods	Stanford University

AP Seminar Curriculum and Assessment Development Committee

Name	Institution Represented
Teresa Reed, Co-Chair	University of Tulsa
David Miller, Co-Chair	Deerfield Academy
Maria Albano	Barbara Goleman Senior High
Melvin Butler	University of Chicago
Stephanie Carter	McCracken County High School
Rita Davis	Hume Fogg Academic Magnet High School
Ellen Woods	Stanford University
Janet Eldred	University of Kentucky

Higher Support & Credit/Placement

AP Capstone™

CollegeBoard

The Higher Ed Perspective

Interdisciplinarity is the currency for real world leaning

Reflective intellectual maturity

Agency is Empowerment

CONSTRUCTION OF EVIDENCED BASED DECISIONS

Scholarly Underpinnings

Integrated Connected Learning

Thematic and Holistic learning

Signature work in digital portfolios

Authentic measures of critical thinking?

Engaged Learning Communities

Orientation to Faculty Mentors

Student Focused Learning Communities

Subject knowledge is not static

Statement of Support

The AP Capstone™ Program

Statement of Support from Colleges and Universities

Students who have challenged themselves with rigorous curricula and engaged in interdisciplinary learning will be poised to make the most of their college experience. The AP Capstone™ program provides an excellent opportunity for high school students to develop the research, collaboration, and communication skills that are essential to success in college and in today's complex and interconnected world.

The program is built on the foundation of two new AP courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study provided through other AP courses. AP Seminar provides sustained practice of investigating issues from multiple perspectives. In AP Research, students cultivate the skills and discipline necessary to conduct independent research, write a scholarly academic thesis, and present and defend their findings.

The goals of the AP Capstone program:

- Engagement with rigorous college-level curricula
- Promotion of a critical, questioning approach to information
- Development of disciplined and scholarly research skills
- Cultivation of the ability to synthesize knowledge and apply skills in cross-curricular contexts
- Empowerment of students to collect and analyze information with accuracy and precision
- Cultivation of student writing abilities so they can craft, communicate, and defend evidence-based arguments

College and University Support for AP Capstone

A full list of institutions that support the College Board's AP Capstone program is below. Please note that this list current as of December 12, 2014:

- Amherst College
- Arcadia University
- Auburn University
- Brown University
- Boston College
- Boston University
- Bucknell University
- California Institute of Technology
- Carnegie Mellon University
- Clemson University
- College of Charleston
- College of William and Mary
- Colorado State University
- Columbia University
- Flagler College
- Florida Agricultural & Mechanical University
- Florida Atlantic University
- Florida Gulf Coast University
- Florida International University
- Florida Polytechnic University
- Florida State University
- Fordham University
- Georgetown University
- Georgia Institute of Technology
- Harvard College
- Illinois State University
- Johns Hopkins University
- Kennesaw State University
- Lynn University
- Marymount University
- Massachusetts Institute of Technology
- North Carolina Agricultural and Technical State University
- Northeastern University
- Pitzer College
- Purdue University
- Rollins College
- St. Edward's University
- Stephen F. Austin State University
- Stetson University
- Tennessee Technological University
- Texas A&M University
- Texas State University San Marcos
- Texas Wesleyan University
- University of Arkansas
- University of California at Berkeley
- University of California, Los Angeles
- University of Central Florida
- University of Chicago
- University of Florida
- University of Georgia
- University of Houston
- University of Mary Washington
- University of Memphis
- University of Miami
- University of Minnesota – Twin Cities
- University of North Carolina Asheville
- University of North Carolina at Chapel Hill
- University of North Carolina Charlotte
- University of North Carolina Wilmington
- University of North Florida
- University of Rochester
- University of South Carolina
- University of South Florida
- University of Vermont
- University of Washington
- University of Wisconsin-Madison
- Vanderbilt University
- Yale University

Launch Update

AP Capstone™

CollegeBoard

2014 – 15 School Breakdown – 137 Schools

~200 Additional Schools to be added in fall 2015

Region	Number of Schools
New England	9
Middle States	6
Midwest	12
South	51
South West	16
West	20
International (incl. Canada)	22
TOTAL	136

School Type	Number of Schools
Public	105
Non-Public	9
Blank (International)	22

Geography	Number of Schools
Urban	51
Suburban	54
Rural	9
Blank (International)	22

Participating AP Capstone Schools for 2014-15 (1/4)

Alabama Schools
Hoover High School – Hoover, AL
Virgil I. Grissom High School – Huntsville, AL

Arizona Schools
BASIS Scottsdale – Scottsdale, AZ
BASIS Tucson North – Tucson, AZ

California Schools
Arroyo Grande High School – Arroyo Grande, CA
Chadwick School – Palos Verdes, CA
John H. Francis Polytechnic High School – Sun Valley, CA
Lincoln High School – San Jose, CA
Long Beach Polytechnic High School – Long Beach, CA
Los Osos High School – Rancho Cucamonga, CA
Lowell High School – San Francisco, CA
Mira Mesa High School – San Diego, CA
Pioneer High School – San Jose, CA
Rio Linda Senior High School – Rio Linda, CA
Thousand Oaks High School – Thousand Oaks, CA

Connecticut Schools
Choate Rosemary Hall – Wallingford, CT
Conard High School – West Hartford, CT
Hall High School – West Hartford, CT
Taft School – Watertown, CT

Florida Schools
Armwood High School – Seffner, FL
Astronaut High School – Titusville, FL
Barbara Goleman High School – Miami, FL
Bayside High School – Palm Bay, FL
Boca Ciega High School – Gulfport, FL
Boca Raton Community High School – Boca Raton, FL
Countryside High School – Clearwater, FL
Dr. Michael M. Krop Senior High School – Miami, FL
Felix Varela Senior High School – Miami, FL
Hialeah High School – Hialeah, FL
Hillsborough High School – Tampa, FL
Lake Howell High School – Winter Park, FL
Lake Nona High School – Orlando, FL
Lyman High School – Longwood, FL
Merritt Island High School – Merrit Island, FL
Miami Carol City Senior High School – Miami, FL
Miami Central Senior High School – Miami, FL
Miami Coral Park Senior High School – Miami, FL
Miami Jackson Senior High School – Miami, FL
Miami Senior High School – Miami, FL
Miami Southridge Senior High School – Miami, FL
Miami Sunset Senior High School – Miami, FL
North Miami Beach Senior High School – North Miami Bch, FL
Northeast High School – St Petersburg, FL
Palm Bay Magnet High School – Melbourne, FL
Santaluces Community High School – Lantana, FL
Satellite High School – Satellite Beach, FL
South Plantation High School – Plantation, FL
Southwest Miami High School – Miami, FL
Spanish River Community High School – Boca Raton, FL
Spoto High School – Riverview, FL
Suncoast Community High School – Riviera Beach, FL
Titusville High School – Titusville, FL
West Boca Raton Community High School – Boca Raton, FL
West Shore Junior-Senior High School – Melbourne, FL
Western High School – Davie, FL

Participating AP Capstone Schools for 2014-15 (2/4)

Georgia Schools
Chestatee High School – Gainesville, GA
Robert S. Alexander Comprehensive High School – Douglasville, GA
Wesleyan School – Norcross, GA

Illinois Schools
Glenbard East High School – Lombard, IL
Glenbard West High School – Glen Ellyn, IL
Lane Technical College Prep High School – Chicago, IL

Indiana Schools
Carmel High School – Carmel, IN
Fishers High School – Fishers, IN
Hamilton Southeastern High School – Fishers, IN
Madison Consolidated High School – Madison, IN
Westfield High School – Westfield, IN

Kentucky Schools
Glasgow High School – Glassgow KY
Highlands High School – Fort Thomas, KY
McCracken County High School – Paducah, KY
North Oldham High School – Goshen, KY

Maryland Schools
Bowie High School – Bowie, MD
Eleanor Roosevelt High School – Greenbelt, MD

Massachusetts Schools
Concord-Carlisle Regional High School – Concord, MA
Dartmouth High School – Dartmouth, MA
Deerfield Academy – Deerfeild, MA
John D. O'Bryant School of Math and Science – Roxbury, MA

Michigan Schools
Lapeer East High School – Lapeer, MI

Missouri Schools
Park Hill High School – Kansas City, MO

New Mexico Schools
Cibola High School – Albuquerque, NM

New York Schools
Brooklyn Technical High School – Brooklyn, NY
George W. Hewlett High School – Hewlett, NY
Queens High School for the Sciences at York College – Jamaica, NY
Williamsville East High School – East Amherst, NY

North Carolina Schools
Western Guilford High School – Greensboro, NC

Ohio Schools
Indian Hill High School – Cincinnati, OH

Oklahoma Schools
Jenks High School – Jenks, OK
Norman High School – Norman, OK
Norman North High School – Norman, OK
Thomas A Edison High School – Tulsa, OK

South Carolina Schools
Oakbrook Preparatory School – Spartanburg, SC

Tennessee Schools
Hillwood Comprehensive High School – Nashville, TN
Hume-Fogg Academic High School – Nashville, TN
White Station High School – Memphis, TN

Participating AP Capstone Schools for 2014-15 (3/4)

Texas Schools
Alvin High School – Alvin, TX
Carnegie Vanguard High School – Houston, TX
Glenda Dawson High School – Pearland, TX
Irving High School – Irving, TX
Jack E. Singley Academy – Irving, TX
MacArthur High School – Irving, TX
Manvel High School – Manvel, TX
Michael E. Debakey High School for Health Professions – Houston, TX
Nimitz High School – Irving, TX
Pearland High School – Pearland, TX
Westside High School – Houston, TX

Utah Schools
Taylorsville High School – Taylorsville, UT

Vermont Schools
St. Johnsbury Academy – St. Johnsbury, VT

Virginia Schools
Osbourn Park High School – Manassas, VA

Washington Schools
Joel E. Ferris High School – Spokane, WA
John R. Rogers High School – Spokane, WA
Lewis and Clark High School – Spokane, WA
Mary Walker High School – Springdale, WA
North Central High School – Spokane, WA
Shadle Park High School – Spokane, WA

Utah Schools
Taylorsville High School – Taylorsville, UT

Vermont Schools
St. Johnsbury Academy – St. Johnsbury, VT

Virginia Schools
Osbourn Park High School – Manassas, VA

Washington Schools
Joel E. Ferris High School – Spokane, WA
John R. Rogers High School – Spokane, WA
Lewis and Clark High School – Spokane, WA
Mary Walker High School – Springdale, WA
North Central High School – Spokane, WA
Shadle Park High School – Spokane, WA

West Virginia Schools
George Washington High School – Charleston, WV

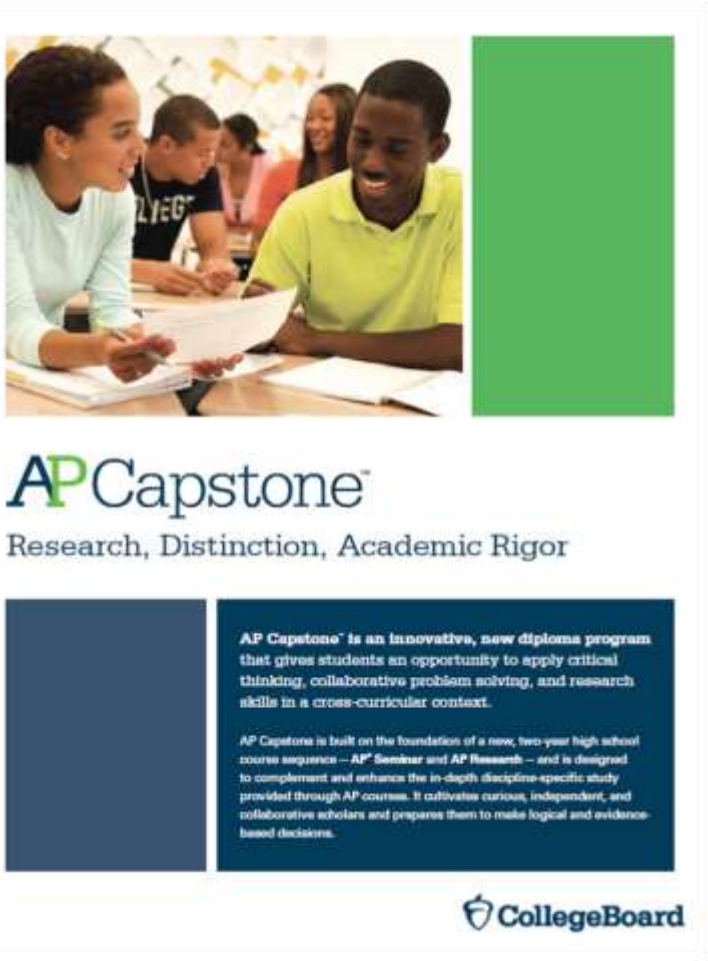
Participating AP Capstone Schools for 2014-15 (4/4)

Canadian Schools
Burnaby North Secondary School – Burnaby, British Columbia
Burnaby South Secondary School – Burnaby, British Columbia
Queen Elizabeth Composite High School – Edmonton, Alberta
Saint Michaels University School – Victoria, Britsh Columbia
Sentinel Secondary School – West Vancouver, Britsh Columbia
St. Clement's School – Toronto, Ontario
St. Malachy's Memorial High School – Saint John, New Brunswick
Strathcona Composite High School – Edmonton, Alberta
Trinity College School – Port Hope, Ontario
York Memorial Collegiate Institute – Toronto, Ontario

International Schools
ACS Cobham International School – Cobham, United Kingdom
American Community School of Amman – Amman, Jordan
American School in Japan – Tokyo, Japan
American School of Dubai – Dubai, United Arab Emirates
American School of Kuwait – Kuwait City, Kuwait
Hisar School – Istanbul, Turkey
Hong Kong International School – Tai Tam, Hong Kong
Kings Academy – Madaba, Jordan
Shanghai American School - Pudong Campus – Shanghai, China
Shanghai American School - Puxi Campus – Huacao Town, Shanghai, China
Singapore American School – Singapore
Taipei American School – Taipei, Taiwan

Additional Information about AP Capstone

The AP Capstone Brochure



AP Capstone online: *www.collegeboard.org/apcapstone*

Email questions to:

apcapstone@collegeboard.org

Questions and Next Steps

AP Capstone™

CollegeBoard

Exam and Professional Development Pricing

Student Exam Fee Structure

- Exam fee for each course is **$139**
- **$18** exam fee for qualifying low-income students in 2015 - the same amount as any other AP exam for qualifying low-income students.

Professional Development

- Curricular & assessment scoring training is **required** for first-time teachers
- **$1,195** per attendee includes a 5-day curricular training and assessment scoring training
- Schools are responsible for travel, lodging, and meal expenses (outside of provided meals)

NEXT STEPS

Score Reporting

- **Score Reporting**
- **AP Seminar-** A score report that includes a cumulative score for the three scored components:
  - Team Project and Presentation
  - Individual Written Essay and Presentation
  - Written AP Exam
- **AP Research-** A score report that includes a cumulative score for the three scored components:
  - Research Process
  - Academic Thesis Paper
  - Oral Defense

Inform staff

- **Registrars-new codes**
- AP Seminar – 22
- AP Research – 23
- 83 = AP Physics 1
- 84 = AP Physics 2

- **Look for new AP Capstone Profile sheet**
- **Do Recruiters know about AP Capstone?**


Thank
You