

Advanced Placement Report to the Nation 2005



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A Word About Comparing States and Schools

Media and others occasionally rank states, districts, and schools on the basis of AP Exam results, despite repeated warnings that such rankings may be problematic. AP Exams are valid measures of students' content mastery of college-level studies in academic disciplines, but should never be used as a sole measure for gauging educational excellence and equity.

Introduction

As we approach the fiftieth anniversary of the Advanced Placement Program® (AP®) in U.S. schools, it is the right time to issue the first *Advanced Placement Report to the Nation*. This report uses a combination of state, national, and AP Program data in new ways to provide each U.S. state with a context for celebrating its successes, understanding its unique challenges, and setting meaningful and data-driven goals to connect more students to college success.

Part I of the *Report* comprises three powerful themes that appear once we situate each state's AP participation and performance data within the context of its own racial/ethnic demographics and population size. Because one of the chief purposes of Part I is to provide state departments of education with new data to gauge success and identify current challenges in providing equitable educational opportunities (and because current, reliable racial/ethnic demographic data for independent schools is not available for all states), the data in Part I represent public schools only.

Part II of the *Report* uses data from all schools participating in AP worldwide, public and nonpublic, to identify schools currently leading the world in AP participation and performance, and to provide overall participation and performance information for each of the AP subject areas.

While this report focuses on new ways of examining AP participation and performance in the states and the nation, basic, general facts and information are contained in Appendix A: Fast Facts about AP. In addition to the data presented in this report, the Advanced Placement Press Room on www.collegeboard.com contains additional data and research to supplement the tables and charts herein.

What is the Advanced Placement Program® (AP®)?

The College Board partners with colleges and universities¹ to create assessments of college-level learning—the AP Exams—in 34 subject areas. The College Board then supports secondary schools in training teachers and developing a

curriculum of high academic intensity and quality that will enable students to meet the standards for college-level learning in these subjects. As a result, most colleges and universities in the United States, as well as in more than 30 other countries, recognize AP Exam results in the admission process as a sign of a student's ability to succeed in rigorous curricula, and they also award college credit or placement into a higher-level college course so that college entrants can move directly into the courses that match their level of academic preparation for college.

How are the AP Exams scored?

AP Exams, with the exception of AP Studio Art, which is a portfolio assessment, each consist of dozens of multiple-choice questions that are scored by machine, as well as free-response questions (essays, translations, problems) that are scored at the annual AP Reading by 7,000 college faculty and AP teachers, who use scoring standards developed by college and university faculty teaching the corresponding college courses.

What is the scale for the AP Exam Grades?

The composite score for each AP Exam is converted to an AP Exam grade of 5, 4, 3, 2, or 1. AP Exam grades of 5 are equivalent to the top A-level work in the corresponding college course. AP Exam grades of 4 are equivalent to a range of work representing midlevel A to midlevel B performance in college. Similarly, AP Exam grades of 3 are equivalent to a range of work representing midlevel B to midlevel C performance in college. Most colleges and universities nationwide grant college credit or advanced placement for AP Exam grades of 3 or higher.

Presenting

a New Measure of AP Equity and Excellence

For the past 50 years, educators have struggled to define and measure success in AP, and the result has been the gradual adoption of two very different measures of AP success, each problematic:

Inadequate measures of AP success

- **Percentage of AP Students Scoring 3 or Higher:** At the request of educators nationwide, the College Board recently removed this metric from its official AP Grade Reports. Educators rightly realized that evaluating an AP course based on what percentage of students taking the AP Exam scored 3 or higher was meaningless, since this metric could be inflated by reducing the number of students allowed to take the AP Exam. In other words, a school could only allow its two “best” students to take AP Calculus, and could then attain a metric of “100 percent scoring 3 or higher,” while another school, committed to equitable access, could encourage 20 of its students to take the exam; if half of those students scored 3 or higher on the exam, the school would have “only” a metric of “50 percent scoring 3 or higher,” when in fact they provided many more students with successful AP experiences than the school that only allowed two to participate.
- **Percentage Participating in AP:** To avoid the problems of the “percent scoring 3 or higher” metric, others have suggested the use of a metric that shows the percentage of students in a school taking AP Exams, regardless of their performance. Although this metric does a wonderful job of showing the extent to which a school is providing equitable access to AP for its students, by ignoring all performance data this metric does not convey the extent to which that equitable access is indeed access to courses truly offered at the level of quality demonstrated by exam grades of 3 or higher.

The best single measure of equity and excellence in AP

This report offers a new measure of equity and excellence that fulfills the need to situate success on the AP Exam within an overall context of equity and access. This new measure is the percentage of students in a total population (a school, a district, a state, or the nation) who had at least one AP experience resulting in an exam score of 3 or higher. Beginning with the summer 2005 AP Grade Reports, each individual school will receive this information in its grade report so that it can compare its success in expanding preparation for and access to high-quality AP courses to what is happening in its state and in the nation overall.

Why is this the “best single measure” of equity and excellence in AP?

- This percentage shows the proportion of the overall population—not just the AP classroom—that demonstrated college-level mastery of an AP experience sometime in high school—thereby giving educators and policymakers a gauge of the extent to which their overall population is succeeding in advanced academics in high school.
- Each student who scores a 3 or higher only “counts” once toward the overall percentage, regardless of how many AP Exams she or he takes; accordingly, the percentage fosters inclusivity and measures the extent to which a greater proportion of the population is receiving preparation for, and then access to, an AP experience.
- There is no way to inflate this percentage by restricting access to AP; students who score 1s and 2s on the AP Exam neither increase nor reduce the percentage.

Part I:

Three Themes for the Nation

Theme #1: Excellence and Equity in College-Level Achievement

All 50 states and the District of Columbia have succeeded over the past five years in helping a greater percentage of their students demonstrate college-level mastery of an AP course during their high school years.

In the state of New York, more than 20 percent of the class of 2004 demonstrated college-level mastery of at least one AP course during their high school years. In the states of Maryland, Utah, Florida, California and Massachusetts, between 18 and 20 percent of the class of 2004 achieved this goal.

The states that have seen the greatest amount of positive change in the percentage of students demonstrating college-level mastery of an AP course are Florida, Maryland, North Carolina, Colorado, Connecticut, and Washington.

Why is this an achievement to celebrate?

The U.S. Department of Education's landmark 1999 study *Answers in the Tool Box* found that a high school curriculum of "academic intensity and quality" such as that found in AP courses is far and away the most powerful predictor of bachelor's degree completion, much more accurate than GPA or test scores. These findings were particularly pronounced among African American and Latino students who had taken AP or other rigorous courses. Furthermore, students from families within the lowest socioeconomic brackets who had taken AP or other similar courses were found to complete college at greater rates than students from wealthy socioeconomic brackets who had not participated in such curricula.²

College admissions officers, eager to recruit students who will persist and complete their bachelor's degree on time, recognize the role that a rigorous high school curriculum plays in preparing students for college success. Accordingly, the National Association for College Admission Counseling's 2003 survey of college admissions officers showed that the most important factor in college admissions is student success in the most challenging high school courses available.³

Table 1: *Percentage of Students⁴ Demonstrating College-Level Mastery of an AP Course in High School*

State	High School Class of 2000: Public Schools	High School Class of 2004: Public Schools	Percentage Point Change: 2000 to 2004
Alabama	3.9	5.0	1.1
Alaska	10.1	10.8	0.7
Arizona	7.2	8.0	0.8
Arkansas	4.3	6.1	1.8
California	15	18.7	3.7
Colorado	12.2	16.2	4.0
Connecticut	13.6	17.6	4.0
Delaware	7.6	11.1	3.5
District of Col.	6.6	8.2	1.6
Florida	13.5	19.2	5.7
Georgia	9.7	12.0	2.3
Hawaii	5.8	7.7	1.9
Idaho	6.5	8.1	1.6
Illinois	9.9	13.3	3.4
Indiana	6.0	7.7	1.7
Iowa	4.9	6.6	1.7
Kansas	4.4	6.3	1.9
Kentucky	5.5	7.7	2.2
Louisiana	1.9	2.5	0.6
Maine	10.1	12.8	2.7
Maryland	14.1	19.4	5.3
Massachusetts	14.5	18.1	3.6
Michigan	8.8	10.9	2.1
Minnesota	8.1	10.6	2.5
Mississippi	2.3	2.9	0.6
Missouri	3.7	5.3	1.6
Montana	6.8	8.8	2.0
Nebraska	3.2	4.0	0.8
Nevada	9.1	12.4	3.3
New Hampshire	9.2	10.9	1.7
New Jersey	12.9	15.5	2.6
New Mexico	6.1	8.1	2.0
New York	17.9	21.2	3.3
North Carolina	11.3	15.8	4.5
North Dakota	4.4	5.7	1.3
Ohio	7.1	9.4	2.3
Oklahoma	5.4	8.3	2.9
Oregon	7.1	8.8	1.7
Pennsylvania	8.3	10.1	1.8
Rhode Island	6.9	7.8	0.9
South Carolina	10	11.2	1.2
South Dakota	5.9	8.3	2.4
Tennessee	6.2	7.9	1.7
Texas	9.9	13.1	3.2
Utah	17.4	19.3	1.9
Vermont	11.5	14.0	2.5
Virginia	15.9	17.7	1.8
Washington	7.6	11.6	4.0
West Virginia	4.6	6.4	1.8
Wisconsin	10.5	13.7	3.2
Wyoming	3.8	6.7	2.9
Nation	10.2	13.2	3.0

Theme #2: AP and College Readiness

Much work remains to be done, as many more students are entering college than have been fortified with the skills they will need to succeed once they are there.

Currently, 40 percent of students entering four-year colleges and universities are requiring some remedial education, while 63 percent of students at two-year institutions do; this is a significant concern since one or more remedial courses, particularly in math or reading, negatively influence the likelihood that a student will obtain a bachelor's degree.⁵

Nationwide, secondary school educators are increasingly committed not just to helping students complete high school, but also to helping them develop the habits of mind necessary for managing the rigors of college. As *Educational Leadership* reported in 2004:

The dramatic changes taking place in the U.S. economy jeopardize the economic future of students who leave high school without the problem-solving and communication skills essential to success in postsecondary education and in the growing number of high-paying jobs in the economy. To back away from education reforms that help all students master these skills is to give up on the commitment to equal opportunity for all.⁶

While much growth has occurred in AP participation and performance, a vast gap still exists between the 57% of the class of 2004 that embarked on higher education last fall and the 13% of the class of 2004 who were prepared to succeed in college by having mastered an AP course in high school. Expanding access to AP is, of course, not the only way to prepare more college-going students to succeed, but as states continue to reduce the gap between college-going rates and AP rates, more high school students than ever before are developing the habits of mind they will need to persist and succeed in college.

Table 2 shows the gap in each state between an estimated percentage of the class of 2004 that entered college last fall and the percentage that demonstrated college-level mastery of an AP course in high school. Strong correlations exist between AP success and college success,⁷ and educators attest that part of this is due to the way AP enables students to receive a taste of college while still in an environment that is often more intimate and nurturing than the large university lecture halls where such introductory college courses are frequently taught. Effective AP teachers work closely with their students, giving them each the responsibility to reason, analyze, and understand for themselves. As a result, AP students frequently find themselves developing new confidence in their academic abilities, discovering previously unknown potential to go to college and to succeed once there.

Table 2: *Inadequate Preparation for College Success:
Gaps Between College-Going Rates and AP Rates*

High School Class of 2004 ^a : Public Schools					
State	Estimated Percentage Enrolling in Any Postsecondary Education in Fall 2004 ^b	Percentage Demonstrating College-Level Mastery of an AP Course in High School	State	Estimated Percentage Enrolling in Any Postsecondary Education in Fall 2004	Percentage Demonstrating College-Level Mastery of an AP Course in High School
Alabama	58.1	5.0	Montana	54.0	8.8
Alaska	44.3	10.8	Nebraska	59.2	4.0
Arizona	50.2	8.0	Nevada	40.4	12.4
Arkansas	53.0	6.1	New Hampshire	58.4	10.9
California	47.6	18.7	New Jersey	63.2	15.5
Colorado	52.8	16.2	New Mexico	58.9	8.1
Connecticut	62.2	17.6	New York	63.9	21.2
Delaware	58.3	11.1	North Carolina	65.3	15.8
District of Col.	46.5	8.2	North Dakota	69.7	5.7
Florida	57.2	19.2	Ohio	56.0	9.4
Georgia	60.5	12.0	Oklahoma	49.8	8.3
Hawaii	57.9	7.7	Oregon	51.0	8.8
Idaho	44.8	8.1	Pennsylvania	61.5	10.1
Illinois	60.1	13.3	Rhode Island	65.2	7.8
Indiana	60.0	7.7	South Carolina	66.3	11.2
Iowa	64.5	6.6	South Dakota	63.8	8.3
Kansas	67.7	6.3	Tennessee	63.1	7.9
Kentucky	58.9	7.7	Texas	52.5	13.1
Louisiana	59.4	2.5	Utah	38.1	19.3
Maine	54.0	12.8	Vermont	45.1	14.0
Maryland	54.7	19.4	Virginia	52.9	17.7
Massachusetts	69.0	18.1	Washington	44.5	11.6
Michigan	54.4	10.9	West Virginia	52.5	6.4
Minnesota	63.6	10.6	Wisconsin	57.3	13.7
Mississippi	63.6	2.9	Wyoming	52.1	6.7
Missouri	53.3	5.3	Nation	56.8	13.2

Theme #3: Closing Equity Gaps

Participation and Performance of Traditionally Underserved Students

The Advanced Placement Program’s official Equity Policy Statement calls for “schools to make every effort to ensure that their AP classes reflect the diversity of their student population.”

A Cause for Celebration

Although African American, Latino, and Native American students have been significantly underrepresented in AP classrooms nationwide, much progress has been made over the past five years, and several states have made such strides that some traditionally underrepresented minority populations are now no longer underrepresented in the pool of AP examinees. Figure 1 provides a national comparison of the demographics of AP examinees to the demographics of the nation’s classrooms overall. Note that the columns do not total 100% because a small subset of AP examinees does not disclose ethnicity. Table 3 provides state-level comparisons to guide educators and policymakers in continued efforts to ensure that traditionally underserved students not yet fully represented in AP classrooms receive preparation for, and access to, AP courses. See Appendix D for a comparison of equity gaps in 2000 to the equity gaps in 2004.

A Cause for Continued Effort

Despite shifts in classroom demographics, significant performance gaps between white, Asian, and traditionally underserved minority students call for ongoing efforts to invest in the preparation of students in their middle school and early high school years, helping them sequentially develop the skills and content mastery needed to succeed in the college-level AP courses. (See Appendix B for mean AP Exam grades by ethnicity and AP subject.) However, Figures 2–4 illustrate that efforts of states are paying off, as thousands more African American, Latino, and Native American students demonstrated college-level mastery of AP courses in 2004 than were doing so 4 and 8 years ago.

Figure 1. The Class of 2004: AP Examinee⁹ Populations vs. Overall Student Populations⁴ in U.S. Public Schools

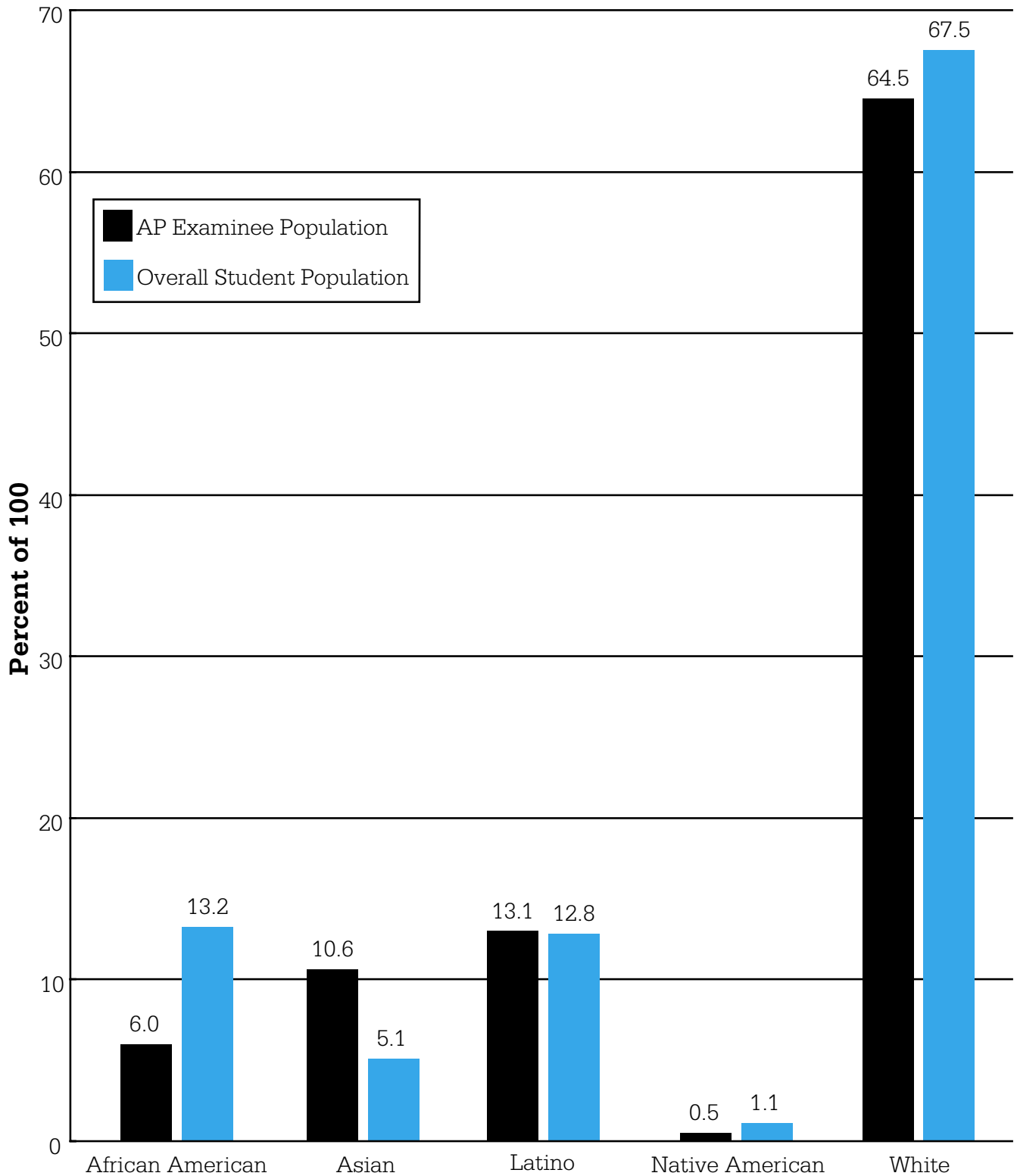


Table 3: *Equity Gaps among Traditionally Underserved Students: Total Student Population⁴ vs. AP Examinees⁹ for the Class of 2004 (U.S. Public Schools)*

State	African American Students			Latino Students			Native American Students		
	% of Student Population	% of AP Examinees	Equity Gap Eliminated	% of Student Population	% of AP Examinees	Equity Gap Eliminated	% of Student Population	% of AP Examinees	Equity Gap Eliminated
Alabama	31.5	9.4		1.0	1.3	✓	1.2	0.5	
Alaska	3.8	2.8		2.8	3.5	✓	19.5	3.8	
Arizona	4.6	1.7		27.9	14.8		5.8	2.0	
Arkansas	20.7	9.1		3.4	3.0		0.6	1.0	✓
California	7.3	3.3		34.6	29.9		0.9	0.4	
Colorado	4.4	2.4		15.0	8.4		0.8	0.6	
Connecticut	10.9	4.8		9.5	6.3		0.2	0.3	✓
Delaware	26.3	7.7		3.9	2.9		0.3	0.3	✓
District of Col.	82.9	53.3		8.9	18.8	✓	*	0.5	*
Florida	19.0	10.1		18.4	23.0	✓	0.3	0.4	✓
Georgia	32.5	18.5		3.3	3.2		0.1	0.3	✓
Hawaii	1.5	1.6	✓	4.3	2.5		0.4	0.4	✓
Idaho	0.5	0.5	✓	7.1	2.7		0.9	0.4	
Illinois	13.9	6.4		11.4	9.9		0.3	0.2	
Indiana	7.9	3.7		2.7	2.1		0.2	0.2	✓
Iowa	2.3	1.0		2.5	1.7		0.4	0.1	
Kansas	6.6	3.5		6.0	3.3		1.1	0.6	
Kentucky	8.6	3.8		1.6	1.1		0.2	0.4	✓
Louisiana	39.3	17.5		1.7	3.2	✓	0.6	0.3	
Maine	1.3	0.5		0.7	0.9	✓	0.4	0.2	
Maryland	32.9	13.9		4.4	5.2	✓	0.3	0.3	✓
Massachusetts	7.7	3.4		7.0	4.3		0.2	0.1	
Michigan	12.9	4.1		2.6	2.1		0.9	0.5	
Minnesota	4.6	1.6		2.4	1.4		1.2	0.3	
Mississippi	45.9	24.8		0.5	1.1	✓	0.1	0.1	✓
Missouri	12.5	3.7		1.7	1.8	✓	0.3	0.4	✓
Montana	0.3	0.1		1.6	1.4		7.3	1.5	
Nebraska	4.3	2.4		4.6	3.1		0.9	0.3	
Nevada	7.5	3.1		16.8	11.1		1.4	0.7	
New Hampshire	0.9	0.3		1.6	1.4		0.2	0.3	✓
New Jersey	14.8	4.7		13.2	8.4		0.3	0.1	
New Mexico	2.4	1.4		45.0	34.1		11.1	6.0	
New York	14.2	6.3		11.2	10.4		0.3	0.3	✓
North Carolina	26.7	12.7		3.3	2.7		1.1	0.7	
North Dakota	0.9	0.2		1.0	1.1	✓	5.2	0.6	
Ohio	10.4	5.3		1.4	1.4	✓	0.1	0.2	✓
Oklahoma	9.1	4.9		4.8	5.5	✓	17.5	9.2	
Oregon	2.0	1.0		7.4	4.1		1.7	0.9	
Pennsylvania	11.0	3.3		3.1	2.1		0.1	0.1	✓
Rhode Island	7.5	1.8		11.2	2.7		0.3	0.1	
South Carolina	38.6	15.7		1.8	2.0	✓	0.1	0.4	✓
South Dakota	0.8	0.3		1.2	1.0		4.8	0.3	
Tennessee	19.6	13.6		1.0	1.8	✓	0.1	0.2	✓
Texas	13.3	6.5		34.7	30.2		0.3	0.4	✓
Utah	0.8	0.3		6.5	4.1		1.2	0.4	
Vermont	0.4	0.3		0.6	0.6	✓	0.2	0.4	
Virginia	24.2	8.8		4.6	4.8	✓	0.3	0.3	✓
Washington	4.5	2.2		7.4	4.7		2.0	0.9	
West Virginia	3.7	1.3		0.4	0.6	✓	0.1	0.2	✓
Wisconsin	5.0	1.6		3.2	2.3		1.0	0.4	
Wyoming	0.8	0.5		5.6	4.0		1.7	0.5	
Nation	13.2	6.0		12.8	13.1	✓	1.1	0.5	

* Precise Native American student enrollments for the District of Columbia are not available from the Western Interstate Commission for Higher Education.

Figure 2: All Students: Number of AP Examinations with Grades of 3, 4, or 5 (U.S. Public Schools)

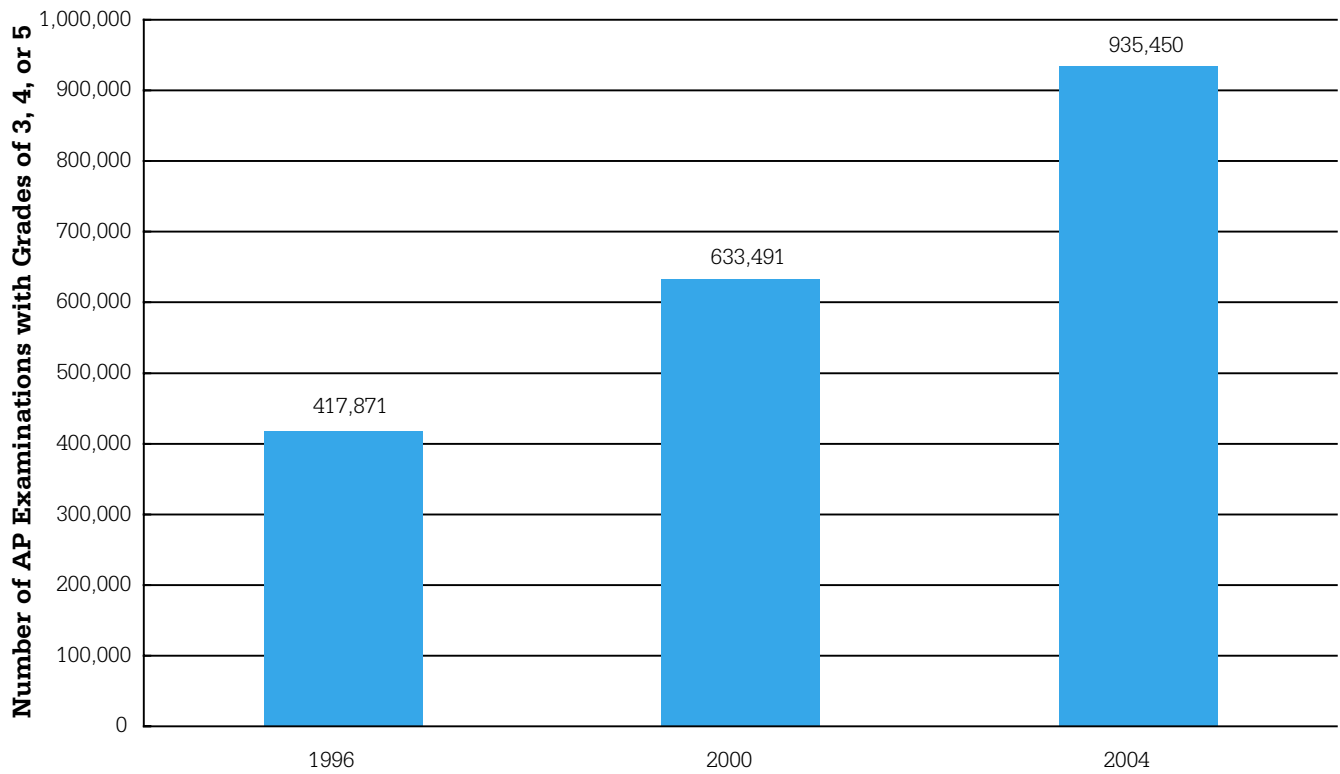


Figure 3: African American Students: Number of AP Examinations with Grades of 3, 4, or 5 (U.S. Public Schools)

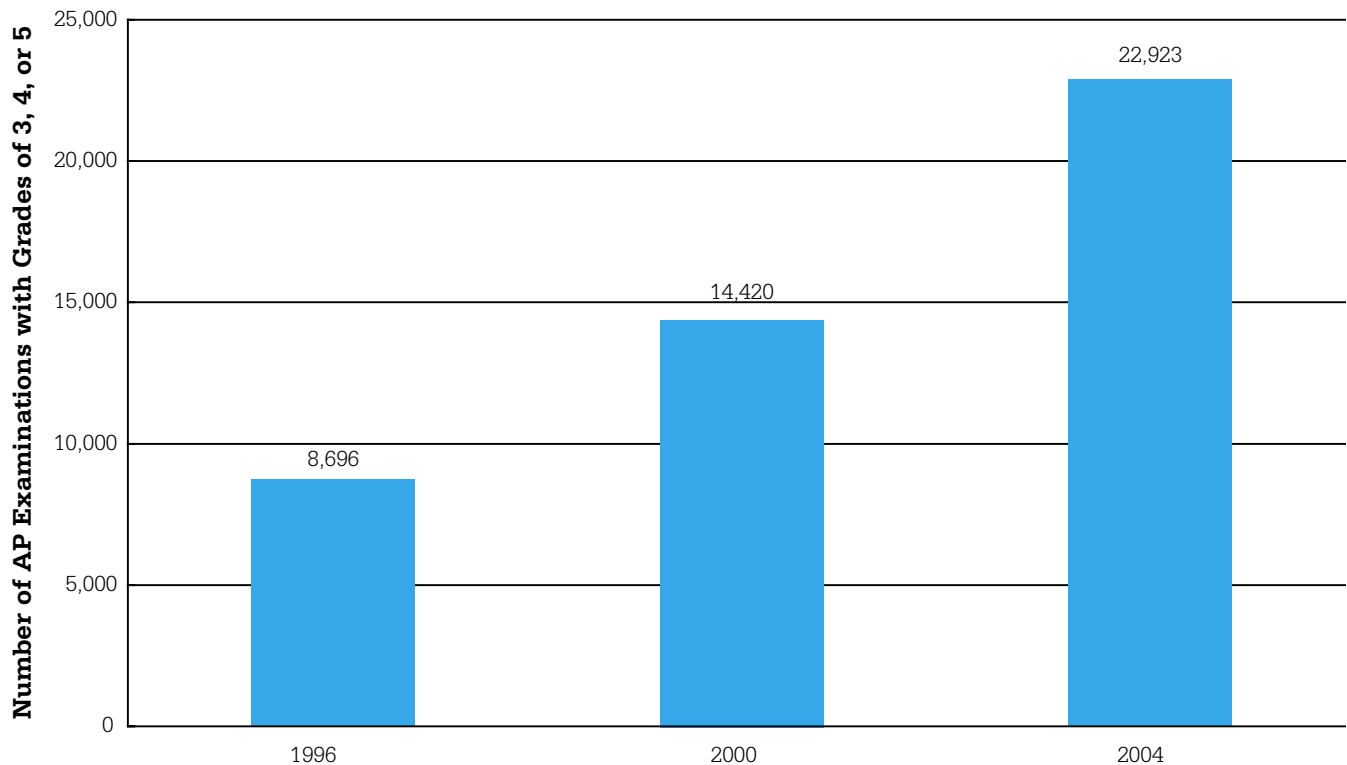


Figure 4: Latino Students: Number of AP Examinations with Grades of 3, 4, or 5 (U.S. Public Schools)

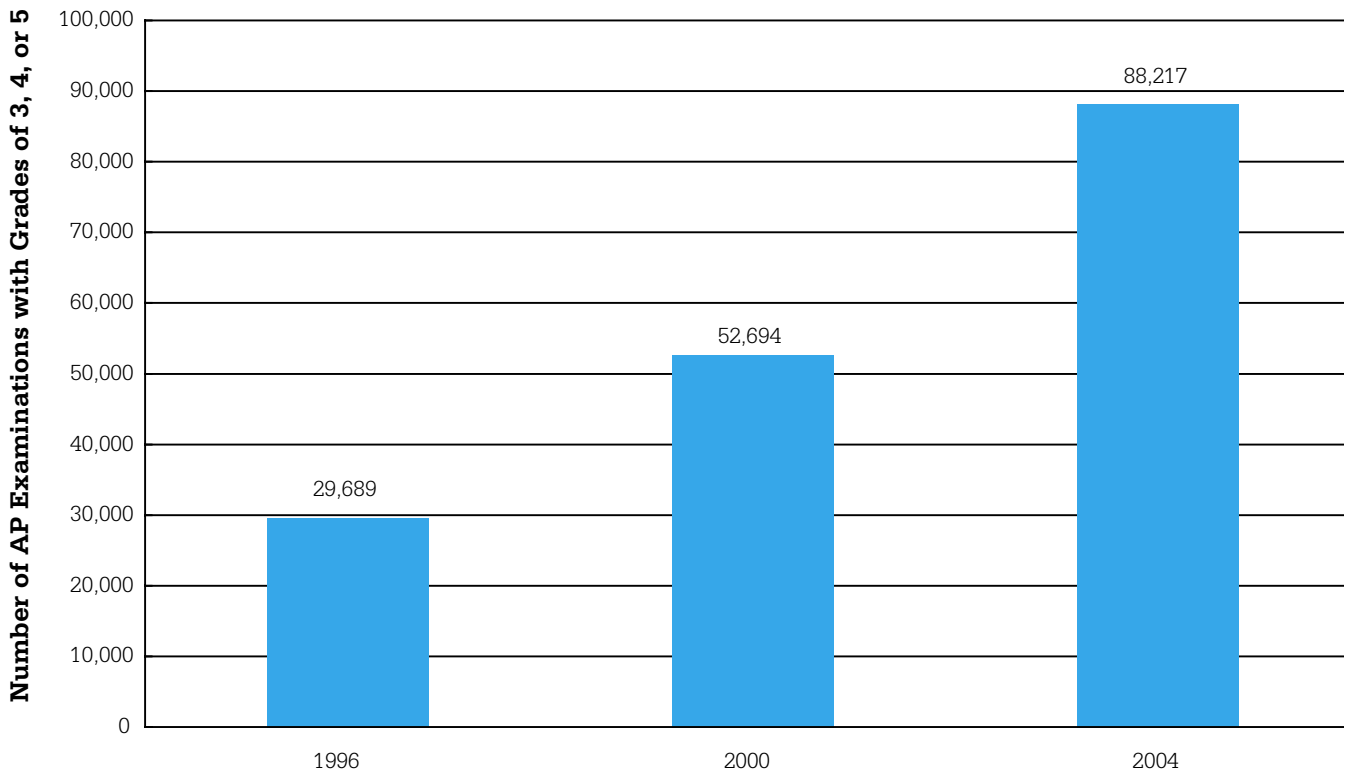
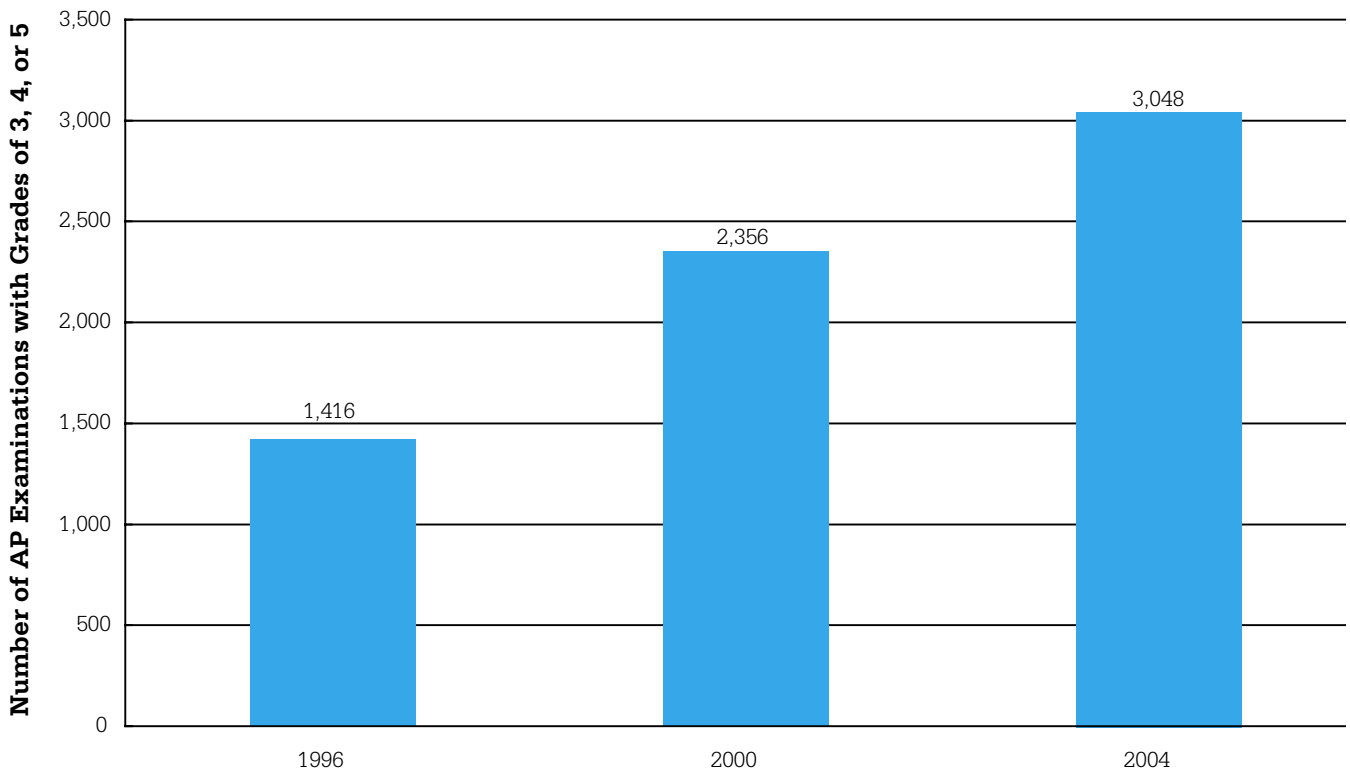


Figure 5: Native American Students: Number of AP Examinations with Grades of 3, 4, or 5 (U.S. Public Schools)



Part II:

Participation, Performance, and Worldwide Leaders in the AP Subject Areas

While Part I of the *Advanced Placement Report to the Nation* focused on the AP opportunities and achievements the class of 2004 experienced across and throughout their high school years, one purpose of Part II of this report is to provide a snapshot of last year's participation and performance for each of the AP Exams, and includes data from independent and overseas schools as well as U.S. public schools. For a version of this exam-level data restricted to public school participation and performance only, see Appendix B.

Worldwide Leaders: Throughout Part II, we recognize the schools that lead the world in helping the widest segment of their total school population attain college-level mastery of each AP Exam. These schools were identified by dividing the number of students scoring 3 or higher on an AP Exam by the total number of students enrolled 9-12 in the school; the schools with the highest percentage of their total student population scoring 3 or higher on the AP Exam receive this recognition for achieving unparalleled success among the most inclusive segment of their total student population. In addition, schools that lead the world in having the largest numbers of traditionally underserved African American and Latino students scoring 3 or higher on AP Exams are also cited; at this point, no schools have large numbers of Native American students scoring 3 or higher on AP Exams. If no school is cited for success among African American or Latino students in a particular subject area, no schools currently have large numbers of African American or Latino students participating and succeeding in that AP subject area.

AP Art History

Exemplary AP Art History Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Art History:

Small-size school (<500 students 9–12): The School for the Talented and Gifted (Dallas, TX)

Medium-size school (500–999 students 9–12): The Peddie School (Hightstown, NJ)

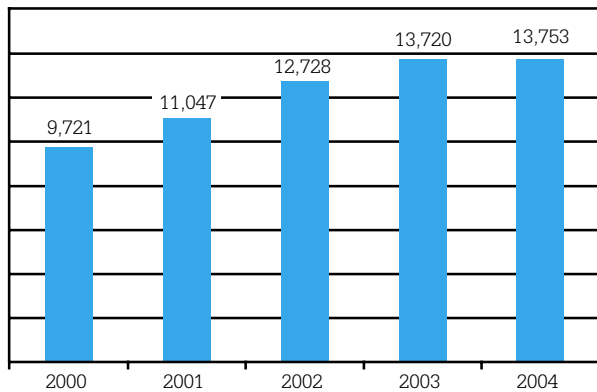
Large-size school (1000+ students 9–12): Montgomery High School (Skillman, NJ)

School with the Largest Number of Latino Students Scoring 3+: Belen Jesuit Preparatory School (Miami, FL)

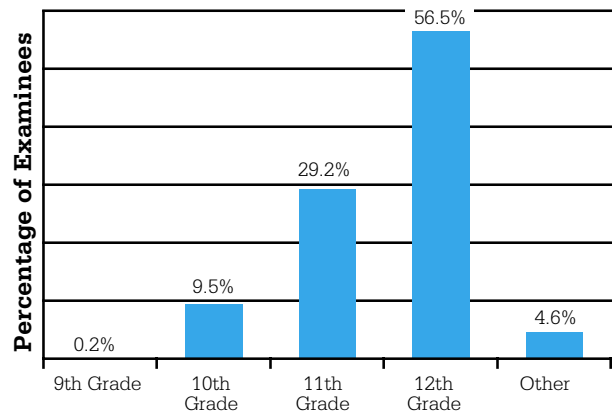
Total Number of Schools Offering AP Art History: 1,056

Exam Grade	Number of Examinees	% At
Score of 5	1,862	13.5%
Score of 4	3,788	27.5%
Score of 3	4,004	29.1%
Score of 2	2,143	15.6%
Score of 1	1,956	14.2%
	13,753	100.0%

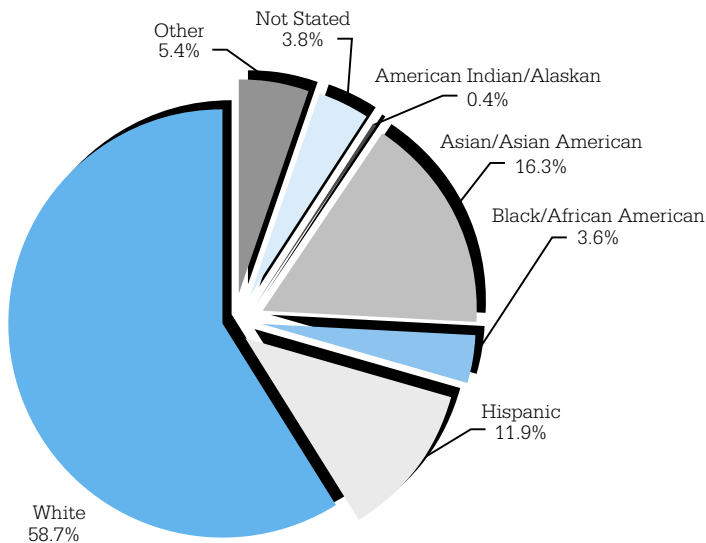
AP Art History, Number of Exams, 2000–2004



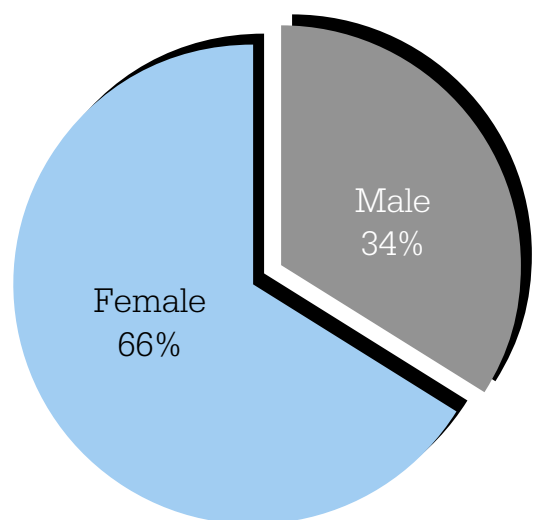
AP Art History Examinees by Grade Level, 2004



AP Art History Examinees by Race and Ethnicity, 2004



AP Art History Examinees by Gender (2004)



AP Biology

Exemplary AP Biology Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Biology:

Small-size school (<500 students 9–12): The Bishop’s School (La Jolla, CA)

Medium-size school (500–999 students 9–12): Edgemont High School (Scarsdale, NY)

Large-size school (1000+ students 9–12): Thomas Jefferson High School for Science and Technology (Alexandria, VA)

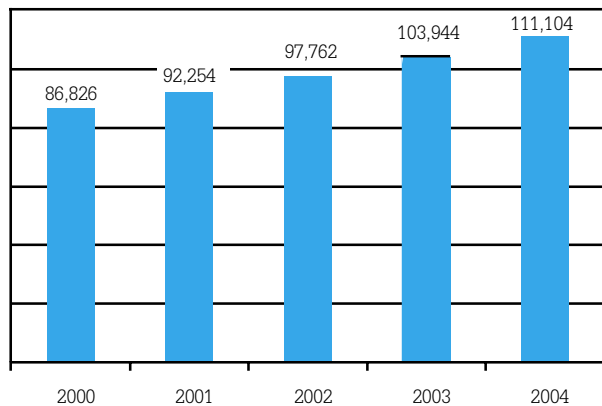
School with the Largest Number of African American Students Scoring 3+: Brooklyn Technical High School (Brooklyn, NY)

School with the Largest Number of Latino Students Scoring 3+: Belen Jesuit Preparatory School (Miami, FL)

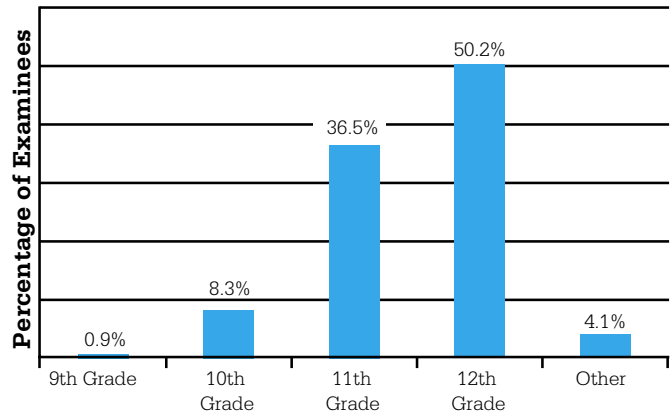
Total Number of Schools Offering AP Biology: 7,307

Exam Grade	Number of Examinees	% At
Score of 5	21,026	18.9%
Score of 4	22,488	20.2%
Score of 3	24,290	21.9%
Score of 2	27,331	24.6%
Score of 1	15,969	14.4%
	111,104	100.0%

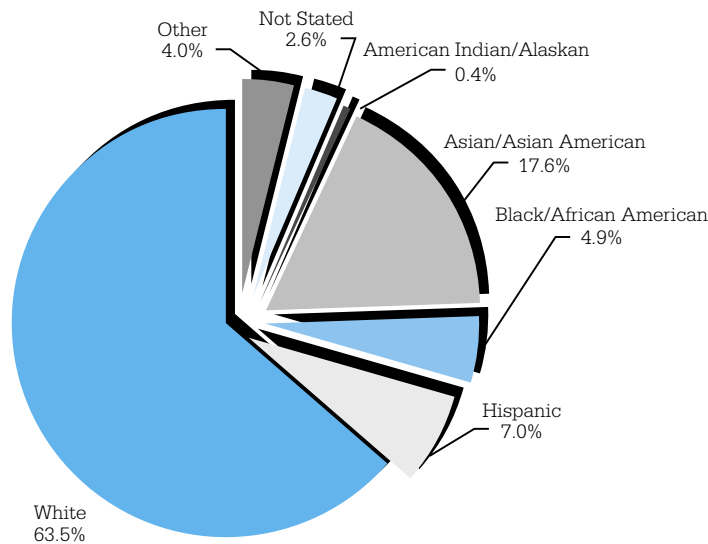
AP Biology, Number of Exams, 2000–2004



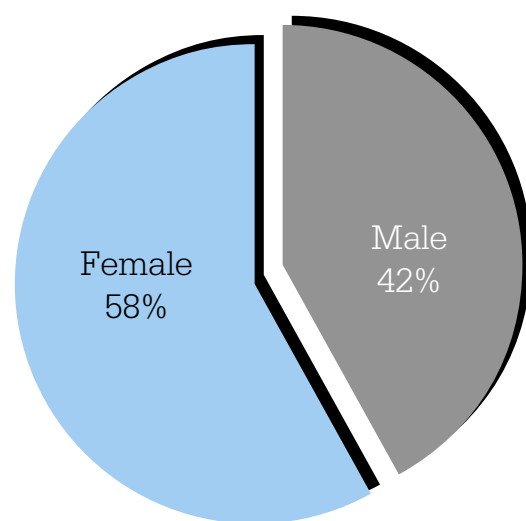
AP Biology Examinees by Grade Level, 2004



AP Biology Examinees by Race and Ethnicity, 2004



AP Biology Examinees by Gender, 2004



AP Calculus AB

Exemplary AP Calculus AB Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Calculus AB:

Small-size school (<500 students 9–12): Polytechnic School (Pasadena, CA)

Medium-size school (500–999 students 9–12): Ransom Everglades School (Coconut Grove, FL)

Large-size school (1000+ students 9–12): Diamond Bar High School (Diamond Bar, CA)

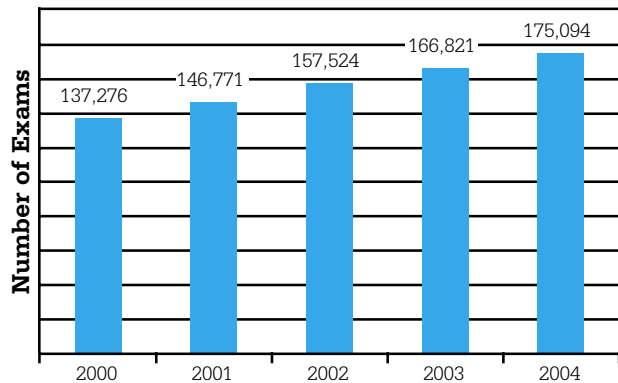
School with the Largest Number of African American Students Scoring 3+: Brooklyn Technical High School (Brooklyn, NY)

School with the Largest Number of Latino Students Scoring 3+: G. Holmes Braddock High School (Miami, FL)

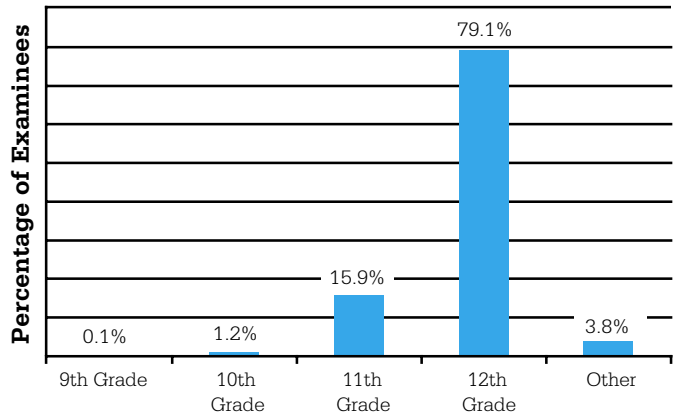
Total Number of Schools Offering AP Calculus AB: 10,865

Exam Grade	Number of Examinees	% At
Score of 5	35,755	20.4%
Score of 4	34,854	19.9%
Score of 3	33,287	19.0%
Score of 2	30,865	17.6%
Score of 1	40,333	23.0%
	175,094	100.0%

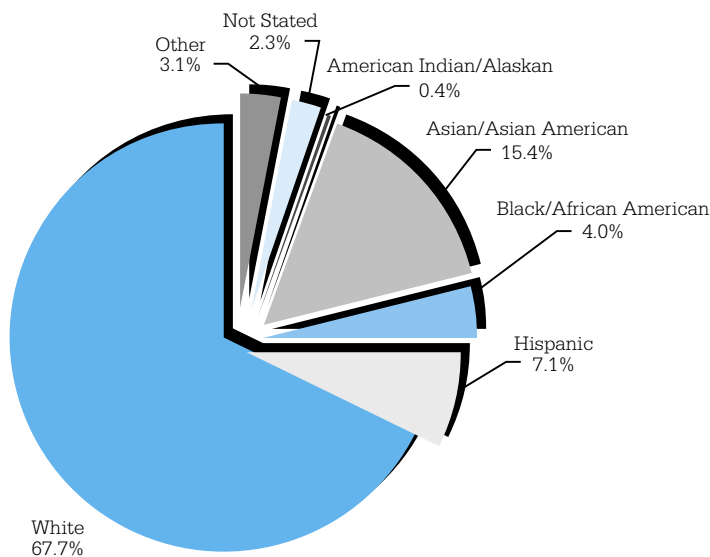
AP Calculus AB, Number of Exams, 2000–2004



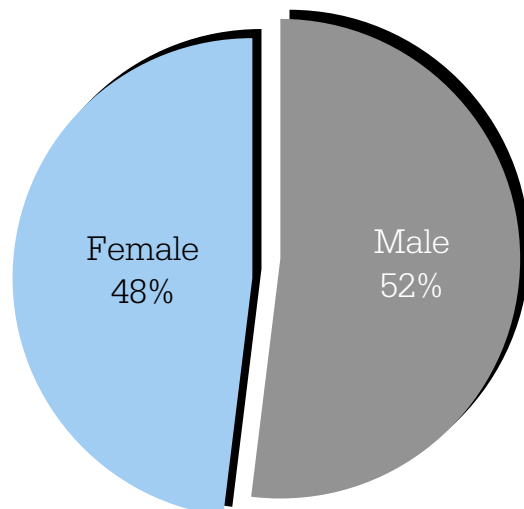
AP Calculus AB Examinees by Grade Level, 2004



AP Calculus AB Examinees by Race and Ethnicity, 2004



AP Calculus AB Examinees by Gender, 2004



AP Calculus BC

Exemplary AP Calculus BC Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Calculus BC:

Small-size school (<500 students 9–12): Science and Engineering Magnet School at Townview Center (Dallas, TX)

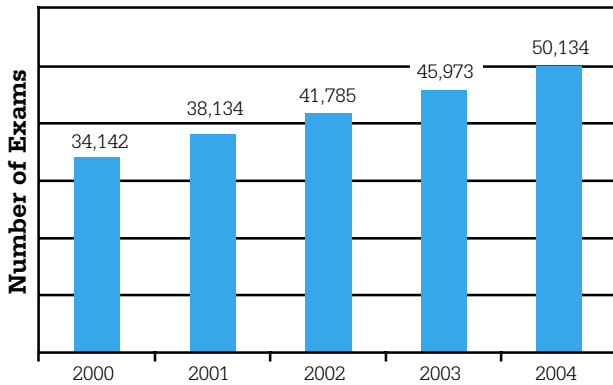
Medium-size school (500–999 students 9–12): Gretchen Whitney High School (Cerritos, CA)

Large-size school (1000+ students 9–12): Thomas Jefferson High School for Science and Technology (Alexandria, VA)

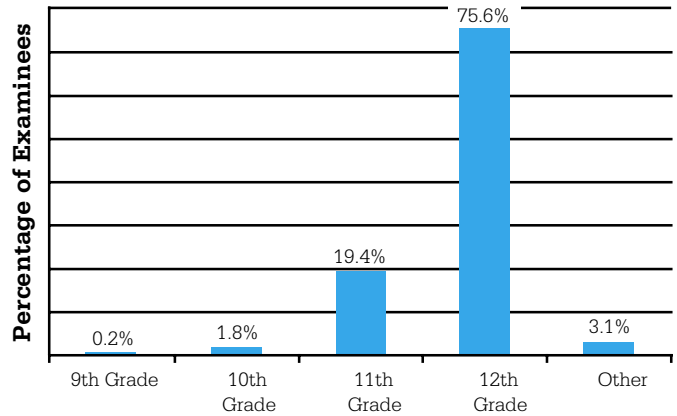
Total Number of Schools Offering AP Calculus BC: 3,982

Exam Grade	Number of Examinees	% At
Score of 5	19,971	39.8%
Score of 4	9,416	18.8%
Score of 3	10,496	20.9%
Score of 2	3,843	7.7%
Score of 1	6,408	12.8%
	50,134	100.0%

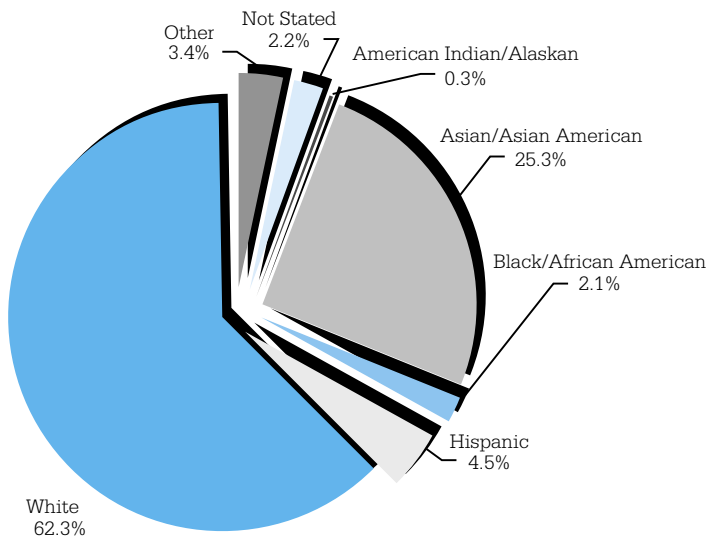
AP Calculus BC, Number of Exams, 2000–2004



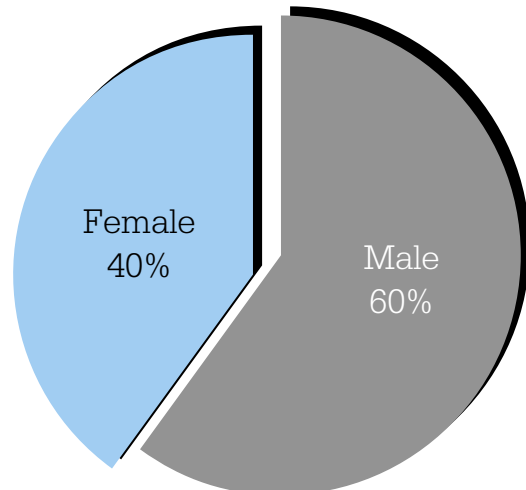
AP Calculus BC Examinees by Grade Level, 2004



AP Calculus BC Examinees by Race and Ethnicity, 2004



AP Calculus BC Examinees by Gender, 2004



AP Chemistry

Exemplary AP Chemistry Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Chemistry:

Small-size school (<500 students 9–12): High Technology High School (Lincroft, NJ)

Medium-size school (500–999 students 9–12): The Harker School (San Jose, CA)

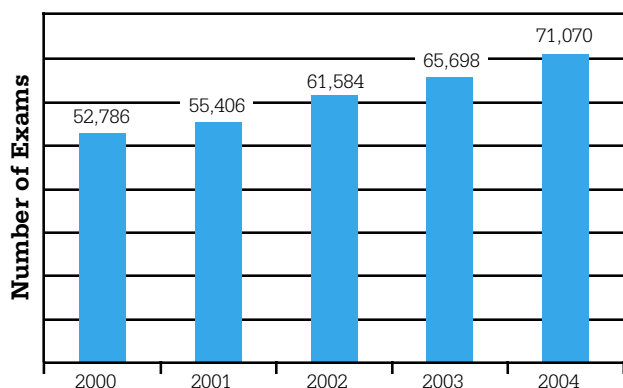
Large-size school (1000+ students 9–12): Thomas Jefferson High School for Science and Technology (Alexandria, VA)

School with the Largest Number of Latino Students Scoring 3+: Miami Coral Park Senior High School (Miami, FL)

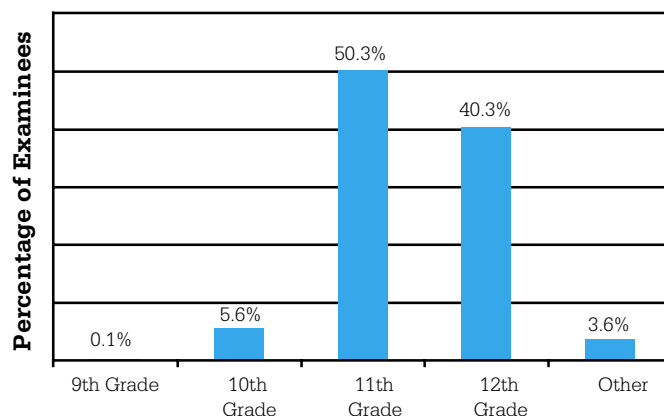
Total Number of Schools Offering AP Chemistry: 5,788

Exam Grade	Number of Examinees	% At
Score of 5	11,650	16.4%
Score of 4	12,473	17.6%
Score of 3	16,268	22.9%
Score of 2	13,422	18.9%
Score of 1	17,257	24.3%
	71,070	100.0%

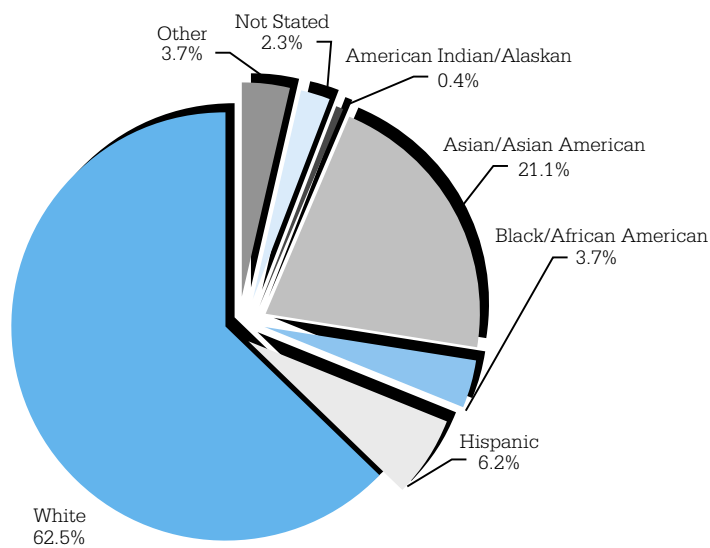
AP Chemistry, Number of Exams, 2000–2004



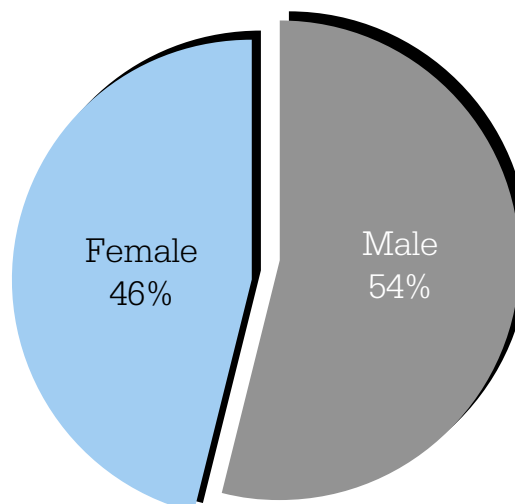
AP Chemistry Examinees by Grade Level, 2004



AP Chemistry Examinees by Race and Ethnicity, 2004



AP Chemistry Examinees by Gender, 2004



AP Computer Science A and AB

Exemplary AP Computer Science A and AB Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Computer Science A and AB:

Small-size school (<500 students 9–12): The School for the Talented and Gifted (Dallas, TX)

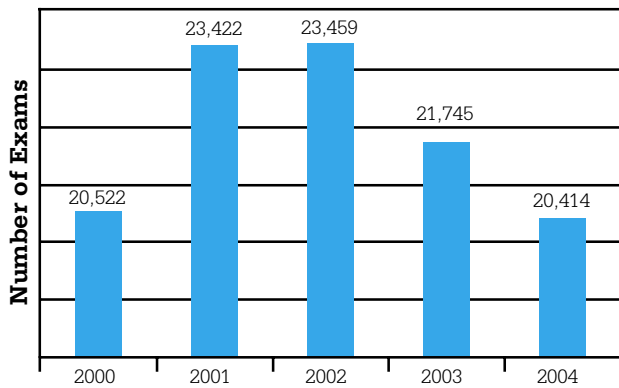
Medium-size school (500–999 students 9–12): The Harker School (San Jose, CA)

Large-size school (1000+ students 9–12): Troy High School (Fullerton, CA)

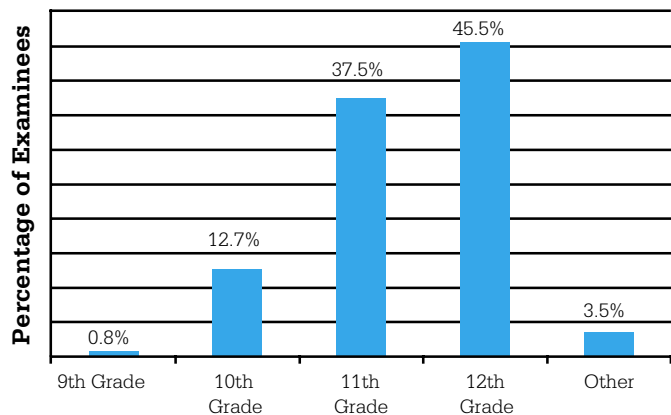
Total Number of Schools Offering AP Computer Science A and/or AB: 3,233

Exam Grade	Number of Examinees	% At
Score of 5	4,308	21.1%
Score of 4	4,512	22.1%
Score of 3	3,270	16.0%
Score of 2	2,078	10.2%
Score of 1	6,246	30.6%
	20,414	100.0%

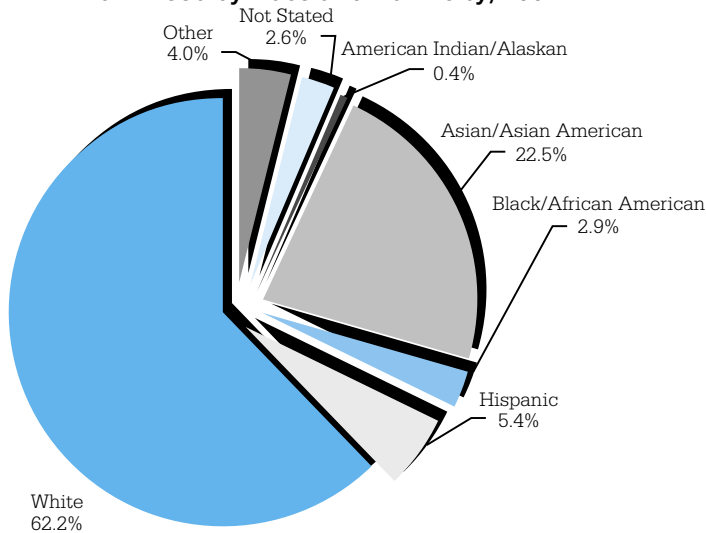
AP Computer Science A and AB, Number of Exams, 2000–2004



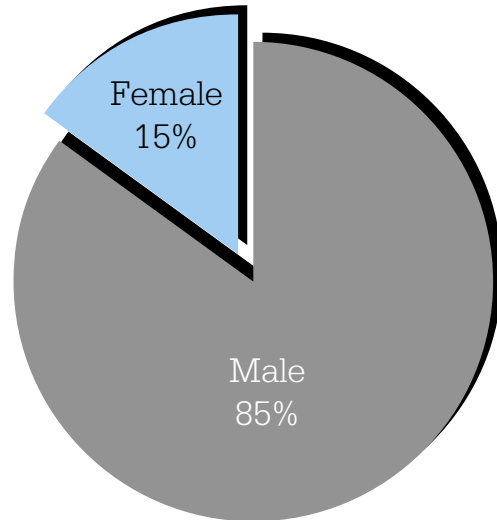
AP Computer Science A and AB Examinees by Grade Level, 2004



AP Computer Science A and AB Examinees by Race and Ethnicity, 2004



AP Computer Science A and AB Examinees by Gender, 2004



AP English Language and Composition

Exemplary AP English Language and Composition Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP English Language and Composition:

Small-size school (<500 students 9–12): The International Baccalaureate School (Bartow, FL)

Medium-size school (500-999 students 9–12): University High School (Tucson, AZ)

Large-size school (1000+ students 9-12): Thomas Jefferson High School for Science and Technology (Alexandria, VA)

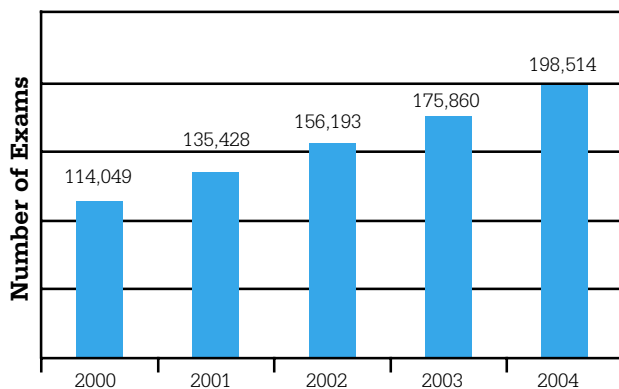
School with the Largest Number of African American Students Scoring 3+: Coral Reef Senior High School (Miami, FL)

School with the Largest Number of Latino Students Scoring 3+: Coral Reef Senior High School (Miami, FL)

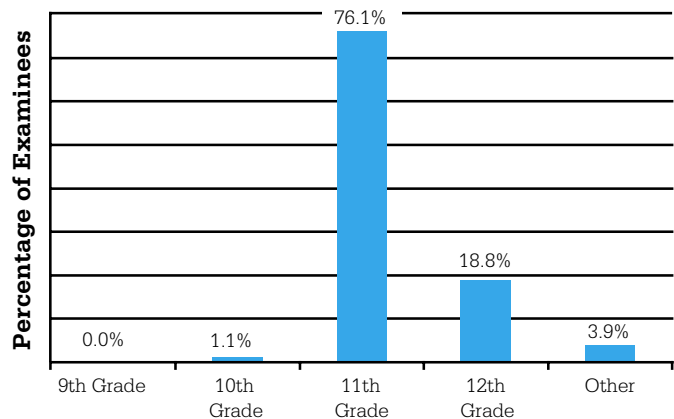
Total Number of Schools Offering AP English Language and Composition: 7,071

Exam Grade	Number of Examinees	% At
Score of 5	17,350	8.7%
Score of 4	35,292	17.8%
Score of 3	62,974	31.7%
Score of 2	65,518	33.0%
Score of 1	17,380	8.8%
	198,514	100.0%

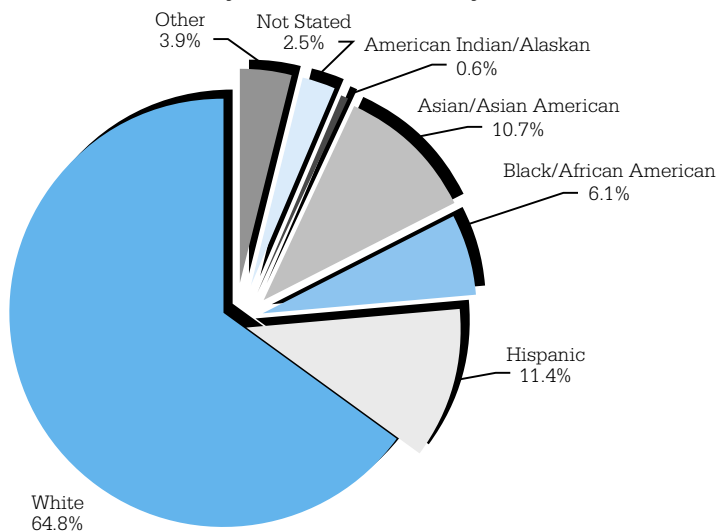
AP English Language and Composition, Number of Exams, 2000–2004



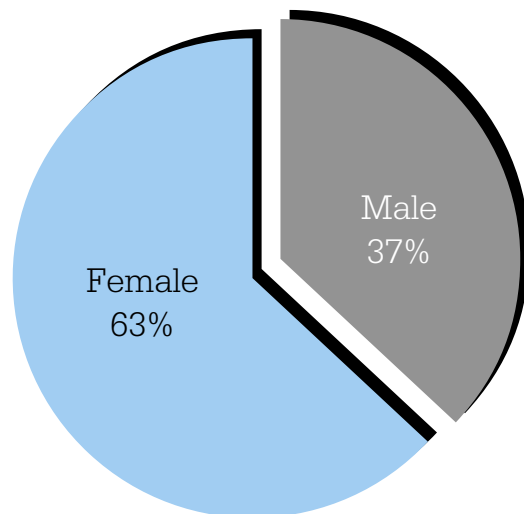
AP English Language and Composition Examinees by Grade Level, 2004



AP English Language and Composition Examinees by Race and Ethnicity, 2004



AP English Language and Composition Examinees by Gender, 2004



AP English Literature and Composition

Exemplary AP English Literature and Composition Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP English Literature and Composition:

Small-size school (<500 students 9–12): School for Advanced Studies—Wolfson (Miami, FL)

Medium-size school (500-999 students 9–12): Harvard Westlake School (North Hollywood, CA)

Large-size school (1000+ students 9–12): Stanton College Preparatory School (Jacksonville, FL)

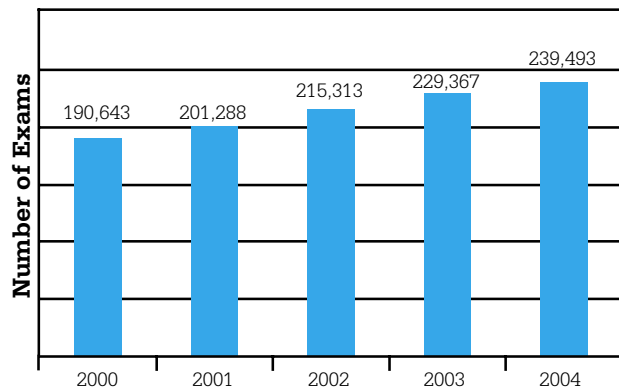
School with the Largest Number of African American Students Scoring 3+: Renaissance High School (Detroit, MI)

School with the Largest Number of Latino Students Scoring 3+: Felix Varela Senior High School (Miami, FL)

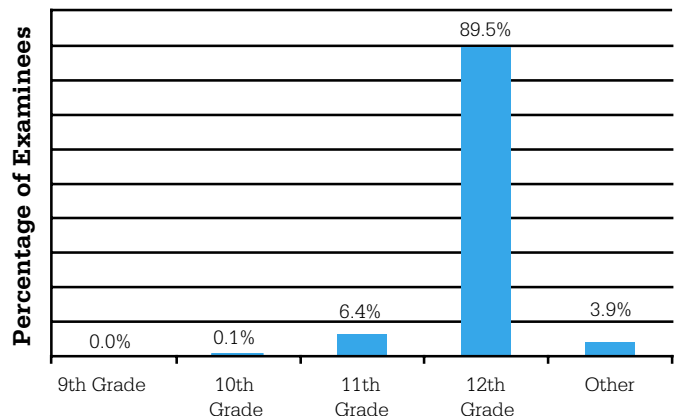
Total Number of Schools Offering AP English Literature and Composition: 11,134

Exam Grade	Number of Examinees	% At
Score of 5	22,136	9.2%
Score of 4	51,112	21.3%
Score of 3	82,157	34.3%
Score of 2	65,705	27.4%
Score of 1	18,383	7.7%
	239,493	100.0%

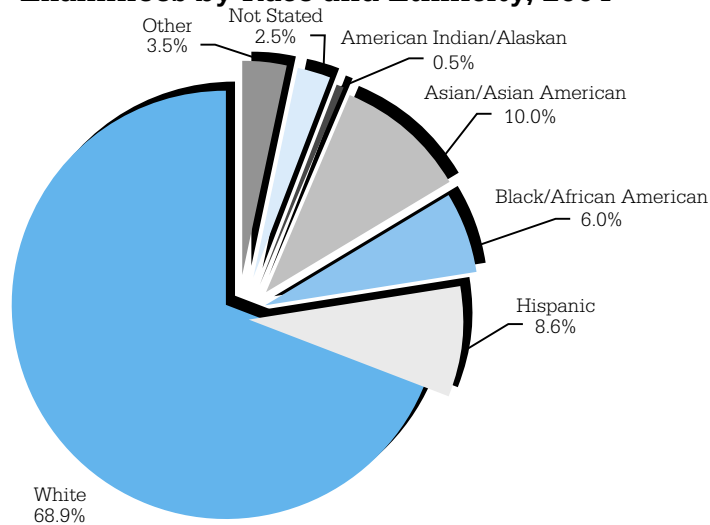
AP English Literature and Composition, Number of Exams, 2000–2004



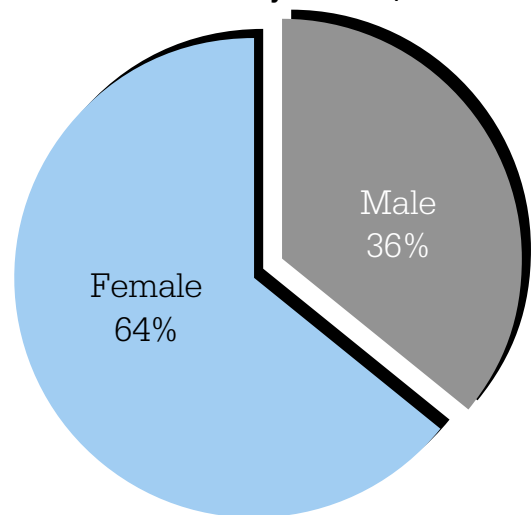
AP English Literature and Composition Examinees by Grade Level, 2004



AP English Literature and Composition Examinees by Race and Ethnicity, 2004



AP English Literature and Composition Examinees by Gender, 2004



AP Environmental Science

Exemplary AP Environmental Science Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Environmental Science:

Small-size school (<500 students 9–12): Cate School (Carpinteria, CA)

Medium-size school (500–999 students 9–12): Harvard Westlake School (North Hollywood, CA)

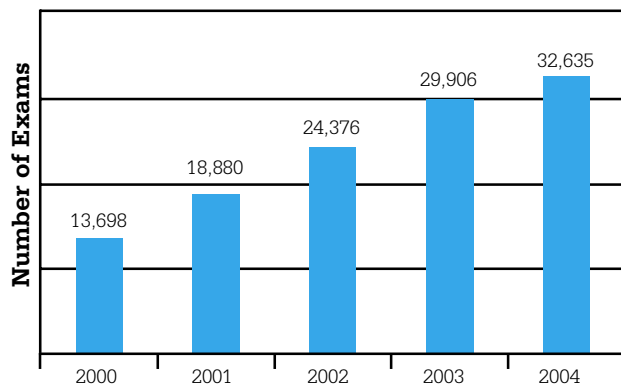
Large-size school (1000+ students 9–12): East Chapel Hill High School (Chapel Hill, NC)

School with the Largest Number of Latino Students Scoring 3+: South Gate Senior High School (South Gate, CA)

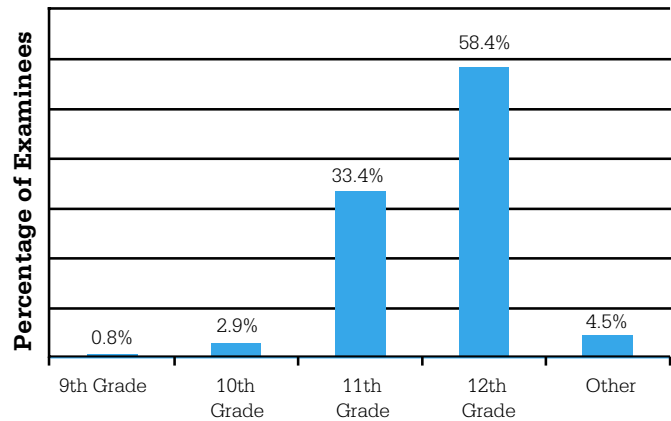
Total Number of Schools Offering AP Environmental Science: 1,715

Exam Grade	Number of Examinees	% At
Score of 5	2,872	8.8%
Score of 4	7,540	23.1%
Score of 3	6,045	18.5%
Score of 2	5,933	18.2%
Score of 1	10,245	31.4%
	32,635	100.0%

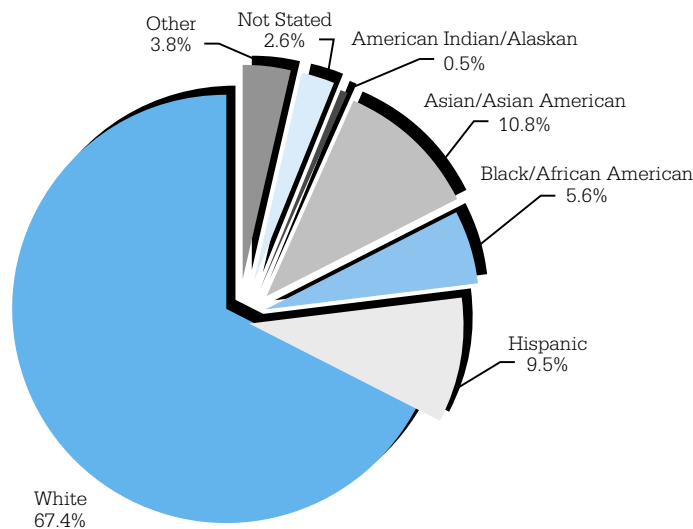
AP Environmental Science, Number of Exams, 2000–2004



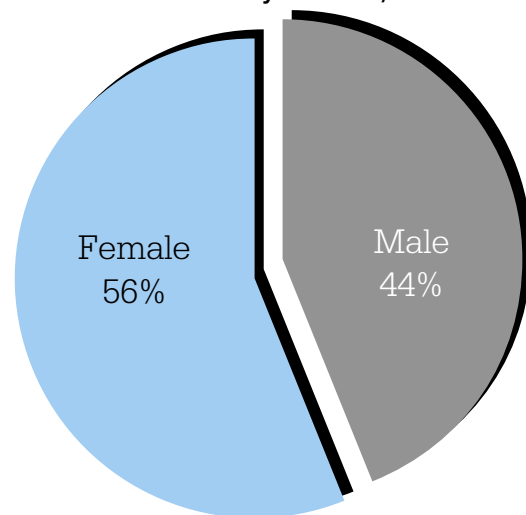
AP Environmental Science Examinees by Grade Level, 2004



AP Environmental Science Examinees by Race and Ethnicity, 2004



AP Environmental Science Examinees by Gender, 2004



AP European History

Exemplary AP European History Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP European History:

Small-size school (<500 students 9–12): Jefferson County International Baccalaureate School (Birmingham, AL)

Medium-size school (500–999 students 9–12): New Hartford Senior High School (New Hartford, NY)

Large-size school (1000+ students 9–12): Stanton College Preparatory School (Jacksonville, FL)

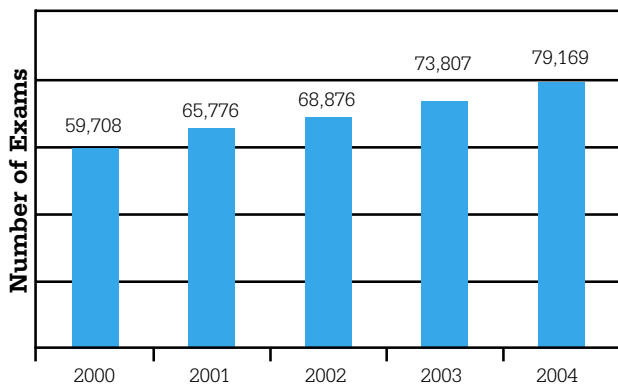
School with the Largest Number of African American Students Scoring 3+: Stanton College Preparatory School (Jacksonville, FL)

School with the Largest Number of Latino Students Scoring 3+: Coral Reef Senior High School (Miami, FL)

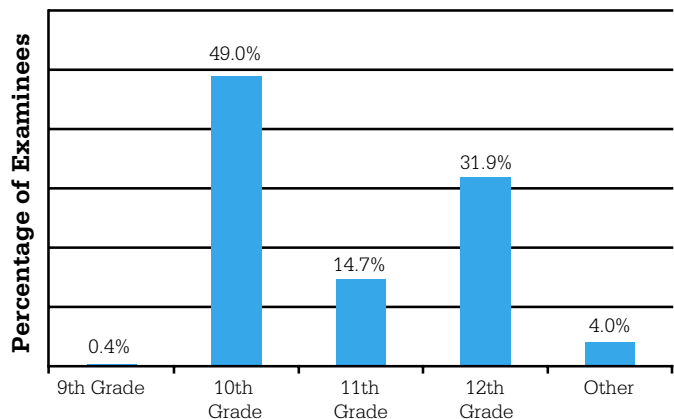
Total Number of Schools Offering AP European History: 3,878

Exam Grade	Number of Examinees	% At
Score of 5	8,944	11.3%
Score of 4	15,934	20.1%
Score of 3	30,267	38.2%
Score of 2	13,532	17.1%
Score of 1	10,492	13.3%
	79,169	100.0%

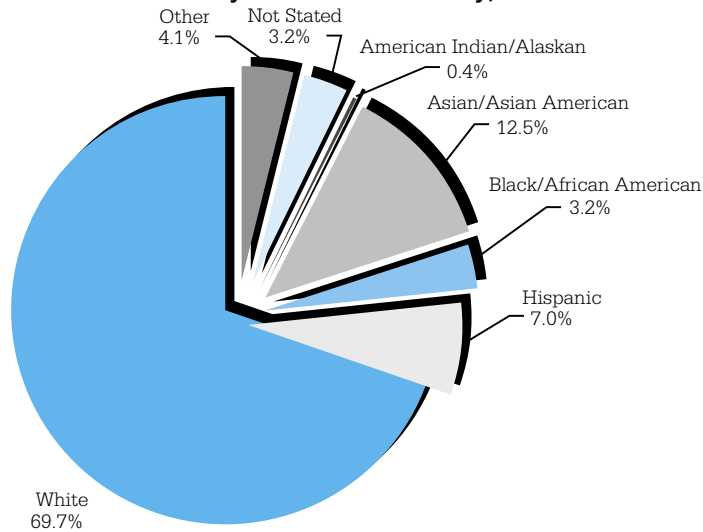
**AP European History,
Number of Exams, 2000–2004**



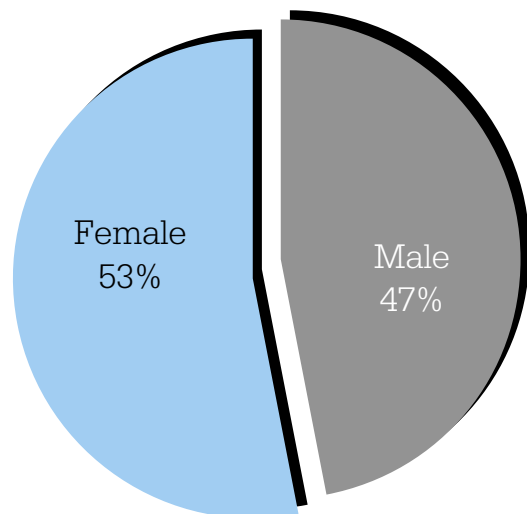
**AP European History
Examinees by Grade Level, 2004**



**AP European History
Examinees by Race and Ethnicity, 2004**



**AP European History
Examinees by Gender, 2004**



AP French Language

Exemplary AP French Language Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP French Language:

Small-size school (<500 students 9–12): French American School of New York (Mamaroneck, NY)

Medium-size school (500–999 students 9–12): Horace Mann School (Riverdale, NY)

Large-size school (1000+ students 9–12): Thomas Jefferson High School for Science and Technology (Alexandria, VA)

Total Number of Schools Offering AP French

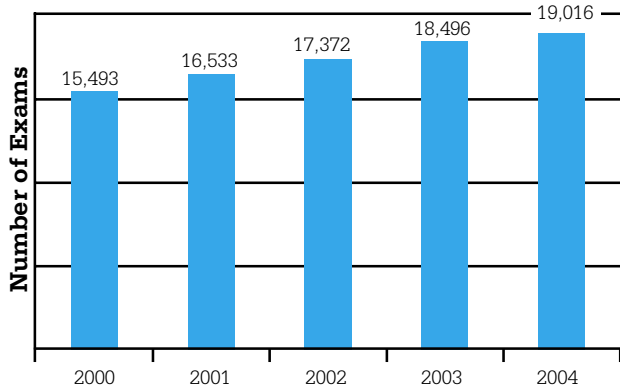
Language: 3,238

Exam Grade	Number of Examinees	% At
Score of 5	2,554	13.4%
Score of 4	3,470	18.2%
Score of 3	5,241	27.6%
Score of 2	3,477	18.3%
Score of 1	4,274	22.5%
	19,016	100.0%

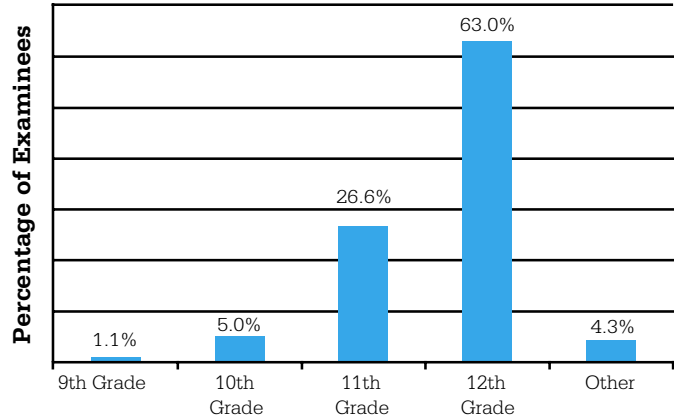
Standard Group*

Exam Grade	Number of Examinees	% At
Score of 5	1,176	8.2%
Score of 4	2,329	16.3%
Score of 3	4,082	28.5%
Score of 2	3,003	21.0%
Score of 1	3,713	26.0%
	14,303	100.0%

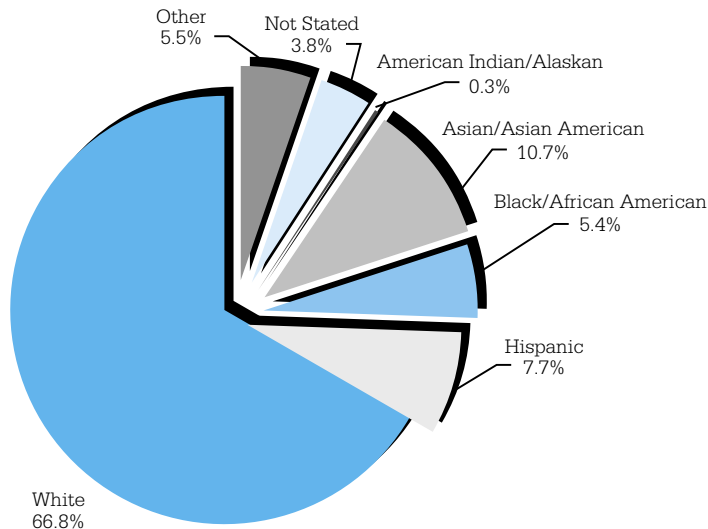
AP French Language, Number of Exams, 2000–2004



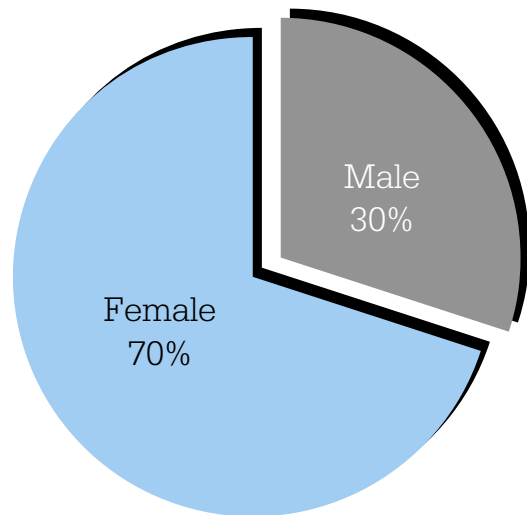
AP French Language Examinees by Grade Level, 2004



AP French Language Examinees by Race and Ethnicity, 2004



AP French Language Examinees by Gender, 2004



* Standard students generally receive most of their foreign language training in U.S. schools. They did not indicate on their answer sheet that they regularly speak or hear the foreign language of the examination, or that they have lived for one month or more in a country where the language is spoken.

AP French Literature

Exemplary AP French Literature Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP French Literature:

Small-size school (<500 students 9–12): The Baldwin School (Bryn Mawr, PA)

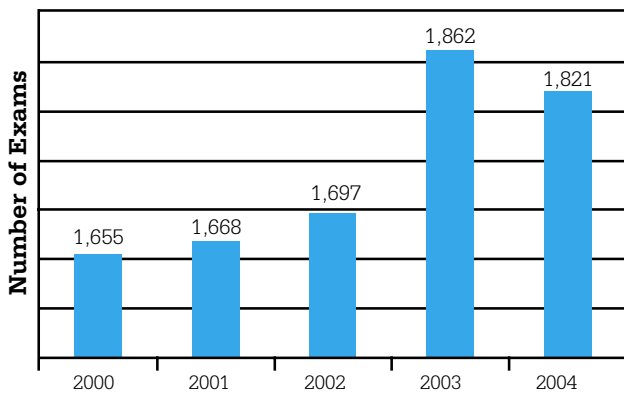
Medium-size school (500–999 students 9–12): Gulliver Preparatory School (Pineview, FL)

Large-size school (1000+ students 9–12): Edina High School (Edina, MN)

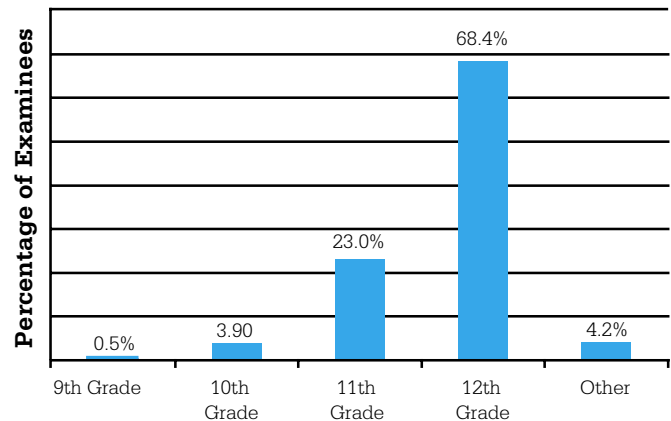
Total Number of Schools Offering AP French Literature: 416

Exam Grade	Number of Examinees	% At
Score of 5	472	25.9%
Score of 4	422	23.2%
Score of 3	381	20.9%
Score of 2	297	16.3%
Score of 1	249	13.7%
	1,821	100.0%

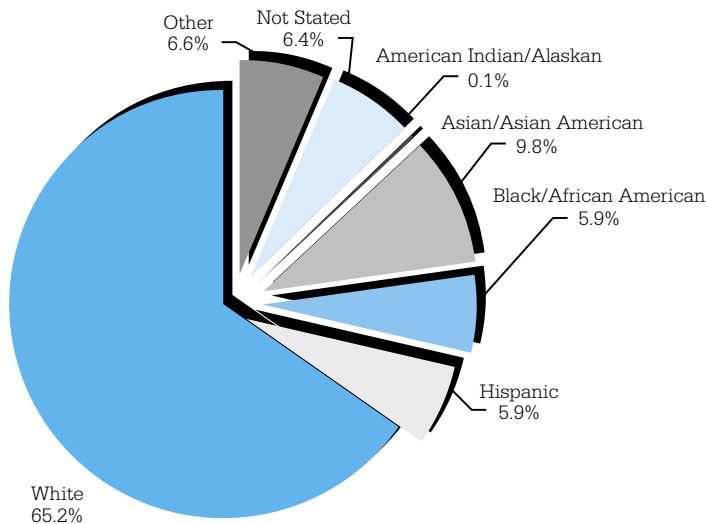
**AP French Literature,
Number of Exams, 2000–2004**



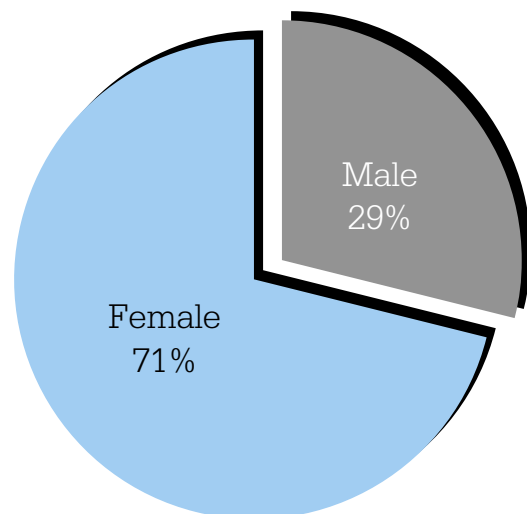
**AP French Literature
Examinees by Grade Level, 2004**



**AP French Literature
Examinees by Race and Ethnicity, 2004**



**AP French Literature
Examinees by Gender, 2004**



AP German Language

Exemplary AP German Language Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP German Language:

Small-size school (<500 students 9–12): The Walker School (Marietta, GA)

Medium-size school (500–999 students 9–12): Clayton High School (Clayton, MO)

Large-size school (1000+ students 9–12): Brighton High School (Rochester, NY)

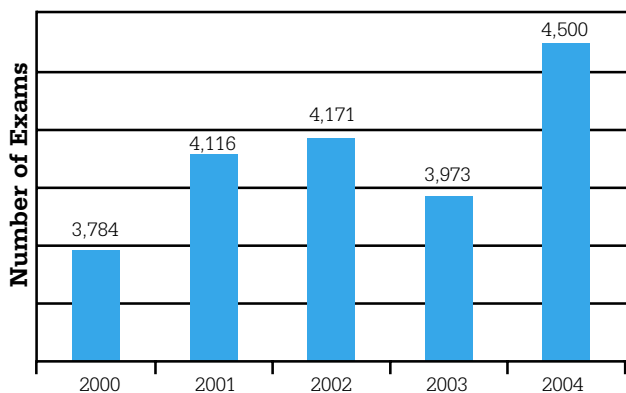
Total Number of Schools Offering AP German Language: 1,213

Exam Grade	Number of Examinees	% At
Score of 5	1,107	24.6%
Score of 4	1,028	22.8%
Score of 3	1,029	22.9%
Score of 2	863	19.2%
Score of 1	473	10.5%
	4,500	100.0%

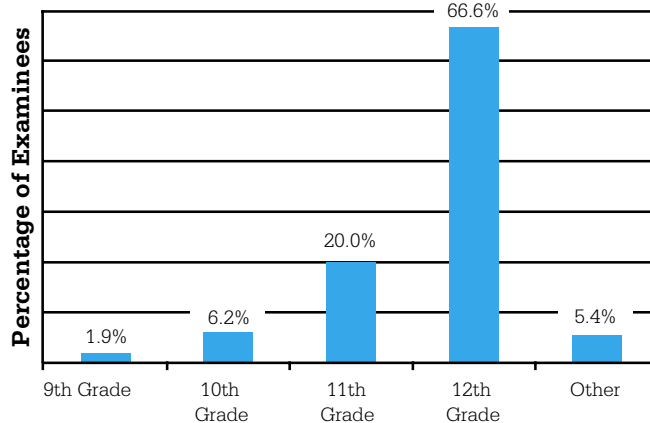
Standard Group*

Exam Grade	Number of Examinees	% At
Score of 5	249	9.2%
Score of 4	621	22.9%
Score of 3	769	28.4%
Score of 2	676	24.9%
Score of 1	395	14.6%
	2,710	100.0%

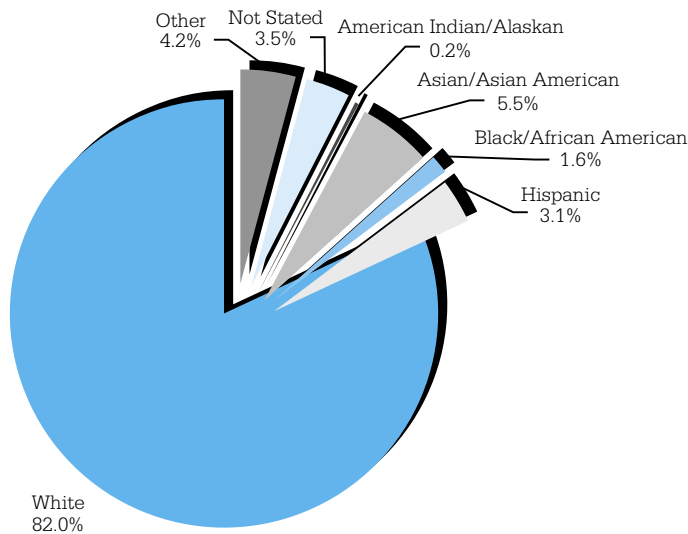
AP German Language, Number of Exams, 2000–2004



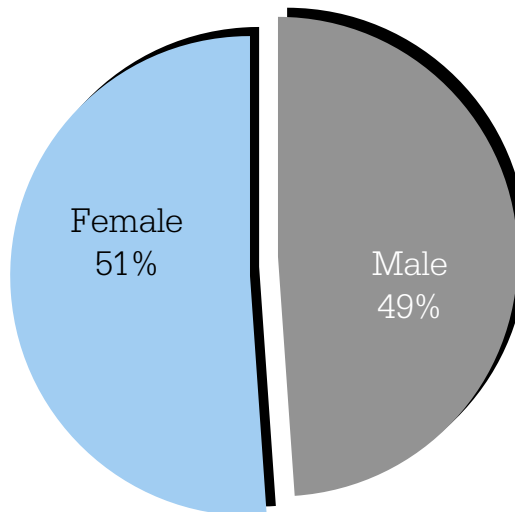
AP German Language Examinees by Grade Level, 2004



AP German Language Examinees by Race and Ethnicity, 2004



AP German Language Examinees by Gender, 2004



* Standard students generally receive most of their foreign language training in U.S. schools. They did not indicate on their answer sheet that they regularly speak or hear the foreign language of the examination, or that they have lived for one month or more in a country where the language is spoken.

AP Comparative Government and Politics

Exemplary AP Comparative Government and Politics Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Comparative Government and Politics:

Small-size school (<500 students 9–12): Herzl-RMHA at the Denver Campus for Jewish Education (Denver, CO)

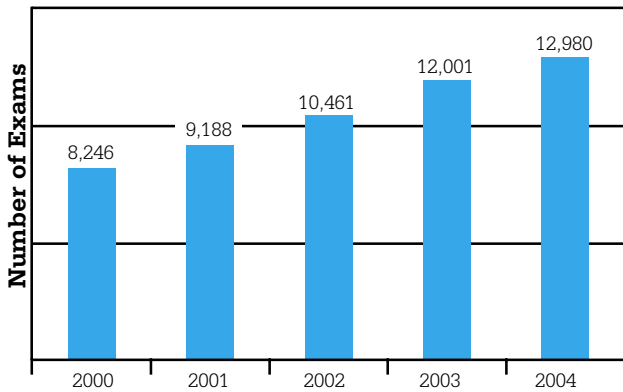
Medium-size school (500–999 students 9–12): University High School (Tucson, AZ)

Large-size school (1000+ students 9–12): Suncoast Community High School (Riviera Beach, FL)

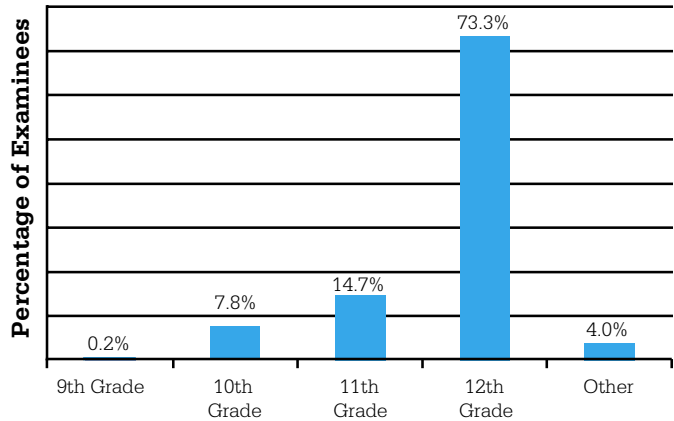
Total Number of Schools Offering AP Comparative Government and Politics: 1,173

Exam Grade	Number of Examinees	% At
Score of 5	2,077	16.0%
Score of 4	1,964	15.1%
Score of 3	4,326	33.3%
Score of 2	2,818	21.7%
Score of 1	1,795	13.8%
	12,980	100.0%

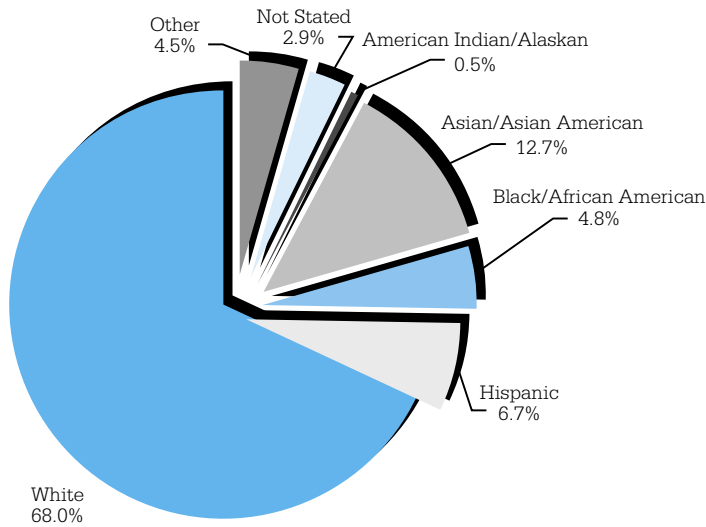
AP Comparative Government and Politics, Number of Exams, 2000–2004



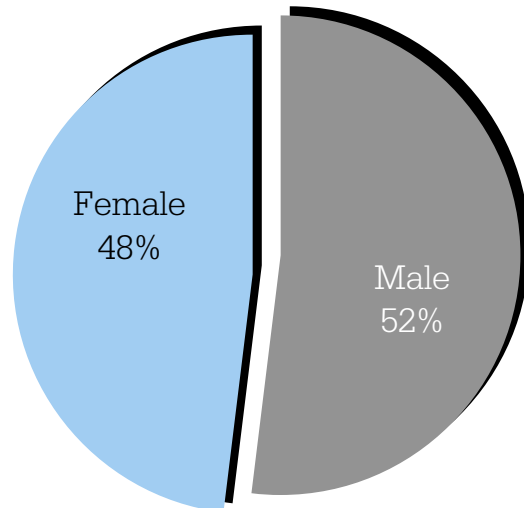
AP Comparative Government and Politics Examinees by Grade Level, 2004



AP Comparative Government and Politics Examinees by Race and Ethnicity, 2004



AP Comparative Government and Politics Examinees by Gender, 2004



AP U.S. Government and Politics

Exemplary AP U.S. Government and Politics

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP U.S. Government and Politics:

Small-size school (<500 students 9–12): Academy of Notre Dame de Namur (Villanova, PA)

Medium-size school (500–999 students 9–12): Wyoming High School (Cincinnati, OH)

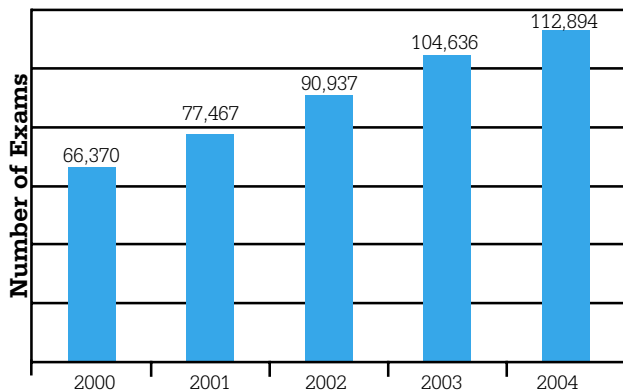
Large-size school (1000+ students 9–12): Thomas Jefferson High School for Science and Technology (Alexandria, VA)

School with the Largest Number of Latino Students Scoring 3+: Miami Palmetto Senior High School (Miami, FL)

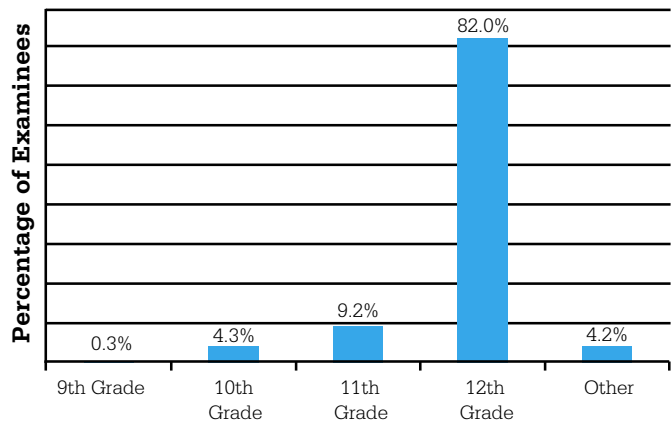
Total Number of Schools Offering AP U.S. Government and Politics: 5,254

Exam Grade	Number of Examinees	% At
Score of 5	7,029	6.2%
Score of 4	21,145	18.7%
Score of 3	31,175	27.6%
Score of 2	36,419	32.3%
Score of 1	17,126	15.2%
	112,894	100.0%

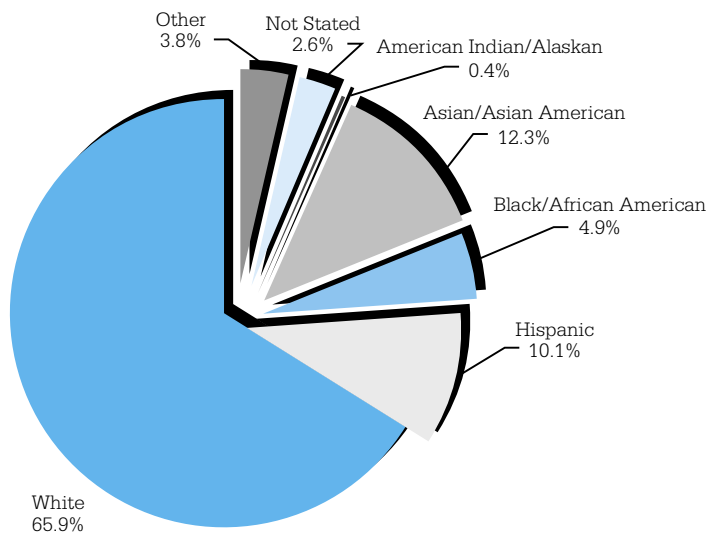
AP U.S. Government and Politics, Number of Exams, 2000–2004



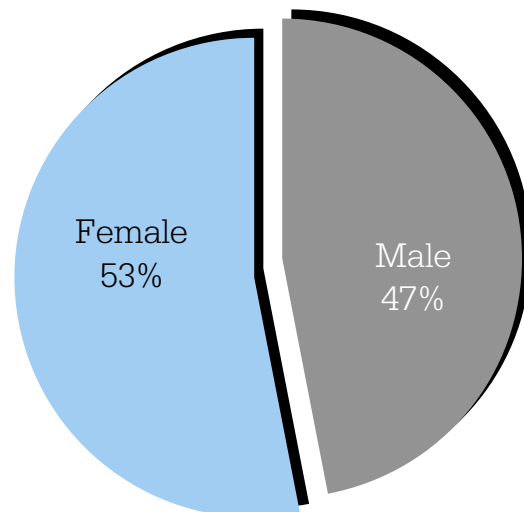
AP U.S. Government and Politics Examinees by Grade Level, 2004



AP U.S. Government and Politics Examinees by Race and Ethnicity, 2004



AP U.S. Government and Politics Examinees by Gender, 2004



AP Human Geography

Exemplary AP Human Geography Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Human Geography:

Small-size school (<500 students 9–12): School for the Talented and Gifted (Dallas, TX)

Medium-size school (500–999 students 9–12): Harvard Westlake School (North Hollywood, CA)

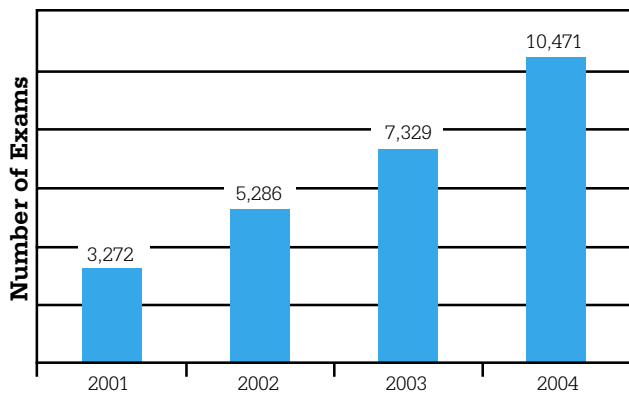
Large-size school (1000+ students 9–12): Winston Churchill High School (Potomac, MD)

School with the Largest Number of Latino Students Scoring 3+: Felix Varela Senior High School (Miami, FL)

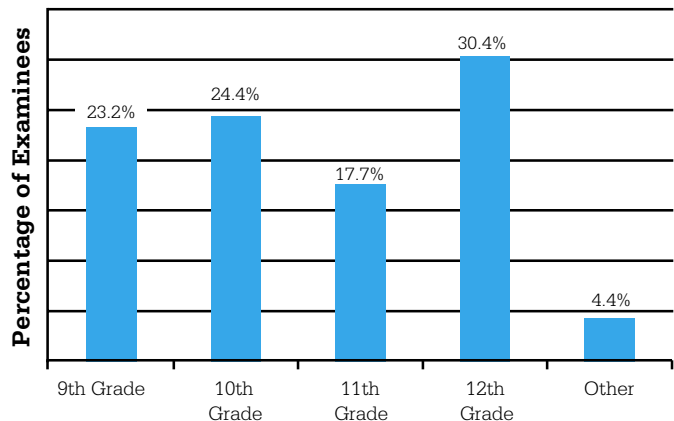
Total Number of Schools Offering AP Human Geography: 561

Exam Grade	Number of Examinees	% At
Score of 5	1,772	16.9%
Score of 4	2,320	22.2%
Score of 3	2,375	22.7%
Score of 2	1,787	17.1%
Score of 1	2,217	21.2%
	10,471	100.0%

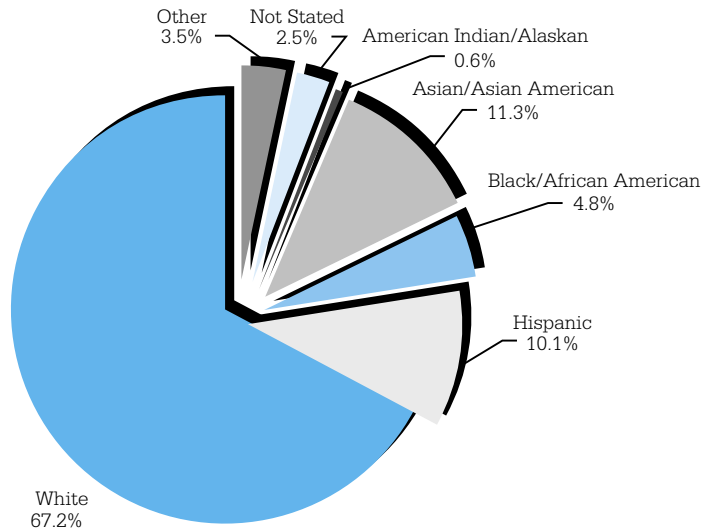
**AP Human Geography,
Number of Exams, 2001–2004**



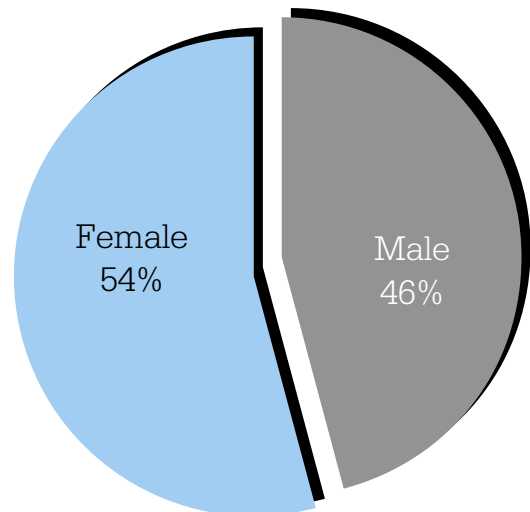
**AP Human Geography
Examinees by Grade Level, 2004**



**AP Human Geography
Examinees by Race and Ethnicity, 2004**



**AP Human Geography
Examinees by Gender, 2004**



AP Latin¹⁰

Exemplary AP Latin Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Latin:

Small-size school (<500 students 9–12): The Trinity School (New York, NY)

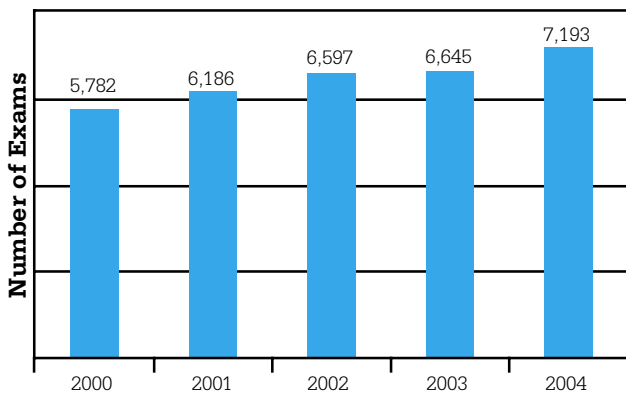
Medium-size school (500–999 students 9–12): The Hopkins School (New Haven, CT)

Large-size school (1000+ students 9–12): Boston Latin School (Boston, MA)

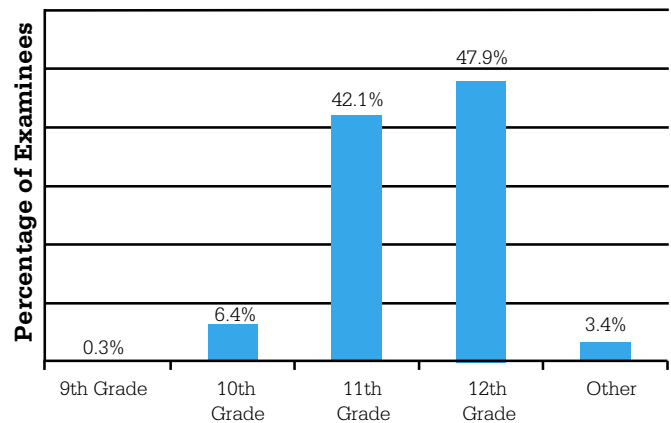
Total Number of Schools Offering AP Latin: 1,120

Exam Grade	Number of Examinees	% At
Score of 5	1,145	15.9%
Score of 4	1,214	16.9%
Score of 3	1,901	26.4%
Score of 2	1,384	19.2%
Score of 1	1,549	21.5%
	7,193	100.0%

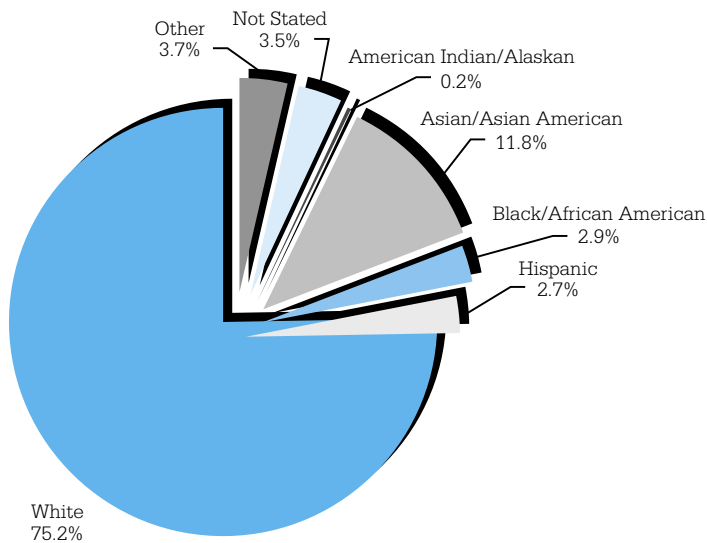
AP Latin, Number of Exams, 2000–2004



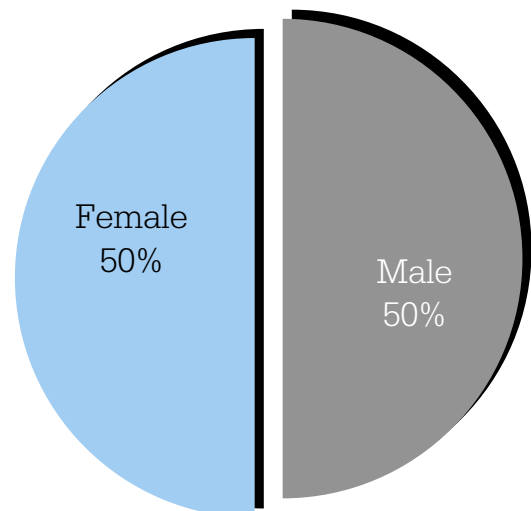
AP Latin Examinees by Grade Level, 2004



AP Latin Examinees by Race and Ethnicity, 2004



AP Latin Examinees by Gender, 2004



AP Macroeconomics

Exemplary AP Macroeconomics Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Macroeconomics:

Small-size school (<500 students 9–12): Woodberry Forest School (Woodberry Forest, VA)

Medium-size school (500–999 students 9–12): John L. Miller Great Neck North High School (Great Neck, NY)

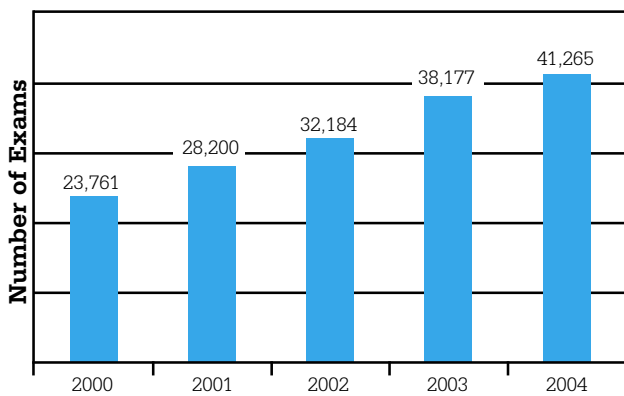
Large-size school (1000+ students 9–12): Plainview-Old Bethpage JFK High School (Plainview, NY)

School with the Largest Number of Latino Students Scoring 3+: Saint Thomas Aquinas High School (Fort Lauderdale, FL)

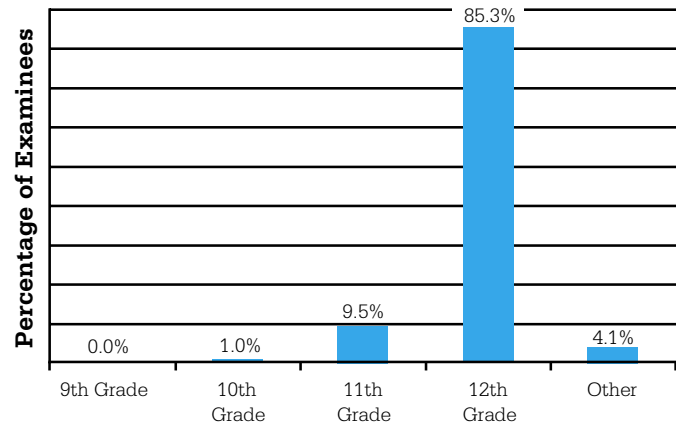
Total Number of Schools Offering AP Macroeconomics: 2,351

Exam Grade	Number of Examinees	% At
Score of 5	5,372	13.0%
Score of 4	10,317	25.0%
Score of 3	7,253	17.6%
Score of 2	10,743	26.0%
Score of 1	7,580	18.4%
	41,265	100.0%

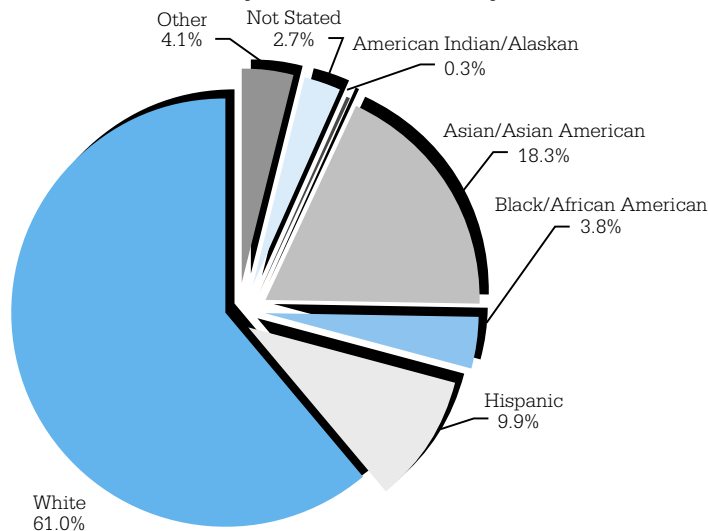
AP Macroeconomics, Number of Exams, 2000–2004



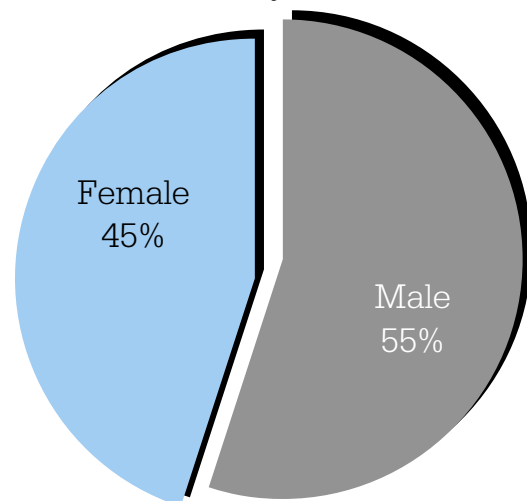
AP Macroeconomics Examinees by Grade Level, 2004



AP Macroeconomics Examinees by Race and Ethnicity, 2004



AP Macroeconomics Examinees by Gender, 2004



AP Microeconomics

Exemplary AP Microeconomics Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Microeconomics:

Small-size school (<500 students 9–12): Woodberry Forest School (Woodberry Forest, VA)

Medium-size school (500–999 students 9–12): Hume-Fogg Academic High School (Nashville, TN)

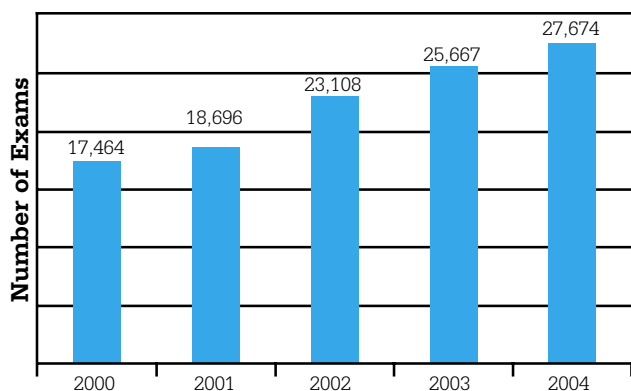
Large-size school (1000+ students 9–12): Lowell High School (San Francisco, CA)

School with the Largest Number of Latino Students Scoring 3+: Christopher Columbus High School (Miami, FL)

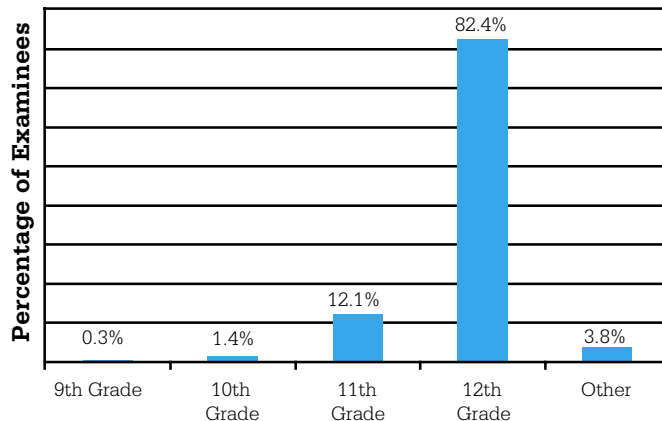
Total Number of Schools Offering AP Microeconomics: 1,959

Exam Grade	Number of Examinees	% At
Score of 5	3,852	13.9%
Score of 4	7,012	25.3%
Score of 3	6,438	23.3%
Score of 2	5,568	20.1%
Score of 1	4,804	17.4%
	27,674	100.0%

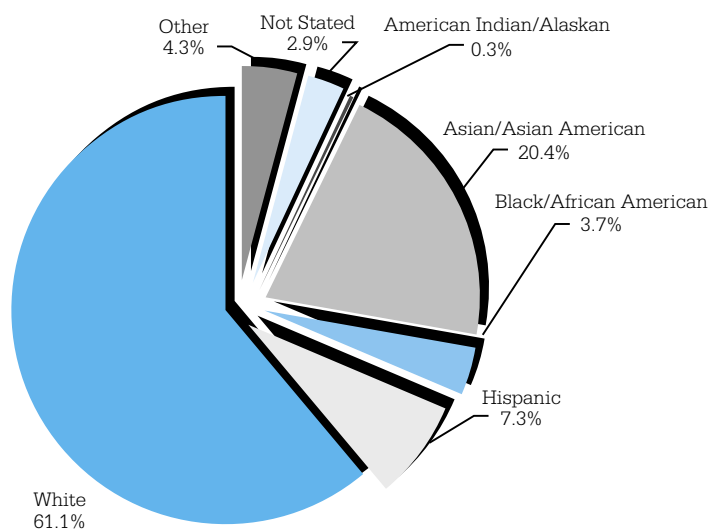
AP Microeconomics, Number of Exams, 2000–2004



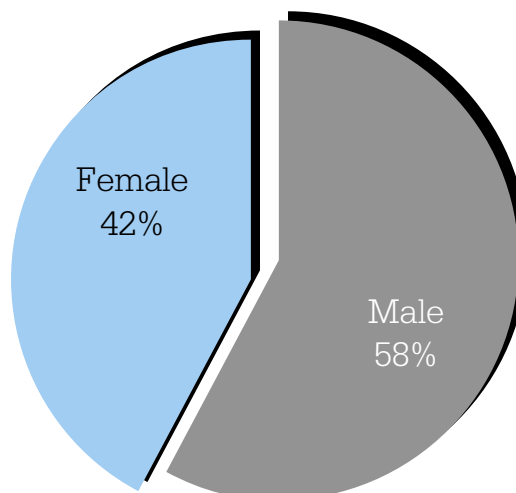
AP Microeconomics Examinees by Grade Level, 2004



AP Microeconomics Examinees by Race and Ethnicity, 2004



AP Microeconomics Examinees by Gender, 2004



AP Music Theory

Exemplary AP Music Theory Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Music Theory:

Small-size school (<500 students 9–12): Concord Academy (Concord, MA)

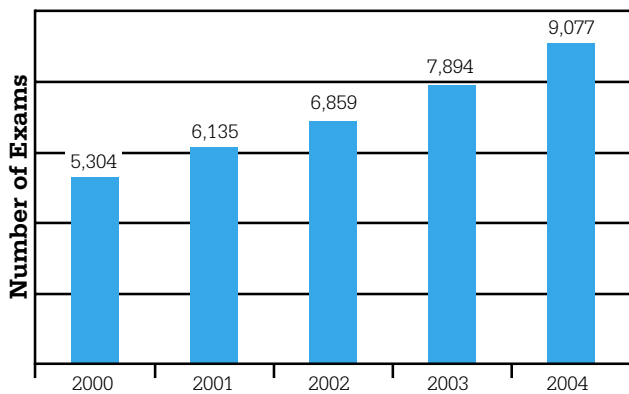
Medium-size school (500–999 students 9–12): Booker T. Washington School for Performing and Visual Arts (Dallas, TX)

Large-size school (1000+ students 9–12): Phillips Academy (Andover, MA)

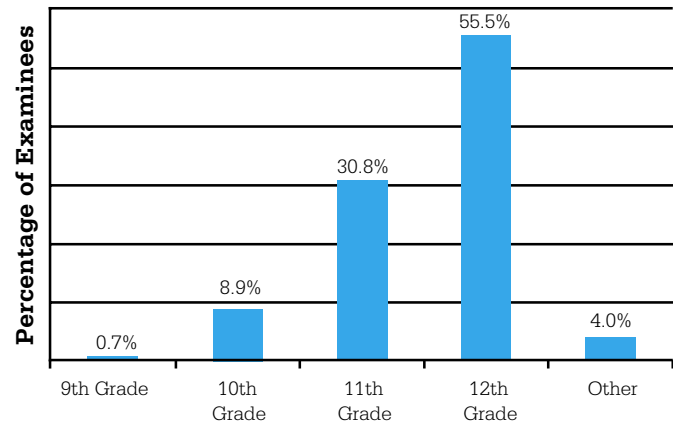
Total Number of Schools Offering AP Music Theory: 1,773

Exam Grade	Number of Examinees	% At
Score of 5	1,779	19.6%
Score of 4	1,869	20.6%
Score of 3	2,656	29.3%
Score of 2	1,954	21.5%
Score of 1	819	9.0%
	9,077	100.0%

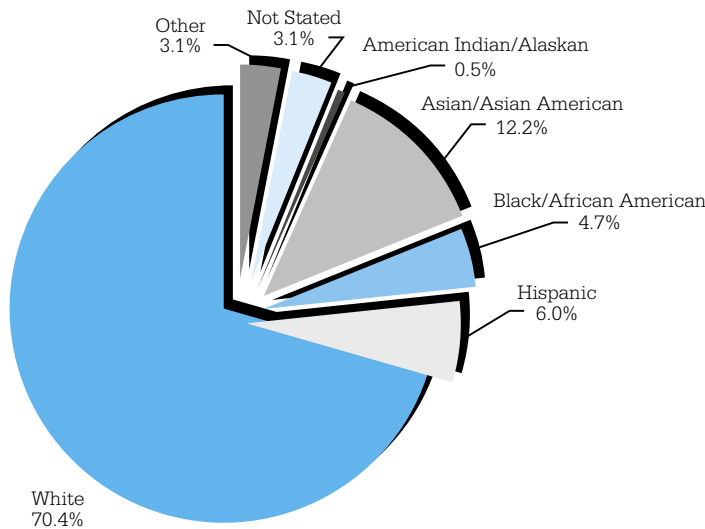
AP Music Theory, Number of Exams, 2000–2004



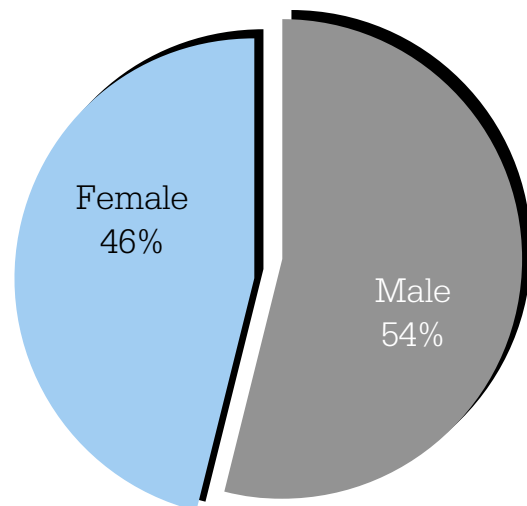
AP Music Theory Examinees by Grade Level, 2004



AP Music Theory Examinees by Race and Ethnicity, 2004



AP Music Theory Examinees by Gender, 2004



AP Physics B

Exemplary AP Physics B Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Physics B:

Small-size school (<500 students 9–12): Crystal Springs Uplands School (Hillsborough, CA)

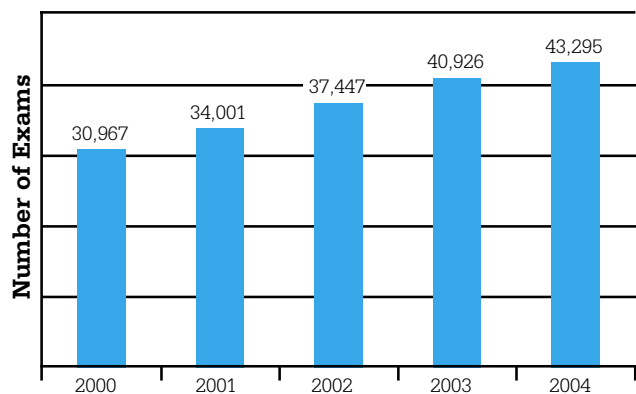
Medium-size school (500–999 students 9–12): Harvard Westlake School (North Hollywood, CA)

Large-size school (1000+ students 9–12): Westlake High School (Austin, TX)

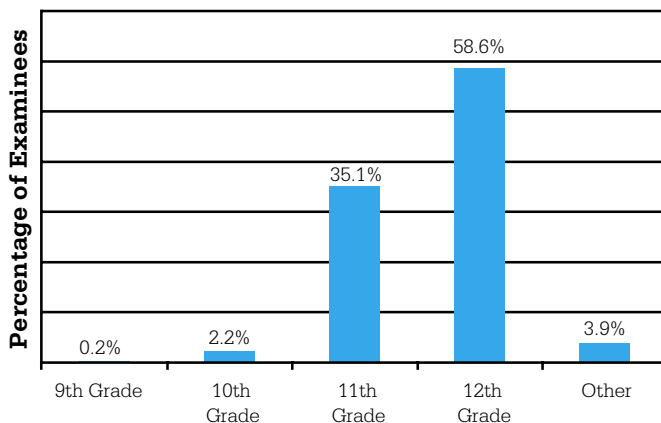
Total Number of Schools Offering AP Physics B: 3,706

Exam Grade	Number of Examinees	% At
Score of 5	4,955	11.4%
Score of 4	7,337	16.9%
Score of 3	12,664	29.3%
Score of 2	6,503	15.0%
Score of 1	11,836	27.3%
	43,295	100.0%

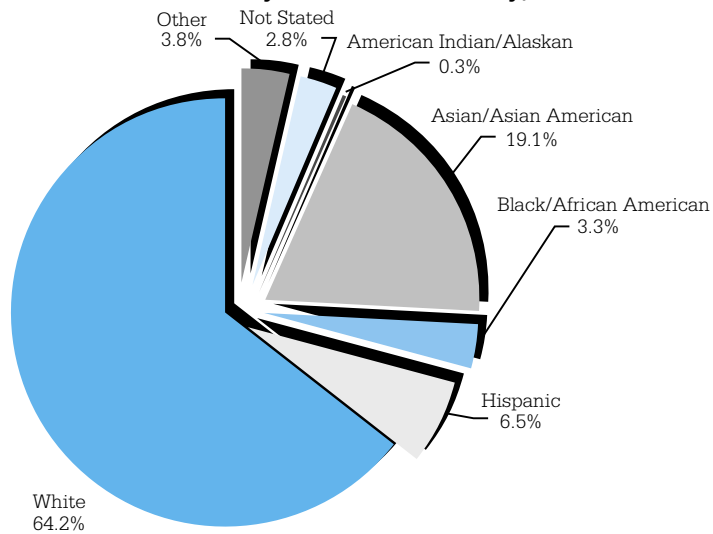
**AP Physics B,
Number of Exams, 2000–2004**



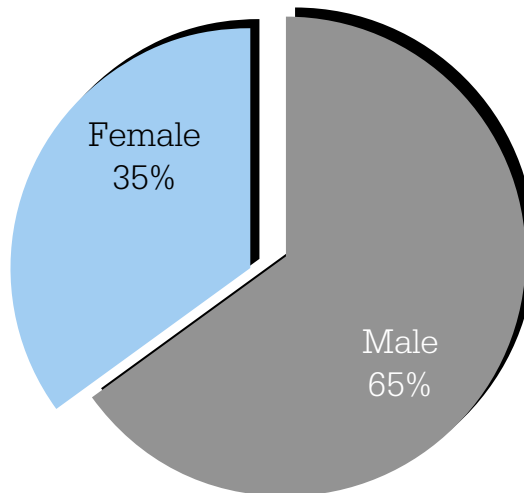
**AP Physics B
Examinees by Grade Level, 2004**



**AP Physics B
Examinees by Race and Ethnicity, 2004**



**AP Physics B
Examinees by Gender, 2004**



AP Physics C¹¹

Exemplary AP Physics C Programs

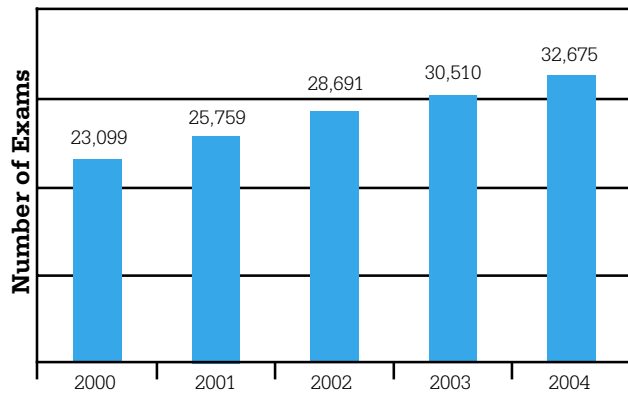
These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Physics C:

- Small-size school (<500 students 9–12): Commonwealth School (Boston, MA)
- Medium-size school (500–999 students 9–12): Gretchen Whitney High School (Cerritos, CA)
- Large-size school (1000+ students 9–12): Phillips Academy (Andover, MA)

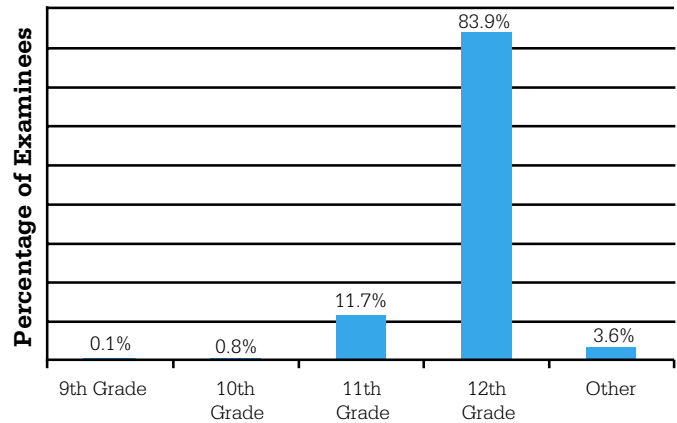
Total Number of Schools Offering AP Physics C: 3,785

Exam Grade	Number of Examinees	% At
Score of 5	8,702	26.6%
Score of 4	7,480	22.9%
Score of 3	6,163	18.9%
Score of 2	5,672	17.4%
Score of 1	4,658	14.3%
	32,675	100.0%

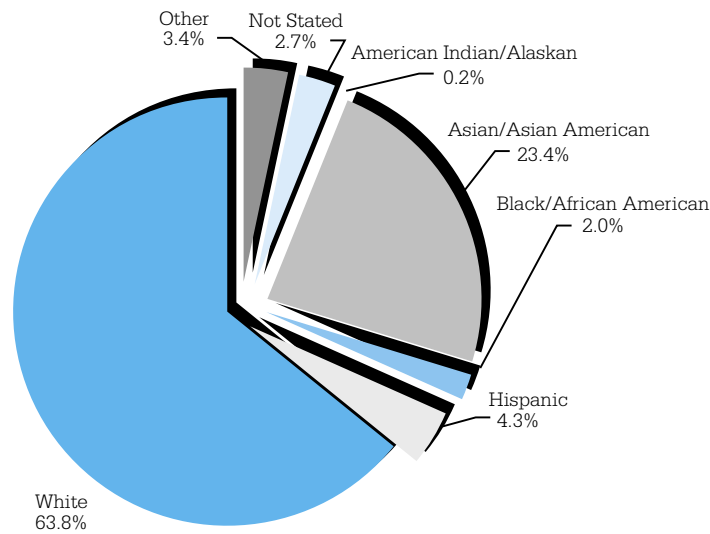
**AP Physics C,
Number of Exams, 2000–2004**



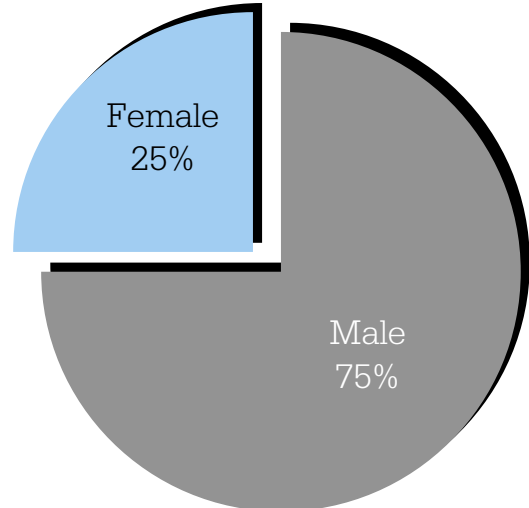
**AP Physics C
Examinees by Grade Level, 2004**



**AP Physics C
Examinees by Race and Ethnicity, 2004**



**AP Physics C
Examinees by Gender, 2004**



AP Psychology

Exemplary AP Psychology Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Psychology:

Small-size school (<500 students 9–12): Spring Street School (Friday Harbor, WA)

Medium-size school (500–999 students 9–12): Gulliver Preparatory School (Pinecrest, FL)

Large-size school (1000+ students 9–12): Thomas Jefferson High School for Science and Technology (Alexandria, VA)

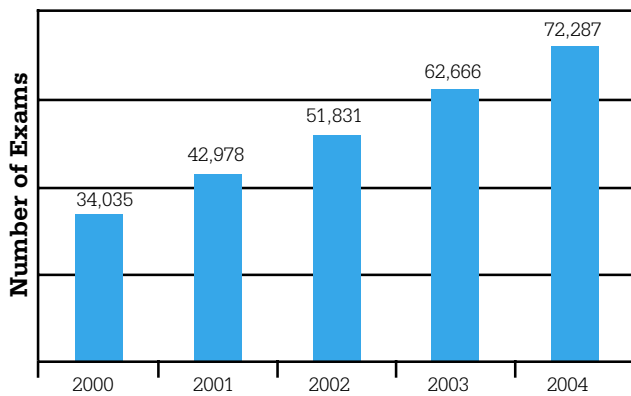
School with the Largest Number of African American Students Scoring 3+: Stranahan High School (Fort Lauderdale, FL)

School with the Largest Number of Latino Students Scoring 3+: Dr. Michael M. Krop Senior High School (Miami, FL)

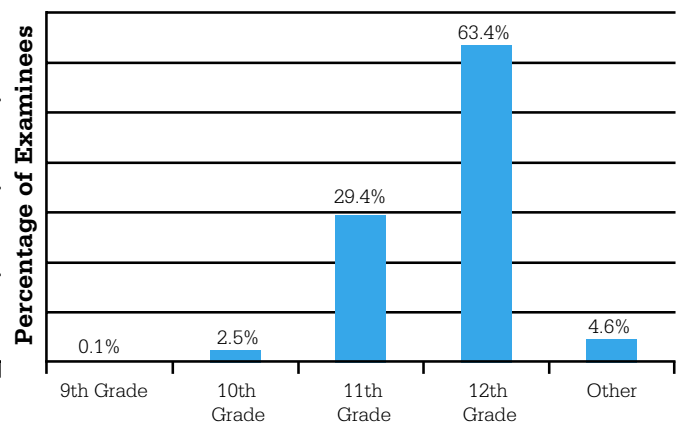
Total Number of Schools Offering AP Psychology : 3,105

Exam Grade	Number of Examinees	% At
Score of 5	16,312	22.6%
Score of 4	17,950	24.8%
Score of 3	17,156	23.7%
Score of 2	12,346	17.1%
Score of 1	8,523	11.8%
	72,287	100.0%

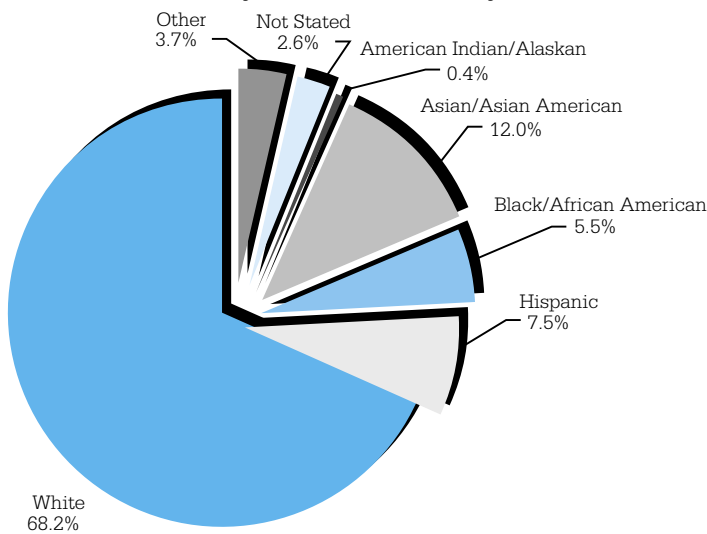
**AP Psychology,
Number of Exams, 2000–2004**



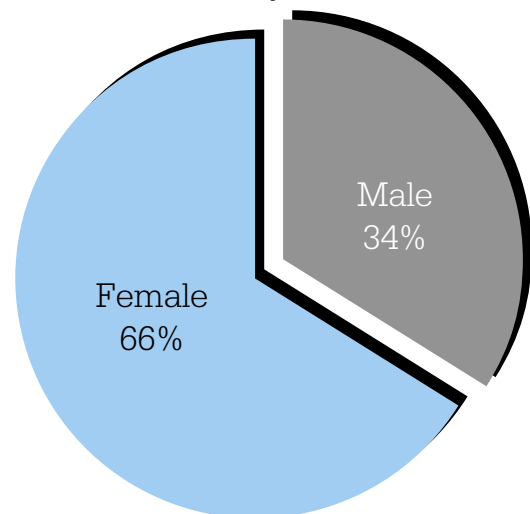
**AP Psychology
Examinees by Grade Level, 2004**



**AP Psychology
Examinees by Race and Ethnicity, 2004**



**AP Psychology
Examinees by Gender, 2004**



AP Spanish Language

Exemplary AP Spanish Language Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Spanish Language:

Small-size school (<500 students 9–12): Eastside College Preparatory School (East Palo Alto, CA)

Medium-size school (500–999 students 9–12): Valley View High School (Pharr, TX)

Large-size school (1000+ students 9–12): Eagle Pass High School – CC Winn Campus (Eagle Pass, TX)

School with the Largest Number of Latino Students Scoring 3+: South Gate Senior High School (South Gate, CA)

Total Number of Schools Offering AP Spanish

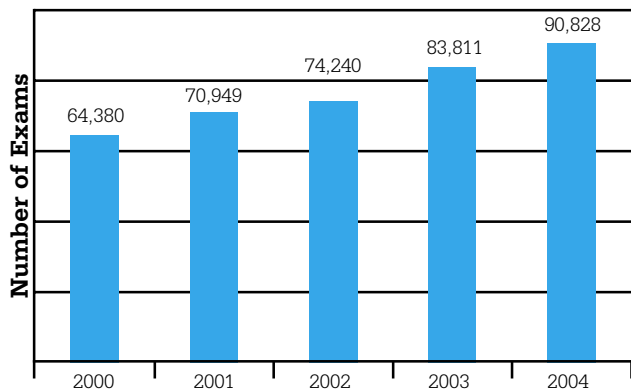
Language: 5,825

Exam Grade	Number of Examinees	% At
Score of 5	27,054	29.8%
Score of 4	23,979	26.4%
Score of 3	20,143	22.2%
Score of 2	11,777	13.0%
Score of 1	7,875	8.7%
	90,828	100.0%

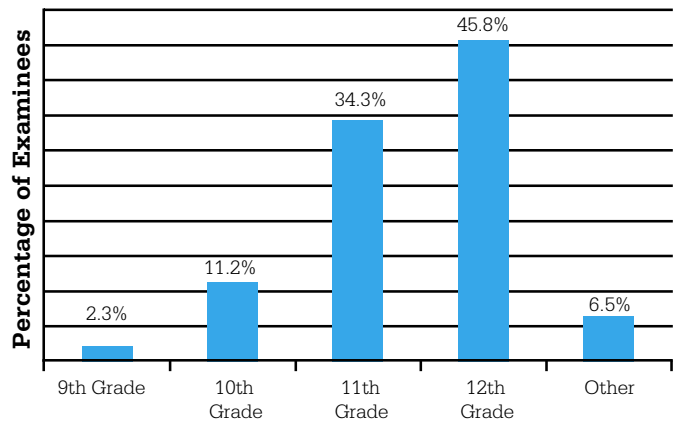
Standard Group*

Exam Grade	Number of Examinees	% At
Score of 5	3,579	9.5%
Score of 4	7,556	20.1%
Score of 3	11,180	29.7%
Score of 2	9,038	24.0%
Score of 1	6,315	16.8%
	37,668	100.0%

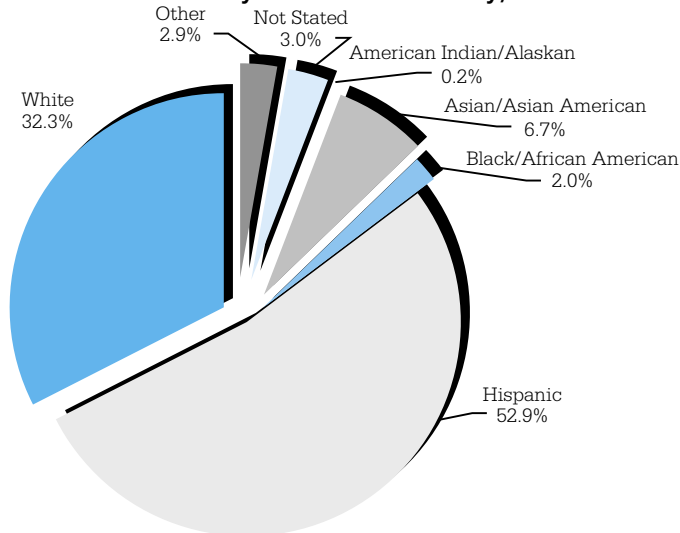
AP Spanish Language, Number of Exams, 2000–2004



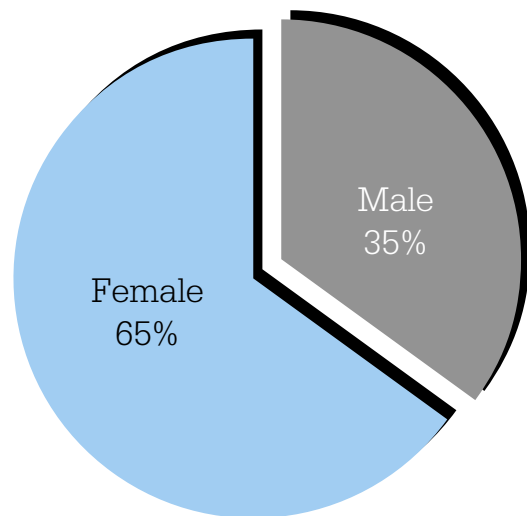
AP Spanish Language Examinees by Grade Level, 2004



AP Spanish Language Examinees by Race and Ethnicity, 2004



AP Spanish Language Examinees by Gender, 2004



* Standard students generally receive most of their foreign language training in U.S. schools. They did not indicate on their answer sheet that they regularly speak or hear the foreign language of the examination, or that they have lived for one month or more in a country where the language is spoken.

AP Spanish Literature

Exemplary AP Spanish Literature Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Spanish Literature:

Small-size school (<500 students 9–12): Kent Denver School (Englewood, CO)

Medium-size school (500–999 students 9–12): Valley View High School (Pharr, TX)

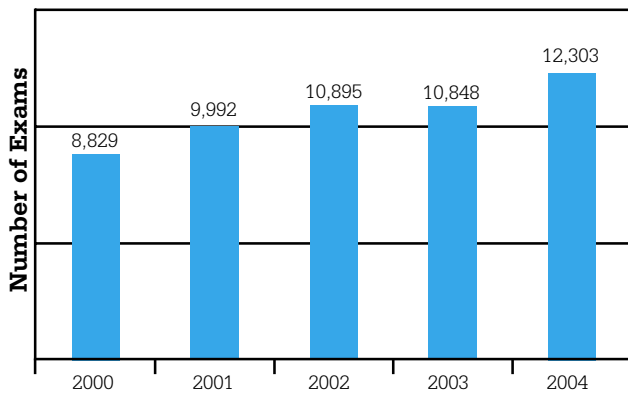
Large-size school (1000+ students 9–12): Mar Vista High School (Imperial Beach, CA)

School with the Largest Number of Latino Students Scoring 3+: Bell High School (Bell, CA)

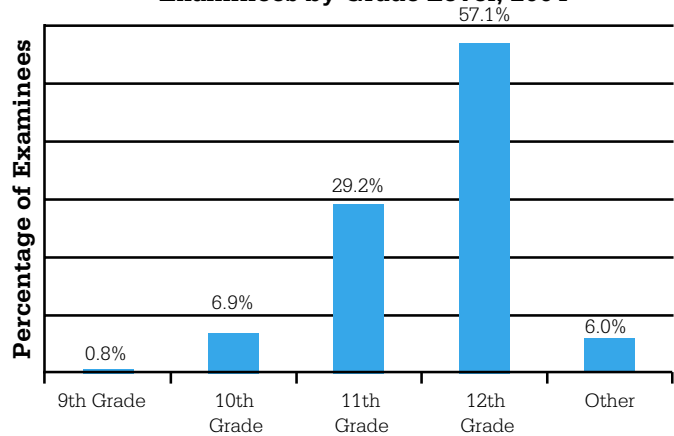
Total Number of Schools Offering AP Spanish Literature: 1,254

Exam Grade	Number of Examinees	% At
Score of 5	1,325	10.8%
Score of 4	2,461	20.0%
Score of 3	3,892	31.6%
Score of 2	1,631	13.3%
Score of 1	2,994	24.3%
	12,303	100.0%

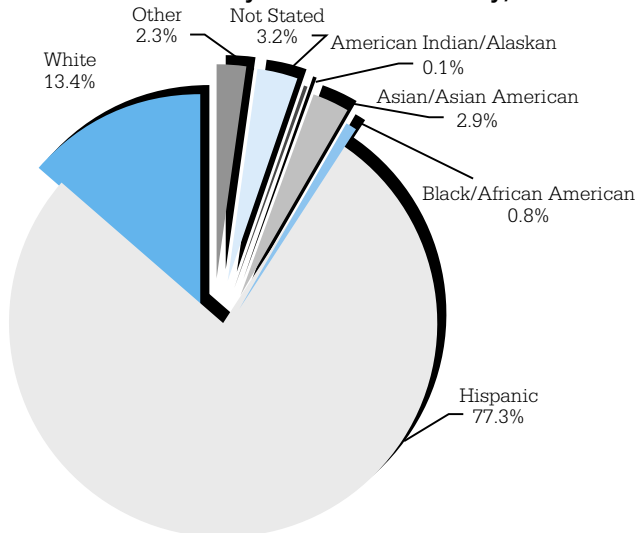
AP Spanish Literature, Number of Exams, 2000–2004



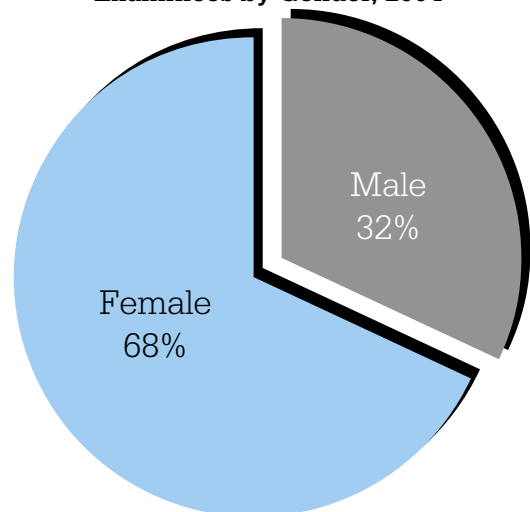
AP Spanish Literature Examinees by Grade Level, 2004



AP Spanish Literature Examinees by Race and Ethnicity, 2004



AP Spanish Literature Examinees by Gender, 2004



AP Statistics

Exemplary AP Statistics Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Statistics:

Small-size school (<500 students 9–12): Roxbury Latin School (West Roxbury, MA)

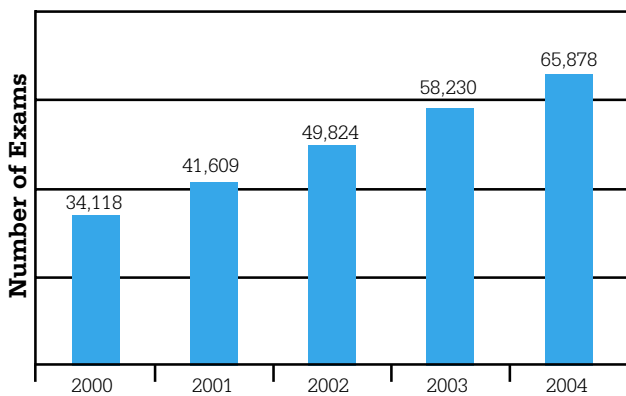
Medium-size school (500–999 students 9–12): Northside College Preparatory High School (Chicago, IL)

Large-size school (1000+ students 9–12): Mission San Jose High School (Fremont, CA)

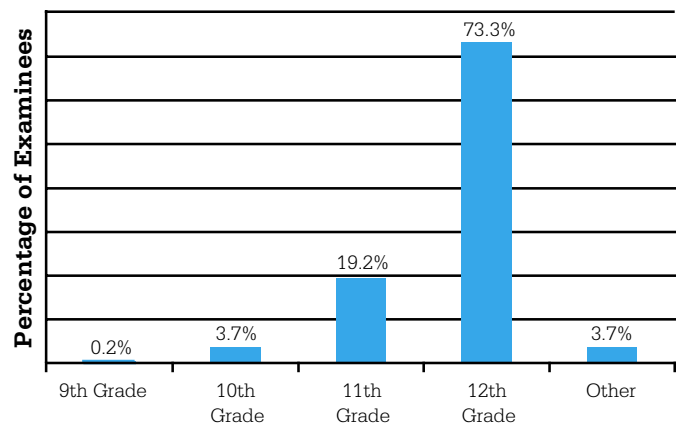
Total Number of Schools Offering AP Statistics: 3,611

Exam Grade	Number of Examinees	% At
Score of 5	8,307	12.6%
Score of 4	14,774	22.4%
Score of 3	16,353	24.8%
Score of 2	13,056	19.8%
Score of 1	13,388	20.3%
	65,878	100.0%

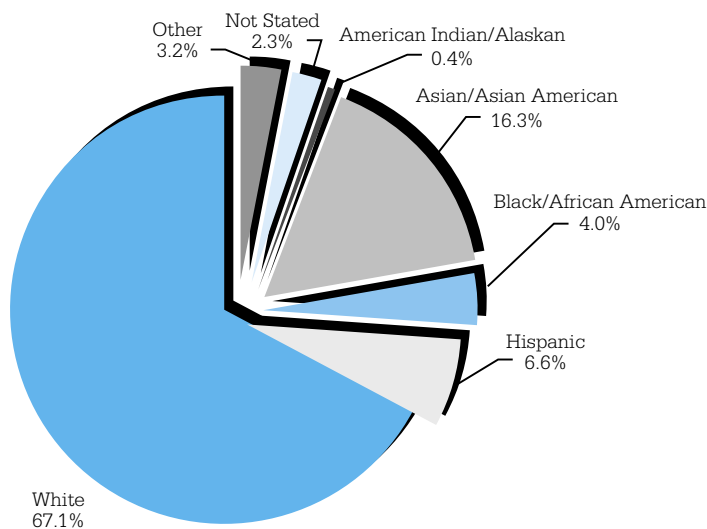
**AP Statistics,
Number of Exams, 2000–2004**



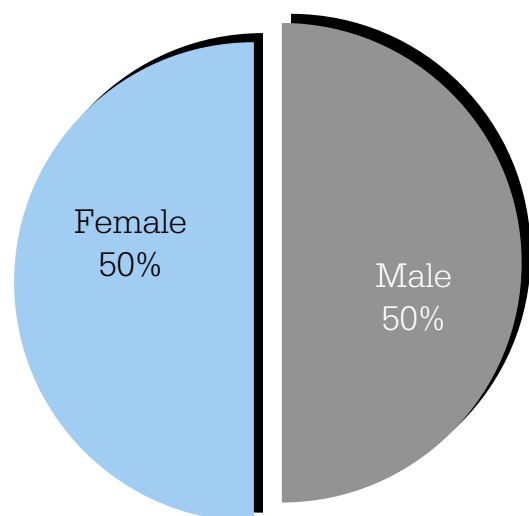
**AP Statistics
Examinees by Grade Level, 2004**



**AP Statistics
Examinees by Race and Ethnicity, 2004**



**AP Statistics
Examinees by Gender, 2004**



AP Studio Art¹²

Exemplary AP Studio Art Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP Studio Art:

Small-size school (<500 students 9–12): Design and Architecture Senior High School (Miami, FL)

Medium-size school (500–999 students 9–12): Carver Center for Arts and Technology (Towson, MD)

Large-size school (1000+ students 9–12): Alexander W. Dreyfoos Jr. School (West Palm Beach, FL)

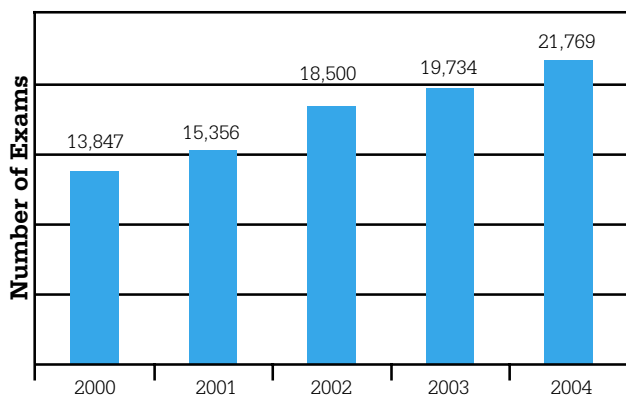
School with the Largest Number of African American Students Scoring 3+: Design and Architecture Senior High School (Miami, FL)

School with the Largest Number of Latino Students Scoring 3+: Design and Architecture Senior High School (Miami, FL)

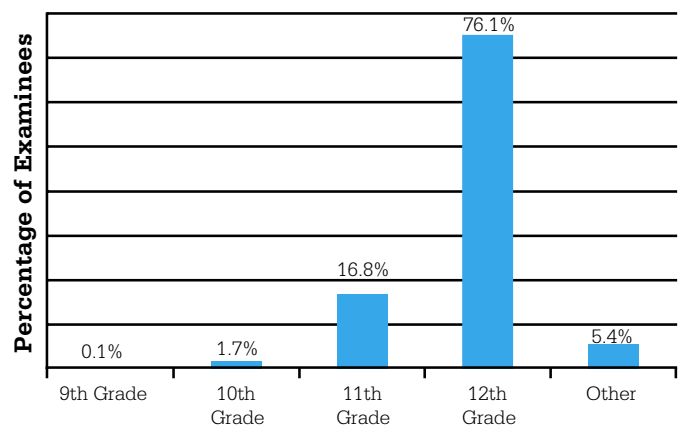
Total Number of Schools Offering AP Studio Art: 5,313

Exam Grade	Number of Examinees	% At
Score of 5	2,154	9.9%
Score of 4	3,667	16.8%
Score of 3	8,148	37.4%
Score of 2	6,054	27.8%
Score of 1	1,746	8.0%
	21,769	100.0%

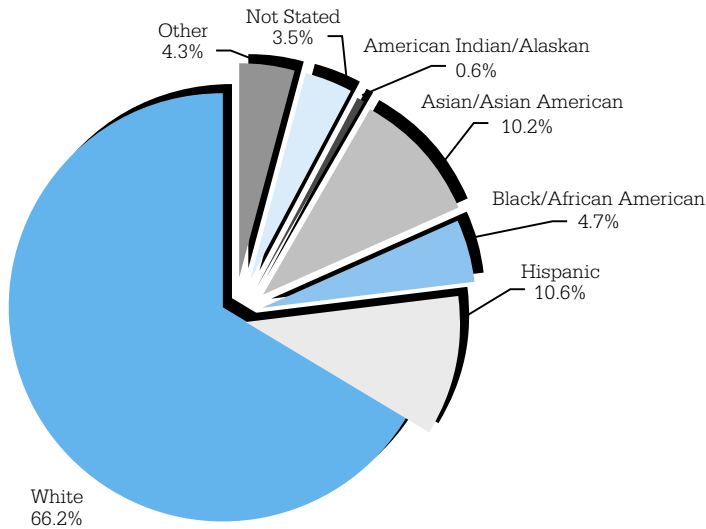
**AP Studio Art,
Number of Exams, 2000–2004**



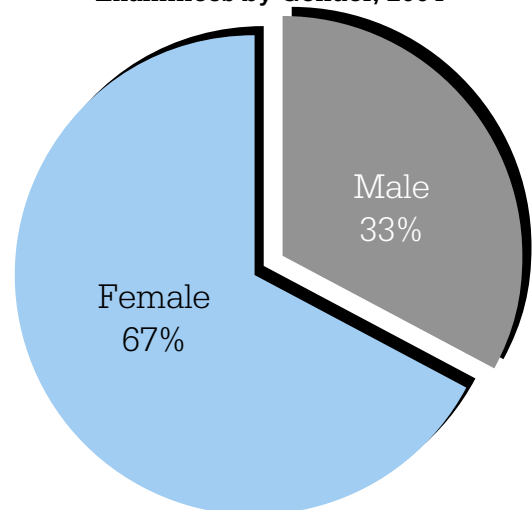
**AP Studio Art
Examinees by Grade Level, 2004**



**AP Studio Art
Examinees by Race and Ethnicity, 2004**



**AP Studio Art
Examinees by Gender, 2004**



AP U.S. History

Exemplary AP U.S. History Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP U.S. History:

Small-size school (<500 students 9–12): U.S. House of Representatives Page School (Washington, D.C.)

Medium-size school (500–999 students 9–12): University High School (Tucson, AZ)

Large-size school (1000+ students 9–12): Thomas Jefferson High School for Science and Technology (Alexandria, VA)

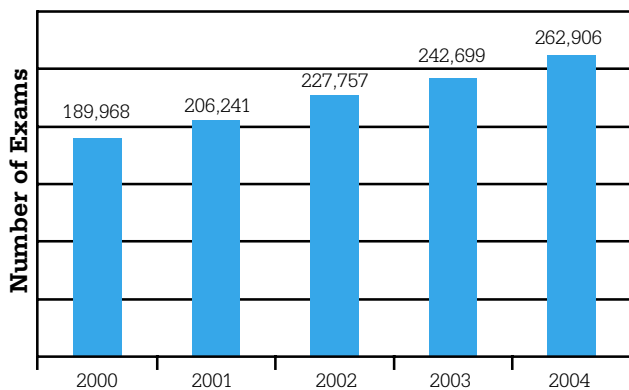
School with the Largest Number of African American Students Scoring 3+: Southwest DeKalb High School (Decatur, GA)

School with the Largest Number of Latino Students Scoring 3+: Miami Coral Park Senior High School (Miami, FL)

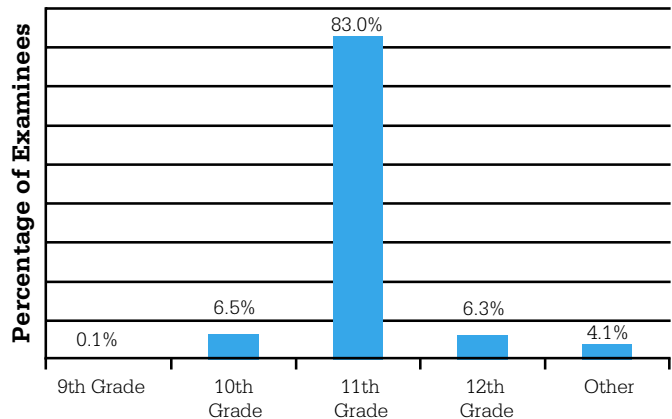
Total Number of Schools Offering AP U.S. History: 9,592

Exam Grade	Number of Examinees	% At
Score of 5	28,304	10.8%
Score of 4	54,964	20.9%
Score of 3	65,740	25.0%
Score of 2	65,191	24.8%
Score of 1	48,707	18.5%
	262,906	100.0%

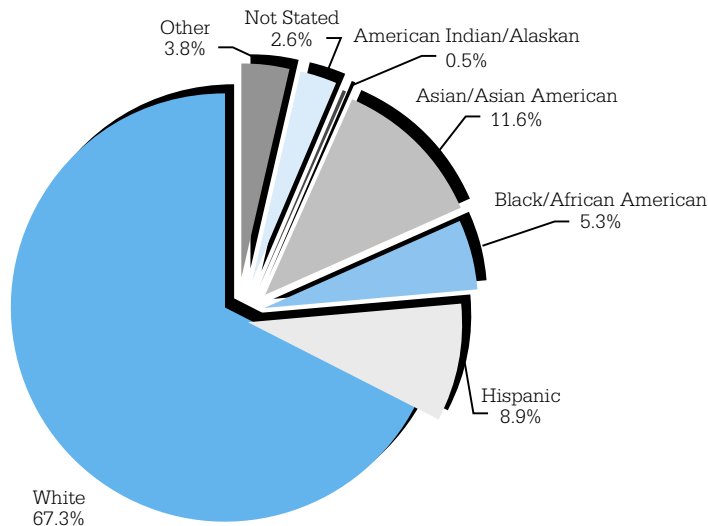
AP U.S. History,
Number of Exams, 2000–2004



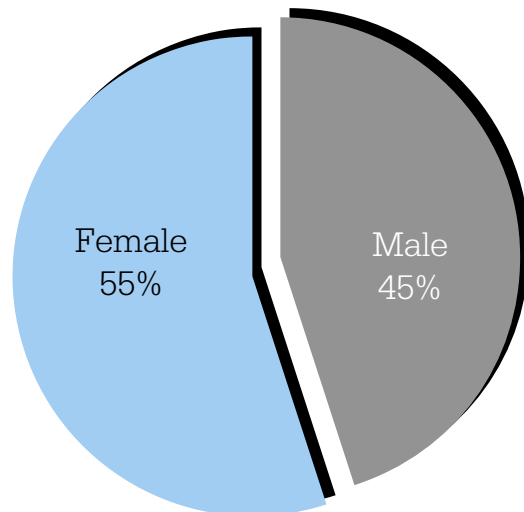
AP U.S. History
Examinees by Grade Level, 2004



AP U.S. History
Examinees by Race and Ethnicity, 2004



AP U.S. History
Examinees by Gender, 2004



AP World History

Exemplary AP World History Programs

These schools lead the world in helping the widest segment of their total school population attain college-level mastery of AP World History:

Small-size school (<500 students 9–12): International Baccalaureate School (Bartow, FL)

Medium-size school (500–999 students 9–12): Staten Island Technical High School (Staten Island, NY)

Large-size school (1000+ students 9–12): [TIE] Highland Park High School (Dallas, TX); Newport High School (Bellevue, WA)

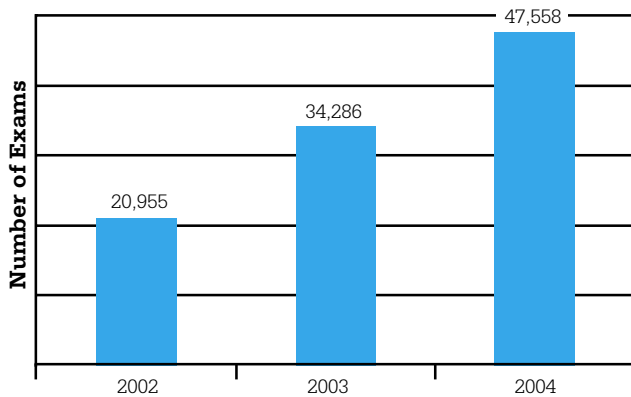
School with the Largest Number of African American Students Scoring 3+: Elmont Memorial Junior Senior High School (Elmont, NY)

School with the Largest Number of Latino Students Scoring 3+: Barbara Goleman High School (Miami, FL)

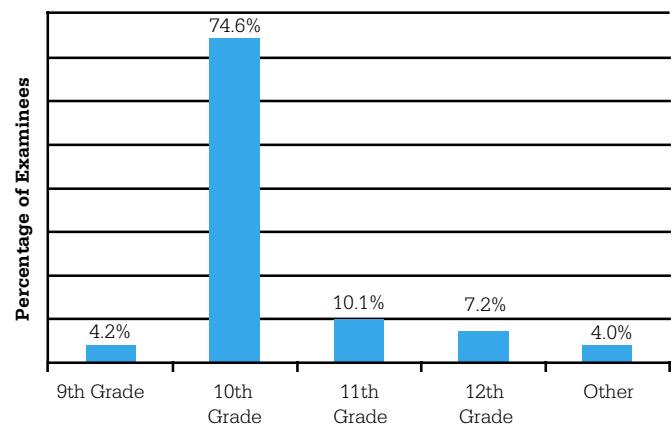
Total Number of Schools Offering AP World History: 9,592

Exam Grade	Number of Examinees	% At
Score of 5	5,199	10.9%
Score of 4	7,663	16.1%
Score of 3	13,231	27.8%
Score of 2	11,021	23.2%
Score of 1	10,444	22.0%
	47,558	100.0%

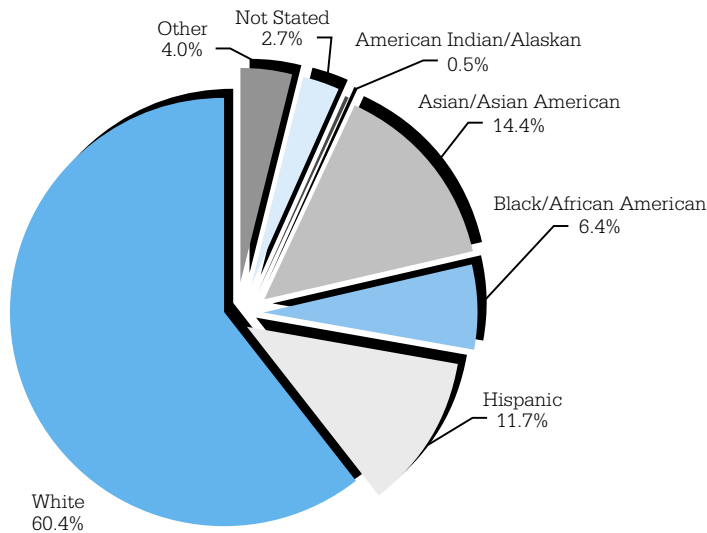
AP World History, Number of Exams, 2002–2004



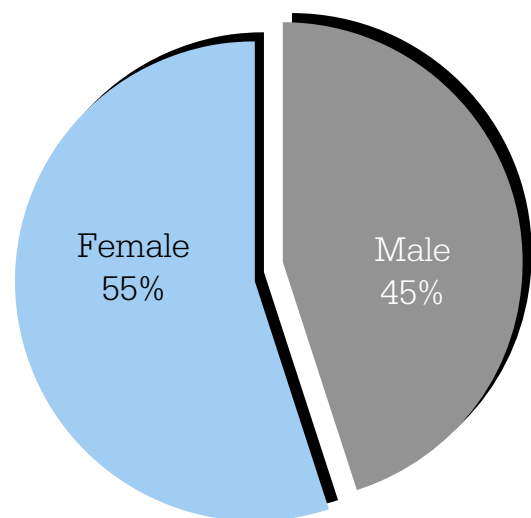
AP World History Examinees by Grade Level, 2004



AP World History Examinees by Race and Ethnicity, 2004



AP World History Examinees by Gender, 2004



Appendix A:

Fast Facts about AP

Schools:

- In 2004, 14,904 schools participated in the AP Program.
 - 14,144 of these schools are located in the 50 U.S. states and the District of Columbia.
 - 11,196 are public schools, an increase of 417 schools since 2003.
 - 2,948 are non-public schools, an increase of 103 schools since 2003.
 - 760 of these schools are located outside the United States or in U.S. territories.
- These schools offer, on average, seven different AP courses for their students.

Students:

- Worldwide, 1,101,802 students took 1,887,770 AP Exams in 2004.
- The mean AP Exam grade was 2.96.
- Participation by gender: Females, more than males, tend to participate in AP, with this advantage slowly but steadily widening. In 2004, 56.2 percent of AP participants were females versus 43.8 percent for males; this compares to 55.5 percent for females and 44.5 percent for males in 2000. The same female advantage and upward trend is seen when the total number of exams taken is reviewed.
- Participation by grade level: Most AP participants are eleventh and twelfth grade students, but the proportion of lower-grade examinees has been growing. In the latest school year, 46 percent of AP examinees were twelfth graders and 37 percent were eleventh graders, while lower-grade and other examinees account for 17 percent of all examinees. This latter group, comprised mostly of tenth graders, has grown from 11 percent in 2000. With regard to numbers of exams, 12th graders are more likely to take multiple exams, accounting for 53 percent of total exams in the 2004 school year, but this dominance has been steadily decreasing as other grades have been growing at a faster pace.

AP Courses:

- Of the 34 AP Exams, the five taken by the greatest number of students in 2004 were: U.S. History (262,906), English Literature and Composition (239,493), English Language and Composition (198,514), Calculus AB (175,094) and U.S. Government and Politics (112,894).
- Of the courses that were available in 1995-96, the five that exhibited the greatest percentage growth from 1995-96 to 2003-04 are: Psychology (394 percent), English Language and Composition (235 percent), Music Theory (223 percent), Macroeconomics (201 percent), and U.S. Government & Politics (184 percent).
- The most recent courses to be incorporated into the AP Program are: Statistics (1996-97), Environmental Science (1997-98), Human Geography (2000-01), and World History (2001-02).
- Future additions to the AP suite of course offerings: The College Board feels strongly that rather than investing in the development of additional AP course offerings, until equity and performance gaps have been eliminated, we must focus our resources on helping schools expand access to and performance in the current offerings. One exception to this moratorium on the development of new AP courses is the AP World Languages Initiative, whereby new AP courses in Italian (2005-06), and in Chinese, Japanese, and Russian (2006-07), will be made available to schools. Recognizing that the slate of AP world language offerings, which had not been changed since the inception of the AP Program in 1955, did not reflect the language learning needs of today's students, the College Board has committed to developing new language courses to promote and expand the offering of less commonly taught languages in U.S. schools.

Appendix B: 2004 Summary of AP Participation and Performance in U.S. Public Schools

	AP Grade	Number of Students for Each Examination																
		Total Exams	Art History	Biology	Calculus AB	Calculus BC	Chemistry	Computer Science A	Computer Science AB	Economics: Macro	Economics: Micro	English Lang. & Composition	English Lit. & Composition	Environmental Science	European History	French Language	French Literature	German Language
African American	5	2518	20	230	322	146	79	21	9	27	22	184	192	18	48	98	9	6
	4	6432	57	382	584	129	152	61	15	150	91	631	776	100	190	132	11	5
	3	13973	103	661	832	222	356	33	10	167	133	2127	2568	155	662	191	10	18
	2	23616	97	1392	1091	116	423	27	8	407	204	5057	5354	245	558	138	14	12
	1	31944	137	2057	3361	276	1293	302	45	654	455	3222	3977	1128	723	231	17	13
	T	78483	414	4722	6190	889	2303	444	87	1405	905	11221	12867	1646	2181	790	61	54
Mean Grade		2.03	2.34	2.01	1.94	2.72	1.83	1.81	2.25	1.92	1.92	2.06	2.06	1.56	2.21	2.66	2.69	2.61
Asian/Asian American	5	37770	222	4100	4916	4539	2758	501	354	974	747	1938	1976	323	1091	149	21	28
	4	44655	488	3545	4324	1908	2413	651	232	1646	1127	3347	4125	722	1705	242	21	55
	3	53692	556	3319	4126	2045	2710	384	243	1121	1011	5806	6544	486	3149	427	23	52
	2	46294	325	3628	3670	749	2050	247	156	1539	843	6153	5825	566	1350	301	33	36
	1	32775	320	2004	4352	1222	2435	783	286	888	712	1337	1669	995	1091	363	19	25
	T	215186	1911	16596	21388	10463	12366	2566	1271	6168	4440	18581	20139	3092	8386	1482	117	196
Mean Grade		3.04	2.98	3.25	3.08	3.74	3.08	2.94	3.17	3.05	3.08	2.91	2.95	2.62	3.04	2.67	2.93	3.13
Latino: Chicano/Mexican American	5	11359	41	141	392	164	62	22	7	39	25	163	164	31	48	6	1	4
	4	14071	95	265	601	128	95	48	9	200	96	577	677	105	185	25	2	4
	3	17336	189	483	790	195	238	37	12	216	133	1957	2081	134	547	89	4	3
	2	22802	187	974	1112	99	314	29	9	581	229	5559	4029	176	478	116	4	11
	1	30412	242	1367	3046	294	1123	161	43	863	453	3616	2717	760	925	292	21	15
	T	95980	754	3230	5941	880	1832	297	80	1899	936	11872	9668	1206	2183	528	32	37
Mean Grade		2.51	2.34	2.02	2.02	2.74	1.72	2.13	2.10	1.93	1.94	2.00	2.13	1.73	2.06	1.74	1.69	2.22
Latino: Puerto Rican	5	925	3	44	70	26	20	6	3	4	4	31	39	10	17	3		1
	4	1462	13	63	92	17	28	6	2	24	13	114	145	32	38	4		
	3	2379	17	109	107	17	38	6	2	35	21	299	361	28	133	6		3
	2	2724	8	163	126	15	46	2	4	62	33	457	492	35	86	1	2	2
	1	2634	12	155	279	33	112	36	5	76	37	162	223	124	102	18		
	T	10124	53	534	674	108	244	56	16	201	108	1063	1260	229	376	32	2	6
Mean Grade		2.54	2.75	2.40	2.33	2.89	2.17	2.00	2.63	2.09	2.20	2.43	2.43	1.99	2.42	2.16	2.00	3.00
Latino: Other	5	13361	34	248	463	253	105	32	9	45	28	219	241	40	119	38	4	5
	4	12362	92	322	584	147	176	46	14	245	93	660	728	166	252	67	4	18
	3	14962	173	499	654	213	314	44	14	211	119	1745	1759	190	636	154	3	20
	2	16623	117	852	780	96	346	43	17	424	156	3431	2608	240	452	113	2	11
	1	18846	144	939	1593	259	746	234	27	613	276	1767	1425	738	573	192	11	8
	T	76154	560	2860	4074	968	1687	399	81	1538	672	7822	6761	1374	2032	564	24	62
Mean Grade		2.80	2.56	2.33	2.40	3.04	2.14	2.00	2.52	2.15	2.17	2.25	2.37	1.93	2.45	2.37	2.50	3.02
Native American	5	439	4	35	52	26	18	5	6	9	9	39	33	5	17			1
	4	926	11	42	86	27	40	9	3	17	9	108	126	20	33	3	1	1
	3	1683	13	84	101	24	57	4	2	11	20	288	323	26	89	6	1	3
	2	2062	7	133	113	14	69	8	2	35	12	413	398	23	58	8		2
	1	1757	7	125	226	32	95	29	11	24	10	146	146	54	50	20		
	T	6867	42	419	578	123	279	55	24	96	60	994	1026	128	247	37	2	7
Mean Grade		2.45	2.95	2.35	2.35	3.01	2.34	2.15	2.63	2.50	2.92	2.48	2.51	2.21	2.63	1.78	3.50	3.14

																			Number Of Students At Each Grade Level	
World History	U.S. History	Studio Art: Drawing	Studio Art: 3-D Design	Studio Art: 2-D Design	Statistics	Spanish Literature	Spanish Language	Psychology	Physics C: Mechanics	Physics C: Elec. & Magnet.	Physics B	Music Theory	Latin: Vergil	Latin: Literature	Human Geography	Government Politics: U.S.	Government Politics: Comp.			
71	321	50	4	20	52	2	50	284	37	13	27	34	7	2	19	79	15	9/10	5362	
204	1055	71	6	53	194	11	163	562	53	35	54	47	8	9	47	369	25	11	19333	
522	1992	180	18	120	328	17	180	789	82	23	179	109	6	10	66	845	128	12	24367	
Coll.	3334	144	21	104	491	6	144	834	89	36	165	111	17	8	92	1790	176		3	
Other	5822	79	14	43	1283	20	79	1248	157	47	837	97	24	25	251	1908	214		2666	
Total	12524	524	63	340	2348	56	524	3717	418	154	1262	398	62	54	475	4991	558	Total	51731	
1.92	1.94	2.75	2.44	2.71	1.83	2.45	2.41	2.13	2.34	2.55	1.63	2.52	2.31	2.17	1.93	1.98	2.02			
906	3608	163	1	68	1557	45	163	2100	1135	626	795	229	68	18	212	840	254	9/10	17924	
1235	5970	199	17	89	2180	61	199	1917	869	517	1025	202	68	31	286	2239	220	11	40093	
1854	6357	372	37	222	2178	79	372	1597	802	282	1914	248	82	42	227	3353	502	12	44960	
Coll.	6003	242	39	153	1732	20	242	1207	626	399	1032	171	47	34	184	4110	304		6	
Other	4590	54	9	29	1714	40	54	835	451	348	1922	46	69	63	170	1850	184		3372	
Total	26528	1030	103	561	9361	245	1030	7609	3883	2172	6688	896	334	188	1079	12392	1464	Total	106355	
2.93	2.92	3.17	2.63	3.03	3.01	3.21	2.83	3.43	3.41	3.31	2.66	3.44	3.06	2.51	3.17	2.69	3.04			
54	245	31	2	15	46	221	31	144	28	7	37	12	1	2	13	63	13	9/10	10366	
111	797	70	2	29	169	717	70	8208	51	25	61	22	1	2	34	354	33	11	24231	
384	1586	177	23	119	300	4472	1504	379	77	10	202	54	2	3	53	810	73	12	23115	
Coll.	2904	199	28	71	358	407	729	1205	87	25	181	51	7	3	53	1930	91		12	
Other	5628	87	15	31	939	565	1441	570	131	54	798	53	10	9	144	2514	123		3940	
Total	11160	564	70	265	1812	4612	4612	1773	374	121	1279	192	20	17	297	5671	333	Total	61664	
1.76	1.85	2.57	2.26	2.72	1.91	2.47	4.02	2.44	2.35	2.22	1.72	2.42	1.70	1.88	2.05	1.86	2.17			
11	60	7	1	1	16	7	1	54	3	3	5	6	1	1	14	14	1	9/10	857	
38	181	14	2	10	28	26	10	395	4	2	12	9	1	1	50	50	8	11	2379	
78	261	41	3	13	58	41	3	350	19	1	40	22	1	1	10	125	16	12	3147	
Coll.	395	30	4	17	71	121	129	121	13	6	27	12	2	2	15	204	18		1	
Other	436	12	1	4	116	60	51	107	15	6	88	12	3	3	188	188	18		296	
Total	1333	104	10	45	289	1389	144	477	54	18	172	61	5	6	59	581	61	Total	6680	
2.18	2.28	2.75	2.60	2.71	2.16	2.44	3.76	2.69	2.39	2.44	1.95	2.75	3.20	1.83	2.25	2.14	2.28			
81	381	61	8	30	93	366	30	9824	62	20	41	18	4	2	50	81	28	9/10	8409	
203	925	79	8	64	229	578	64	5305	72	27	86	25	3	2	77	362	30	11	18363	
482	1433	185	42	125	350	1208	42	2435	84	24	224	63	8	2	145	743	103	12	18936	
Coll.	2092	148	27	92	406	475	27	540	79	44	165	73	10	3	108	1358	89		6	
Other	3249	48	5	20	674	278	787	668	139	44	515	50	7	5	255	1444	75		3064	
Total	8080	521	90	331	1752	18495	3594	2587	436	159	1031	229	32	14	635	3988	325	Total	48778	
2.04	2.15	2.92	2.86	2.98	2.24	4.28	2.84	2.72	2.63	2.59	2.00	2.51	2.59	2.50	2.31	2.07	2.53			
17	50	5	1	2	11	35	2	10	7	3	3	3	3	4	4	22	7	9/10	483	
26	148	14	10	15	35	48	10	12	8	2	11	4	1	1	53	53	6	11	1773	
47	230	14	15	4	48	68	27	27	4	2	39	12	1	1	12	98	12	12	2031	
Coll.	319	18	4	15	46	45	26	21	2	2	26	9	4	8	146	146	16		146	
Other	338	9	3	3	82	51	43	51	13	1	50	9	1	1	94	94	16		146	
Total	1085	60	5	45	222	118	4	247	53	10	129	37	4	2	413	413	57	Total	4433	
2.46	2.31	2.80	2.60	2.84	2.31	2.88	2.32	2.00	2.53	3.40	2.16	2.54	2.00	2.50	2.64	2.43	2.51			

AP Grade	Number of Students for Each Examination																	
	Total Exams	Art History	Biology	Calculus AB	Calculus BC	Chemistry	Computer Science A	Computer Science AB	Economics: Macro	Economics: Micro	English Lang. & Composition	English Lit. & Composition	Environmental Science	European History	French Language	French Literature	German Language	
White	5	134351	762	10133	20081	9772	5355	1474	873	2718	1799	9635	12407	1725	4577	914	104	545
	4	212419	1670	11804	20165	4899	6372	1838	568	5582	3618	21033	30280	4606	8753	1344	110	653
	3	284273	1659	13277	19091	5589	8749	1203	577	3927	3401	38486	49065	3721	17324	2304	135	694
	2	233449	876	14307	17361	2071	7203	684	374	5715	2938	34762	34608	3460	7604	1720	100	638
	1	127577	709	6343	19405	3144	7992	2184	707	3421	2038	5284	5726	4907	5058	2048	98	345
	T	992069	5676	55864	96103	25475	35671	7383	3099	21363	13794	109200	132086	18419	43316	8330	547	2875
Mean Grade		2.99	3.16	3.09	3.04	3.63	2.83	2.96	3.17	2.93	3.01	2.95	3.07	2.72	3.00	2.68	3.04	3.14
Other	5	6770	75	542	731	470	297	60	37	134	96	500	530	98	252	71	9	43
	4	10564	146	654	735	259	307	94	33	344	191	1053	1297	224	464	116	12	27
	3	14012	145	700	759	277	438	61	35	202	199	1852	2067	187	878	171	14	29
	2	13127	79	844	741	106	376	44	17	349	178	2206	1823	189	466	118	15	26
	1	9566	81	592	945	210	527	176	49	260	171	577	621	325	422	123	11	10
	T	54039	526	3332	3911	1322	1945	435	171	1289	835	6188	6338	1023	2482	599	61	135
Mean Grade		2.85	3.10	2.91	2.89	3.51	2.73	2.58	2.95	2.80	2.84	2.79	2.89	2.59	2.86	2.82	2.89	3.50
Not Stated	5	5210	39	409	548	323	165	51	27	106	71	328	447	70	191	41	10	25
	4	7697	76	422	598	155	198	67	22	212	156	658	993	165	374	62	5	23
	3	9849	112	454	528	168	263	34	19	164	128	1176	1507	121	692	95	12	32
	2	8871	30	568	515	55	235	27	16	235	126	1361	1284	115	367	87	9	21
	1	6730	57	358	714	102	317	95	26	171	109	458	440	215	292	117	5	14
	T	38357	314	2211	2903	803	1178	274	110	888	590	3981	4671	686	1916	402	41	115
Mean Grade		2.89	3.03	2.98	2.91	3.68	2.71	2.82	3.07	2.83	2.92	2.76	2.94	2.65	2.90	2.56	3.15	3.21
National Total	5	212703	1200	15882	27575	15719	8859	2172	1325	4056	2801	13037	16029	2320	6360	1320	158	658
	4	310588	2648	17499	27769	7669	9781	2820	898	8420	5394	28181	39147	6140	11994	1995	166	786
	3	412159	2967	19586	26988	8750	13163	1806	914	6054	5165	53736	66275	5048	24110	3443	202	854
	2	369568	1726	22861	25509	3321	11062	1111	603	9347	4719	59399	56421	5049	11419	2602	179	759
	1	262241	1709	13940	33921	5572	14640	4000	1199	6970	4261	16569	16944	9246	9236	3404	182	430
	T	1567259	10250	89768	141762	41031	57505	11909	4939	34847	22340	170922	194816	27803	63119	12764	887	3487
Mean Grade		2.90	2.99	2.98	2.93	3.60	2.78	2.84	3.11	2.81	2.90	2.78	2.90	2.54	2.92	2.63	2.93	3.14

																			Number Of Students At Each Grade Level	
Government Politics: Comp.	Government Politics: U.S.	Human Geography	Latin Literature	Latin: Vergil	Music Theory	Physics B	Physics C: Elec. & Magnet.	Physics C: Mechanics	Psychology	Spanish Language	Spanish Literature	Statistics	Studio Art: 2-D Design	Studio Art: 3-D Design	Studio Art: Drawing	U.S. History	World History			
1146	4459	1106	116	188	1081	2438	1309	2801	10397	2162	140	4789	366	98	686	15257	2938	9/10	69432	
1115	13323	1432	172	207	1191	4054	1271	2589	11653	4327	220	9098	824	141	1019	31966	4522	11	219838	
2501	18791	1512	317	396	1627	7098	754	2497	10746	6523	277	10021	1880	310	2290	39513	8018	12	274015	
1601	20015	1072	250	318	1178	3515	950	1912	7291	5522	103	7633	1349	285	1594	38096	6344	Coll.	90	
879	6576	1118	401	380	405	5426	844	1252	3769	3881	205	6357	365	87	390	21541	4292	Other	22711	
7242	63164	6240	1256	1489	5482	22531	5128	11051	43856	22415	945	37898	4784	921	5979	146373	26114	Total	586086	
3.01	2.83	3.05	2.48	2.67	3.25	2.76	3.24	3.34	3.40	2.79	2.99	2.96	2.89	2.87	3.00	2.87	2.83			
57	191	52	9	8	28	107	67	114	467	365	18	195	15	3	57	894	178	9/10	4426	
69	635	68	11	13	42	197	53	122	507	475	38	360	48	1	56	1629	284	11	12152	
143	957	70	14	15	70	372	26	107	536	536	69	420	108	31	139	1900	485	12	12424	
111	1203	47	10	18	62	189	60	121	427	380	24	359	73	25	106	1966	369	Coll.	4	
75	652	70	15	13	20	388	46	88	331	236	48	395	19	5	34	1633	398	Other	1464	
455	3638	307	59	67	222	1253	252	552	2268	1992	197	1729	263	65	392	8022	1714	Total	30470	
2.83	2.59	2.95	2.81	2.78	2.98	2.56	3.14	3.01	3.16	3.18	2.77	2.77	2.87	2.57	2.99	2.77	2.69			
56	163	34	3	8	52	110	51	92	351	575	23	126	12	5	34	553	111	9/10	3266	
43	447	55	7	15	44	117	50	89	339	652	55	249	41	5	45	1073	185	11	7702	
101	668	44	21	17	55	231	29	81	401	508	101	288	87	17	121	1279	295	12	8464	
62	806	30	11	11	53	137	37	69	295	296	57	259	68	14	89	1271	255	Coll.	5	
43	419	45	15	18	34	273	34	52	236	203	93	275	19	8	35	1162	276	Other	3597	
305	2503	208	57	69	238	868	201	383	1622	2234	329	1197	227	49	324	5338	1122	Total	23034	
3.02	2.65	3.01	2.51	2.77	3.11	2.60	3.23	3.26	3.17	3.49	2.57	2.74	2.82	2.69	2.86	2.73	2.64			
1577	5912	1490	150	284	1463	3563	2099	4279	14160	23067	822	6885	529	122	1094	21369	4367	9/10	120525	
1549	17832	2025	235	316	1586	5617	1982	3857	15869	20516	1886	12542	1168	182	1567	43744	6808	11	345864	
3579	26390	2139	410	527	2260	10299	1151	3753	15192	16704	3298	13991	2689	481	3519	54551	12165	12	411459	
2468	31562	1609	322	434	1720	5437	1559	3017	11120	9764	1433	11355	1942	447	2570	56380	10342	Coll.	127	
1627	15645	2090	536	521	726	10297	1424	2298	7815	6687	2687	11835	533	144	748	44399	10006	Other	41256	
10800	97341	9353	1653	2082	7755	35213	8215	17204	64156	76738	10126	56608	6861	1376	9498	220443	43688	Total	919231	
2.91	2.66	2.92	2.48	2.72	3.17	2.62	3.22	3.28	3.27	3.57	2.68	2.85	2.89	2.78	2.97	2.73	2.66			

Appendix C: Raw Numbers for Tables 1 and 2

State	Class of 2000: U.S. Public Schools					Class of 2004: U.S. Public Schools				
	# of students ⁴	# of students who took an AP Exam in high school	% of students who took an AP Exam in high school	# of students who demonstrated college-level mastery of an AP Exam in high school	% of students who demonstrated college-level mastery of an AP Exam in high school	# of students ⁴	# of students who took an AP Exam in high school	% of students who took an AP Exam in high school	# of students who demonstrated college-level mastery of an AP Exam in high school	% of students who demonstrated college-level mastery of an AP Exam in high school
Alabama	38,402	2,750	7.2	1,510	3.9	37,259	3,276	8.8	1,878	5
Alaska	6,671	1,028	15.4	677	10.1	7,185	1,197	16.7	774	10.8
Arizona	38,818	4,378	11.3	2,805	7.2	50,015	6,430	12.9	4,013	8
Arkansas	27,335	2,208	8.1	1,166	4.3	26,732	3,468	13	1,626	6.1
California	309,866	68,648	22.2	46,495	15	334,266	95,195	28.5	62,423	18.7
Colorado	38,924	7,256	18.6	4,762	12.2	41,905	10,610	25.3	6,771	16.2
Connecticut	29,610	5,665	19.1	4,034	13.6	33,591	8,278	24.6	5,927	17.6
Delaware	6,185	824	13.3	467	7.6	6,676	1,310	19.6	743	11.1
District of Col.	2,695	467	17.3	179	6.6	2,489	574	23.1	205	8.2
Florida	102,479	23,288	22.7	13,885	13.5	111,062	37,165	33.5	21,359	19.2
Georgia	64,774	11,169	17.2	6,263	9.7	70,373	15,118	21.5	8,475	12
Hawaii	10,437	1,108	10.6	605	5.8	10,128	1,502	14.8	777	7.7
Idaho	16,163	1,559	9.6	1,052	6.5	15,396	1,927	12.5	1,253	8.1
Illinois	111,835	15,035	13.4	11,038	9.9	119,110	22,189	18.6	15,806	13.3
Indiana	59,388	7,064	11.9	3,553	6	57,354	8,887	15.5	4,397	7.7
Iowa	33,834	2,324	6.9	1,663	4.9	32,987	3,302	10	2,179	6.6
Kansas	29,102	2,026	7	1,278	4.4	29,589	2,729	9.2	1,853	6.3
Kentucky	36,831	3,920	10.6	2,027	5.5	35,904	5,550	15.5	2,755	7.7
Louisiana	38,317	1,214	3.2	711	1.9	33,688	1,675	5	852	2.5
Maine	12,229	1,809	14.8	1,235	10.1	13,153	2,612	19.9	1,685	12.8
Maryland	48,310	9,781	20.2	6,811	14.1	53,159	15,549	29.2	10,292	19.4
Massachusetts	52,950	10,399	19.6	7,680	14.5	56,213	14,195	25.3	10,190	18.1
Michigan	91,831	12,808	13.9	8,113	8.8	98,369	16,492	16.8	10,687	10.9
Minnesota	57,369	7,712	13.4	4,620	8.1	59,513	9,767	16.4	6,325	10.6
Mississippi	24,194	1,361	5.6	567	2.3	22,865	1,590	7	658	2.9
Missouri	52,553	2,869	5.5	1,937	3.7	54,666	4,452	8.1	2,923	5.3
Montana	10,903	1,102	10.1	736	6.8	10,607	1,381	13	935	8.8
Nebraska	19,908	986	5	632	3.2	19,433	1,226	6.3	782	4
Nevada	12,953	1,961	15.1	1,184	9.1	15,256	3,024	19.8	1,888	12.4
New Hampshire	11,829	1,579	13.3	1,089	9.2	12,925	2,071	16	1,413	10.9
New Jersey	74,420	13,357	17.9	9,631	12.9	81,474	17,338	21.3	12,656	15.5
New Mexico	18,303	2,033	11.1	1,125	6.1	17,958	3,044	17	1,463	8.1
New York	143,469	39,130	27.3	25,669	17.9	145,667	47,173	32.4	30,897	21.2
North Carolina	61,743	12,170	19.7	6,960	11.3	67,083	18,030	26.9	10,609	15.8
North Dakota	8,592	505	5.9	376	4.4	7,922	666	8.4	449	5.7
Ohio	108,992	12,273	11.3	7,704	7.1	110,597	16,806	15.2	10,429	9.4
Oklahoma	37,646	3,561	9.5	2,037	5.4	36,379	6,201	17	3,036	8.3
Oregon	30,151	3,164	10.5	2,129	7.1	31,653	4,295	13.6	2,772	8.8
Pennsylvania	113,959	14,115	12.4	9,429	8.3	120,761	18,039	14.9	12,221	10.1
Rhode Island	8,495	905	10.7	588	6.9	9,273	1,118	12.1	723	7.8
South Carolina	33,918	6,016	17.7	3,381	10	34,192	6,556	19.2	3,813	11.2
South Dakota	9,224	886	9.6	540	5.9	8,898	1,201	13.5	738	8.3
Tennessee	44,681	4,656	10.4	2,790	6.2	43,182	5,859	13.6	3,415	7.9
Texas	212,925	35,427	16.6	21,015	9.9	233,608	54,207	23.2	30,635	13.1
Utah	32,813	8,024	24.5	5,701	17.4	30,102	8,316	27.6	5,808	19.3
Vermont	6,468	1,076	16.6	744	11.5	6,716	1,423	21.2	942	14
Virginia	64,596	16,145	25	10,254	15.9	70,171	19,749	28.1	12,401	17.7
Washington	58,939	6,790	11.5	4,499	7.6	59,925	11,107	18.5	6,929	11.6
West Virginia	19,440	1,641	8.4	894	4.6	16,866	2,189	13	1,081	6.4
Wisconsin	58,545	8,907	15.2	6,172	10.5	61,285	12,286	20	8,400	13.7
Wyoming	6,469	396	6.1	246	3.8	5,779	649	11.2	386	6.7
Nation	2,550,483	405,475	15.9	260,658	10.2	558,993	20.9	351,647	13.2	

Appendix D:

Changes in Equity Gaps from 2000 to 2004

State	African American Students in Class of 2000: U.S. Public Schools			African American Students in Class of 2004: U.S. Public Schools		
	% of Student Population ⁴	% of AP Examinees ⁹	Equity Gap Eliminated	% of Student Population ⁴	% of AP Examinees ⁹	Equity Gap Eliminated
Alabama	33.3	8.9		31.5	9.4	
Alaska	3.7	1.7		3.8	2.8	
Arizona	4.2	1.8		4.6	1.7	
Arkansas	21.2	5.9		20.7	9.1	
California	7.3	3		7.3	3.3	
Colorado	4.3	2.6		4.4	2.4	
Connecticut	10.8	3.6		10.9	4.8	
Delaware	24.9	8.9		26.3	7.7	
District of Col.	86.6	61.7		82.9	53.3	
Florida	20.3	8.7		19	10.1	
Georgia	32.9	18.2		32.5	18.5	
Hawaii	1.6	1.4		1.5	1.6	✓
Idaho	0.4	0.3		0.5	0.5	✓
Illinois	14.7	5.1		13.9	6.4	
Indiana	8.6	3.2		7.9	3.7	
Iowa	2.2	1.3		2.3	1	
Kansas	6.1	6		6.6	3.5	
Kentucky	7.9	2.2		8.6	3.8	
Louisiana	38.6	17		39.3	17.5	
Maine	0.7	0.3		1.3	0.5	
Maryland	32	11.3		32.9	13.9	
Massachusetts	7.6	2.4		7.7	3.4	
Michigan	12.5	3.8		12.9	4.1	
Minnesota	2.9	0.9		4.6	1.6	
Mississippi	46.7	19.8		45.9	24.8	
Missouri	12.6	4.4		12.5	3.7	
Montana	0.2	0.1		0.3	0.1	
Nebraska	3.9	1.6		4.3	2.4	
Nevada	7.8	2.4		7.5	3.1	
New Hampshire	0.7	0.3		0.9	0.3	
New Jersey	14.9	4.9		14.8	4.7	
New Mexico	2.3	1.6		2.4	1.4	
New York	15.1	6.5		14.2	6.3	
North Carolina	26.8	9.6		26.7	12.7	
North Dakota	0.7	0.2		0.9	0.2	
Ohio	8.8	4.4		10.4	5.3	
Oklahoma	8.3	4.8		9.1	4.9	
Oregon	1.7	0.6		2	1	
Pennsylvania	10.3	2.4		11	3.3	
Rhode Island	5.5	1		7.5	1.8	
South Carolina	39.2	15.8		38.6	15.7	
South Dakota	0.7	0.7	✓	0.8	0.3	
Tennessee	18	11.5		19.6	13.6	
Texas	12.9	5		13.3	6.5	
Utah	0.5	0.2		0.8	0.3	
Vermont	0.3	0.3	✓	0.4	0.3	
Virginia	24.1	8.4		24.2	8.8	
Washington	3	2.1		4.5	2.2	
West Virginia	3.5	2		3.7	1.3	
Wisconsin	4.4	1.1		5	1.6	
Wyoming	0.4	0.3		0.8	0.5	
Nation	13.1	5.3		13.2	6	

State	Latino Students in the Class of 2000: U.S. Public Schools			Latino Students in the Class of 2004: U.S. Public Schools		
	% of Student Population ⁴	% of AP Examinees ⁹	Equity Gap Eliminated	% of Student Population ⁴	% of AP Examinees ⁹	Equity Gap Eliminated
Alabama	0.6	1.2	✓	1	1.3	✓
Alaska	2.9	1.9		2.8	3.5	✓
Arizona	25.4	12.7		27.9	14.8	
Arkansas	1.9	1.7		3.4	3	
California	32.5	26.2		34.6	29.9	
Colorado	13.3	8		15	8.4	
Connecticut	8.5	5.2		9.5	6.3	
Delaware	2.9	1		3.9	2.9	
District of Col.	7.4	11.8	✓	8.9	18.8	✓
Florida	15.1	19.6	✓	18.4	23	✓
Georgia	1.7	2	✓	3.3	3.2	
Hawaii	4.7	1.5		4.3	2.5	
Idaho	5.8	2.1		7.1	2.7	
Illinois	9.7	7.5		11.4	9.9	
Indiana	2.1	1.6		2.7	2.1	
Iowa	1.6	1		2.5	1.7	
Kansas	4.1	2.8		6	3.3	
Kentucky	0.5	0.9	✓	1.6	1.1	
Louisiana	1.3	3.4	✓	1.7	3.2	✓
Maine	0.5	0.6	✓	0.7	0.9	✓
Maryland	3.1	3.6	✓	4.4	5.2	✓
Massachusetts	6.6	3		7	4.3	
Michigan	2.3	1.8		2.6	2.1	
Minnesota	1.5	1.2		2.4	1.4	
Mississippi	0.2	0.9	✓	0.5	1.1	✓
Missouri	1.2	1.5	✓	1.7	1.8	✓
Montana	1.2	0.9		1.6	1.4	
Nebraska	3.2	1.4		4.6	3.1	
Nevada	12.6	7.9		16.8	11.1	
New Hampshire	1	0.6		1.6	1.4	
New Jersey	11.6	6.8		13.2	8.4	
New Mexico	42	27.4		45	34.1	
New York	11.5	9.7		11.2	10.4	
North Carolina	1.7	1.7	✓	3.3	2.7	
North Dakota	0.8	0.8	✓	1	1.1	✓
Ohio	1.1	1.3	✓	1.4	1.4	✓
Oklahoma	3.3	3.1		4.8	5.5	✓
Oregon	5.3	3		7.4	4.1	
Pennsylvania	2.5	1.4		3.1	2.1	
Rhode Island	8.3	2.7		11.2	2.7	
South Carolina	1	1.4	✓	1.8	2	✓
South Dakota	0.7	0.6		1.2	1	
Tennessee	0.6	1.4	✓	1	1.8	✓
Texas	32.1	27.2		34.7	30.2	
Utah	4.2	2.3		6.5	4.1	
Vermont	0.4	0.8	✓	0.6	0.6	✓
Virginia	3.2	3.8	✓	4.6	4.8	✓
Washington	4.9	2.9		7.4	4.7	
West Virginia	0.4	0.8	✓	0.4	0.6	✓
Wisconsin	2.5	1.6		3.2	2.3	
Wyoming	5.5	4		5.6	4	
Nation	11.1	10.9		12.8	13.1	✓

State	Native American Students in Class of 2000: U.S. Public Schools			Native American Students in Class of 2004: U.S. Public Schools		
	% of Student Population ⁴	% of AP Examinees ⁹	Equity Gap Eliminated	% of Student Population ⁴	% of AP Examinees ⁹	Equity Gap Eliminated
Alabama	1.2	1		1.2	0.5	
Alaska	19.1	3.1		19.5	3.8	
Arizona	6.4	1.5		5.8	2	
Arkansas	0.4	0.3		0.6	1	✓
California	0.9	0.6		0.9	0.4	
Colorado	0.8	0.5		0.8	0.6	
Connecticut	0.3	0.2		0.2	0.3	✓
Delaware	0.2	0.2	✓	0.3	0.3	✓
District of Col.	*	0.4	*	*	0.5	*
Florida	0.2	0.3	✓	0.3	0.4	✓
Georgia	0.1	0.3	✓	0.1	0.3	✓
Hawaii	0.3	0.4	✓	0.4	0.4	✓
Idaho	0.8	0.4		0.9	0.4	
Illinois	0.2	0.2	✓	0.3	0.2	
Indiana	0.1	0.3	✓	0.2	0.2	✓
Iowa	0.2	0.2	✓	0.4	0.1	
Kansas	0.9	0.7		1.1	0.6	
Kentucky	0.1	0.3	✓	0.2	0.4	✓
Louisiana	0.5	0.2		0.6	0.3	
Maine	0.5	0.1		0.4	0.2	
Maryland	0.3	0.3	✓	0.3	0.3	✓
Massachusetts	0.2	0.3	✓	0.2	0.1	
Michigan	1	0.4		0.9	0.5	
Minnesota	1.1	0.3		1.2	0.3	
Mississippi	0.1	0.3	✓	0.1	0.1	✓
Missouri	0.2	0.5	✓	0.3	0.4	✓
Montana	6.2	1.3		7.3	1.5	
Nebraska	0.6	0.1		0.9	0.3	
Nevada	1.4	0.8		1.4	0.7	
New Hampshire	0.2	0.1		0.2	0.3	✓
New Jersey	0.3	0.2		0.3	0.1	
New Mexico	10.5	5.1		11.1	6	
New York	0.3	0.3	✓	0.3	0.3	✓
North Carolina	1.2	0.6		1.1	0.7	
North Dakota	4.5	0.6		5.2	0.6	
Ohio	0.1	0.3	✓	0.1	0.2	✓
Oklahoma	15	7.5		17.5	9.2	
Oregon	1.5	0.9		1.7	0.9	
Pennsylvania	0.1	0.2	✓	0.1	0.1	✓
Rhode Island	0.2	0.3	✓	0.3	0.1	
South Carolina	0.2	0.4	✓	0.1	0.4	✓
South Dakota	3.5	0.7		4.8	0.3	
Tennessee	0.1	0.4	✓	0.1	0.2	✓
Texas	0.2	0.4	✓	0.3	0.4	✓
Utah	1	0.3		1.2	0.4	
Vermont	0.2	0.3	✓	0.2	0.4	✓
Virginia	0.3	0.4	✓	0.3	0.3	✓
Washington	1.6	0.8		2	0.9	
West Virginia	0.1	0.3	✓	0.1	0.2	✓
Wisconsin	0.9	0.3		1	0.4	
Wyoming	1.3	0.8		1.7	0.5	
Nation	1	0.5		1.1	0.5	

* Precise Native American student enrollments for the District of Columbia are not available from the Western Interstate Commission for Higher Education.

Notes

[1] Colleges and universities nationwide participate in the development of the AP courses, exams, and scoring standards. These academics are full-time faculty at dozens of institutions including Dartmouth College, Harvard University, Princeton University, Spelman College, Stanford University, the University of Texas-Austin, the University of Virginia, the University of Washington, and Yale University. For a complete listing of these faculty and their affiliations, visit the Advanced Placement Press Room at www.collegeboard.com.

[2] Clifford Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (1999), U.S. Department of Education.

[3] David A. Hawkins, *The State of College Admission: 2003-2004* (Alexandria, VA: National Association of College Admission Counseling, 2004), p. 38.

[4] *Knocking at the College Door* (2003), Western Interstate Commission for Higher Education.

[5] *Betraying the College Dream: How Disconnected K–12 and Postsecondary Education Systems Undermine Student Aspirations* (The Bridge Project, 2003,) p. 8.

[6] Frank Levy and Richard J. Murnane, “Education and the Changing Job Market,” *Educational Leadership* 6.2 (October 2004), p. 83.

[7] Wayne Camara, “College Persistence, Graduation and Remediation.” *College Board Research Notes* (RN–19). New York: College Board, 2003.

[8] Because state-level college-going rates are only available for a combination of public school and independent school students, these estimates will be less accurate for states in which large numbers of students attend independent schools and have much higher college enrollment rates than public school students. This percentage was obtained by dividing the total number of students from each state that enrolled

in a postsecondary institution following graduation in 2000, by the estimated number of public and nonpublic school students in 2000 (obtained from the National Center for Educational Statistics).

[9] These examinees include all students in the class of 2004 who took an AP Exam in high school.

[10] This page contains data for both AP Latin Exams—AP Latin Literature and AP Latin: Vergil. Charts showing examinees by grade level, race, ethnicity, and gender include demographic data from both AP Latin Exams, so some populations may be slightly inflated when individual students in those populations took both exams in 2004.

[11] This page contains data for both AP Physics C Exams—AP Physics C: Mechanics, and AP Physics C: Electricity and Magnetism. Charts showing examinees by grade level, race, ethnicity, and gender include demographic data from both AP Physics C Exams, so some populations may be slightly inflated when individual students in those populations took both exams in 2004.

[12] This page contains data for all three AP Studio Art portfolio assessments: Drawing, 2-D Design, and 3-D Design. Charts showing examinees by grade level, race, ethnicity, and gender include demographic data from all portfolios combined, so some populations may be slightly inflated when individual students in those populations submitted more than one portfolio in 2004.



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