

Advanced Placement Exams

2021-22 School Year

Final Results

Assessment & Research Department

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Advanced Placement Courses and Exams

Every spring, students have the opportunity to take Advanced Placement (AP) Exams through College Board in 38 courses, across 7 subject areas: Math and Computer Science; Arts; Sciences; English; History and Social Sciences; World Languages and Cultures; and AP Capstone courses. Students who earn a qualifying score (a score of 3 or higher) on an AP exam can receive college course credit at thousands of colleges and universities around the world. Everett Public Schools (EPS) administers AP exams to students in each high school. Although it is not required, students typically take an AP course offered by the district prior to taking the corresponding AP Exam.

About the Data

Data provided in this document is sourced from the 2022 AP Score File, supplemented with course enrollment and student demographics from internal eSchoolsPlus data. Data for student subgroups with small populations, such as AP students attending Sequoia High School, have been suppressed.

AP Participation

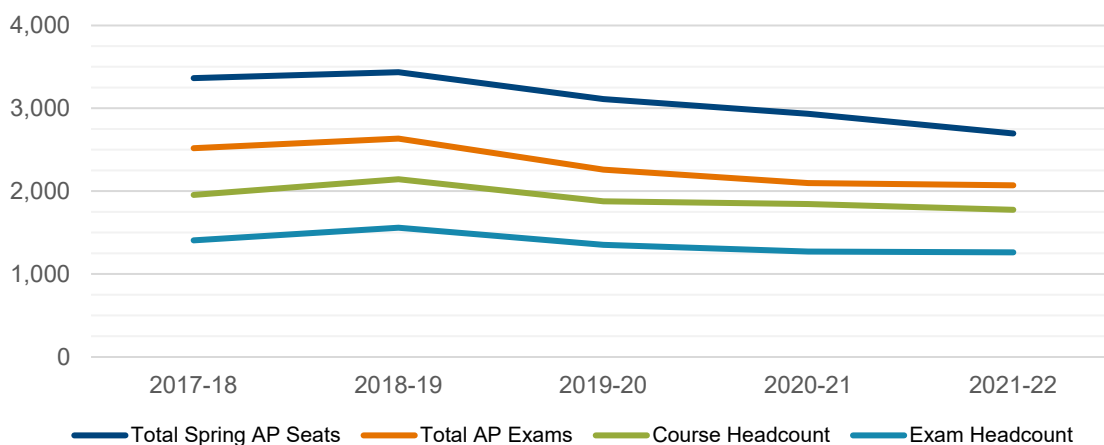
Courses and Exams

In 2021-22, 1,783 students participated in AP courses and/or exams at Everett Public Schools across 25 courses and 27 exams. Students took courses and exams in all 7 course areas with History and Social Sciences being the most commonly taken course and exam area. The most commonly taken individual course was Environmental Science followed by World History, US History, US Government & Politics, and AP Seminar; the most commonly taken exams followed a similar pattern (Environmental Science, World History, AP Seminar, US History, and Physics 1).

District Level Trends

AP participation at Everett Public Schools has declined both by raw participation and participation rate since the pre-pandemic peak in 2018-19. In 2021-22, 1,776 students took 2,697 AP courses and 1,261 students took AP exams 2,071 AP exams (see Chart 1a). The AP participation rate¹ for 2021-22 fell to 28.4% (see Chart 1b). Along with the lower participation rate, intensity of AP participation also declined with AP students took fewer courses (1.5 spring seats per student enrolled) and fewer exams (1.2 exams per student enrolled) in 2021-22. Despite taking fewer exams per student enrolled, the rate at which enrolled students take any exam has remained relatively constant; 70% of AP enrolled students took at least one AP exam (see Chart 1c).

Chart 1a: District Participation in AP Courses and Exams,
2017-18 to 2021-22



¹ AP Participation is defined as enrolling in any AP course or taking any AP exam in a given academic year.

Chart 1b: District AP Participation Rate, 2017-18 to 2021-22

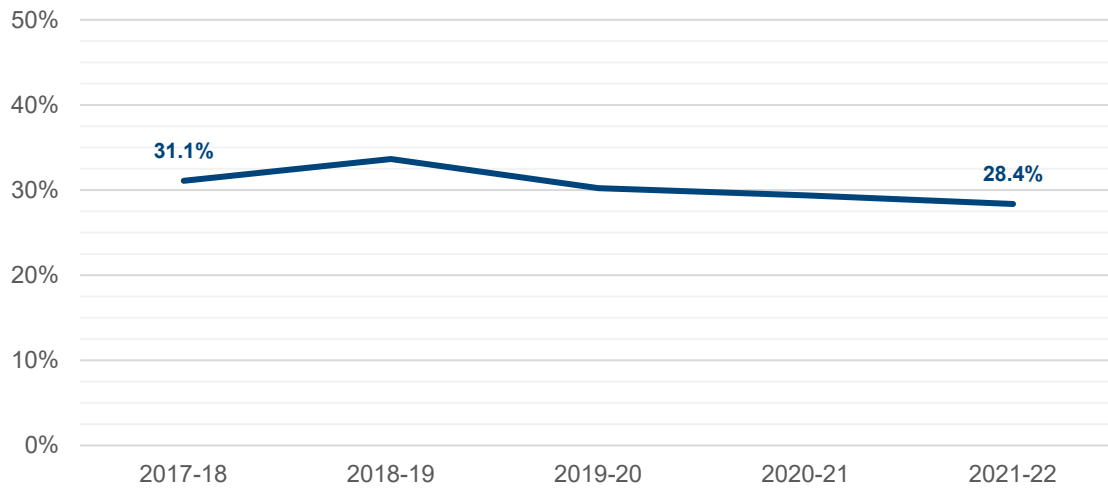
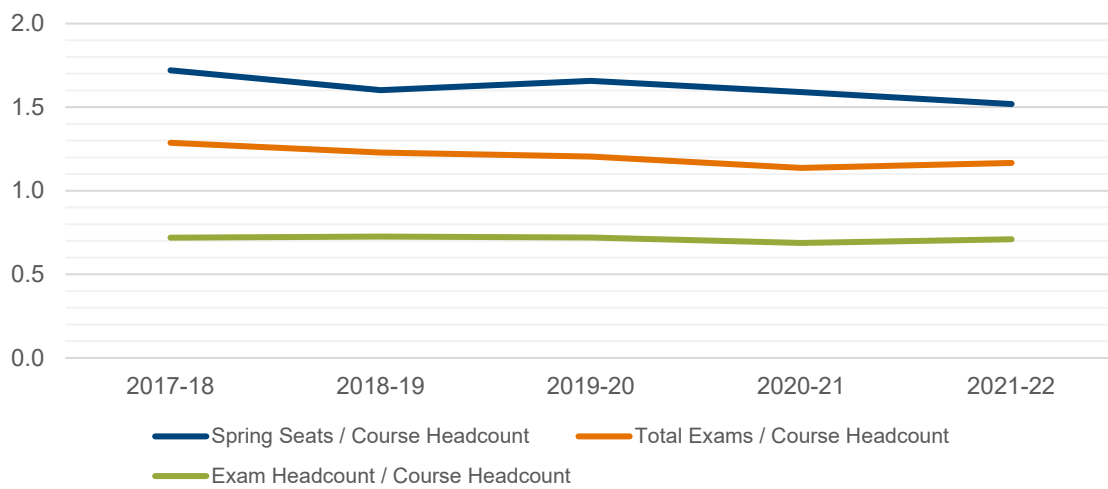


Chart 1c: District Intensity of AP Participation, 2017-18 to 2021-22



AP Participation by High School

In terms of raw AP participation, more students at HM Jackson High School (JHS) enrolled in courses and took exams than at the other two traditional high schools. JHS students also enrolled in a greater number of courses and took a greater number of exams than their peers at Cascade High School (CHS) and Everett High School (EHS) (see Chart 2a). This is expected as JHS is also the largest high school in the district. JHS students had a higher rate of AP participation (38%) than students at CHS and EHS (24% and 27% respectively) (see Chart 2b). Continuing this pattern, JHS students had a higher intensity of AP participation by each metric, with a particularly large difference between JHS and the other two traditional high schools by total AP exams taken per students enrolled. At JHS, AP students took on average 1.5 AP exams whereas AP students at CHS and EHS took less than one AP exam per AP student (see Chart 2c).

Chart 2a: Participation in AP Courses and Exams by High School, 2021-22

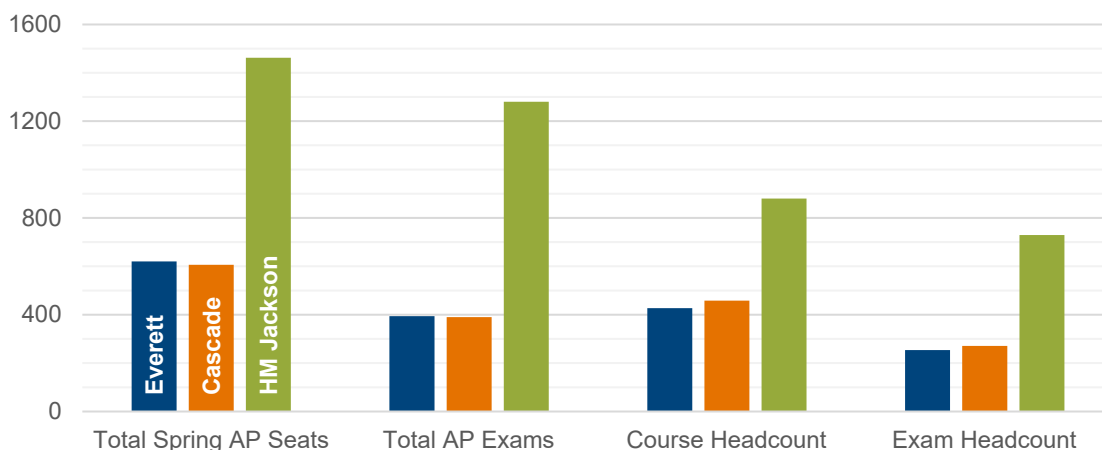


Chart 2b: AP Participation Rate by High School, 2021-22

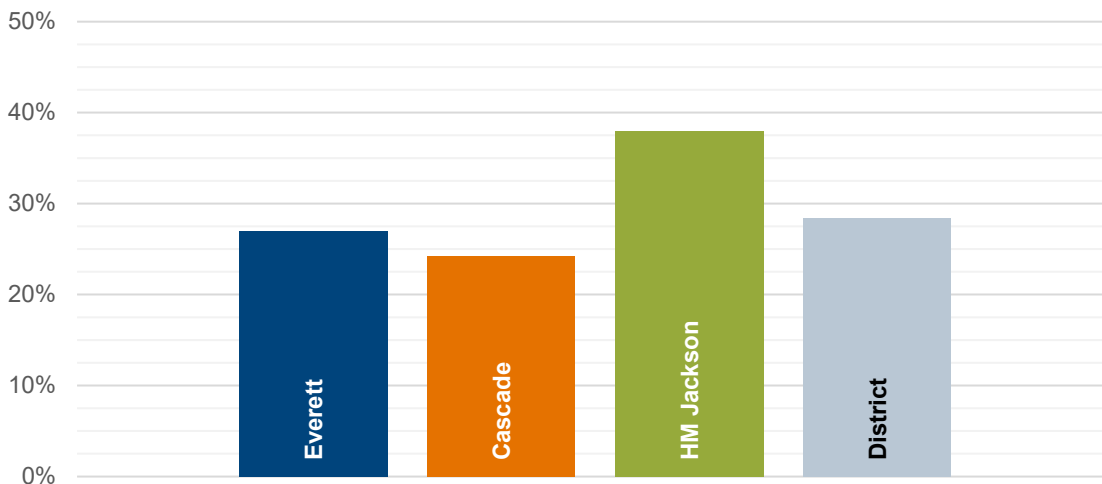
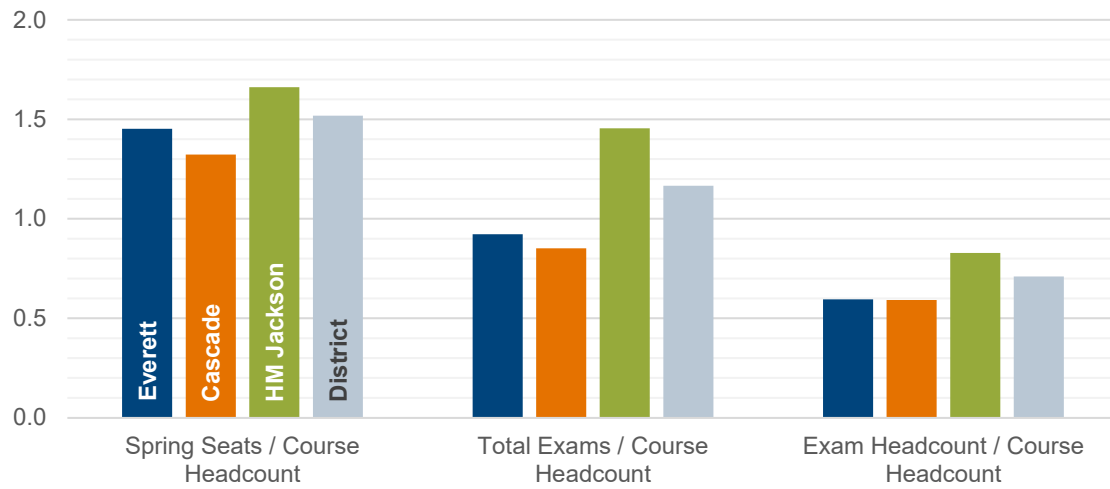


Chart 2c: Intensity of AP Participation by High School, 2021-22



AP Participation by Grade Level

Students in grades 10 and 11 had higher raw participation totals than those in grades 9 and 12 by each metric. Grade 9 students had the lowest raw participation totals in each metric except exam headcount where grade 12 students had the lowest total (see Chart 3a). Despite their lower raw totals, grade 12 students had a higher rate of AP participation (35%) than all other grades. Both grades 10 and 11 students had participation rates in excess of 30% while grade 9 students only reached a 26% participation rate in 2021-22 (see Chart 3b). Intensity of AP participation varied by grade level across each metric. Grade 11 students had the most spring seats per student enrolled (1.8) and the most total exams per student enrolled (1.5) but had a similar ratio of exam takers to students enrolled to grade 10 students (about 0.7 each). Meanwhile, grade 12 students had the second most spring semester seats per student enrolled (1.6), third most exams taken per student enrolled (just shy of 1.0), and the lowest exam headcount to course headcount ratio (0.6) (see Chart 3c).

Chart 3a: Participation in AP Courses and Exams
by Grade Level, 2021-22

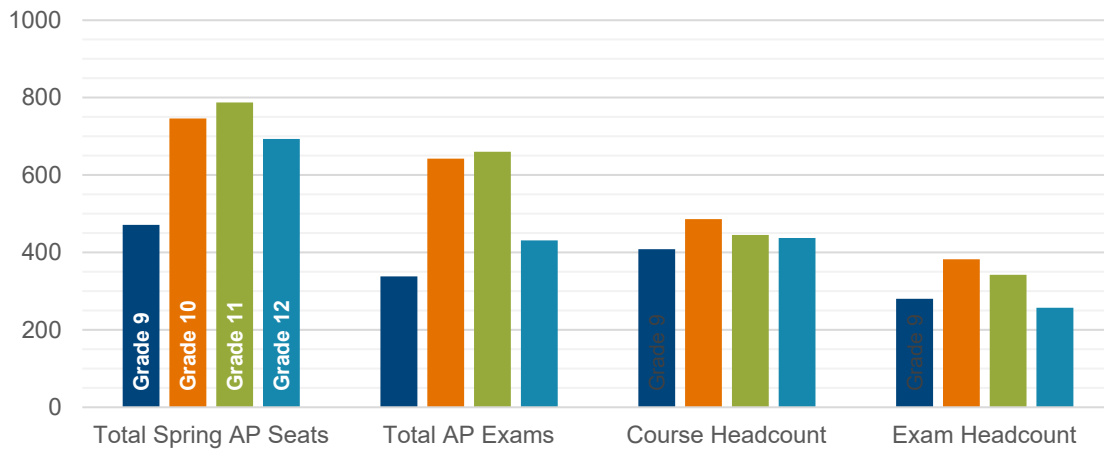


Chart 3b: AP Participation Rate by Grade Level, 2021-22

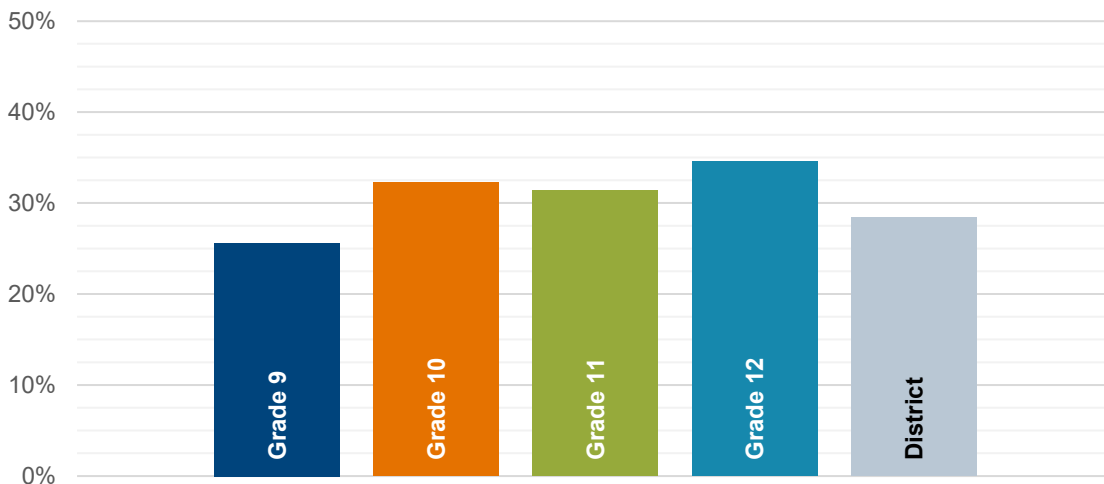
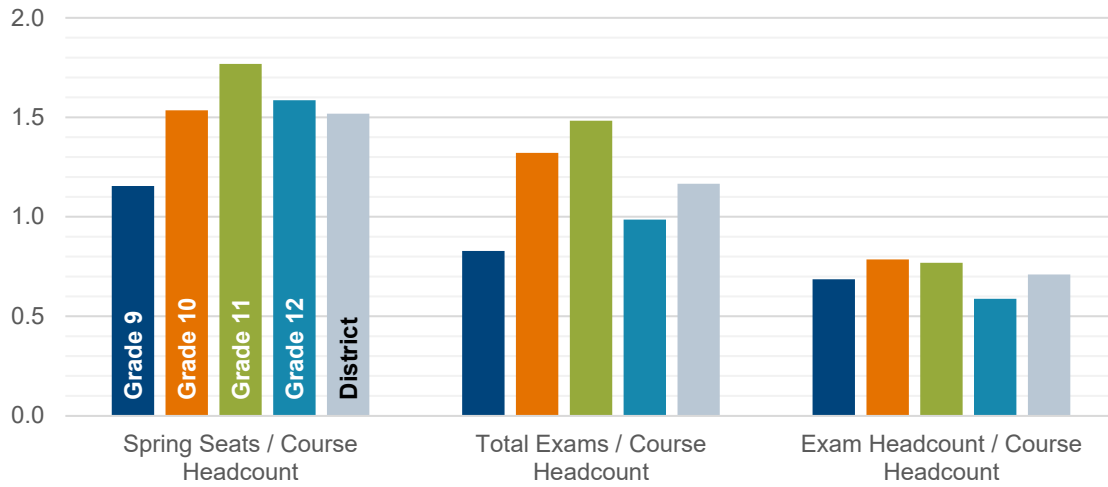


Chart 3c: Intensity of AP Participation by Grade Level, 2021-22



AP Participation by Gender

Female students had higher raw participation totals than male students across each metric as well as a higher rate of AP participation than their male peers (33% for female students; 28% for male students) in 2021-22 (see Charts 4a and 4b). However, male students who participated in AP courses and exams participated at a slightly higher intensity than female students across each of the three metrics examined (see Chart 4c).

Chart 4a: Participation in AP Courses and Exams by Gender, 2021-22

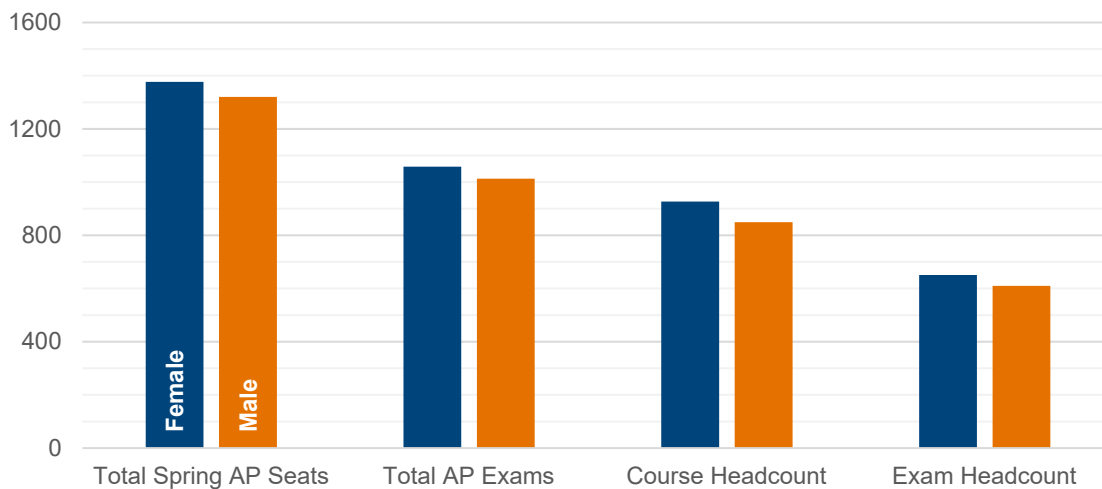


Chart 4b: AP Participation Rate by Gender, 2021-22

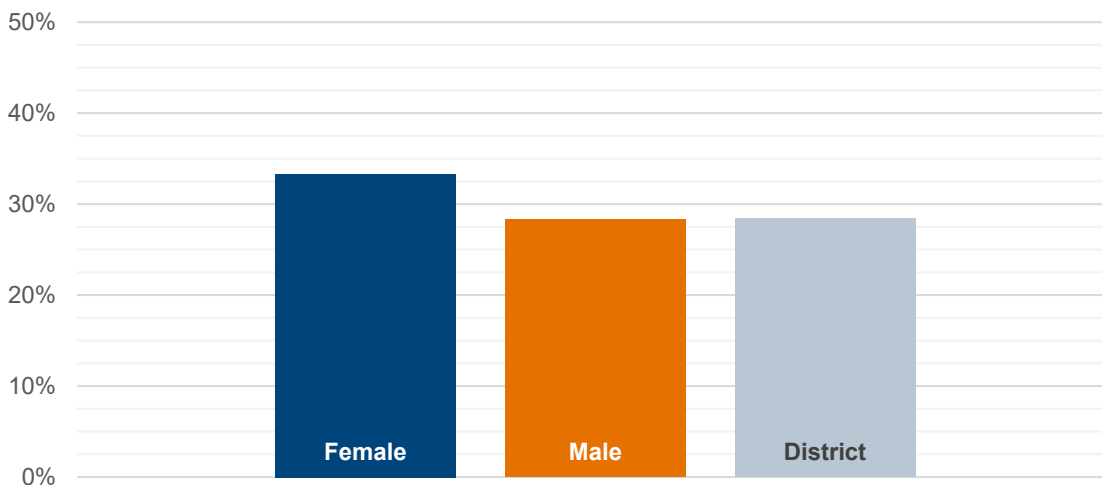
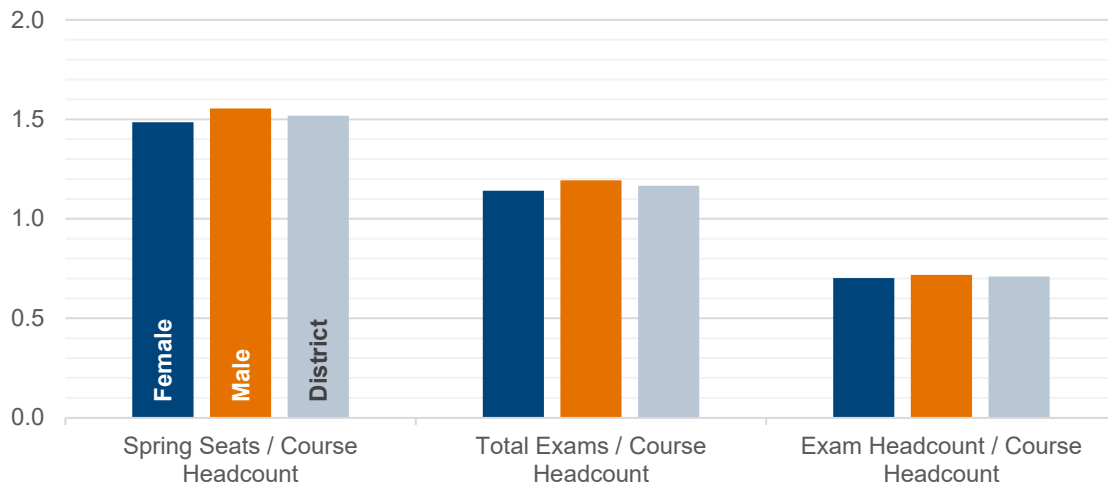


Chart 4c: Intensity of AP Participation by Gender, 2021-22



AP Participation by Ethnicity

By raw AP participation totals, White students comprised the largest subgroup of AP students districtwide in 2021-22, taking more courses, exams, and having higher headcounts than other ethnicity subgroups (see Chart 5a). When considering the ethnicity makeup of the EPS high school student population, Asian students had, by a large margin, the highest rate of AP participation (49%) among the five largest student ethnicity subgroups in 2021-22. Meanwhile, Hispanic and Latino/a students had the lowest rate of participation at only 21% (see Chart 5b). Asian students also had the highest intensity of participation in 2021-22 across each metric included, taking nearly 1.9 AP courses per AP enrolled student, 1.6 AP exams per AP enrolled student, and having over a 0.8 exam headcount to course headcount ratio. Although Hispanic and Latino/a students had the lowest AP participation rate, Black students had the lowest intensity of participation by seats per course headcount and exam headcount to course headcount ratio (see Chart 5c).

Chart 5a: Participation in AP Courses and Exams
by Ethnicity, 2021-22

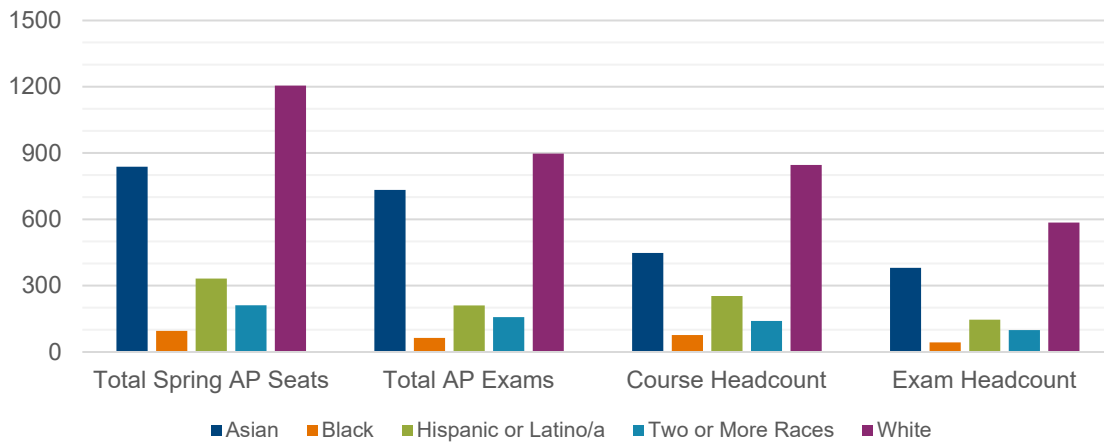


Chart 5b: AP Participation Rate by Ethnicity, 2021-22

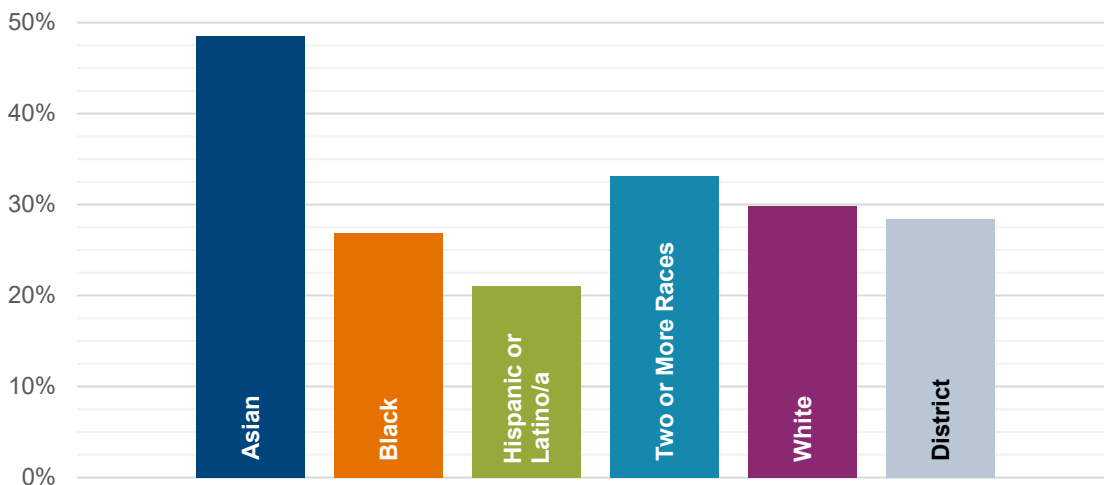
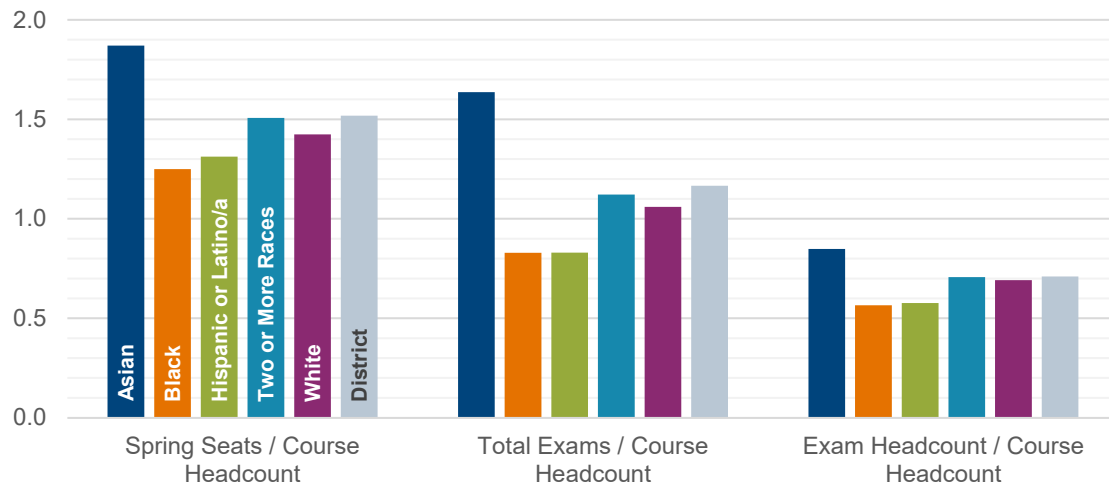


Chart 5c: Intensity of AP Participation by Ethnicity, 2021-22



AP Participation by Free and Reduced Meal Status

Students who were not Free and Reduced Meals (FRM) qualified had both higher raw participation totals and a higher participation rate than FRM qualified students in 2021-22 (see Charts 6a and 6b). Likewise, non-FRM qualified students participated in AP courses and exams at a higher intensity than their FRM qualified peers across each metric examined (see Chart 6c).

Chart 6a: Participation in AP Courses and Exams
by FRM Status, 2021-22

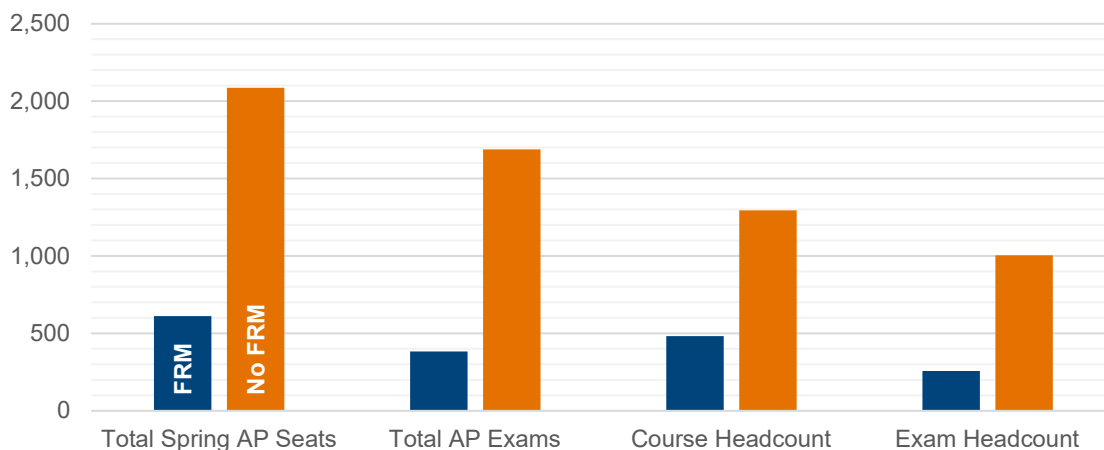


Chart 6b: AP Participation Rate by FRM Status, 2021-22

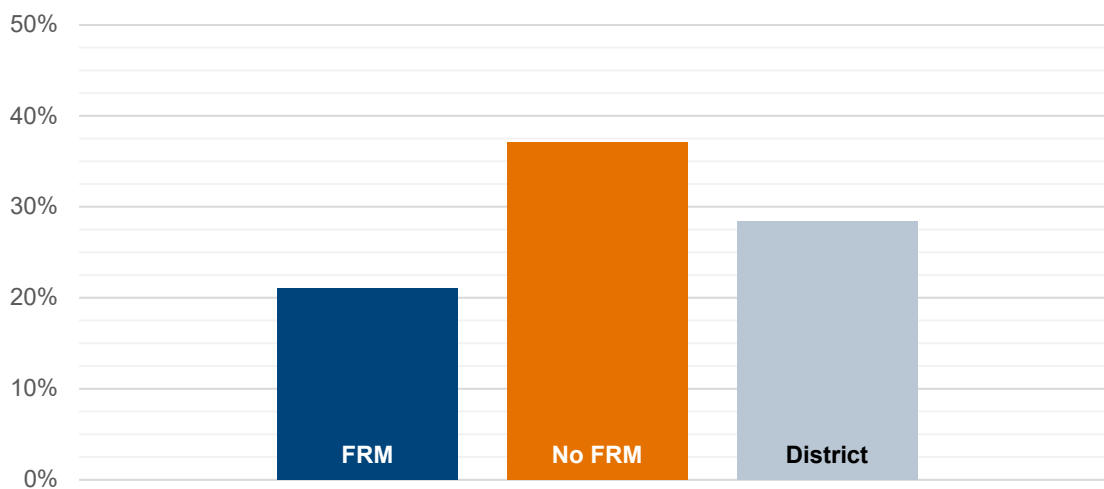
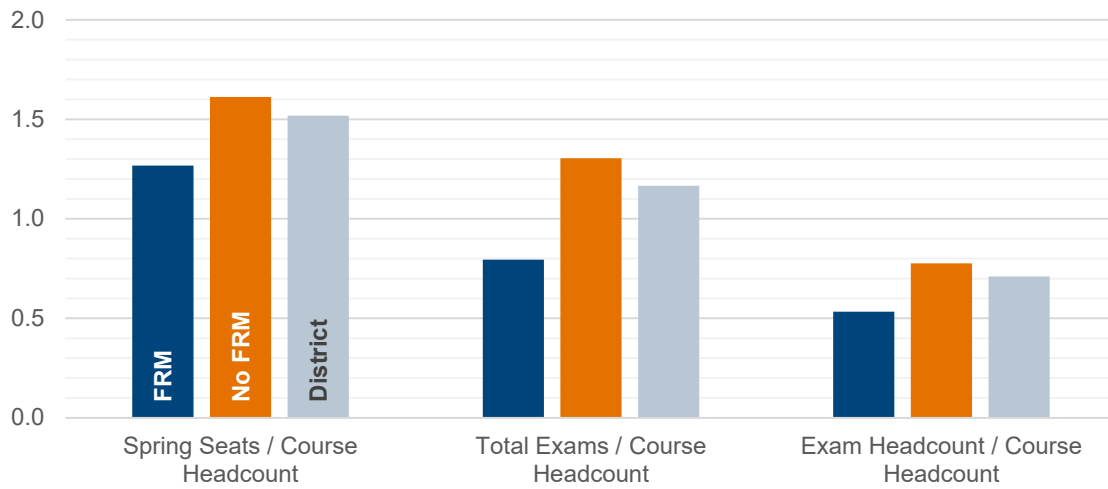


Chart 6c: Intensity of AP Participation by FRM Status, 2021-22

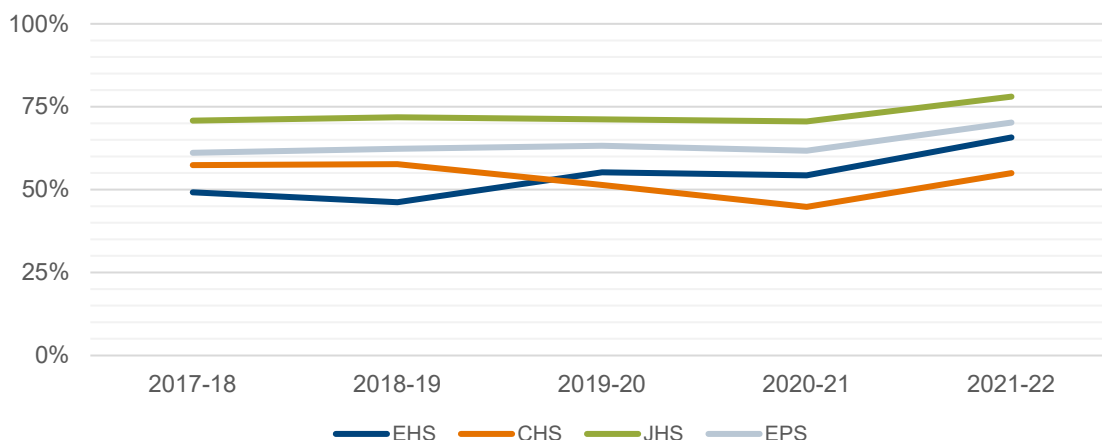


AP Qualifying Scores

Qualifying Scores by High School

At the district level, 70% of students' exams earned qualifying scores (scores of 3 or higher), a five-year high. JHS students' exams consistently had the highest qualifying score rate among EPS's traditional high schools over five years. In 2021-22, 78% of exams taken by JHS students received a 3 or higher. Students at EHS also reached a five-year high for qualifying score rate in 2021-22. In 2017-18 just under 50% of exams taken by EHS students received a 3 or higher; in 2021-22, 66% of exams taken by EHS students received a 3 or higher. Despite not experiencing the same growth as JHS and EHS over the last five years, students' exams rebounded in 2021-22 from the recent low in 2020-21. In that 2020-21, only about 45% of exams received scores of 3 or higher. However, in 2021-22 that number rose to 55% (see Chart 7).

Chart 7: AP Exam Qualifying Score Rate
by High School, 2017-18 to 2021-22



Qualifying Scores by Grade Level

Exams at all grade levels saw an increase in qualifying score rate between 2020-21 and 2021-22, but trends further back are less consistent. The most dramatic change was seen in the five-year trend for exams taken by grade 9 students; only 40% of their exams received qualifying scores in 2017-18. In 2021-22 that number rose to over 65% (see Chart 8a).

Within high schools, exam success by grade level was varied with some stark differences. For example, at both CHS and EHS, grade 9 students' exams had the lowest qualifying score rate across all grade level-school subgroups (about 40% each) yet at JHS their grade 9 peers' exams had the highest qualifying score rate of all grade level-school subgroups (83%). Additionally, while exams from students in grades 9 to 11 at EHS and CHS had relatively similar success rates with their grade level peers at the other high school, EHS grade 12 students' exams received scores of 3 or higher at the second highest rate of all grade level-school subgroups (82%) while their peers at CHS received qualifying scores at the third lowest rate of all grade level-school subgroups (46%) (see Chart 8b).

Chart 8a: AP Exam Qualifying Score Rate
by Grade Level, 2017-18 to 2021-22

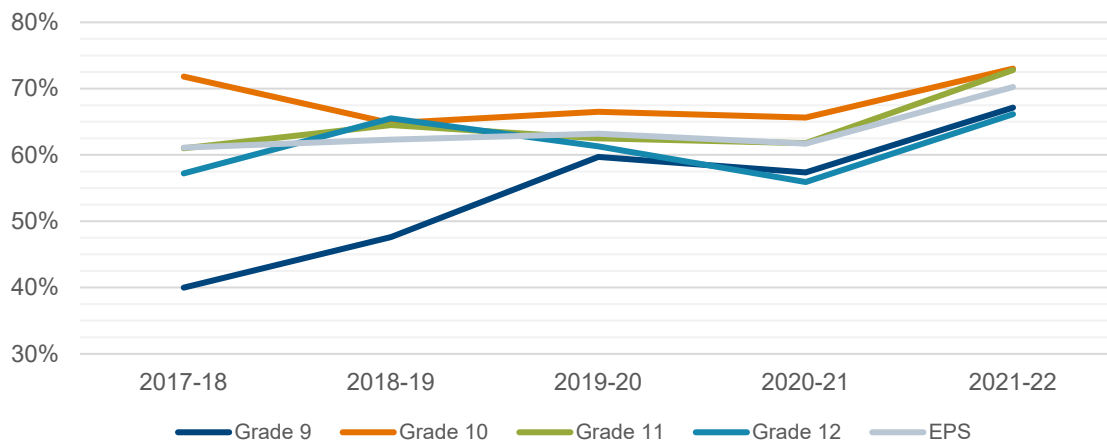
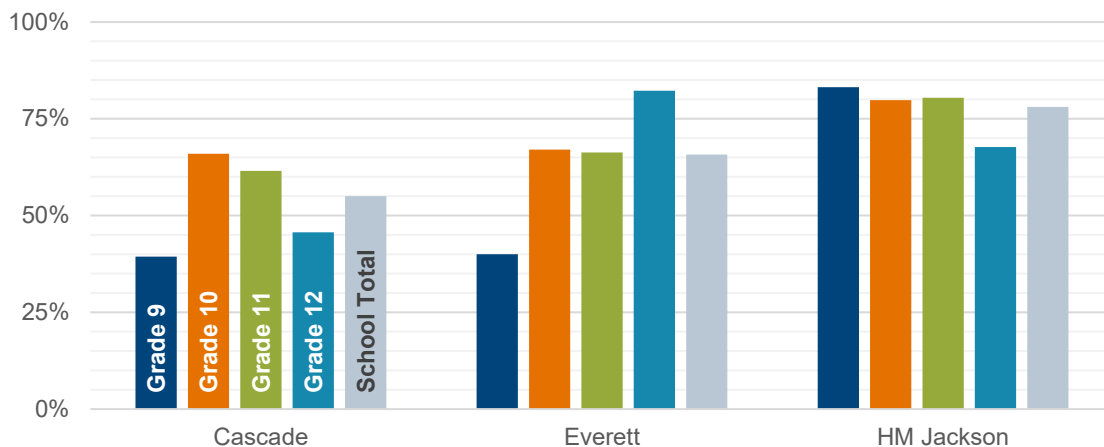


Chart 8b: AP Exam Qualifying Score Rate
by Grade Level and High School, 2021-22



Qualifying Scores by Gender

While female students' exams received qualifying scores at a higher rate than male students' exams over the past three years, exams from both subgroups have largely been on similar trajectories for the past five years (see Chart 9a). Across all three traditional high schools in EPS, female students outperformed their male peers; the gap between the two subgroups was particularly pronounced at EHS where male students' exams received a qualifying score 13 percentage points less frequently than those of female students. Meanwhile, the gap in qualifying score rates between male and female students' exams at CHS and JHS was less than 3 percentage points each (see Chart 9b).

Chart 9a: AP Exam Qualifying Score Rate by Gender, 2017-18 to 2021-22

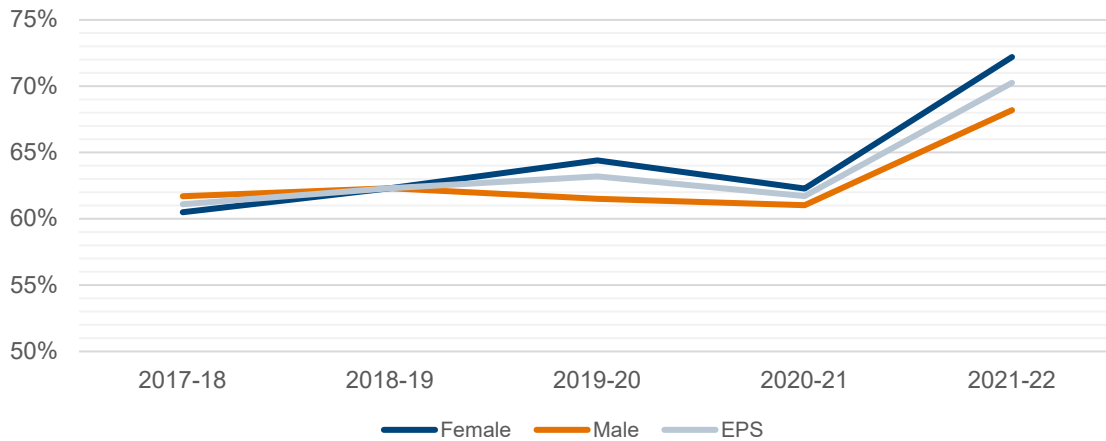
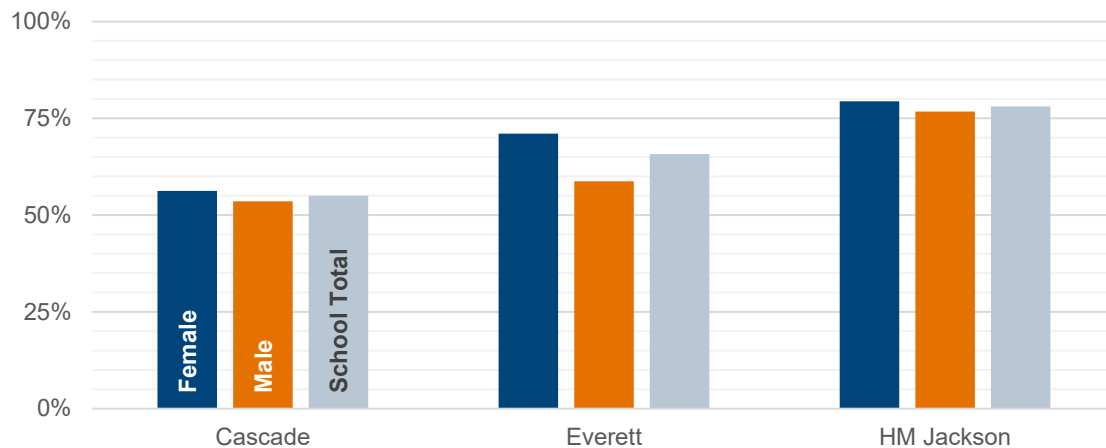


Chart 9b: AP Exam Qualifying Score Rate by Gender and High School, 2021-22



Qualifying Scores by Ethnicity

By student ethnicity, exams for nearly every subgroup reached a five-year high in qualifying score rate. Consistently among the highest ethnicity subgroup for qualifying score rate, exams taken by Asian had the highest rate of success (over 75%) in 2021-22. Conversely, Black students' exams had the lowest rate of success in four out of the past five years, only surpassing 50% once (2019-20) (see Chart 10a).

Ethnicity subgroups had differing experiences at the three traditional high schools in EPS. While exams taken by Asian students at JHS had the highest qualifying score rate in 2021-22 (84%), exams taken by Asian students at CHS were much less successful (48%). Exams taken by Black students at EHS had a similar level of success to those taken by their intraschool Asian and White peers (all between 65% and 70%), yet exams taken by Black students at CHS and JHS were the least and third least successful ethnicity-school subgroups, with only 38% and 46% of their exams receiving a qualifying scores respectively (see Chart 10b).

Chart 10a: AP Exam Qualifying Score Rate
by Ethnicity, 2017-18 to 2021-22

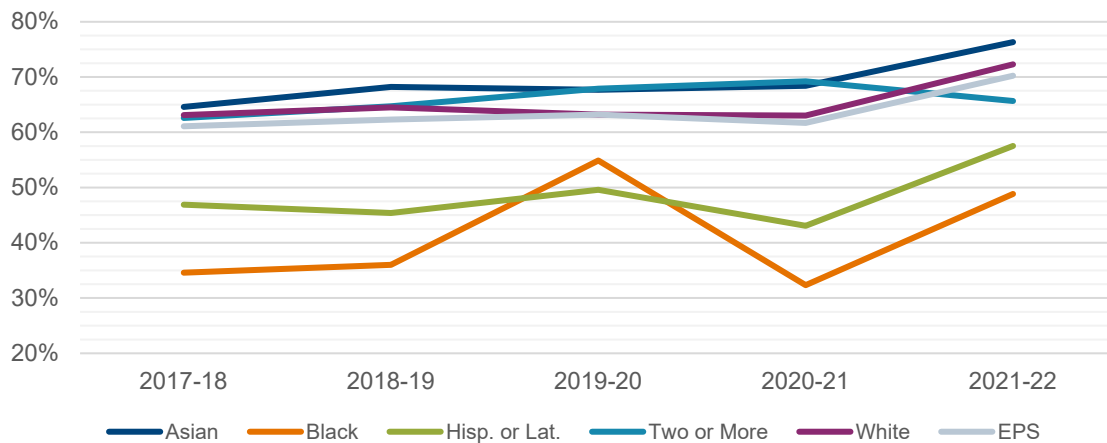
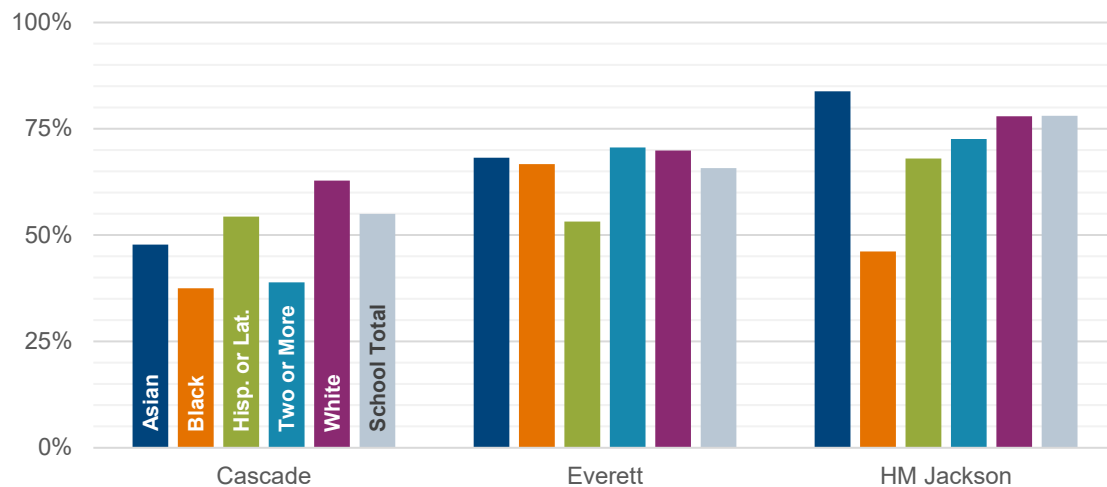


Chart 10b: AP Exam Qualifying Score Rate
by Ethnicity and High School, 2021-22



Qualifying Scores by Free and Reduced Meal Status

Exams taken by FRM qualified students were consistently less successful than those taken by non-FRM qualified students. In 2021-22, 56% of exams taken by FRM qualified students received a 3 or higher while 74% of exams taken by non-FRM qualified students received a 3 or higher. Despite a persistent gap in qualifying score rates, the gap between exams taken by FRM and non-FRM qualified students was at its smallest in 2021-22 of the most recent five years (see Chart 11a). Across the three traditional high schools, exams taken by FRM qualified students were less successful than those taken by their non-FRM qualified peers. The gap between these two subgroups was the largest at JHS (17 percentage points) despite the higher overall level of success at the school (see Chart 11b).

Chart 11a: AP Exam Qualifying Score Rate by FRM Status, 2017-18 to 2021-22

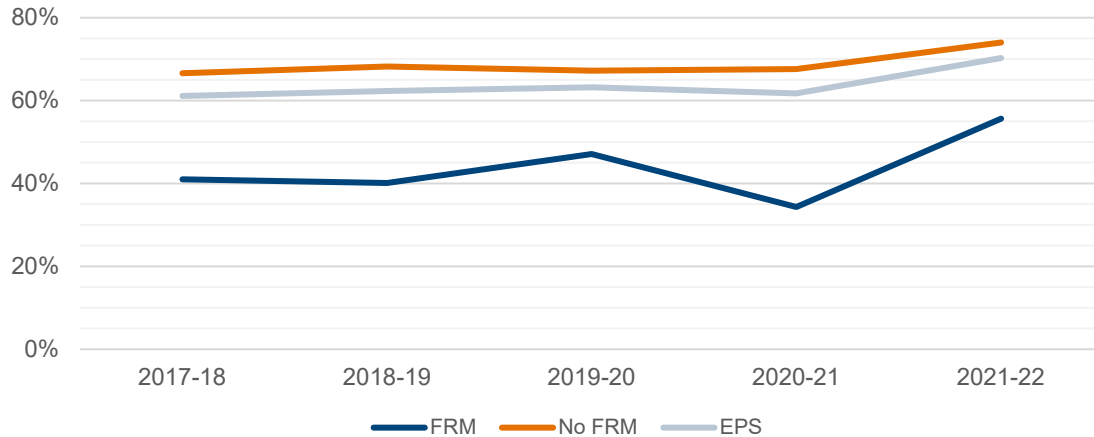


Chart 11b: AP Exam Qualifying Score Rate by FRM Status and High School, 2021-22

