



The 4th
Annual
AP[®]
Report
to the Nation

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A Word About Comparing States and Schools

AP Exams are valid measures of students’ content mastery of college-level studies in specific academic disciplines, but should never be used as a sole measure for gauging educational excellence and equity.



Introduction

More than ever before, educators across the United States are enabling a wider and more ethnically diverse proportion of students to achieve success in AP®. Significant inequities, however, which jeopardize traditionally underserved students' chances at college success, remain. This *Report* uses a combination of state, national, and AP Program data to provide each U.S. state with context it can use to celebrate its successes, understand its unique challenges, and set meaningful and data-driven goals to prepare more students for success in college. Additional data and research reports are available at www.collegeboard.com/appress.

Data Contained in This *Report*

Part I of the *Report* situates each state's AP participation and performance data within the context of its population and racial/ethnic demographics. 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 opportunity (and because current, reliable racial/ethnic demographic data for nonpublic schools are not available for all states), the data in Part I represent public schools only. Part I summarizes the AP experiences the graduating class of 2007 had throughout high school, and, thus, includes the AP exams taken not just in the 2006-07 academic year, but throughout these students' secondary school years.

Part II only focuses on the AP Exams taken by students during the most recent AP Exam administration, May 2007, as a way of showing for 2007 the total number of students participating in each of the AP subject areas. Part II of the *Report* uses 2007 AP Exam data from all schools participating in AP globally, public and nonpublic, to provide overall participation and performance information for each AP subject.

Note: Improvements to student record-matching algorithms have eliminated the small percentage of duplicate student records, enabling us to provide refined 2006 cohort data in this year's *Report*.

Definition of Success

With 75 percent of U.S. high school graduates entering college,¹ the nation is steadily democratizing entrance to college. But high college dropout rates and the fact that about half of all college freshmen are taking at least one remedial course show us that it is not enough simply for secondary schools to help students gain admission.² If we are to succeed in democratizing what really counts—successful college degree completion—the gulf between high school graduation standards and freshman college course requirements must be eliminated.

Throughout the *AP Report to the Nation*, “success on an AP Exam” is defined as an exam grade of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. Two examples of such studies are recent reports from researchers at the University of California at Berkeley³ and the National Center for Educational Accountability,⁴ which both find that an AP Exam grade, and a grade of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

While students earning 1s and 2s on AP Exams are not demonstrating stronger college outcomes than non-AP students, Boston College⁵ researchers did find that such AP students had nonetheless developed stronger content mastery of advanced math and physics than U.S. students who had not taken AP courses. Specifically, the Trends in International Mathematics and Science Study (TIMSS) found that U.S. advanced math and physics students “were not leading, but lagging behind other students around the world in mathematics and physics achievement.” AP Calculus students,

however—even those scoring 1s and 2s on the AP Exam—demonstrated calculus knowledge comparable to that of students from the top-performing country, France.

Because more research is needed, however, to establish the conditions under which AP Exam grades lower than 3 relate to college success, this *Report* uses an AP Exam grade of 3 or higher as the definition of success.

About the AP[®] Program

The College Board partners with colleges and universities⁶ to create AP courses and exams that reflect and measure college-level learning. Concurrently, the College Board supports secondary schools in training teachers and developing curricula of high academic intensity and quality that will enable students to meet the standards for college-level learning in the 37 AP course and exam subjects. As a result, most colleges and universities in the United States, as well as institutions in more than 40 other countries, 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.

AP Exam Scores

AP Exams—with the exception of AP Studio Art, which is a portfolio assessment—consist of dozens of multiple-choice questions scored by machine, and free-response questions scored at the annual AP Reading by approximately 10,000 college faculty and expert AP teachers. AP Readers use scoring standards developed by college and university faculty who teach the corresponding college course.

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 A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A-, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B-, C+, and C in college.

Maintaining Quality and Rigor

Because of the expertise of the college professors and AP teachers who create AP courses and exams, the quality, reliability, and rigor of AP are at an all-time high, generating “healthy pressure” on schools to continuously improve and update their curricula.

Through the AP Course Audit, which was introduced for the first time in 2007, approximately 130,000 AP teachers’ courses at more than 14,000 high schools underwent a rigorous review conducted by more than 800 select college and university faculty. As a result of the AP Course Audit, college admissions officials, students, parents, and educators can have continued confidence that the AP designation on students’ transcripts is only allowed for syllabi that have been approved by college faculty.



Part I:

Themes of Equity and Excellence

Theme 1: States Leading the Nation in AP Student Performance and Participation

More than ever before, educators and policymakers nationwide are helping a wider segment of the U.S. student population experience success in AP.

Models of Improvement: New England States

Out of all 50 states and the District of Columbia, **Vermont** experienced the largest one-year and five-year increases in the percentage of its student population who scored 3 or higher on at least one AP Exam. Two other states in New England, **Maine** and **New Hampshire**, experienced significant five-year increases in their students' performance. Also noteworthy are **Massachusetts** and **Connecticut**, both of which appear in the list of top ten states with the largest percentage of seniors scoring at least one AP grade of 3 or higher during their high school careers.

Credit for these successes goes to educators at all levels for preparing students across grades 6–12 for the rigors of college-level AP course work. Educators and policymakers in the region have worked collaboratively to foster access to AP courses among students in rural and urban areas, increase participation of low-income students in courses preceding AP, provide teachers with opportunities for professional development, and support a stronger articulation of middle and high school education through vertical teaming.

State Initiatives to Increase Equity and Excellence

A number of states have programs and policies designed to help students access—and achieve greater success in—college-level course work. Some of these programs have been in place for a number of years and others have been recently implemented. Below is a sampling of the types of efforts under way:

- Facilitating and funding teacher participation in AP and Pre-AP® professional development activities (Alabama, Arkansas, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maine, Minnesota, Missouri, New Mexico, Nevada, Ohio, Oklahoma, Rhode Island, South Carolina, Texas, West Virginia, and Wisconsin)
- Demonstrating a commitment to college readiness for all students by enacting legislation intended to expand access to AP courses (Arkansas, California, Florida, Illinois, Indiana, Iowa, Minnesota, Mississippi, West Virginia)

States with the greatest % of graduating seniors scoring 3+ on an AP Exam in high school

1. New York (23.4%)
2. Maryland (22.4%)
3. Virginia (21.5%)
4. Florida (20.3%)
4. Massachusetts (20.3%)
6. Connecticut (20.1%)
7. Vermont (19.9%)
8. California (19.7%)
9. Utah (19.5%)
10. Colorado (19.2%)

States with the greatest 2002 to 2007 expansion of AP grades of 3+

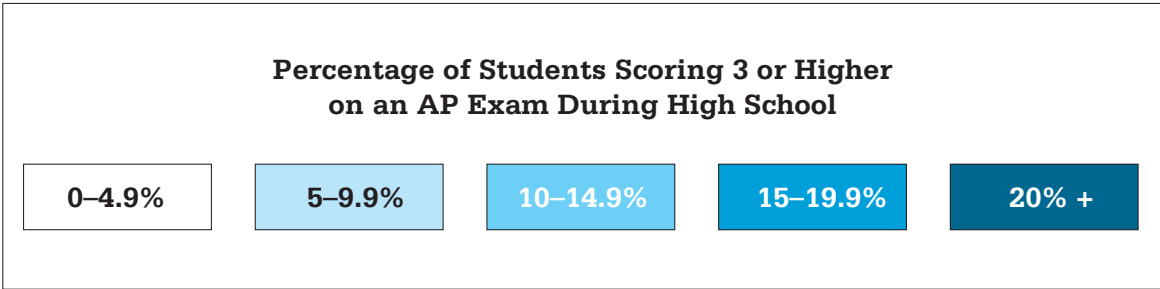
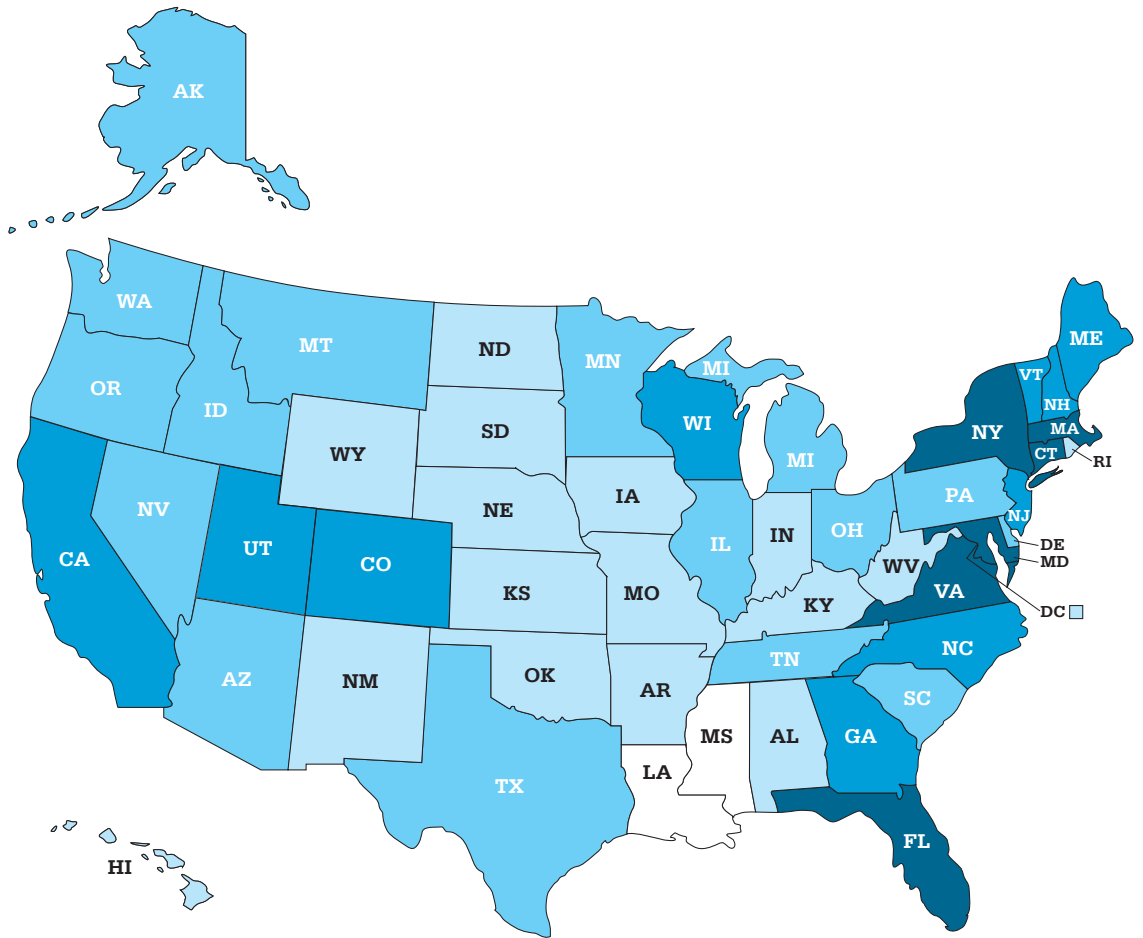
1. Vermont
2. Maryland
3. Maine
4. Colorado
5. New Hampshire

Table 1: Equity and Excellence in Public Schools

**PERCENTAGE OF STUDENTS EARNING
A 3 OR HIGHER ON AN AP EXAM
DURING HIGH SCHOOL⁷**

| STATE | HIGH SCHOOL CLASS OF | | | % CHANGE | |
|----------------------|----------------------|--------------|--------------|-------------|-------------|
| | 2002 | 2006 | 2007 | ONE YEAR | FIVE YEARS |
| Alabama | 4.8% | 5.8% | 6.4% | 0.6% | 1.6% |
| Alaska | 11.0% | 12.6% | 12.8% | 0.2% | 1.8% |
| Arizona | 7.0% | 9.4% | 10.0% | 0.6% | 3.0% |
| Arkansas | 5.0% | 9.9% | 9.6% | -0.3% | 4.6% |
| California | 16.5% | 19.9% | 19.7% | -0.2% | 3.2% |
| Colorado | 13.7% | 17.7% | 19.2% | 1.5% | 5.5% |
| Connecticut | 16.0% | 19.2% | 20.1% | 0.9% | 4.1% |
| Delaware | 9.3% | 14.6% | 14.5% | -0.1% | 5.2% |
| District of Columbia | 8.1% | 9.8% | 8.1% | -1.7% | 0.0% |
| Florida | 15.2% | 19.8% | 20.3% | 0.5% | 5.1% |
| Georgia | 11.2% | 14.9% | 15.3% | 0.4% | 4.1% |
| Hawaii | 6.5% | 7.6% | 8.3% | 0.7% | 1.8% |
| Idaho | 7.3% | 9.4% | 10.1% | 0.7% | 2.8% |
| Illinois | 11.7% | 15.0% | 14.9% | -0.1% | 3.2% |
| Indiana | 7.3% | 9.2% | 9.7% | 0.5% | 2.4% |
| Iowa | 5.4% | 7.7% | 8.0% | 0.3% | 2.6% |
| Kansas | 5.6% | 7.7% | 7.8% | 0.1% | 2.2% |
| Kentucky | 6.5% | 9.5% | 9.7% | 0.2% | 3.2% |
| Louisiana | 2.0% | 2.3% | 2.7% | 0.4% | 0.7% |
| Maine | 12.0% | 14.5% | 17.8% | 3.3% | 5.8% |
| Maryland | 16.4% | 21.7% | 22.4% | 0.7% | 6.0% |
| Massachusetts | 15.4% | 19.5% | 20.3% | 0.8% | 4.9% |
| Michigan | 10.3% | 12.2% | 12.8% | 0.6% | 2.5% |
| Minnesota | 9.8% | 12.3% | 13.4% | 1.1% | 3.6% |
| Mississippi | 3.0% | 3.6% | 3.7% | 0.1% | 0.7% |
| Missouri | 4.7% | 6.2% | 6.7% | 0.5% | 2.0% |
| Montana | 8.8% | 10.0% | 10.6% | 0.6% | 1.8% |
| Nebraska | 3.8% | 5.8% | 5.9% | 0.1% | 2.1% |
| Nevada | 9.6% | 13.3% | 13.3% | 0.0% | 3.7% |
| New Hampshire | 10.0% | 13.7% | 15.3% | 1.6% | 5.3% |
| New Jersey | 14.5% | 16.6% | 17.1% | 0.5% | 2.6% |
| New Mexico | 6.9% | 9.2% | 9.2% | 0.0% | 2.3% |
| New York | 20.2% | 22.4% | 23.4% | 1.0% | 3.2% |
| North Carolina | 13.7% | 18.2% | 18.5% | 0.3% | 4.8% |
| North Dakota | 5.1% | 6.9% | 7.4% | 0.5% | 2.3% |
| Ohio | 8.3% | 10.5% | 11.0% | 0.5% | 2.7% |
| Oklahoma | 7.1% | 9.7% | 9.3% | -0.4% | 2.2% |
| Oregon | 8.0% | 10.4% | 11.9% | 1.5% | 3.9% |
| Pennsylvania | 9.5% | 11.0% | 11.7% | 0.7% | 2.2% |
| Rhode Island | 7.4% | 8.4% | 8.7% | 0.3% | 1.3% |
| South Carolina | 12.7% | 12.9% | 13.3% | 0.4% | 0.6% |
| South Dakota | 6.9% | 9.3% | 9.7% | 0.4% | 2.8% |
| Tennessee | 7.2% | 9.7% | 10.0% | 0.3% | 2.8% |
| Texas | 11.1% | 14.6% | 14.5% | -0.1% | 3.4% |
| Utah | 18.4% | 20.1% | 19.5% | -0.6% | 1.1% |
| Vermont | 12.7% | 16.2% | 19.9% | 3.7% | 7.2% |
| Virginia | 16.9% | 20.7% | 21.5% | 0.8% | 4.6% |
| Washington | 9.7% | 13.8% | 14.7% | 0.9% | 5.0% |
| West Virginia | 5.2% | 6.5% | 7.0% | 0.5% | 1.8% |
| Wisconsin | 11.8% | 15.7% | 16.5% | 0.8% | 4.7% |
| Wyoming | 5.7% | 6.8% | 8.4% | 1.6% | 2.7% |
| Nation | 11.7% | 14.7% | 15.2% | 0.5% | 3.5% |

Figure 1: Equity and Excellence in Public High School Class of 2007



Theme 2: The Work Ahead— Closing Equity and Excellence Gaps

While more African American, Latino, and American Indian students are entering AP classrooms and experiencing success, equity and excellence gaps remain.

The College Board believes that students of all backgrounds deserve equal preparation for AP courses. We also believe true equity is not achieved until the demographics of AP participation and performance are identical to the demographics of the entire school. This year's *Report* shows the demographics of AP participation (Figure 2) and, by state, the racial/ethnic demographics of the total high school class compared to the racial/ethnic demographics of the AP cohort scoring 3 or higher on an AP Exam (Table 2). An equity and excellence gap appears whenever the percentage of underserved students achieving access to and success on AP Exams is less than the percentage of underserved students in the entire class of 2007. In other words, if 20 percent of students in the entire high school cohort are African American, true equity and excellence would not be achieved until 20 percent of the students taking AP Exams, and scoring 3 or better, are African American as well.

Despite strides that have been made by educators to provide traditionally underrepresented students with access to AP courses, AP Exam results indicate that often these students are not receiving adequate preparation for the rigors of college-level course work. It is vital for states and educators to help students learn at the level that will produce a score of 3 or higher, which is the level of performance research consistently finds to be predictive of college success and which can enable many students to earn credit and/or placement. Major initiatives are needed to ensure adequate preparation of students in middle school and ninth and tenth grades so that these students will have an equitable chance at success when they go on to take AP courses and exams.

Initiatives to Support Traditionally Underserved Students

While several states—including **Florida**, **Georgia**, **Maryland**, and **Oklahoma**—have been able to close the equity and excellence gap for Latino students, no state with large numbers of African American or American Indian students has yet to close the gap. Several states, however, have implemented programs to support academic achievement for all students. Below are just a few examples.

- In **Mississippi**, the percentage of African American students in the AP cohort scoring 3 or higher on at least one AP Exam has steadily increased from 8.9 percent in 2002 to 11.5 percent in 2007 (see Appendix D). In an effort to expand access to and success in AP courses, the state of Mississippi requires high schools to offer AP courses and requires AP teacher training.
- **Illinois** has enacted the College and Career Success for All Students Program, which offers competitive grants to school districts emphasizing training for AP teachers, counselors, and principals.
- Through a far-reaching set of initiatives embodied in the College Board Florida Partnership for Minority and Underrepresented Student Achievement, **Florida** has expanded AP participation and performance among African American and Hispanic students.

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Additionally, the federally funded **Advanced Placement Incentive Program (APIP)** provides grants to state and local educational agencies working toward increasing participation of low-income students in both Pre-AP and AP course work and exams. Funds from the program can be used toward a variety of activities, including teacher training, improving articulation between grade levels, and purchasing classroom resources.

The College Board has a number of initiatives designed to support traditionally underserved students. For more information about these or other initiatives, e-mail cbequity@collegeboard.org.

- **African American Student Achievement Initiative:** Designed to increase participation and improve African American student performance on AP Exams within six largely urban school districts. Districts work with the College Board to implement strategies and innovative solutions specific to their African American student population.
- **AP Start-Up Grants:** Three-year competitive, comprehensive grants aimed specifically at schools that have few, if any, AP courses. Schools receive professional, technical, and monetary support with the end goal of building an equitable and sustainable AP program.
- **AP Fellows Program:** Annual, competitive grant program awarding \$1,000 scholarships to AP teachers in schools that serve minority and/or low-income students. Funds are to be used to attend College Board–endorsed AP Summer Institutes.
- **The National AP Equity Colloquium:** Annual event bringing together educators from across the country to discuss challenges and solutions for expanding access and increasing equity in AP. Session topics include preparing, recruiting, and retaining traditionally underrepresented students in AP; building equitable and effective AP programs in large urban schools and small rural schools; and differentiating instruction to engage and support diverse learners.

Figure 2: The Class of 2007: Race/Ethnicity of AP Examinees vs. Graduating Seniors in U.S. Public Schools

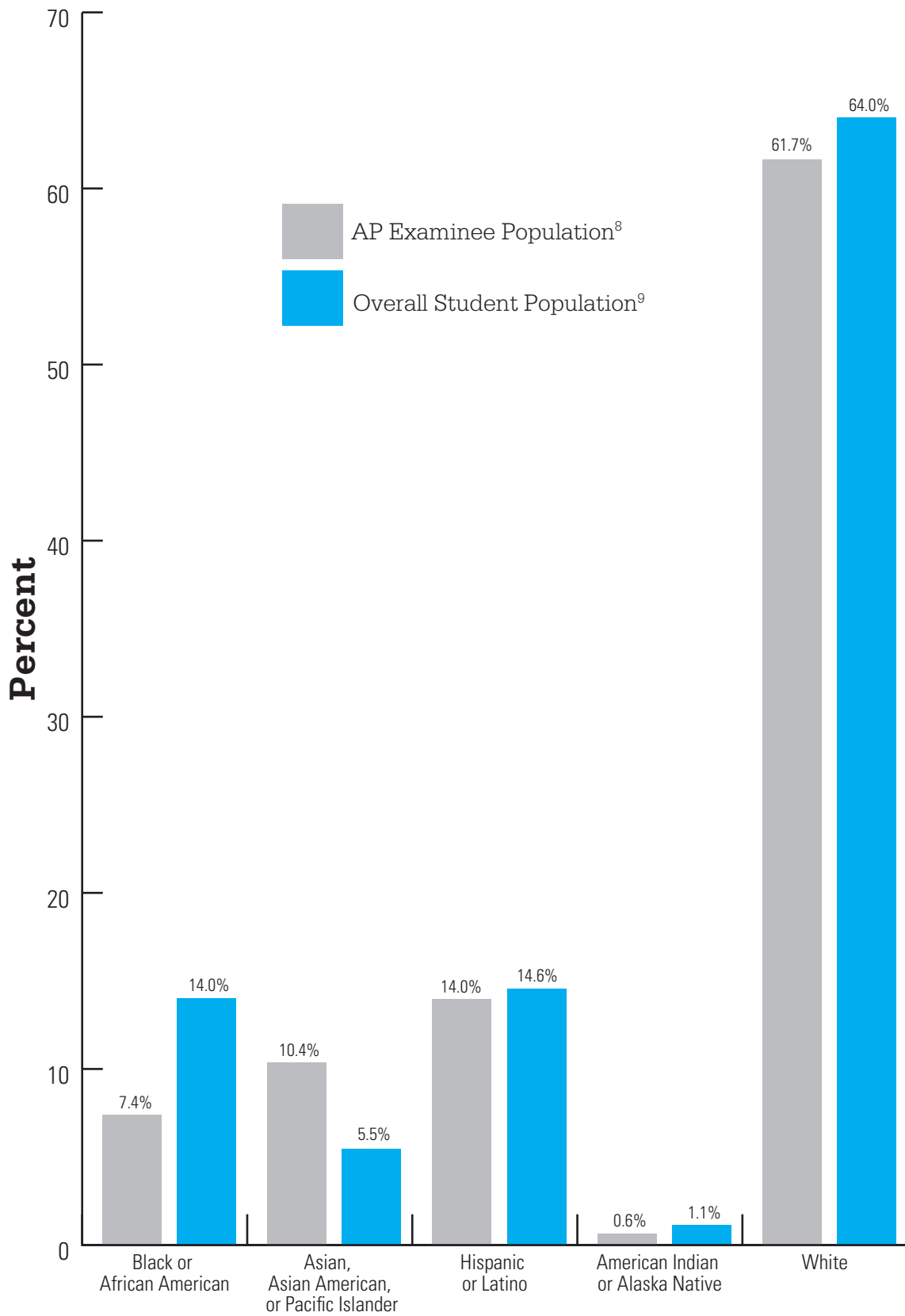


Table 2: Equity and Excellence Gaps: Class of 2007 Racial/Ethnic Demographics of Total Student Population⁹ vs. AP Students Earning a 3 or Higher

| STATE | BLACK OR AFRICAN AMERICAN STUDENTS | | | HISPANIC OR LATINO STUDENTS | | | AMERICAN INDIAN OR ALASKA NATIVE STUDENTS | | |
|----------------|------------------------------------|-----------------------------------|--------------------------------------|-----------------------------|-----------------------------------|--------------------------------------|---|-----------------------------------|--------------------------------------|
| | % OF STUDENT POPULATION | % OF STUDENTS SCORING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED | % OF STUDENT POPULATION | % OF STUDENTS SCORING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED | % OF STUDENT POPULATION | % OF STUDENTS SCORING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED |
| Alabama | 32.7% | 6.7% | | 1.5% | 2.3% | ✓ | 1.3% | 0.3% | |
| Alaska | 3.9% | 1.3% | | 3.5% | 2.9% | | 20.7% | 3.8% | |
| Arizona | 4.8% | 1.9% | | 31.1% | 17.6% | | 5.9% | 0.8% | |
| Arkansas | 21.3% | 3.9% | | 5.1% | 6.2% | ✓ | 0.6% | 1.0% | ✓ |
| California | 7.4% | 1.8% | | 37.0% | 30.7% | | 0.9% | 0.4% | |
| Colorado | 4.7% | 1.7% | | 17.7% | 8.0% | | 0.9% | 0.5% | |
| Connecticut | 12.0% | 2.2% | | 10.7% | 5.9% | | 0.3% | 0.2% | |
| Delaware | 26.2% | 6.0% | | 5.6% | 5.8% | ✓ | 0.5% | 0.5% | ✓ |
| D.C. | 83.7% | 24.3% | | 8.6% | 20.5% | ✓ | * | 0.0% | * |
| Florida | 19.6% | 6.0% | | 21.8% | 27.6% | ✓ | 0.3% | 0.3% | ✓ |
| Georgia | 33.7% | 9.4% | | 5.0% | 5.2% | ✓ | 0.2% | 0.3% | ✓ |
| Hawaii | 1.5% | 1.6% | ✓ | 4.1% | 2.7% | | 0.5% | 0.5% | ✓ |
| Idaho | 0.5% | 0.4% | | 8.3% | 4.0% | | 1.0% | 0.6% | |
| Illinois | 14.8% | 3.2% | | 12.8% | 9.4% | | 0.4% | 0.2% | |
| Indiana | 8.8% | 1.9% | | 3.5% | 1.9% | | 0.2% | 0.2% | ✓ |
| Iowa | 2.9% | 0.9% | | 3.4% | 1.9% | | 0.6% | 0.2% | |
| Kansas | 7.1% | 1.8% | | 7.7% | 3.0% | | 1.2% | 0.2% | |
| Kentucky | 9.1% | 2.5% | | 3.3% | 1.7% | | 0.5% | 0.2% | |
| Louisiana | 43.1% | 9.2% | | 1.8% | 3.1% | ✓ | 0.7% | 0.4% | |
| Maine | 1.9% | 0.8% | | 0.9% | 1.5% | ✓ | 0.5% | 0.5% | ✓ |
| Maryland | 34.5% | 8.3% | | 6.2% | 7.0% | ✓ | 0.4% | 0.3% | |
| Massachusetts | 8.3% | 1.9% | | 8.3% | 4.4% | | 0.4% | 0.2% | |
| Michigan | 15.0% | 2.5% | | 2.9% | 2.3% | | 0.9% | 0.4% | |
| Minnesota | 5.6% | 0.9% | | 3.1% | 1.5% | | 1.3% | 0.3% | |
| Mississippi | 47.0% | 11.5% | | 1.0% | 2.0% | ✓ | 0.1% | 0.2% | ✓ |
| Missouri | 14.3% | 2.7% | | 2.3% | 2.3% | ✓ | 0.3% | 0.4% | ✓ |
| Montana | 0.5% | 0.1% | | 2.2% | 1.1% | | 7.6% | 1.1% | |
| Nebraska | 4.7% | 1.4% | | 6.4% | 3.2% | | 0.9% | 0.4% | |
| Nevada | 8.5% | 2.6% | | 21.0% | 16.6% | | 1.4% | 0.4% | |
| New Hampshire | 1.1% | 0.6% | | 2.4% | 1.3% | | 0.2% | 0.3% | ✓ |
| New Jersey | 14.8% | 2.7% | | 14.5% | 8.8% | | 0.3% | 0.1% | |
| New Mexico | 2.4% | 1.0% | | 46.4% | 32.5% | | 11.7% | 1.6% | |
| New York | 14.6% | 3.7% | | 12.0% | 10.3% | | 0.4% | 0.2% | |
| North Carolina | 27.9% | 5.8% | | 5.4% | 4.1% | | 1.0% | 0.5% | |
| North Dakota | 1.0% | 0.6% | | 1.2% | 0.6% | | 6.2% | 0.4% | |
| Ohio | 11.7% | 2.6% | | 1.7% | 1.5% | | 0.1% | 0.2% | ✓ |
| Oklahoma | 9.5% | 2.8% | | 6.5% | 6.9% | ✓ | 19.7% | 7.4% | |
| Oregon | 2.2% | 0.8% | | 9.5% | 5.0% | | 1.9% | 0.8% | |
| Pennsylvania | 11.7% | 1.6% | | 3.6% | 2.2% | | 0.1% | 0.1% | ✓ |
| Rhode Island | 9.2% | 1.3% | | 14.7% | 3.6% | | 0.5% | 0.3% | |
| South Carolina | 38.0% | 8.2% | | 2.9% | 2.9% | ✓ | 0.2% | 0.2% | ✓ |
| South Dakota | 1.0% | 0.4% | | 1.7% | 1.6% | | 4.9% | 0.9% | |
| Tennessee | 21.8% | 6.7% | | 1.5% | 2.7% | ✓ | 0.2% | 0.3% | ✓ |
| Texas | 13.7% | 3.3% | | 36.5% | 32.6% | | 0.3% | 0.4% | ✓ |
| Utah | 0.9% | 0.3% | | 8.9% | 5.1% | | 1.4% | 0.4% | |
| Vermont | 0.6% | 0.5% | | 1.3% | 0.6% | | 0.5% | 0.3% | |
| Virginia | 24.9% | 5.6% | | 6.9% | 6.0% | | 0.3% | 0.4% | ✓ |
| Washington | 4.6% | 1.2% | | 8.9% | 5.0% | | 2.0% | 0.6% | |
| West Virginia | 3.8% | 1.0% | | 0.3% | 1.7% | ✓ | 0.1% | 0.6% | ✓ |
| Wisconsin | 5.7% | 1.0% | | 4.1% | 2.6% | | 1.0% | 0.4% | |
| Wyoming | 2.9% | 1.1% | | 5.7% | 2.5% | | 2.0% | 0.7% | |
| Nation | 14.0% | 3.3% | | 14.6% | 13.6% | | 1.1% | 0.4% | |

⁹Precise American Indian or Alaska Native student enrollments for the District of Columbia are not available from the Western Interstate Commission for Higher Education.



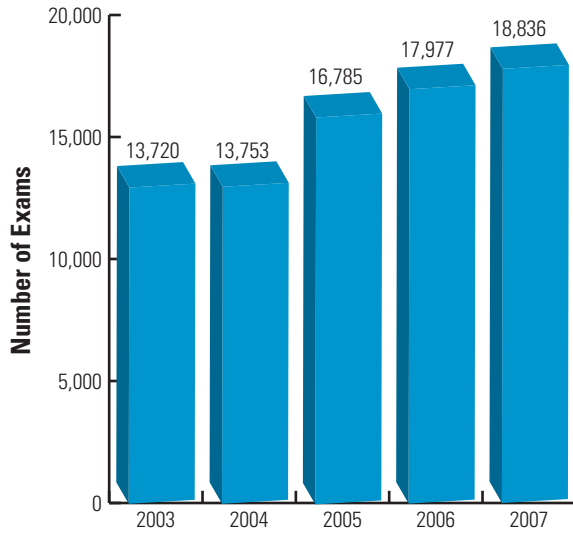
Part II:

2007 AP Exam Administration Results

Part II of this *Report* broadens its focus to examine AP participation globally, not just the participation within U.S. public schools. Accordingly, the data in Part II include the thousands of U.S. nonpublic schools that offer AP, as well as the hundreds of schools outside the United States that provide AP Exams to their students.

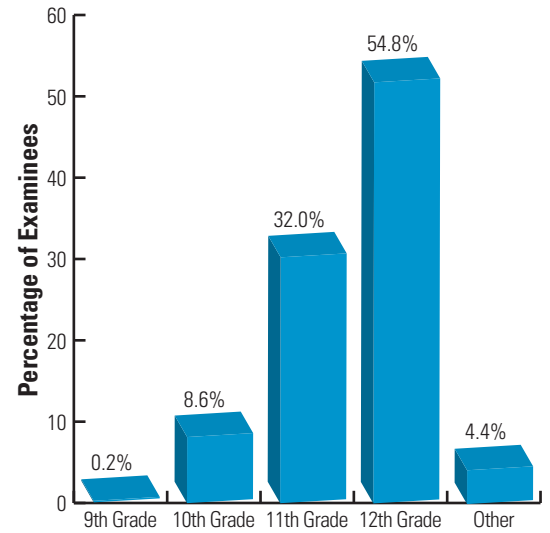
AP ART HISTORY

Number of Exams, 2003–2007



AP ART HISTORY

Examinees by Grade Level, 2007

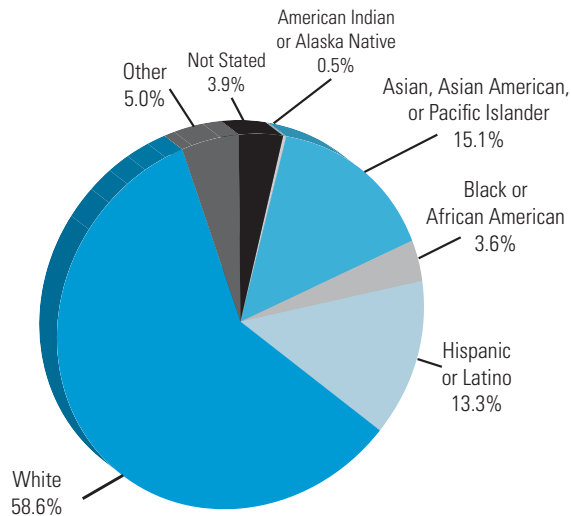


AP ART HISTORY GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 2,286 | 12.1% |
| Score of 4 | 4,243 | 22.5% |
| Score of 3 | 5,006 | 26.6% |
| Score of 2 | 3,550 | 18.8% |
| Score of 1 | 3,751 | 19.9% |
| | 18,836 | 100.0% |

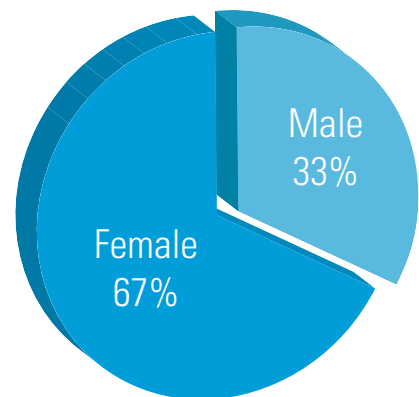
AP ART HISTORY

Examinees by Race and Ethnicity, 2007



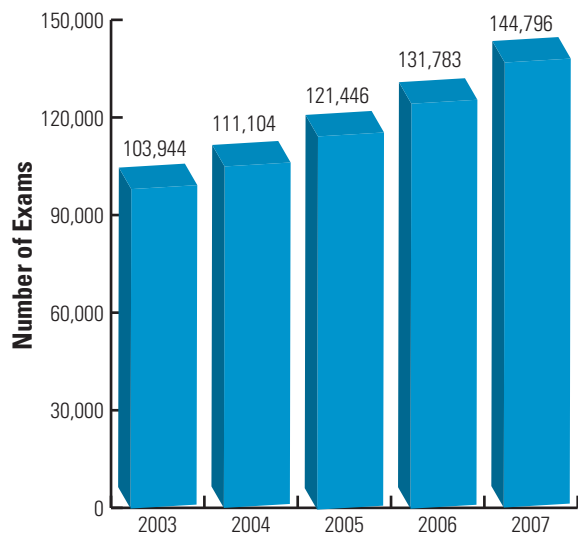
AP ART HISTORY

Examinees by Gender, 2007



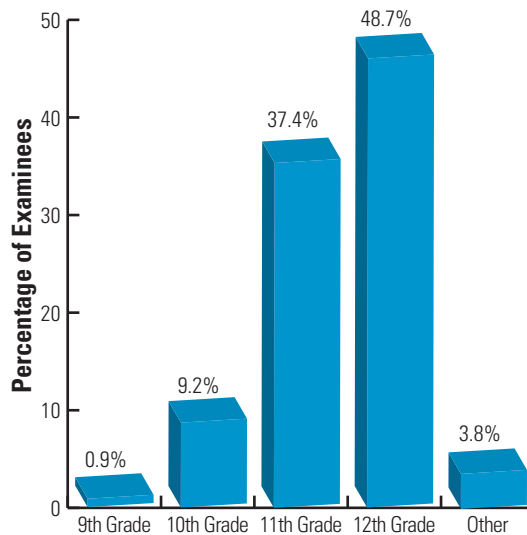
AP BIOLOGY

Number of Exams, 2003–2007



AP BIOLOGY

Examinees by Grade Level, 2007

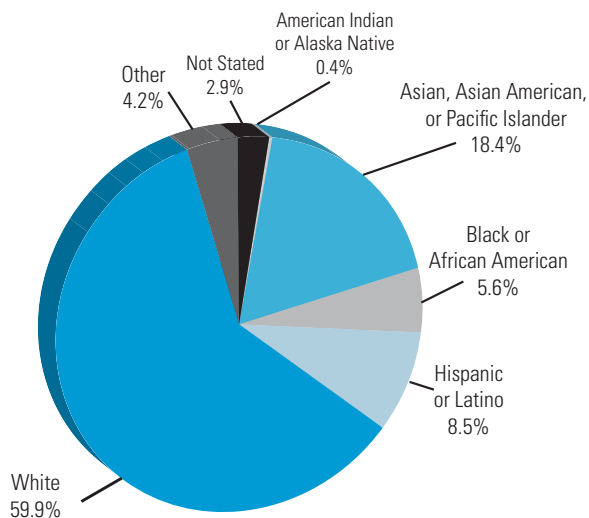


AP BIOLOGY GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 27,996 | 19.3% |
| Score of 4 | 29,338 | 20.3% |
| Score of 3 | 30,749 | 21.2% |
| Score of 2 | 33,664 | 23.2% |
| Score of 1 | 23,049 | 15.9% |
| | 144,796 | 100.0% |

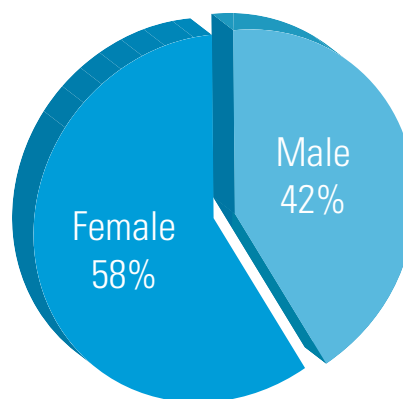
AP BIOLOGY

Examinees by Race and Ethnicity, 2007

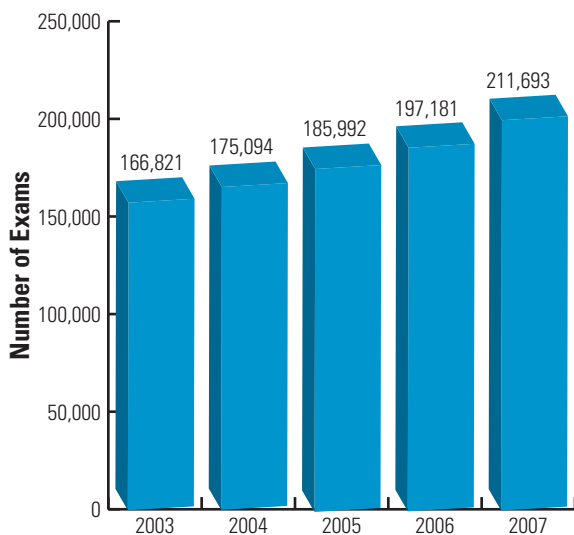


AP BIOLOGY

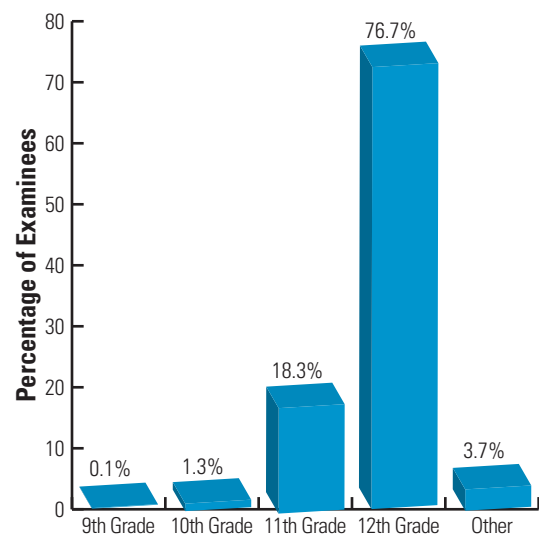
Examinees by Gender, 2007



AP CALCULUS AB
Number of Exams, 2003–2007



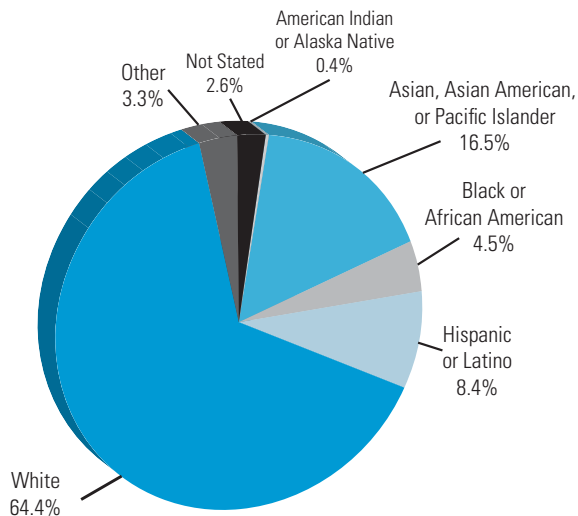
AP CALCULUS AB
Examinees by Grade Level, 2007



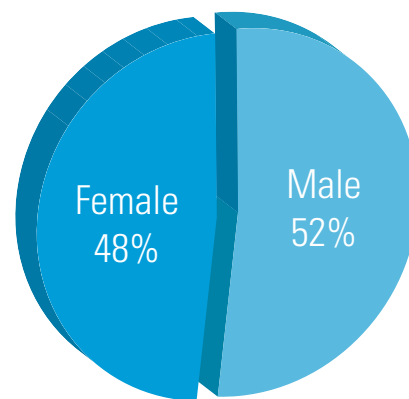
AP CALCULUS AB GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 44,409 | 21.0% |
| Score of 4 | 39,682 | 18.7% |
| Score of 3 | 40,448 | 19.1% |
| Score of 2 | 32,704 | 15.4% |
| Score of 1 | 54,450 | 25.7% |
| | 211,693 | 100.0% |

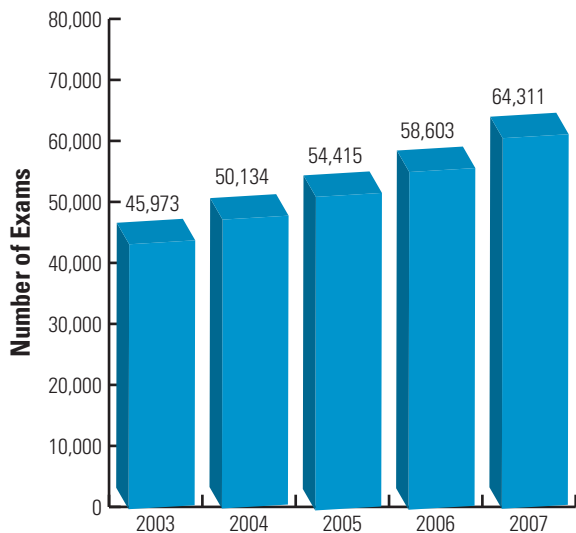
AP CALCULUS AB
Examinees by Race and Ethnicity, 2007



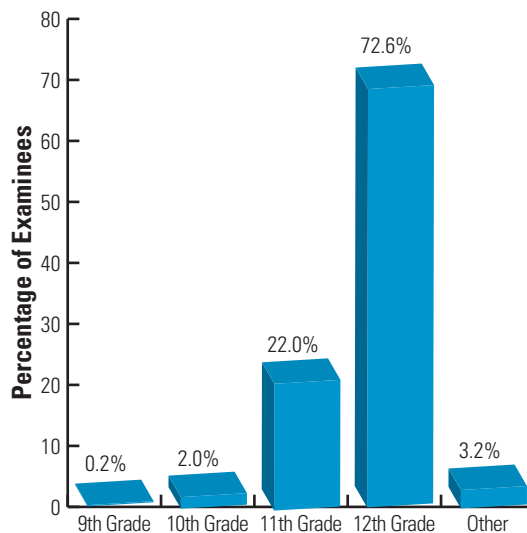
AP CALCULUS AB
Examinees by Gender, 2007



AP CALCULUS BC
Number of Exams, 2003–2007



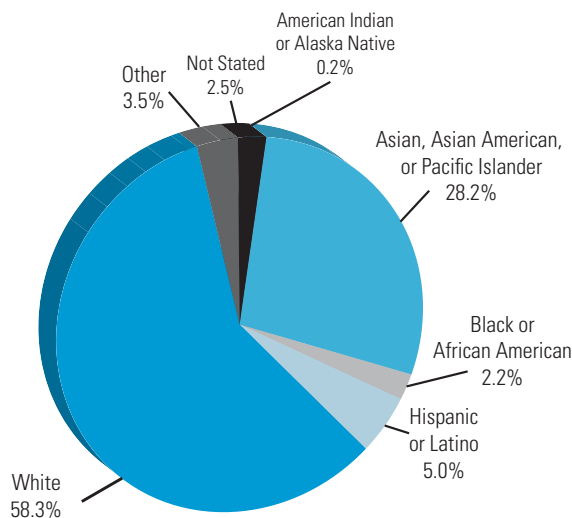
AP CALCULUS BC
Examinees by Grade Level, 2007



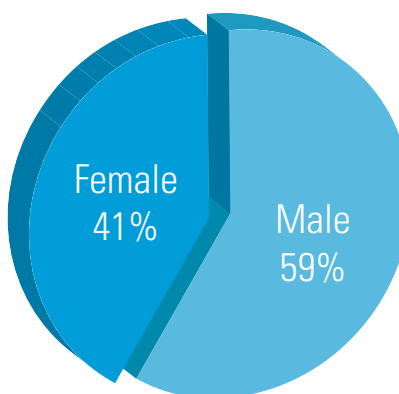
AP CALCULUS BC GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 27,949 | 43.5% |
| Score of 4 | 11,489 | 17.9% |
| Score of 3 | 12,095 | 18.8% |
| Score of 2 | 4,090 | 6.4% |
| Score of 1 | 8,688 | 13.5% |
| | 64,311 | 100.0% |

AP CALCULUS BC
Examinees by Race and Ethnicity, 2007

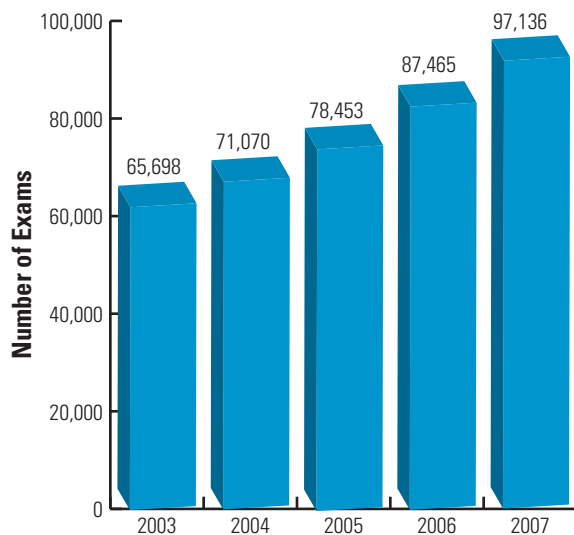


AP CALCULUS BC
Examinees by Gender, 2007



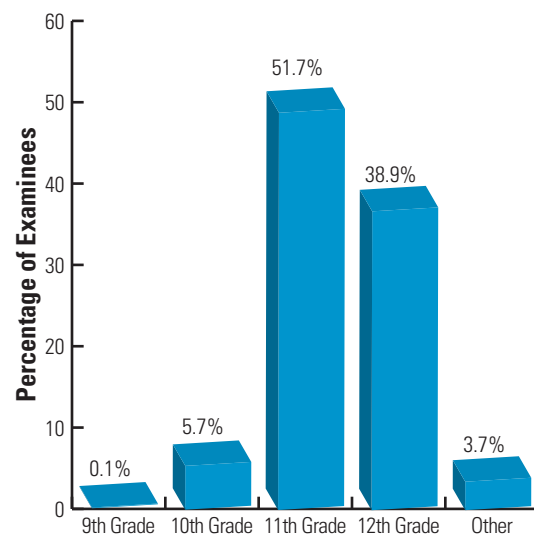
AP CHEMISTRY

Number of Exams, 2003–2007



AP CHEMISTRY

Examinees by Grade Level, 2007

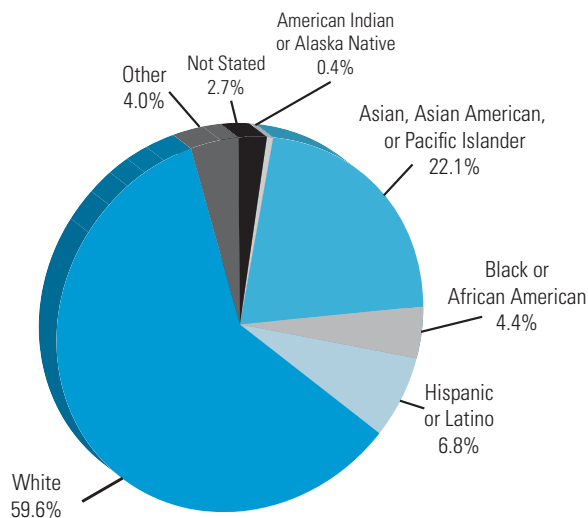


AP CHEMISTRY GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 14,820 | 15.3% |
| Score of 4 | 17,462 | 18.0% |
| Score of 3 | 22,321 | 23.0% |
| Score of 2 | 17,928 | 18.5% |
| Score of 1 | 24,605 | 25.3% |
| | 97,136 | 100.0% |

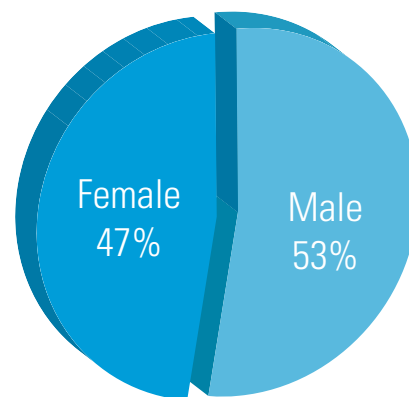
AP CHEMISTRY

Examinees by Race and Ethnicity, 2007

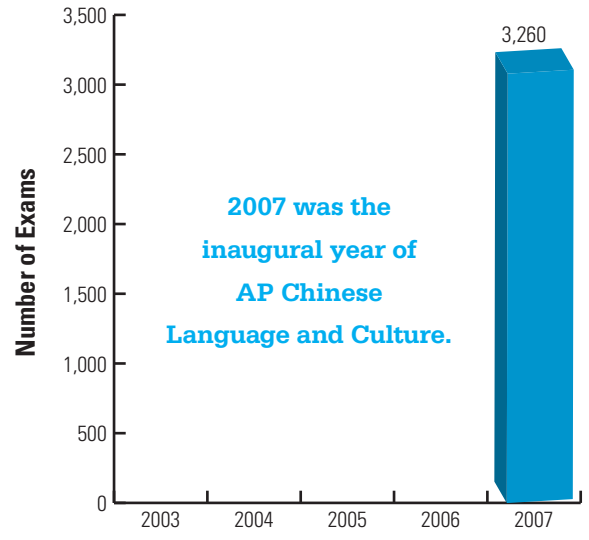


AP CHEMISTRY

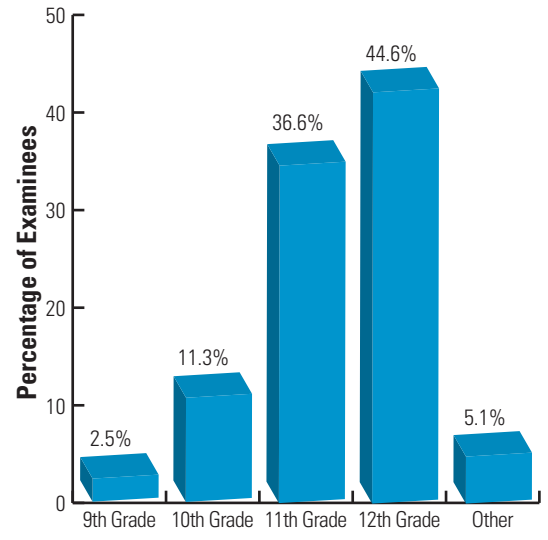
Examinees by Gender, 2007



AP CHINESE LANGUAGE AND CULTURE
Number of Exams, 2003–2007



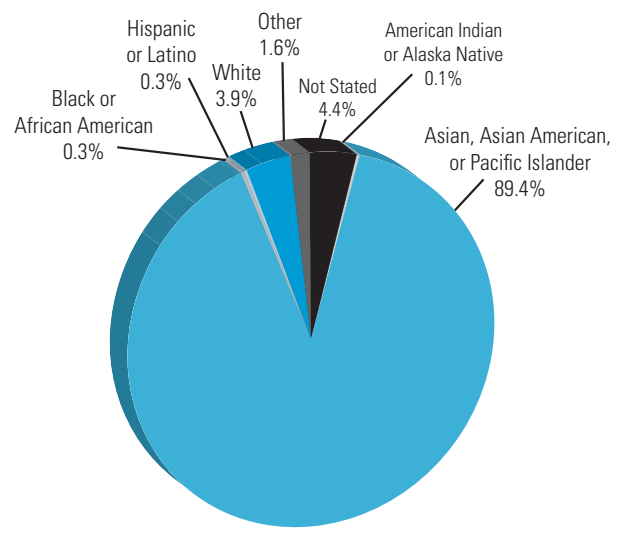
AP CHINESE LANGUAGE AND CULTURE
Examinees by Grade Level, 2007



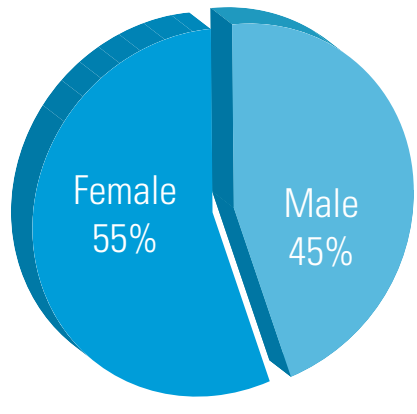
AP CHINESE LANGUAGE AND CULTURE GRADE DISTRIBUTION, 2007

| Standard Group* | NUMBER OF EXAMINEES | | | Total Group | NUMBER OF EXAMINEES | | |
|-----------------|---------------------|---------------------|--------|-------------|---------------------|---------------------|-------|
| | EXAM GRADE | NUMBER OF EXAMINEES | % | | EXAM GRADE | NUMBER OF EXAMINEES | % |
| Standard Group* | Score of 5 | 177 | 48.8% | Total Group | Score of 5 | 2,643 | 81.1% |
| | Score of 4 | 71 | 19.6% | | Score of 4 | 386 | 11.8% |
| | Score of 3 | 60 | 16.5% | | Score of 3 | 145 | 4.4% |
| | Score of 2 | 24 | 6.6% | | Score of 2 | 36 | 1.1% |
| | Score of 1 | 31 | 8.5% | | Score of 1 | 50 | 1.5% |
| | | 363 | 100.0% | | 3,260 | 100.0% | |

AP CHINESE LANGUAGE AND CULTURE
Examinees by Race and Ethnicity, 2007



AP CHINESE LANGUAGE AND CULTURE
Examinees by Gender, 2007

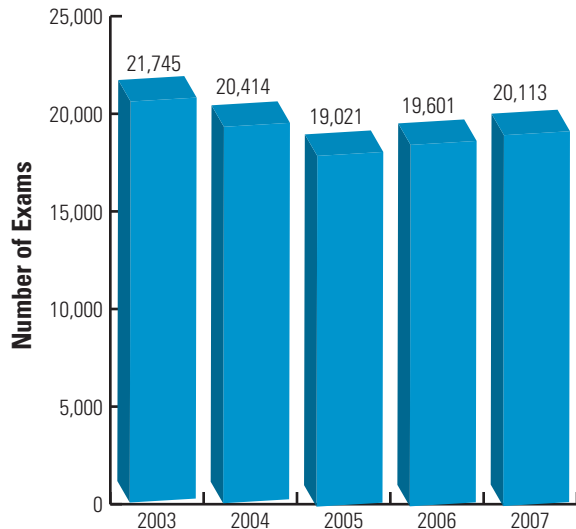


*Standard group students generally received most of their foreign language training in U.S. schools. They did not indicate on their answer sheets that they regularly speak or hear the foreign language of the examination at home, or that they have lived for one month or more in a country where the language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

The 4th Annual AP Report to the Nation

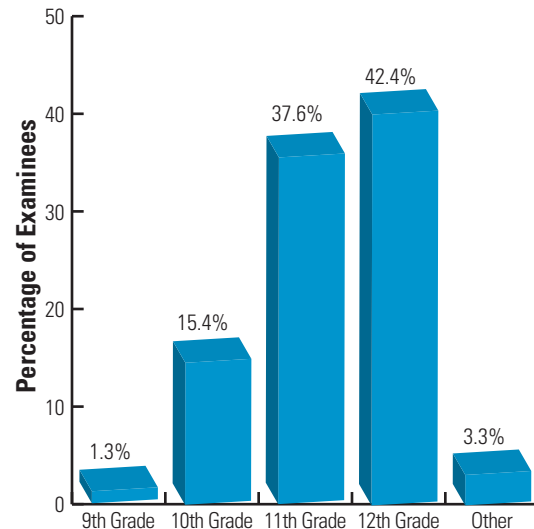
AP COMPUTER SCIENCE A AND AB

Number of Exams, 2003–2007



AP COMPUTER SCIENCE A AND AB

Examinees by Grade Level, 2007

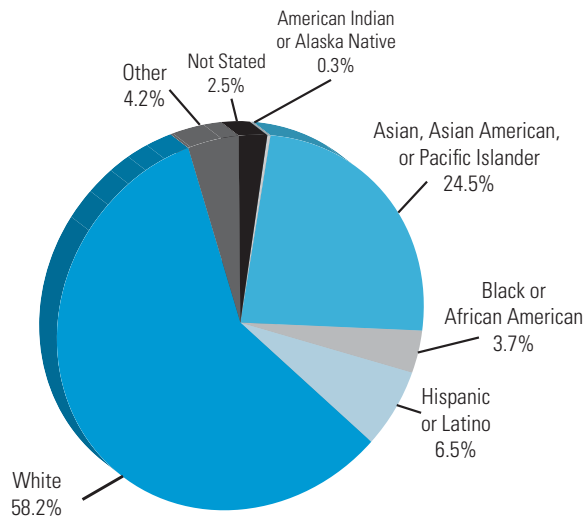


AP COMPUTER SCIENCE A AND AB GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 4,584 | 22.8% |
| Score of 4 | 4,431 | 22.0% |
| Score of 3 | 3,104 | 15.4% |
| Score of 2 | 1,906 | 9.5% |
| Score of 1 | 6,088 | 30.3% |
| | 20,113 | 100.0% |

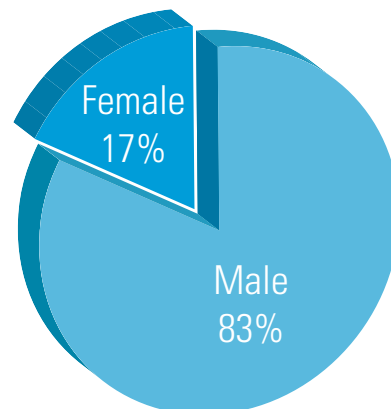
AP COMPUTER SCIENCE A AND AB

Examinees by Race and Ethnicity, 2007

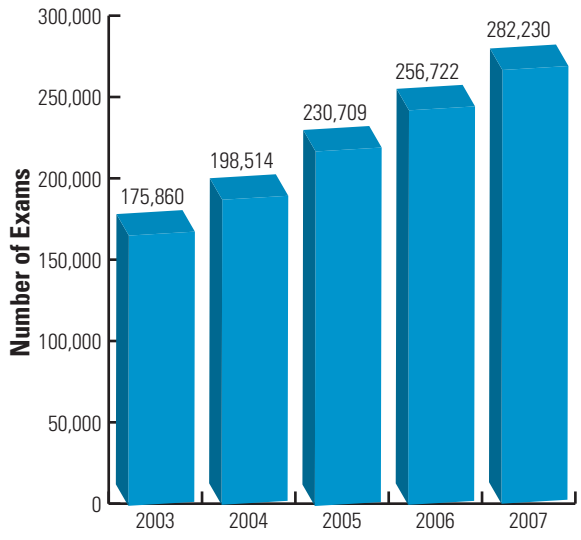


AP COMPUTER SCIENCE A AND AB

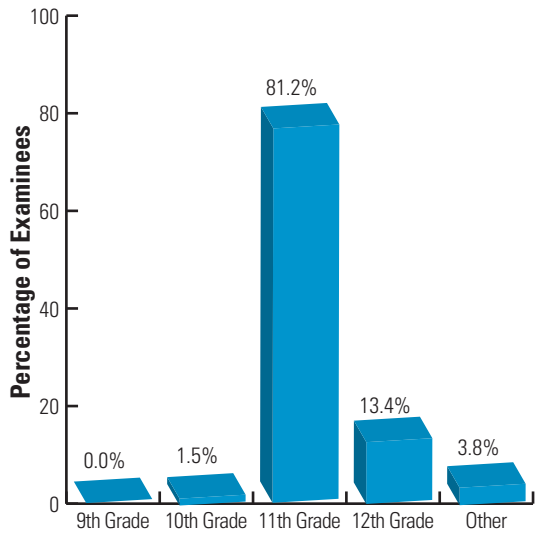
Examinees by Gender, 2007



AP ENGLISH LANGUAGE AND COMPOSITION
Number of Exams, 2003–2007



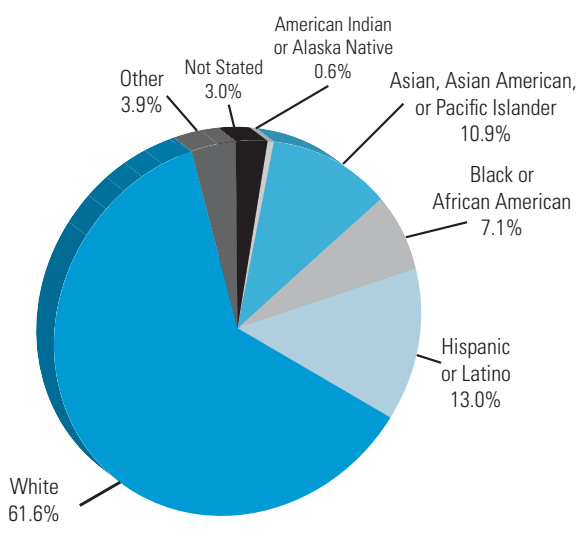
AP ENGLISH LANGUAGE AND COMPOSITION
Examinees by Grade Level, 2007



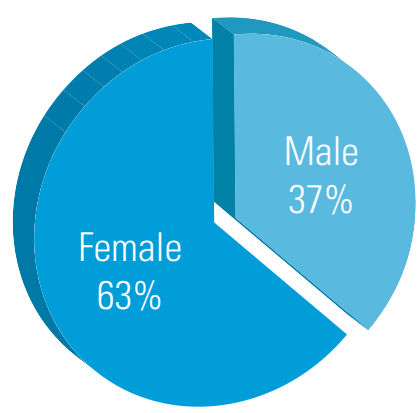
AP ENGLISH LANGUAGE AND COMPOSITION
GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 25,840 | 9.2% |
| Score of 4 | 51,720 | 18.3% |
| Score of 3 | 88,529 | 31.4% |
| Score of 2 | 85,517 | 30.3% |
| Score of 1 | 30,624 | 10.9% |
| | 282,230 | 100.0% |

AP ENGLISH LANGUAGE AND COMPOSITION
Examinees by Race and Ethnicity, 2007

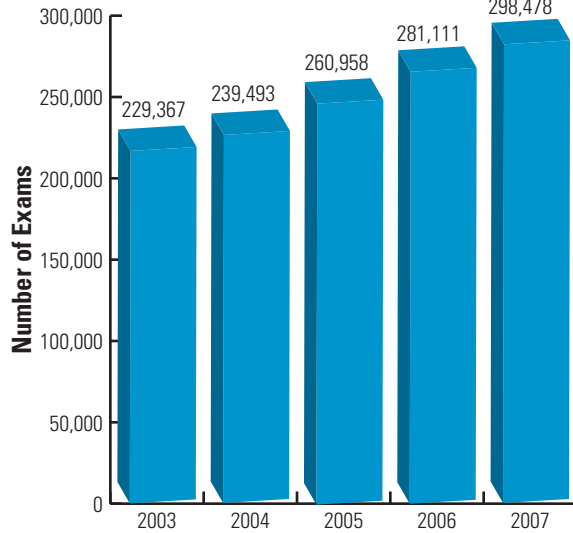


AP ENGLISH LANGUAGE AND COMPOSITION
Examinees by Gender, 2007



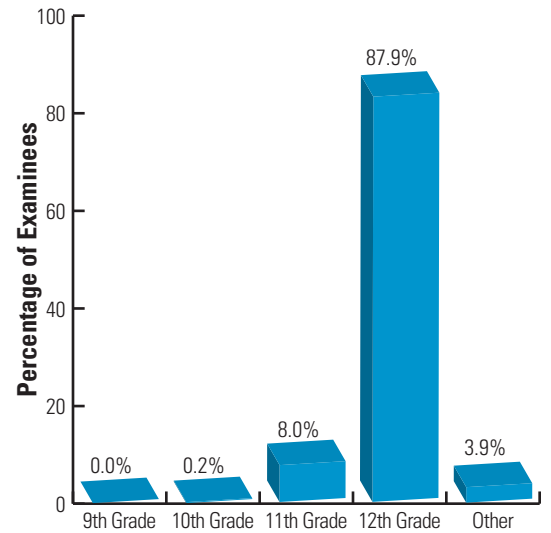
AP ENGLISH LITERATURE AND COMPOSITION

Number of Exams, 2003–2007



AP ENGLISH LITERATURE AND COMPOSITION

Examinees by Grade Level, 2007

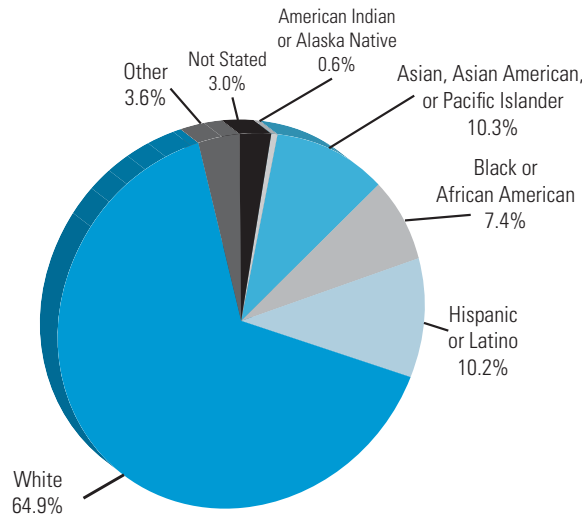


AP ENGLISH LITERATURE AND COMPOSITION GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 20,829 | 7.0% |
| Score of 4 | 62,283 | 20.9% |
| Score of 3 | 99,267 | 33.3% |
| Score of 2 | 90,050 | 30.2% |
| Score of 1 | 26,049 | 8.7% |
| | 298,478 | 100.0% |

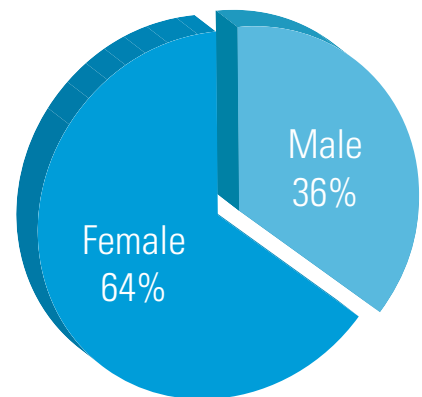
AP ENGLISH LITERATURE AND COMPOSITION

Examinees by Race and Ethnicity, 2007

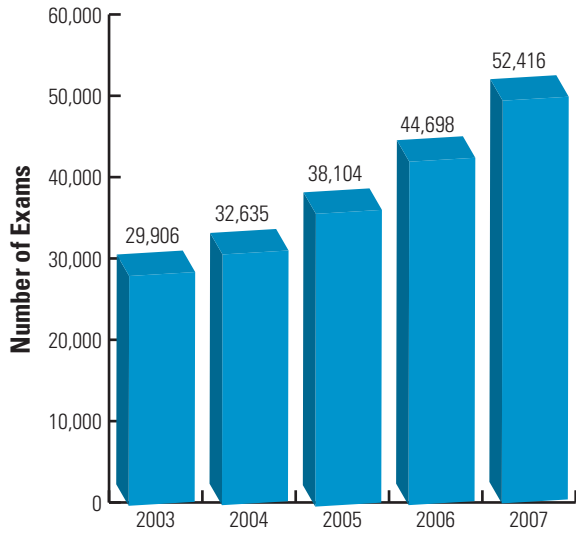


AP ENGLISH LITERATURE AND COMPOSITION

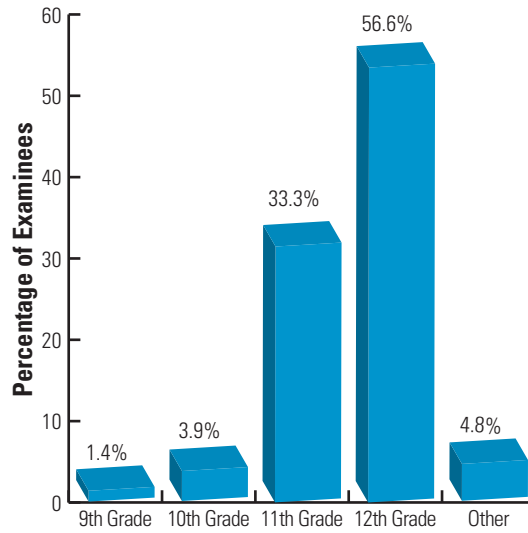
Examinees by Gender, 2007



AP ENVIRONMENTAL SCIENCE
Number of Exams, 2003–2007



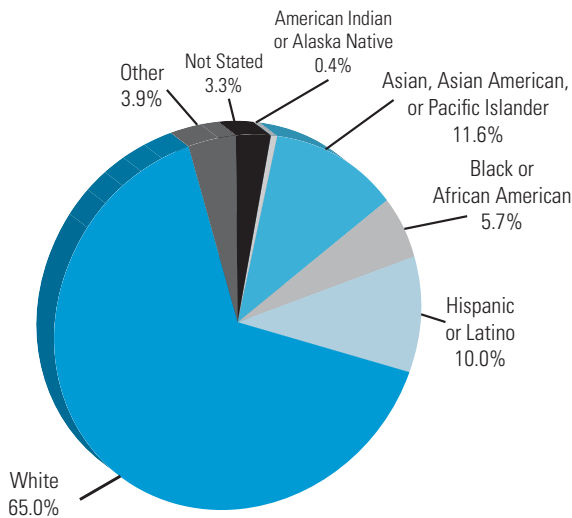
AP ENVIRONMENTAL SCIENCE
Examinees by Grade Level, 2007



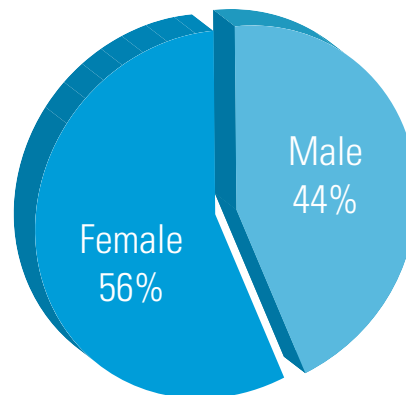
AP ENVIRONMENTAL SCIENCE
GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 5,670 | 10.8% |
| Score of 4 | 12,092 | 23.1% |
| Score of 3 | 9,383 | 17.9% |
| Score of 2 | 9,183 | 17.5% |
| Score of 1 | 16,088 | 30.7% |
| | 52,416 | 100.0% |

AP ENVIRONMENTAL SCIENCE
Examinees by Race and Ethnicity, 2007

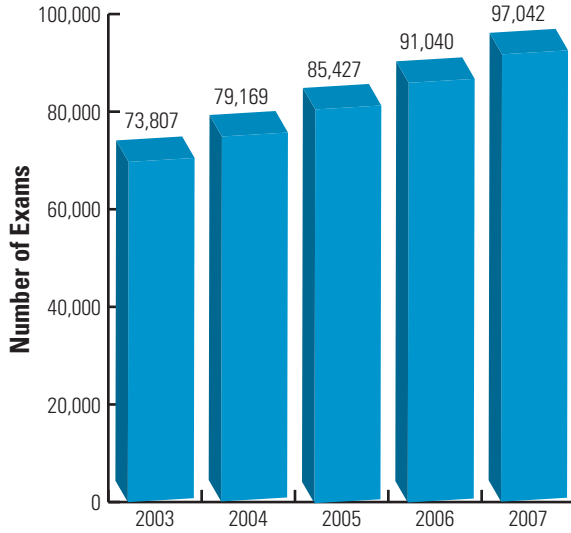


AP ENVIRONMENTAL SCIENCE
Examinees by Gender, 2007



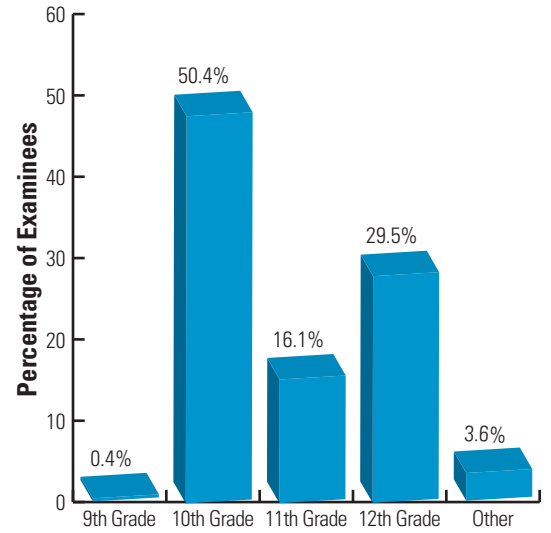
AP EUROPEAN HISTORY

Number of Exams, 2003–2007



AP EUROPEAN HISTORY

Examinees by Grade Level, 2007

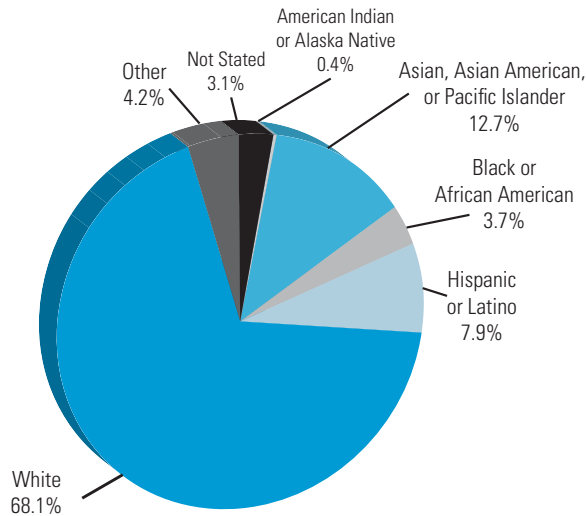


AP EUROPEAN HISTORY GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 10,800 | 11.1% |
| Score of 4 | 18,314 | 18.9% |
| Score of 3 | 34,823 | 35.9% |
| Score of 2 | 10,910 | 11.2% |
| Score of 1 | 22,195 | 22.9% |
| | 97,042 | 100.0% |

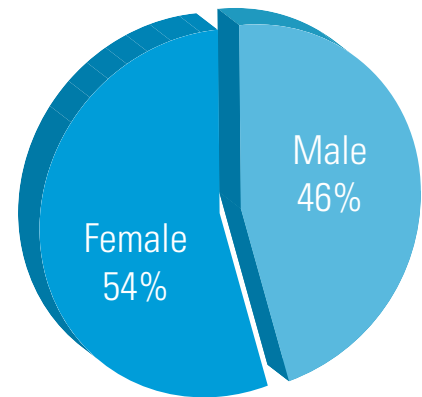
AP EUROPEAN HISTORY

Examinees by Race and Ethnicity, 2007

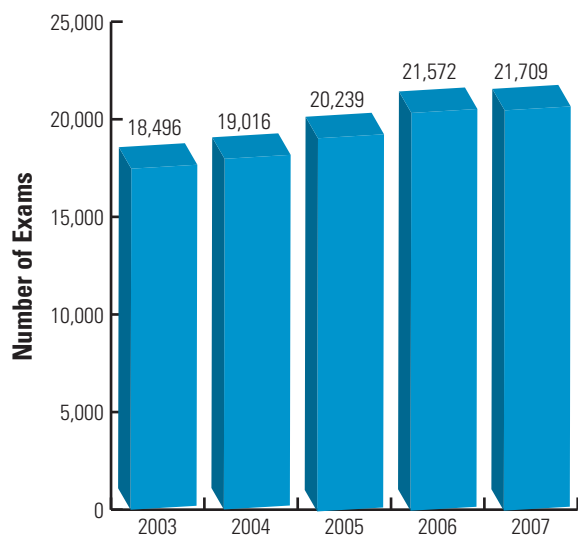


AP EUROPEAN HISTORY

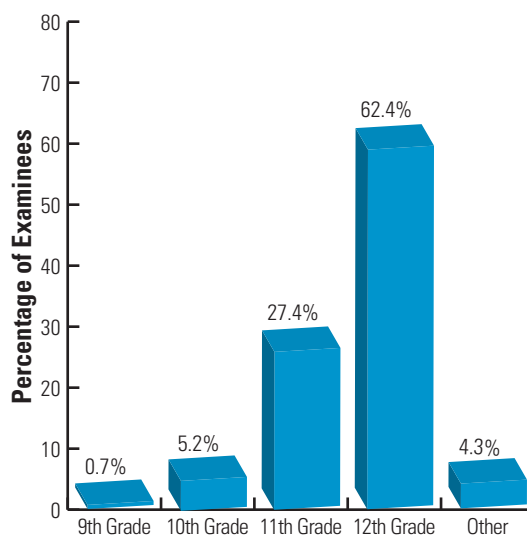
Examinees by Gender, 2007



AP FRENCH LANGUAGE
Number of Exams, 2003–2007



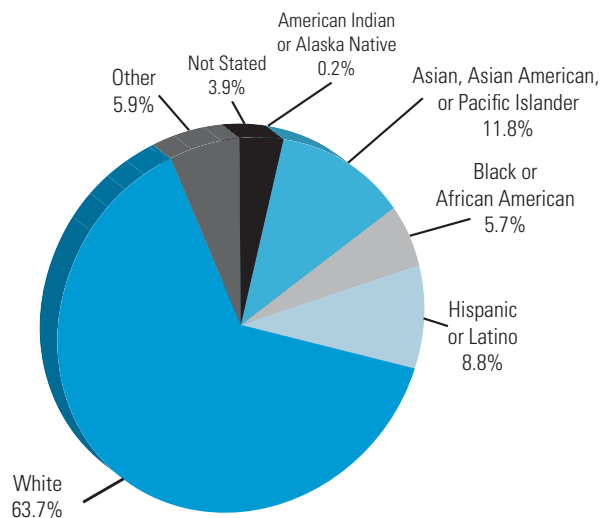
AP FRENCH LANGUAGE
Examinees by Grade Level, 2007



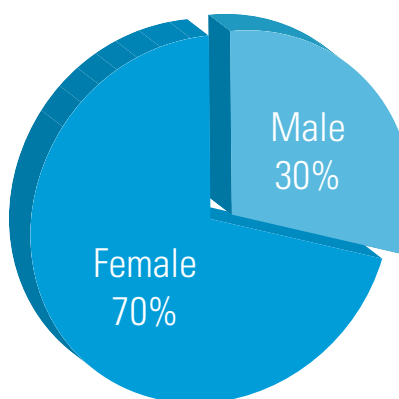
AP FRENCH LANGUAGE GRADE DISTRIBUTION, 2007

| Standard Group* | NUMBER OF EXAMINEES | | | Total Group | NUMBER OF EXAMINEES | | |
|-----------------|---------------------|---------------------|--------|-------------|---------------------|---------------------|-------|
| | EXAM GRADE | NUMBER OF EXAMINEES | % | | EXAM GRADE | NUMBER OF EXAMINEES | % |
| Standard Group* | Score of 5 | 1,244 | 7.4% | Total Group | Score of 5 | 2,743 | 12.6% |
| | Score of 4 | 2,510 | 14.9% | | Score of 4 | 3,655 | 16.8% |
| | Score of 3 | 5,331 | 31.7% | | Score of 3 | 6,643 | 30.6% |
| | Score of 2 | 3,816 | 22.7% | | Score of 2 | 4,361 | 20.1% |
| | Score of 1 | 3,928 | 23.3% | | Score of 1 | 4,307 | 19.8% |
| | | 16,829 | 100.0% | | 21,709 | 100.0% | |

AP FRENCH LANGUAGE
Examinees by Race and Ethnicity, 2007



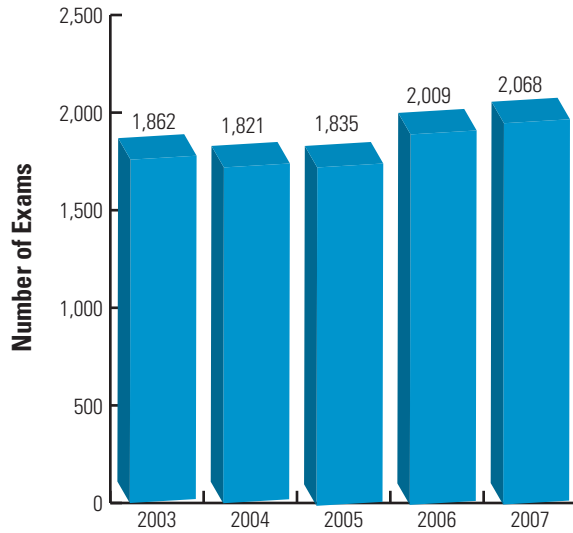
AP FRENCH LANGUAGE
Examinees by Gender, 2007



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

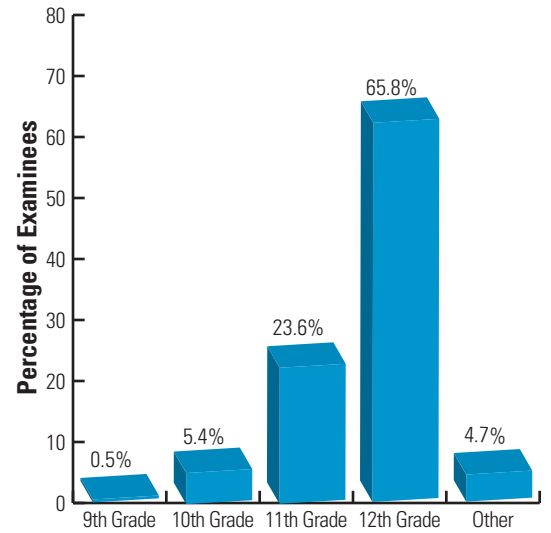
AP FRENCH LITERATURE

Number of Exams, 2003–2007



AP FRENCH LITERATURE

Examinees by Grade Level, 2007

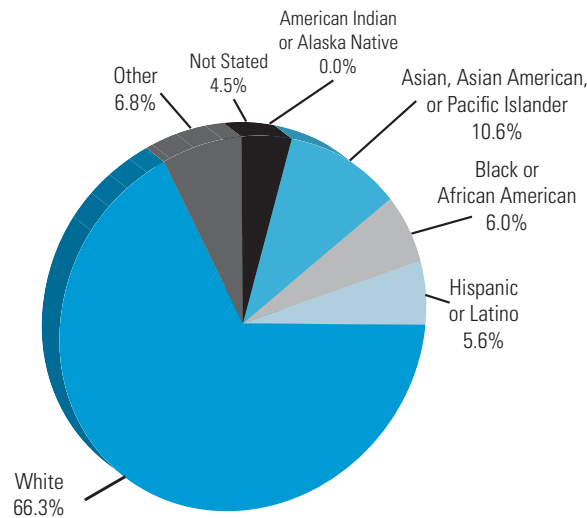


AP FRENCH LITERATURE GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 501 | 24.2% |
| Score of 4 | 487 | 23.5% |
| Score of 3 | 480 | 23.2% |
| Score of 2 | 337 | 16.3% |
| Score of 1 | 263 | 12.7% |
| | 2,068 | 100.0% |

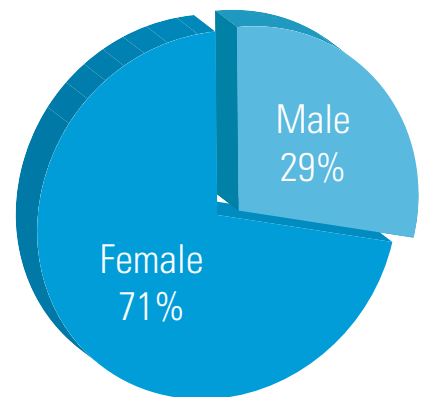
AP FRENCH LITERATURE

Examinees by Race and Ethnicity, 2007

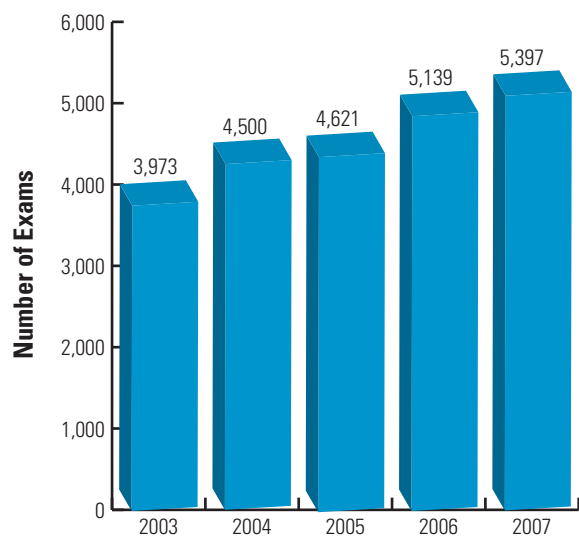


AP FRENCH LITERATURE

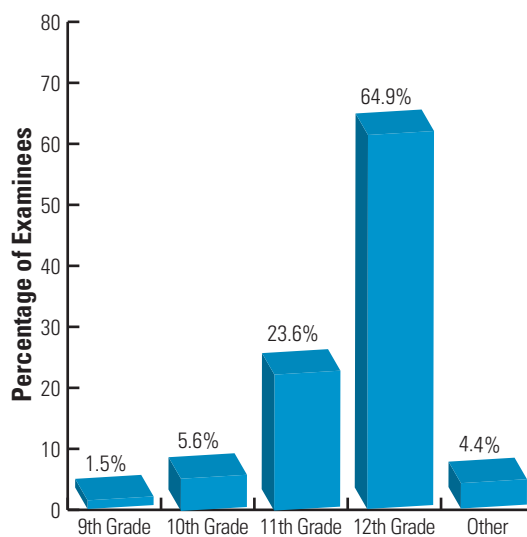
Examinees by Gender, 2007



AP GERMAN LANGUAGE
Number of Exams, 2003–2007



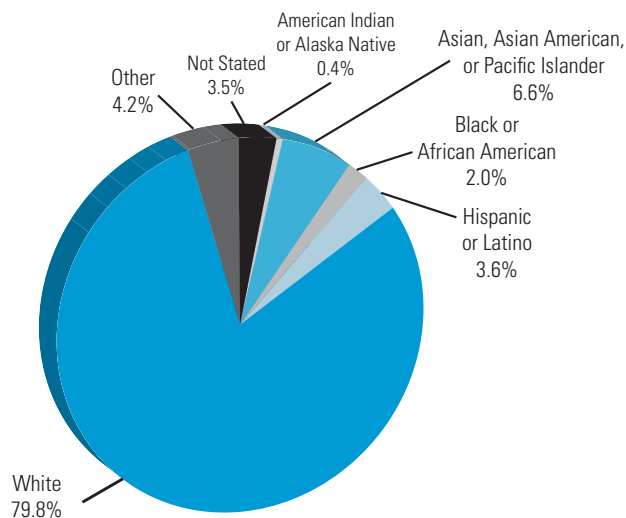
AP GERMAN LANGUAGE
Examinees by Grade Level, 2007



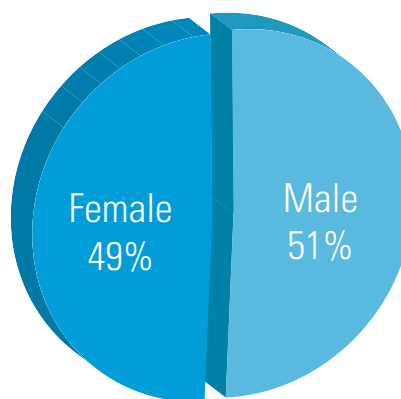
AP GERMAN LANGUAGE GRADE DISTRIBUTION, 2007

| Standard Group* | NUMBER OF EXAMINEES | | % | Total Group | NUMBER OF EXAMINEES | | % |
|-----------------|---------------------|-----------|--------|-------------|---------------------|-----------|-------|
| | EXAM GRADE | EXAMINEES | | | EXAM GRADE | EXAMINEES | |
| Standard Group* | Score of 5 | 342 | 9.6% | Total Group | Score of 5 | 1,316 | 24.4% |
| | Score of 4 | 760 | 21.3% | | Score of 4 | 1,160 | 21.5% |
| | Score of 3 | 938 | 26.3% | | Score of 3 | 1,158 | 21.5% |
| | Score of 2 | 885 | 24.9% | | Score of 2 | 1,043 | 19.3% |
| | Score of 1 | 635 | 17.8% | | Score of 1 | 720 | 13.3% |
| | | 3,560 | 100.0% | | 5,397 | 100.0% | |

AP GERMAN LANGUAGE
Examinees by Race and Ethnicity, 2007



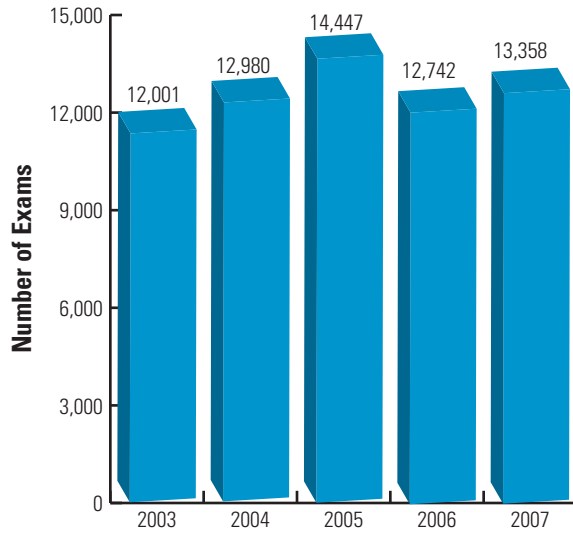
AP GERMAN LANGUAGE
Examinees by Gender, 2007



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

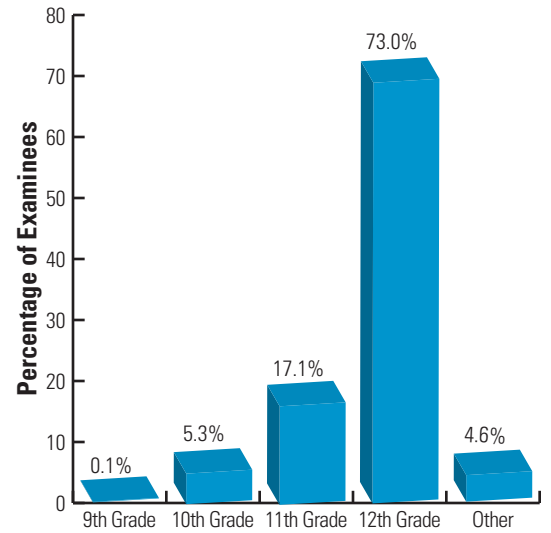
AP GOVERNMENT AND POLITICS: COMPARATIVE

Number of Exams, 2003–2007



AP GOVERNMENT AND POLITICS: COMPARATIVE

Examinees by Grade Level, 2007

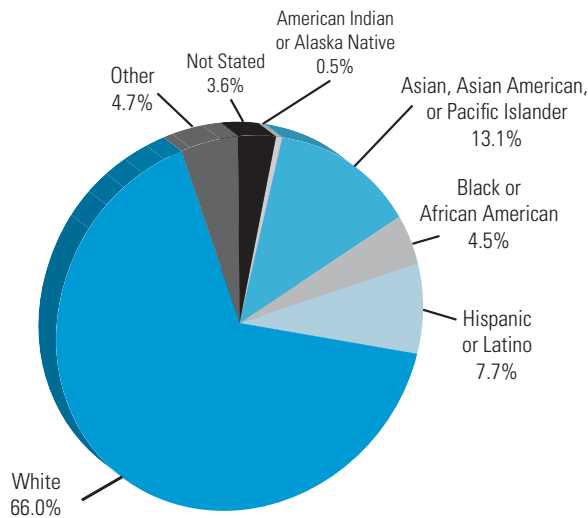


AP GOVERNMENT AND POLITICS: COMPARATIVE GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 2,188 | 16.4% |
| Score of 4 | 2,635 | 19.7% |
| Score of 3 | 3,000 | 22.5% |
| Score of 2 | 3,039 | 22.8% |
| Score of 1 | 2,496 | 18.7% |
| | 13,358 | 100.0% |

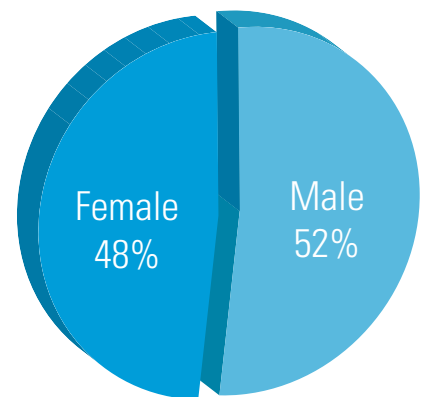
AP GOVERNMENT AND POLITICS: COMPARATIVE

Examinees by Race and Ethnicity, 2007



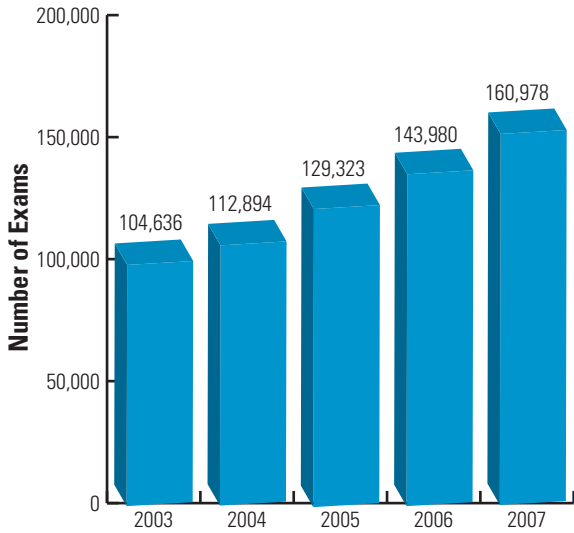
AP GOVERNMENT AND POLITICS: COMPARATIVE

Examinees by Gender, 2007



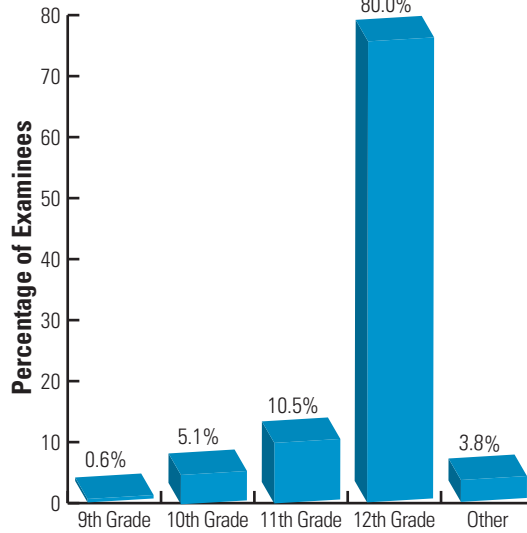
**AP GOVERNMENT AND POLITICS:
UNITED STATES**

Number of Exams, 2003–2007



**AP GOVERNMENT AND POLITICS:
UNITED STATES**

Examinees by Grade Level, 2007

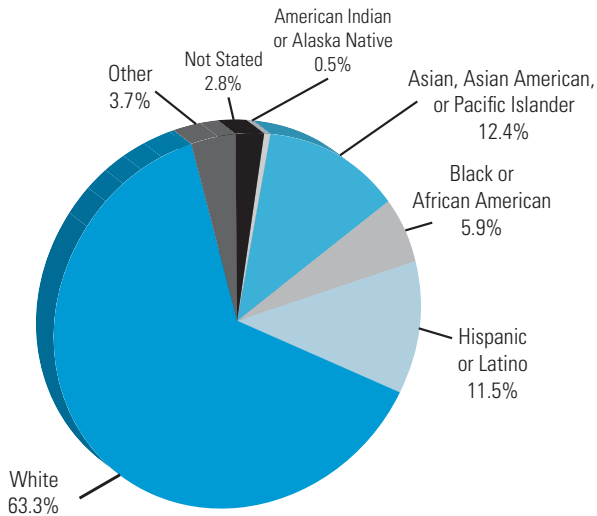


**AP GOVERNMENT AND POLITICS: UNITED STATES
GRADE DISTRIBUTION, 2007**

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 9,705 | 6.0% |
| Score of 4 | 30,488 | 18.9% |
| Score of 3 | 43,245 | 26.9% |
| Score of 2 | 51,620 | 32.1% |
| Score of 1 | 25,920 | 16.1% |
| | 160,978 | 100.0% |

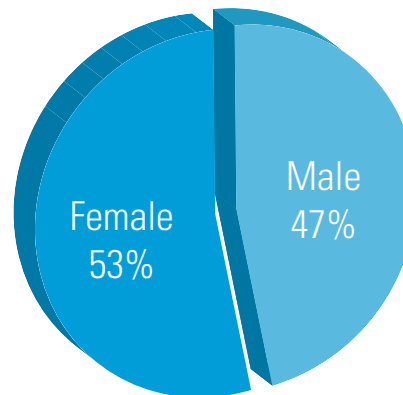
**AP GOVERNMENT AND POLITICS:
UNITED STATES**

Examinees by Race and Ethnicity, 2007



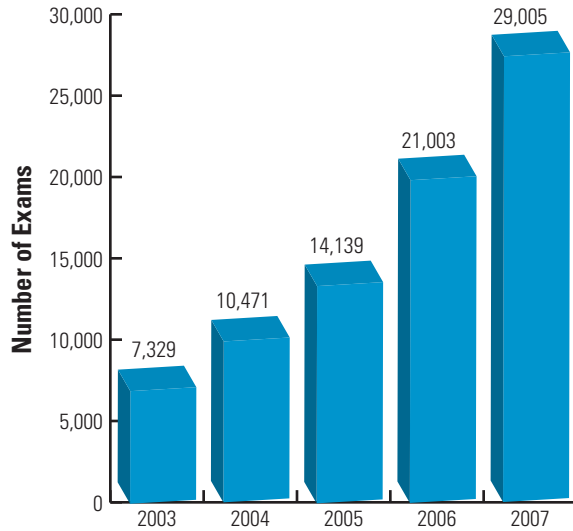
**AP GOVERNMENT AND POLITICS:
UNITED STATES**

Examinees by Gender, 2007



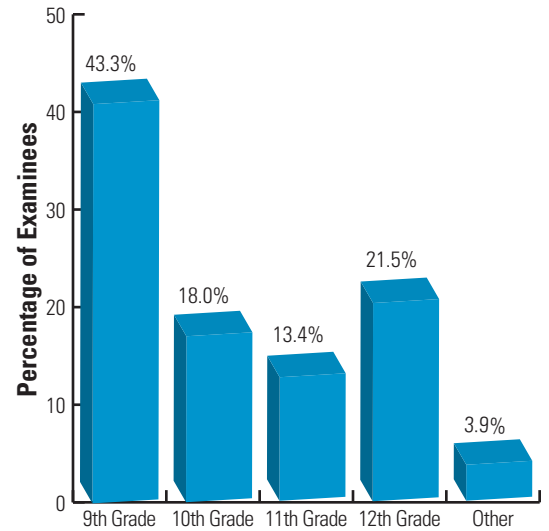
AP HUMAN GEOGRAPHY

Number of Exams, 2003–2007



AP HUMAN GEOGRAPHY

Examinees by Grade Level, 2007

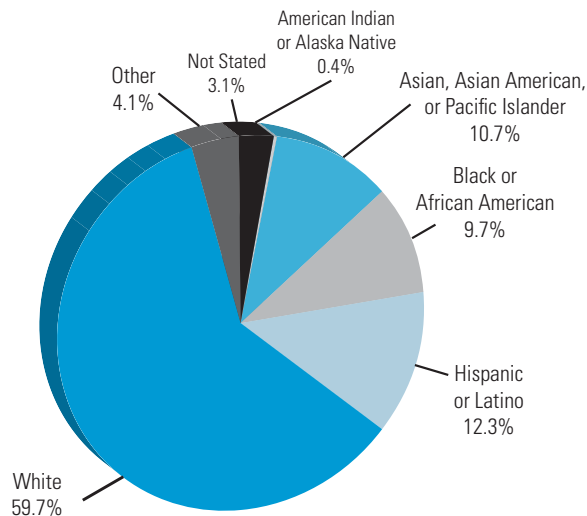


AP HUMAN GEOGRAPHY GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 3,249 | 11.2% |
| Score of 4 | 5,183 | 17.9% |
| Score of 3 | 6,320 | 21.8% |
| Score of 2 | 4,724 | 16.3% |
| Score of 1 | 9,529 | 32.9% |
| | 29,005 | 100.0% |

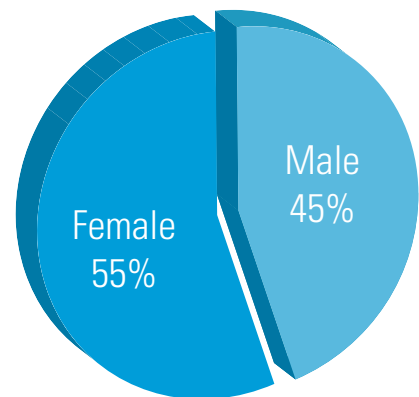
AP HUMAN GEOGRAPHY

Examinees by Race and Ethnicity, 2007



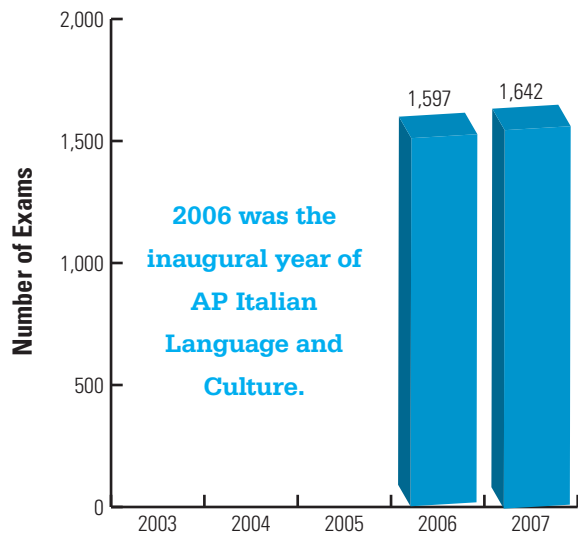
AP HUMAN GEOGRAPHY

Examinees by Gender, 2007



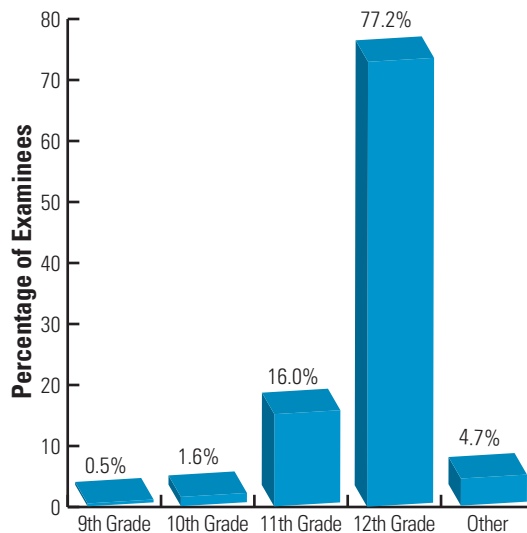
AP ITALIAN LANGUAGE AND CULTURE

Number of Exams, 2003–2007



AP ITALIAN LANGUAGE AND CULTURE

Examinees by Grade Level, 2007

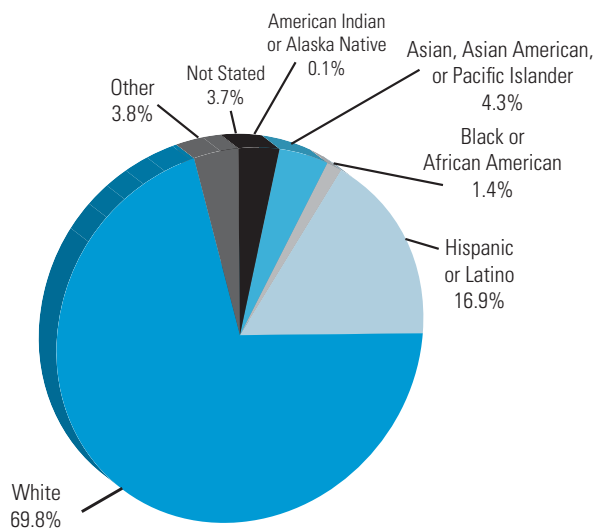


AP ITALIAN LANGUAGE AND CULTURE GRADE DISTRIBUTION, 2007

| Standard Group* | NUMBER OF EXAMINEES | | | Total Group | NUMBER OF EXAMINEES | | |
|-----------------|---------------------|---------------------|--------|-------------|---------------------|---------------------|-------|
| | EXAM GRADE | NUMBER OF EXAMINEES | % | | EXAM GRADE | NUMBER OF EXAMINEES | % |
| Standard Group* | Score of 5 | 85 | 6.8% | Total Group | Score of 5 | 252 | 15.3% |
| | Score of 4 | 138 | 11.0% | | Score of 4 | 209 | 12.7% |
| | Score of 3 | 311 | 24.7% | | Score of 3 | 393 | 23.9% |
| | Score of 2 | 292 | 23.2% | | Score of 2 | 329 | 20.0% |
| | Score of 1 | 433 | 34.4% | | Score of 1 | 459 | 28.0% |
| | | 1,259 | 100.0% | | 1,642 | 100.0% | |

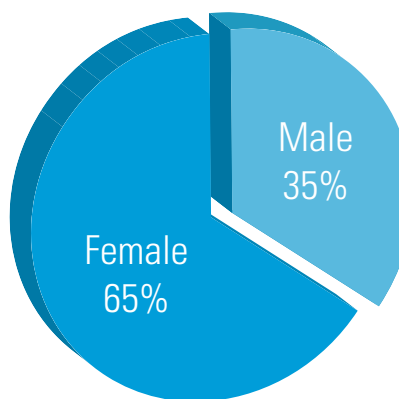
AP ITALIAN LANGUAGE AND CULTURE

Examinees by Race and Ethnicity, 2007



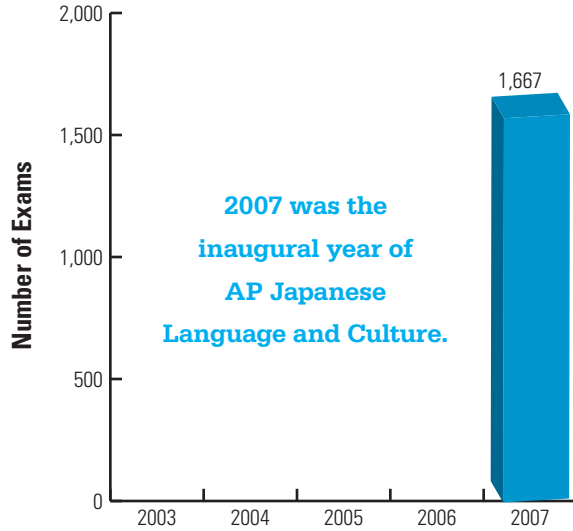
AP ITALIAN LANGUAGE AND CULTURE

Examinees by Gender, 2007

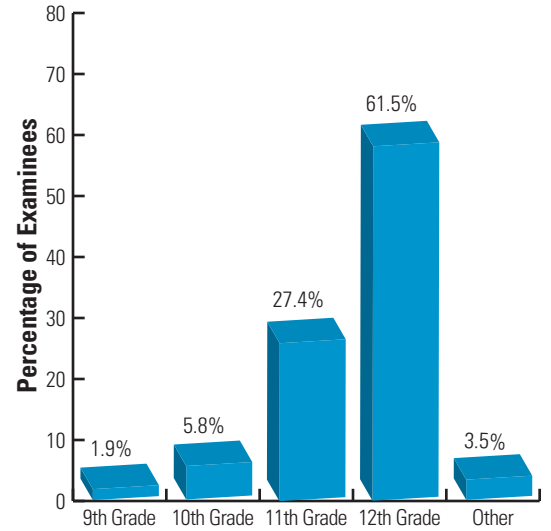


*Standard group students generally received most of their foreign language training in U.S. schools. They did not indicate on their answer sheets that they regularly speak or hear the foreign language of the examination at home, or that they have lived for one month or more in a country where the language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

AP JAPANESE LANGUAGE AND CULTURE
Number of Exams, 2003–2007



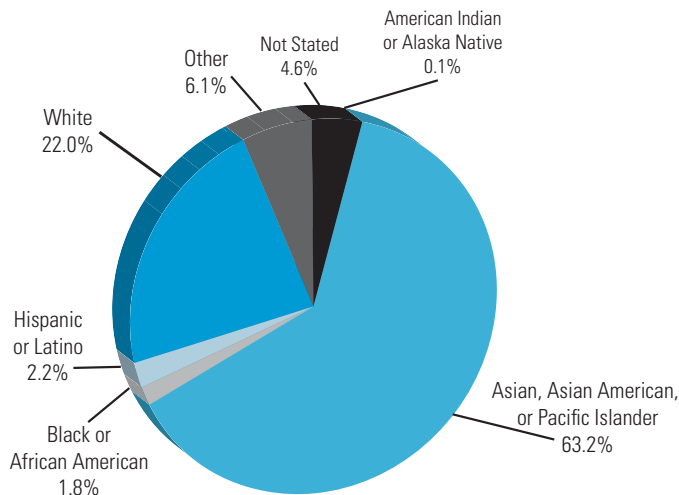
AP JAPANESE LANGUAGE AND CULTURE
Examinees by Grade Level, 2007



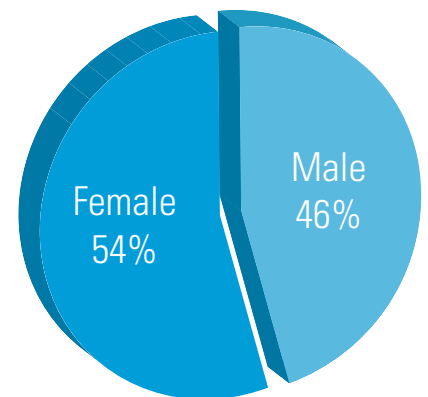
AP JAPANESE LANGUAGE AND CULTURE GRADE DISTRIBUTION, 2007

| | Standard Group* | | | Total Group | | |
|-----------------|-----------------|---------------------|--------|-------------|---------------------|--------|
| | EXAM GRADE | NUMBER OF EXAMINEES | % | EXAM GRADE | NUMBER OF EXAMINEES | % |
| Standard Group* | Score of 5 | 102 | 15.3% | Score of 5 | 724 | 43.4% |
| | Score of 4 | 66 | 9.9% | Score of 4 | 154 | 9.2% |
| | Score of 3 | 182 | 27.3% | Score of 3 | 314 | 18.8% |
| | Score of 2 | 99 | 14.8% | Score of 2 | 152 | 9.1% |
| | Score of 1 | 218 | 32.7% | Score of 1 | 323 | 19.4% |
| | | 667 | 100.0% | | 1,667 | 100.0% |

AP JAPANESE LANGUAGE AND CULTURE
Examinees by Race and Ethnicity, 2007



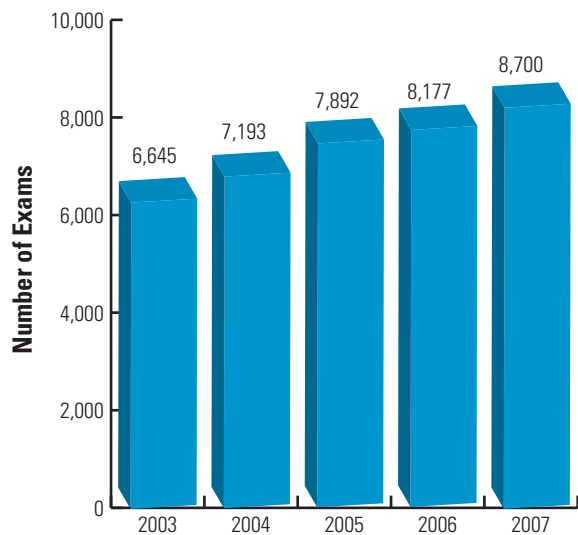
AP JAPANESE LANGUAGE AND CULTURE
Examinees by Gender, 2007



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

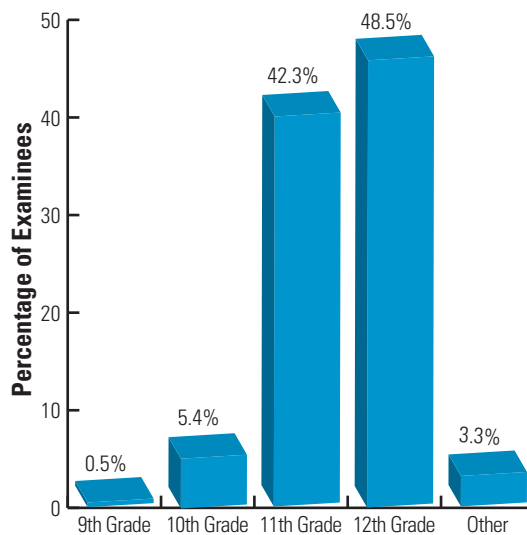
AP LATIN LITERATURE AND AP LATIN: VERGIL

Number of Exams, 2003–2007



AP LATIN LITERATURE AND AP LATIN: VERGIL

Examinees by Grade Level, 2007

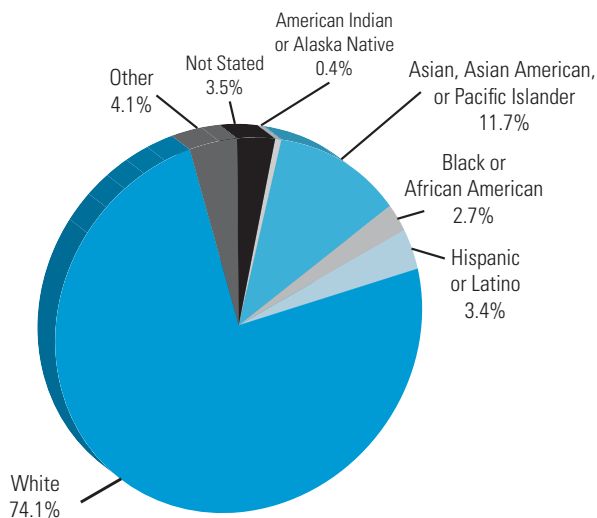


AP LATIN LITERATURE AND AP LATIN: VERGIL
GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 1,445 | 16.6% |
| Score of 4 | 1,460 | 16.8% |
| Score of 3 | 2,191 | 25.2% |
| Score of 2 | 1,543 | 17.7% |
| Score of 1 | 2,061 | 23.7% |
| | 8,700 | 100.0% |

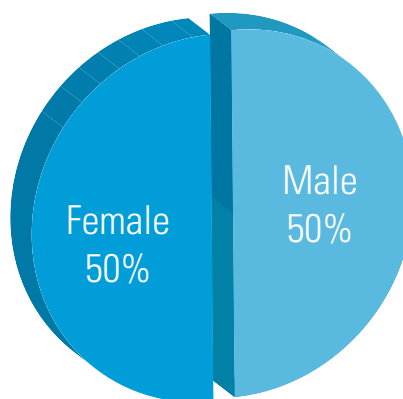
AP LATIN LITERATURE AND AP LATIN: VERGIL

Examinees by Race and Ethnicity, 2007



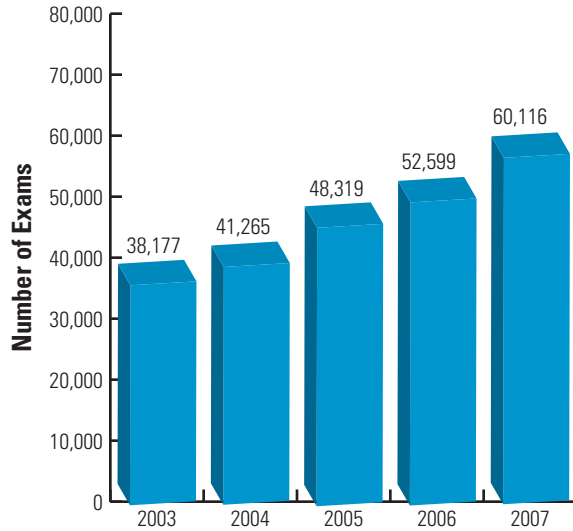
AP LATIN LITERATURE AND AP LATIN: VERGIL

Examinees by Gender, 2007



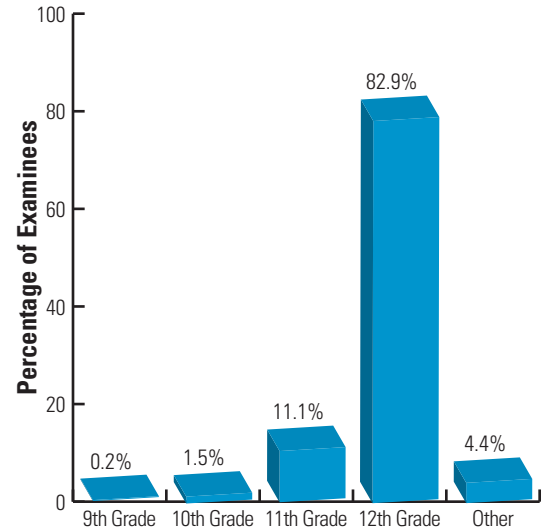
AP MACROECONOMICS

Number of Exams, 2003–2007



AP MACROECONOMICS

Examinees by Grade Level, 2007

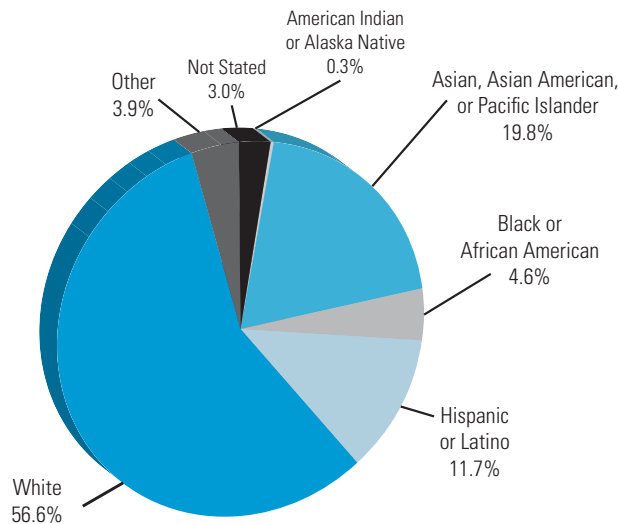


AP MACROECONOMICS GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 8,462 | 14.1% |
| Score of 4 | 14,693 | 24.4% |
| Score of 3 | 9,881 | 16.4% |
| Score of 2 | 10,311 | 17.2% |
| Score of 1 | 16,769 | 27.9% |
| | 60,116 | 100.0% |

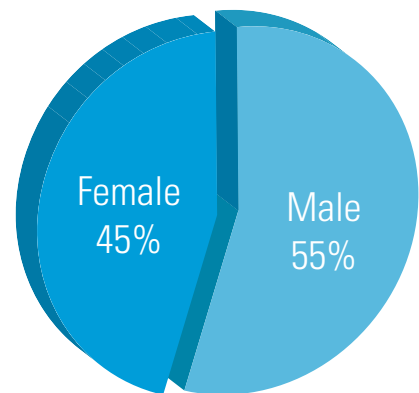
AP MACROECONOMICS

Examinees by Race and Ethnicity, 2007

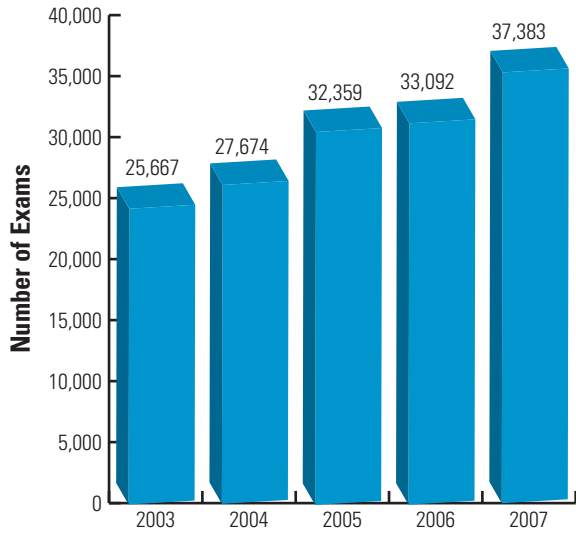


AP MACROECONOMICS

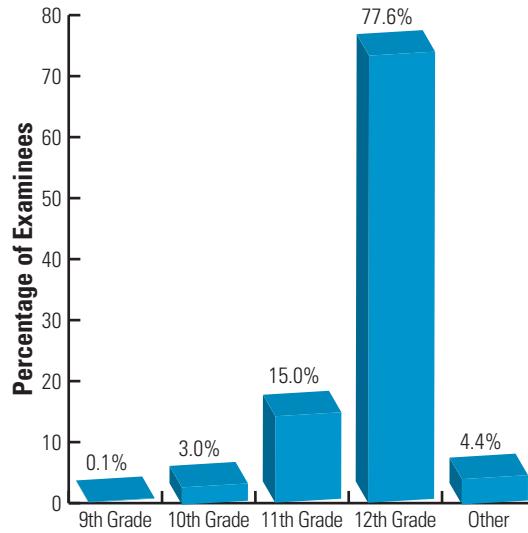
Examinees by Gender, 2007



AP MICROECONOMICS
Number of Exams, 2003–2007



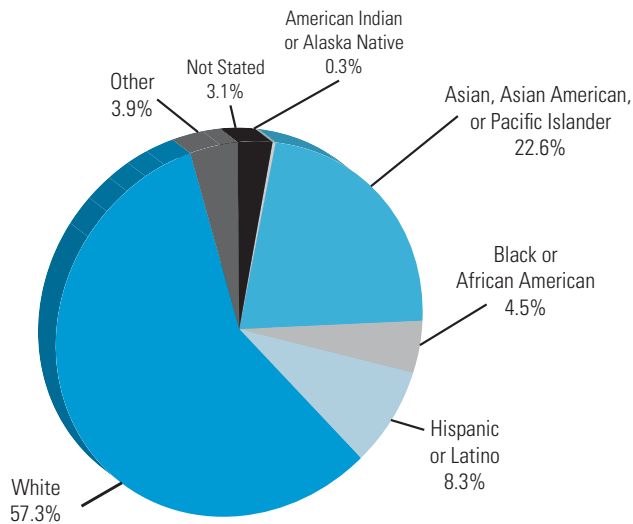
AP MICROECONOMICS
Examinees by Grade Level, 2007



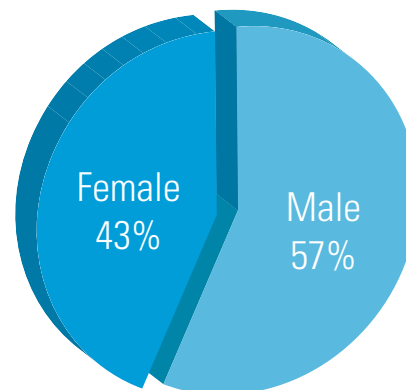
AP MICROECONOMICS GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 6,080 | 16.3% |
| Score of 4 | 10,300 | 27.6% |
| Score of 3 | 7,766 | 20.8% |
| Score of 2 | 5,459 | 14.6% |
| Score of 1 | 7,778 | 20.8% |
| | 37,383 | 100.0% |

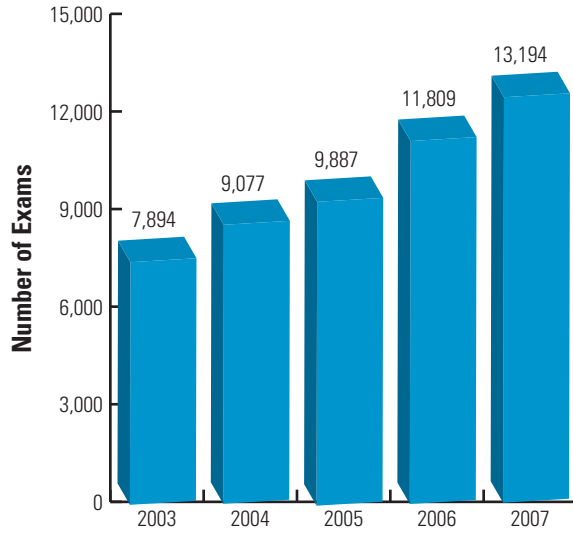
AP MICROECONOMICS
Examinees by Race and Ethnicity, 2007



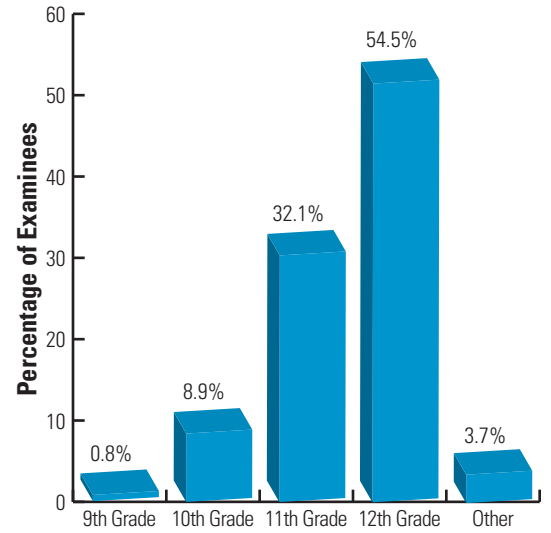
AP MICROECONOMICS
Examinees by Gender, 2007



AP MUSIC THEORY
Number of Exams, 2003–2007



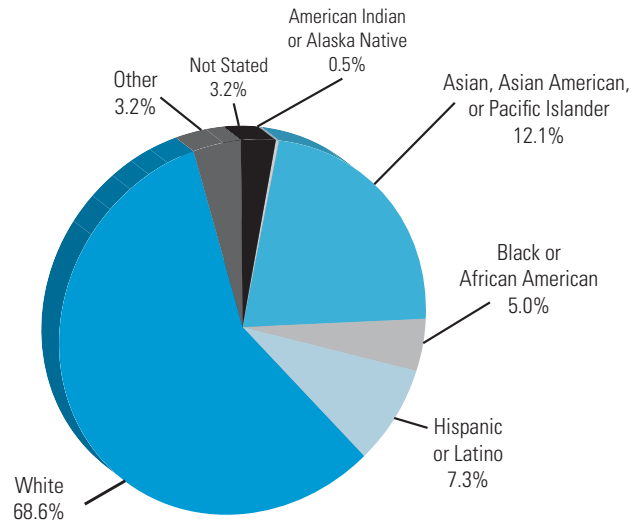
AP MUSIC THEORY
Examinees by Grade Level, 2007



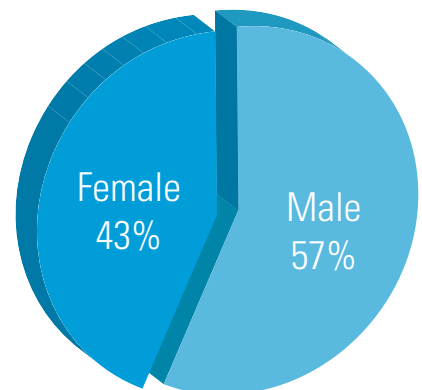
AP MUSIC THEORY GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 2,210 | 16.8% |
| Score of 4 | 2,263 | 17.2% |
| Score of 3 | 3,400 | 25.8% |
| Score of 2 | 3,517 | 26.7% |
| Score of 1 | 1,804 | 13.7% |
| | 13,194 | 100.0% |

AP MUSIC THEORY
Examinees by Race and Ethnicity, 2007

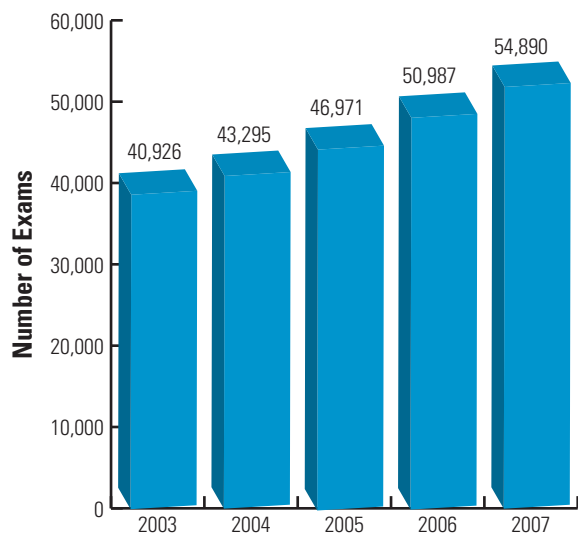


AP MUSIC THEORY
Examinees by Gender, 2007



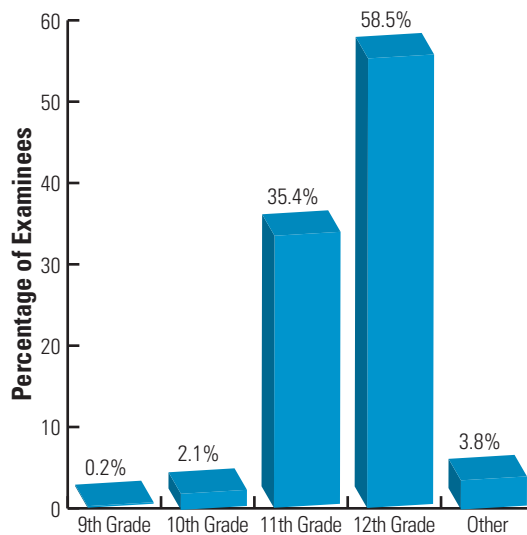
AP PHYSICS B

Number of Exams, 2003–2007



AP PHYSICS B

Examinees by Grade Level, 2007

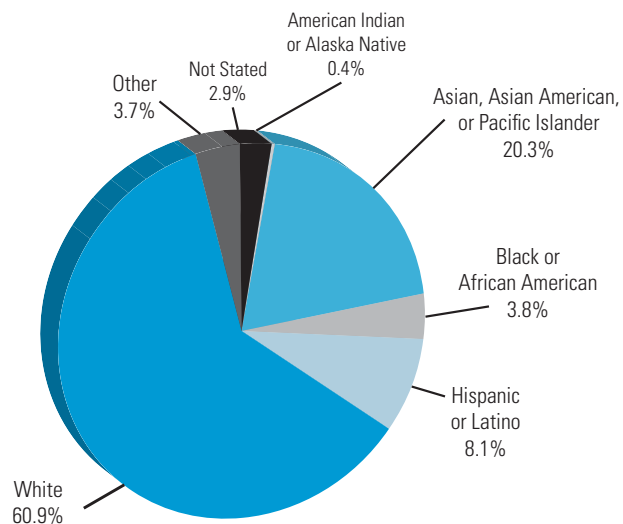


AP PHYSICS B GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 8,869 | 16.2% |
| Score of 4 | 9,279 | 16.9% |
| Score of 3 | 14,931 | 27.2% |
| Score of 2 | 10,210 | 18.6% |
| Score of 1 | 11,601 | 21.1% |
| | 54,890 | 100.0% |

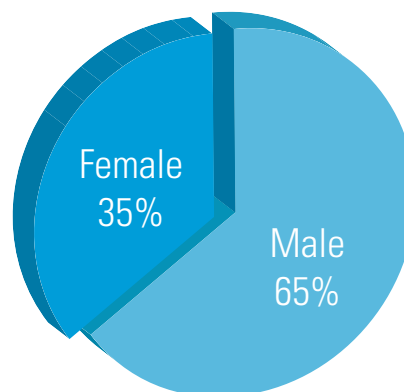
AP PHYSICS B

Examinees by Race and Ethnicity, 2007



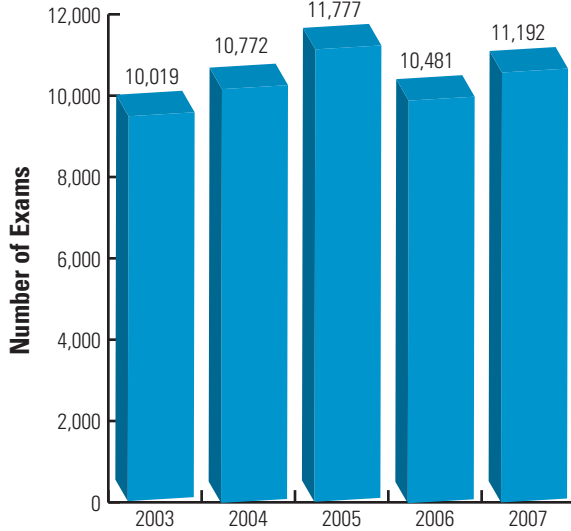
AP PHYSICS B

Examinees by Gender, 2007



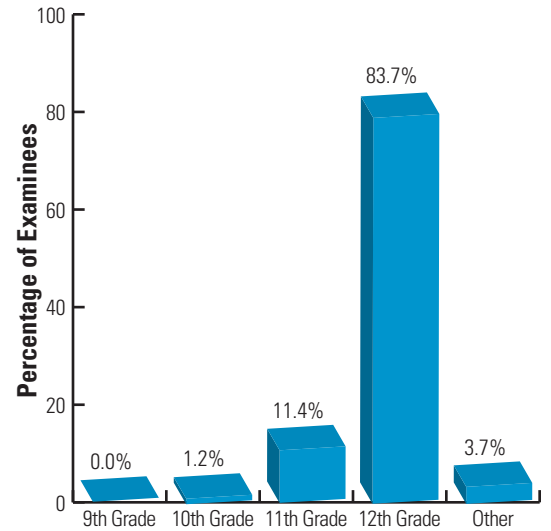
**AP PHYSICS C:
ELECTRICITY AND MAGNETISM**

Number of Exams, 2003–2007



**AP PHYSICS C:
ELECTRICITY AND MAGNETISM**

Examinees by Grade Level, 2007

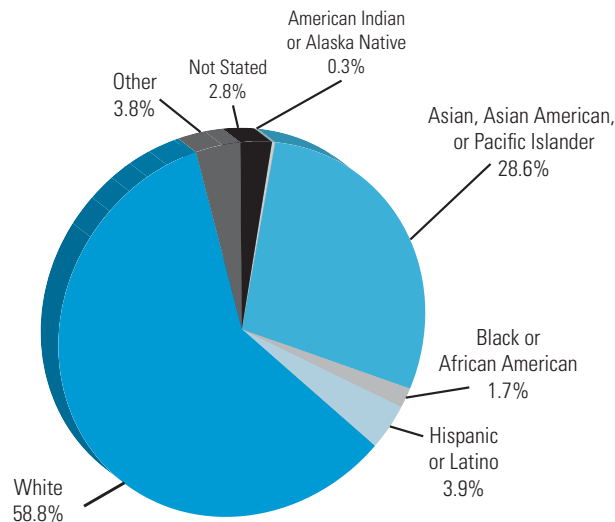


**AP PHYSICS C: ELECTRICITY AND MAGNETISM
GRADE DISTRIBUTION, 2007**

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 3,787 | 33.8% |
| Score of 4 | 2,871 | 25.7% |
| Score of 3 | 1,354 | 12.1% |
| Score of 2 | 1,890 | 16.9% |
| Score of 1 | 1,290 | 11.5% |
| | 11,192 | 100.0% |

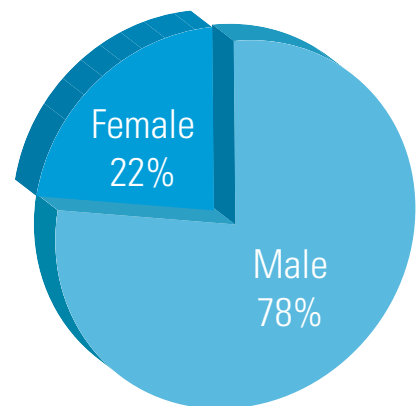
**AP PHYSICS C:
ELECTRICITY AND MAGNETISM**

Examinees by Race and Ethnicity, 2007



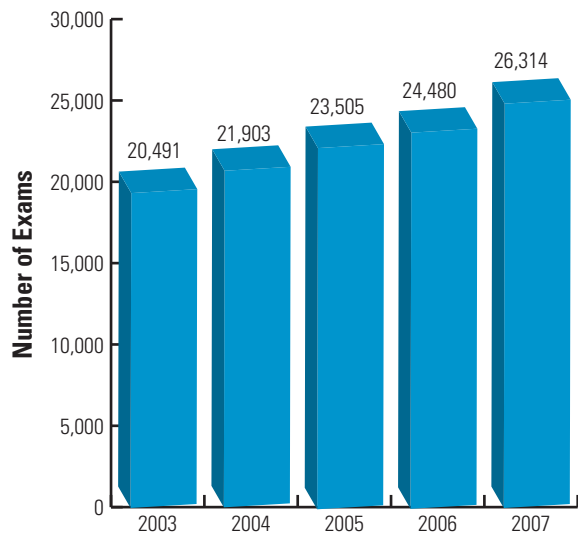
**AP PHYSICS C:
ELECTRICITY AND MAGNETISM**

Examinees by Gender, 2007



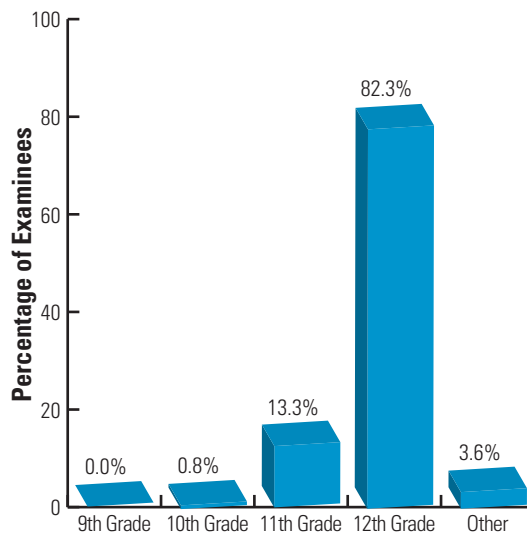
AP PHYSICS C: MECHANICS

Number of Exams, 2003–2007



AP PHYSICS C: MECHANICS

Examinees by Grade Level, 2007

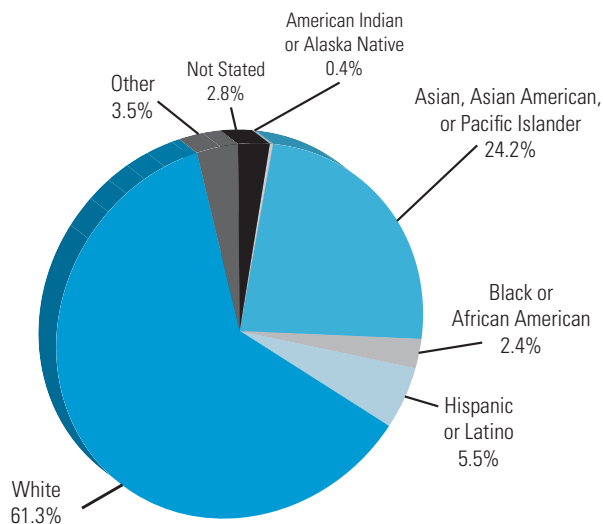


AP PHYSICS C: MECHANICS GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 6,877 | 26.1% |
| Score of 4 | 6,669 | 25.3% |
| Score of 3 | 5,268 | 20.0% |
| Score of 2 | 3,699 | 14.1% |
| Score of 1 | 3,801 | 14.4% |
| | 26,314 | 100.0% |

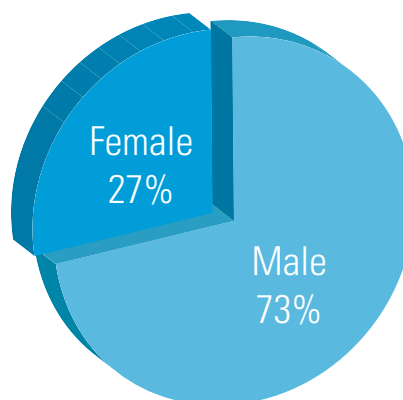
AP PHYSICS C: MECHANICS

Examinees by Race and Ethnicity, 2007

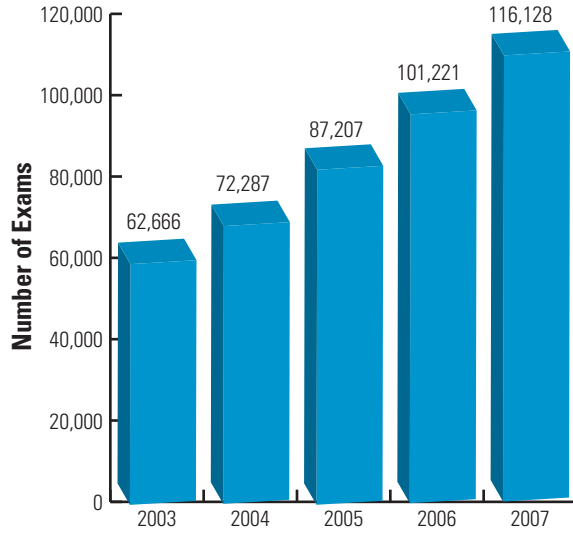


AP PHYSICS C: MECHANICS

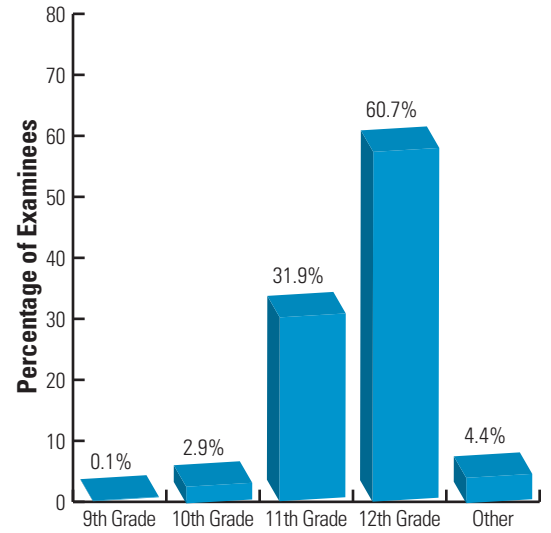
Examinees by Gender, 2007



AP PSYCHOLOGY
Number of Exams, 2003–2007



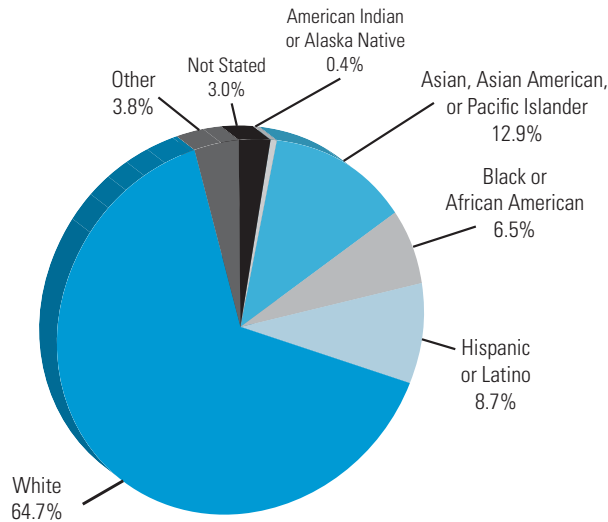
AP PSYCHOLOGY
Examinees by Grade Level, 2007



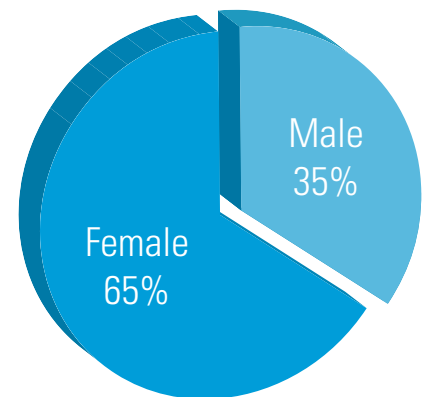
AP PSYCHOLOGY GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 21,833 | 18.8% |
| Score of 4 | 30,430 | 26.2% |
| Score of 3 | 23,851 | 20.5% |
| Score of 2 | 15,902 | 13.7% |
| Score of 1 | 24,112 | 20.8% |
| | 116,128 | 100.0% |

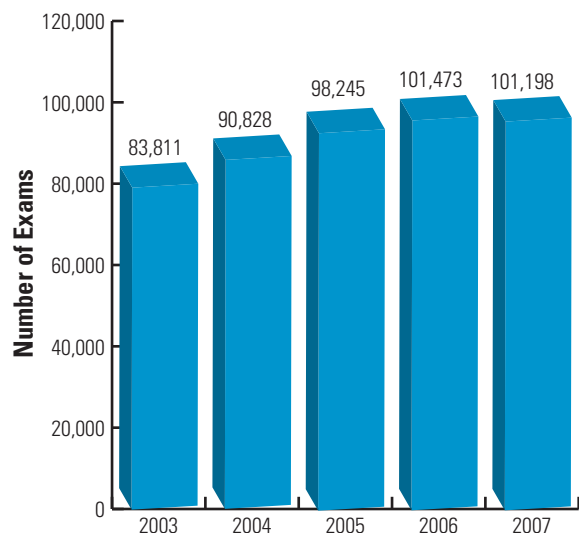
AP PSYCHOLOGY
Examinees by Race and Ethnicity, 2007



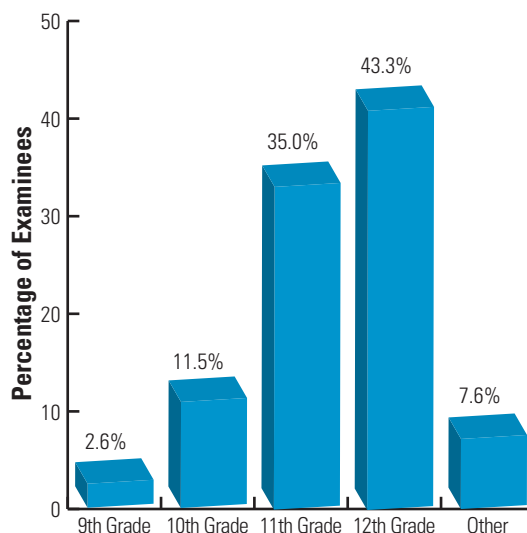
AP PSYCHOLOGY
Examinees by Gender, 2007



AP SPANISH LANGUAGE
Number of Exams, 2003–2007



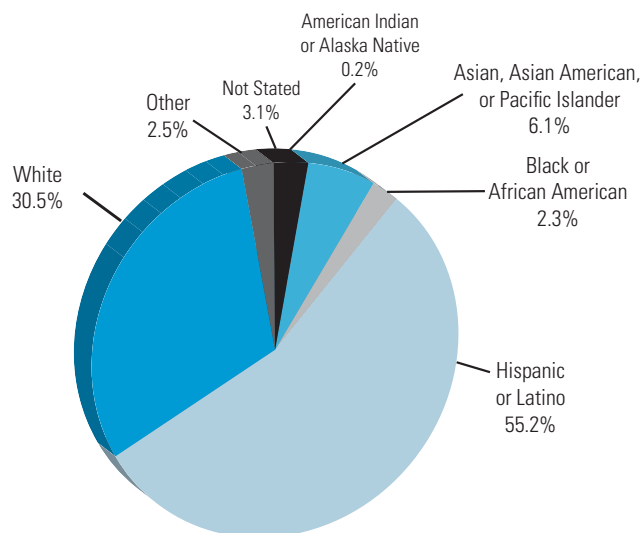
AP SPANISH LANGUAGE
Examinees by Grade Level, 2007



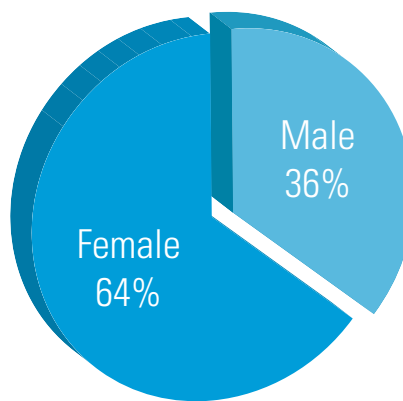
AP SPANISH LANGUAGE GRADE DISTRIBUTION, 2007

| Standard Group* | NUMBER OF EXAMINEES | | | Total Group | NUMBER OF EXAMINEES | | |
|-----------------|---------------------|---------------------|--------|-------------|---------------------|---------------------|-------|
| | EXAM GRADE | NUMBER OF EXAMINEES | % | | EXAM GRADE | NUMBER OF EXAMINEES | % |
| Standard Group* | Score of 5 | 4,299 | 10.4% | Total Group | Score of 5 | 20,397 | 20.2% |
| | Score of 4 | 8,269 | 20.1% | | Score of 4 | 25,383 | 25.1% |
| | Score of 3 | 8,085 | 19.6% | | Score of 3 | 19,464 | 19.2% |
| | Score of 2 | 9,230 | 22.4% | | Score of 2 | 17,892 | 17.7% |
| | Score of 1 | 11,290 | 27.4% | | Score of 1 | 18,062 | 17.8% |
| | | 41,173 | 100.0% | | 101,198 | 100.0% | |

AP SPANISH LANGUAGE
Examinees by Race and Ethnicity, 2007



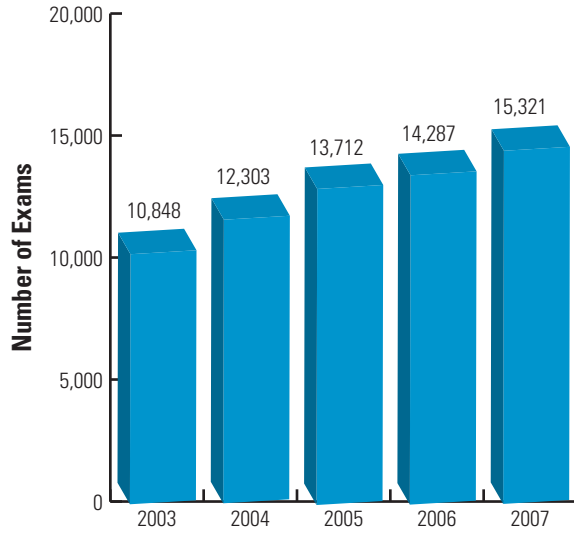
AP SPANISH LANGUAGE
Examinees by Gender, 2007



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

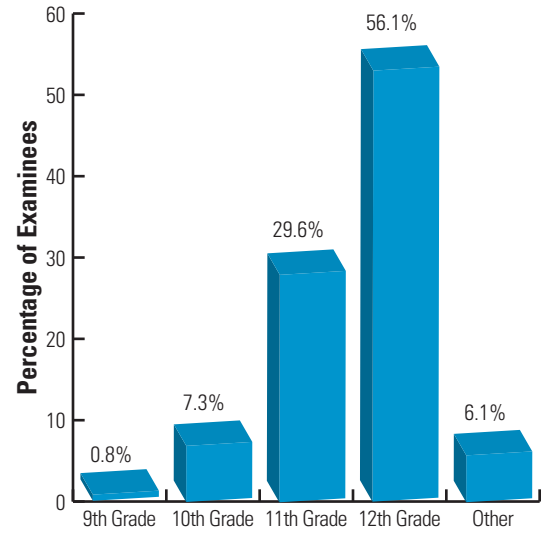
AP SPANISH LITERATURE

Number of Exams, 2003–2007



AP SPANISH LITERATURE

Examinees by Grade Level, 2007

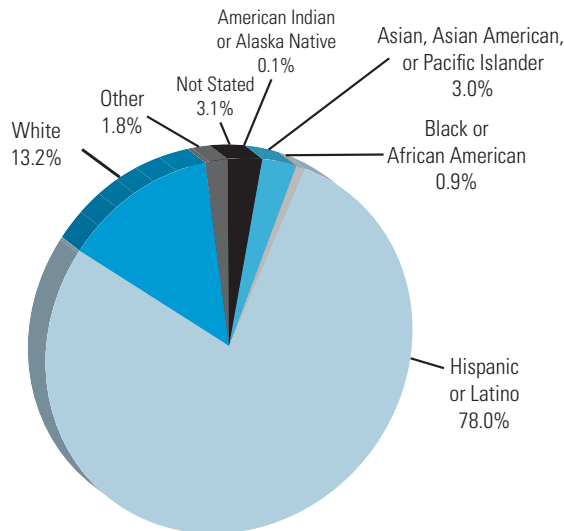


AP SPANISH LITERATURE GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 1,757 | 11.5% |
| Score of 4 | 3,464 | 22.6% |
| Score of 3 | 4,207 | 27.5% |
| Score of 2 | 2,277 | 14.9% |
| Score of 1 | 3,616 | 23.6% |
| | 15,321 | 100.0% |

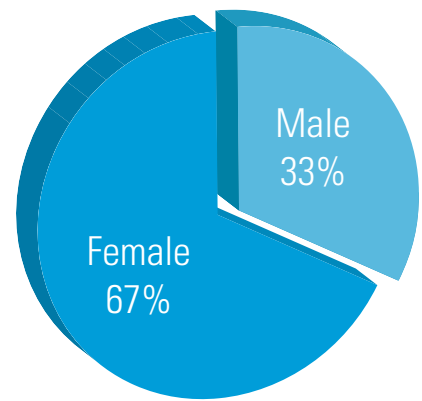
AP SPANISH LITERATURE

Examinees by Race and Ethnicity, 2007



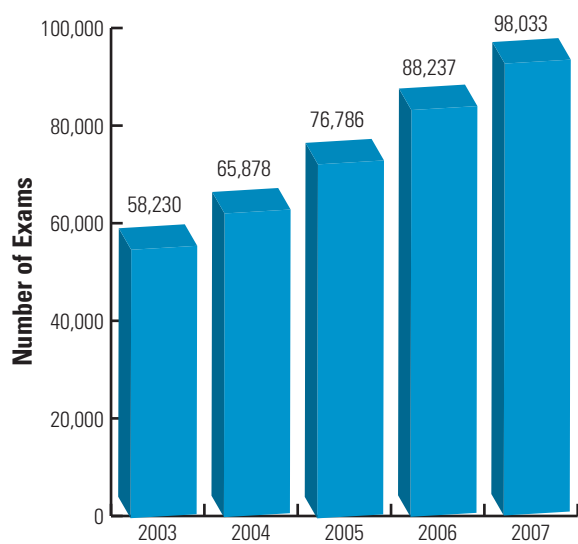
AP SPANISH LITERATURE

Examinees by Gender, 2007



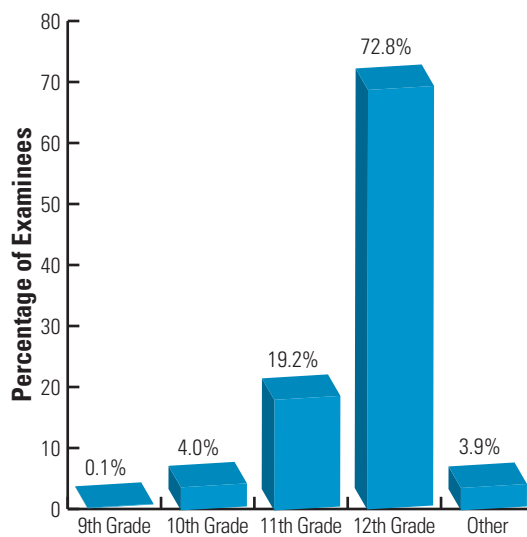
AP STATISTICS

Number of Exams, 2003–2007



AP STATISTICS

Examinees by Grade Level, 2007

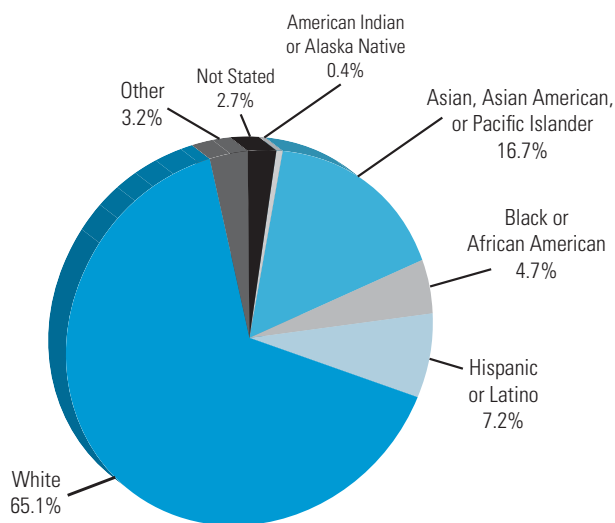


AP STATISTICS GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 11,643 | 11.9% |
| Score of 4 | 21,076 | 21.5% |
| Score of 3 | 24,922 | 25.4% |
| Score of 2 | 16,755 | 17.1% |
| Score of 1 | 23,637 | 24.1% |
| | 98,033 | 100.0% |

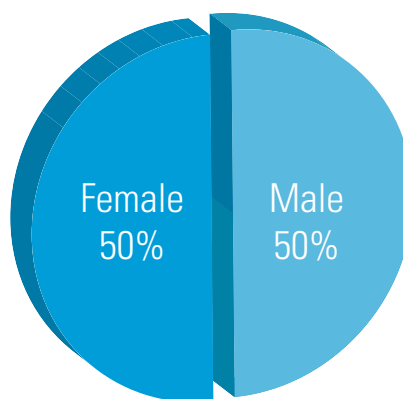
AP STATISTICS

Examinees by Race and Ethnicity, 2007

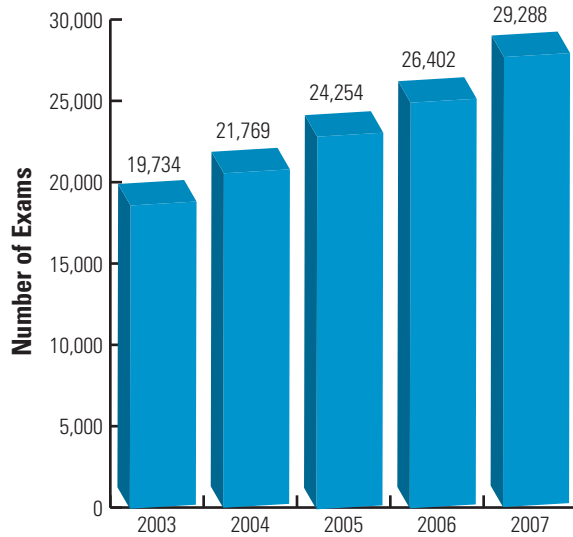


AP STATISTICS

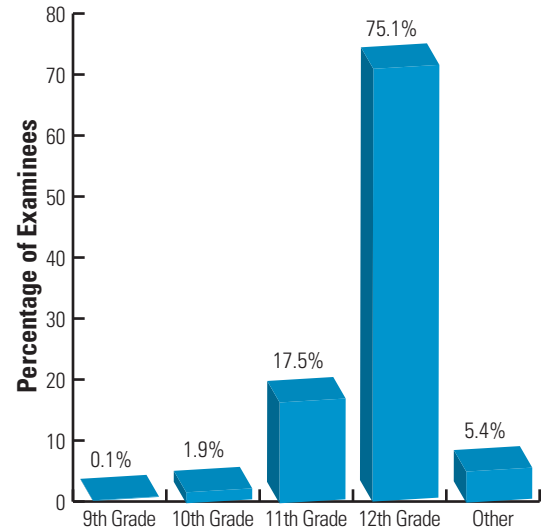
Examinees by Gender, 2007



**AP STUDIO ART:
DRAWING, 2-D DESIGN, 3-D DESIGN**
Number of Exams, 2003–2007



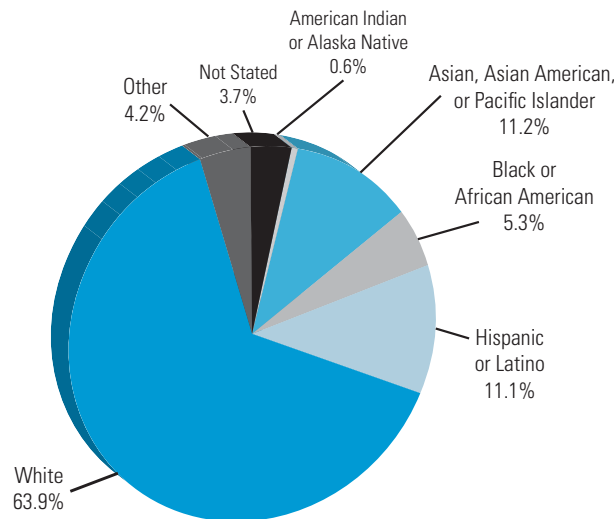
**AP STUDIO ART:
DRAWING, 2-D DESIGN, 3-D DESIGN**
Examinees by Grade Level, 2007



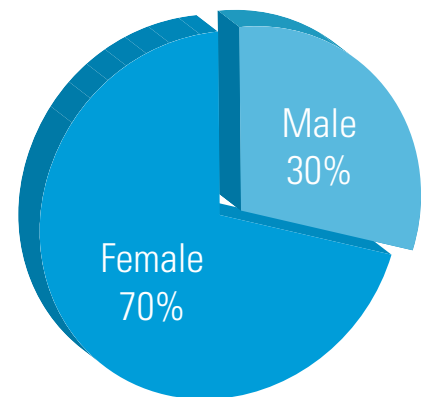
AP STUDIO ART: DRAWING, 2-D DESIGN, 3-D DESIGN
GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 3,398 | 11.6% |
| Score of 4 | 5,655 | 19.3% |
| Score of 3 | 10,643 | 36.3% |
| Score of 2 | 7,885 | 26.9% |
| Score of 1 | 1,707 | 5.8% |
| | 29,288 | 100.0% |

**AP STUDIO ART:
DRAWING, 2-D DESIGN, 3-D DESIGN**
Examinees by Race and Ethnicity, 2007

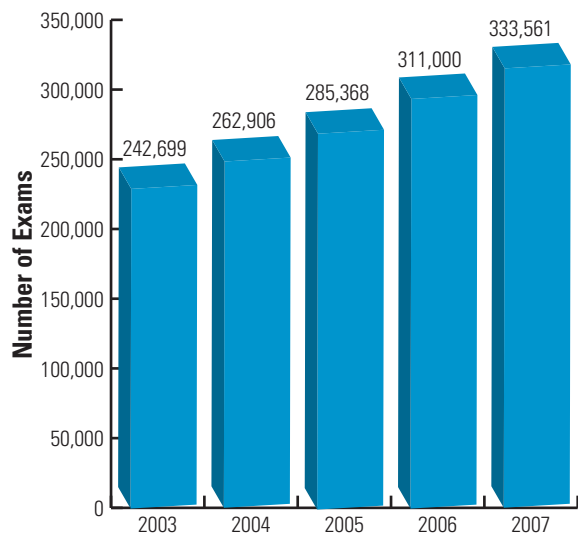


**AP STUDIO ART:
DRAWING, 2-D DESIGN, 3-D DESIGN**
Examinees by Gender, 2007



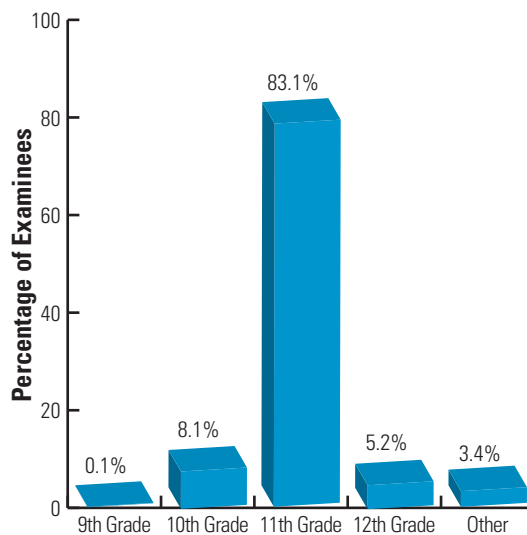
AP UNITED STATES HISTORY

Number of Exams, 2003–2007



AP UNITED STATES HISTORY

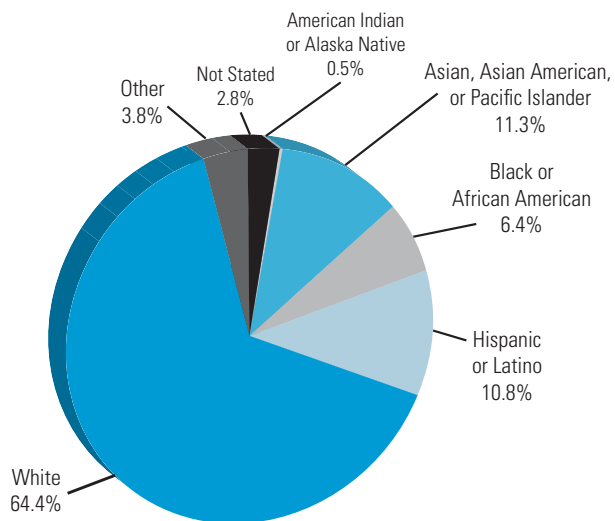
Examinees by Grade Level, 2007



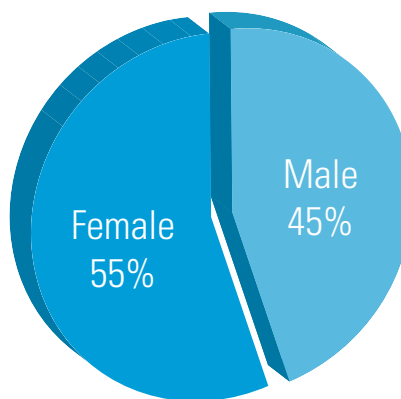
AP UNITED STATES HISTORY GRADE DISTRIBUTION, 2007

| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 37,110 | 11.1% |
| Score of 4 | 66,324 | 19.9% |
| Score of 3 | 74,153 | 22.2% |
| Score of 2 | 87,268 | 26.2% |
| Score of 1 | 68,706 | 20.6% |
| | 333,561 | 100.0% |

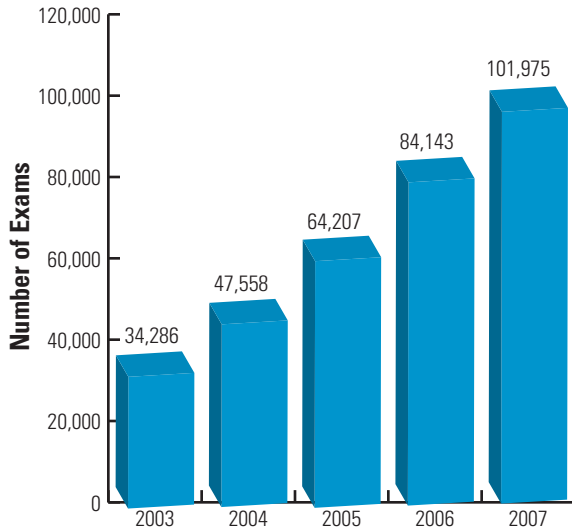
AP UNITED STATES HISTORY Examinees by Race and Ethnicity, 2007



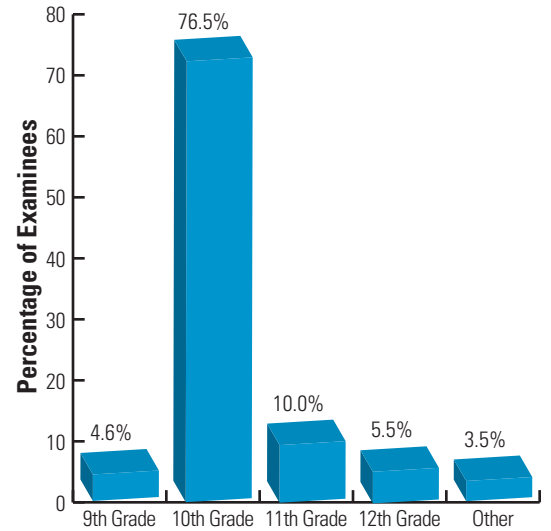
AP UNITED STATES HISTORY Examinees by Gender, 2007



AP WORLD HISTORY
Number of Exams, 2003–2007



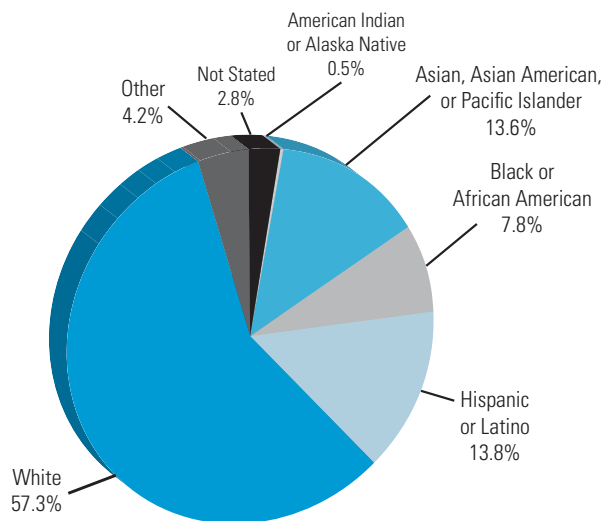
AP WORLD HISTORY
Examinees by Grade Level, 2007



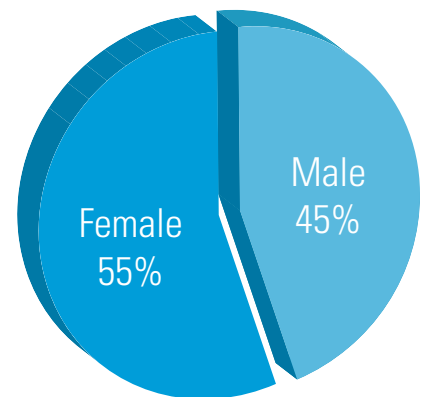
AP WORLD HISTORY GRADE DISTRIBUTION, 2007

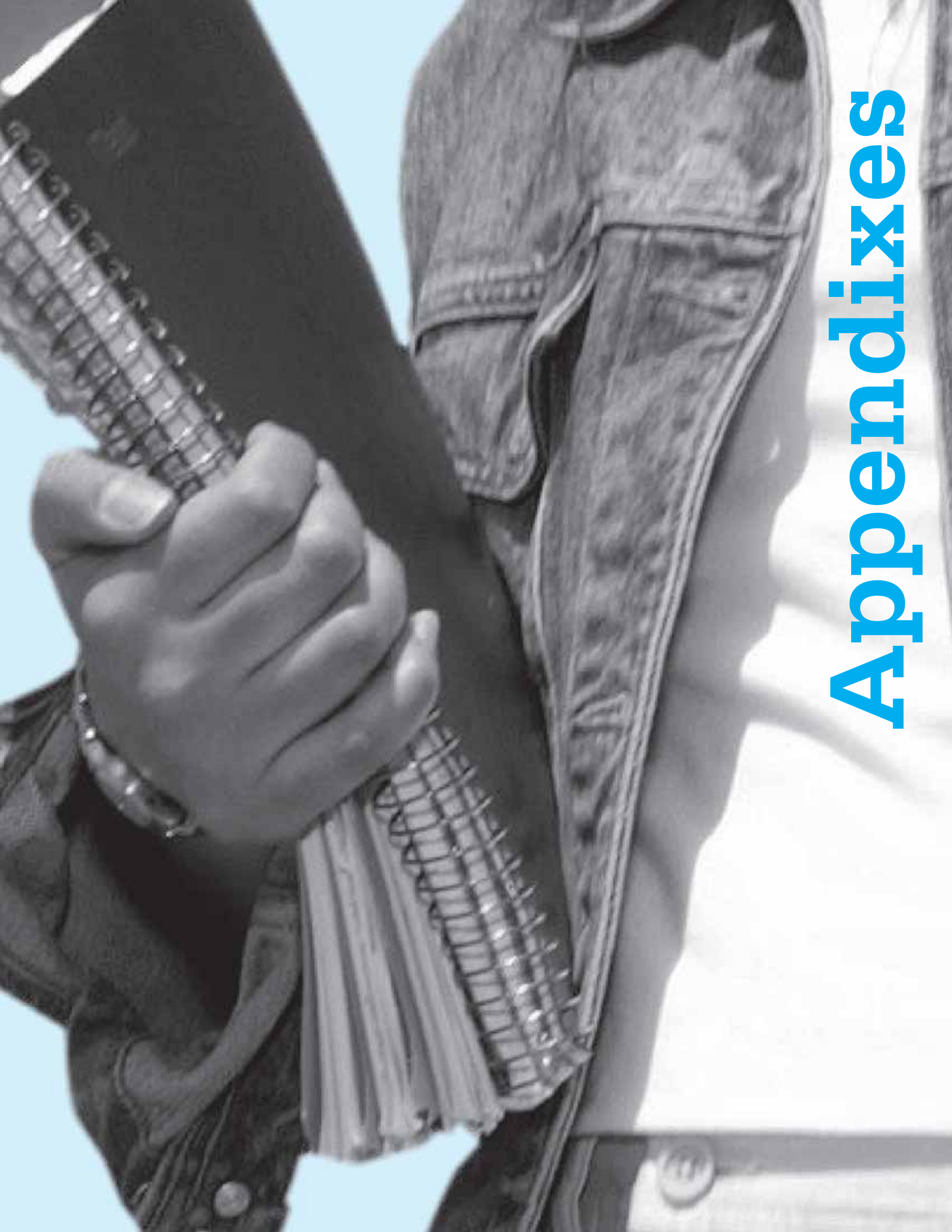
| EXAM GRADE | NUMBER OF EXAMINEES | % |
|------------|---------------------|--------|
| Score of 5 | 11,461 | 11.2% |
| Score of 4 | 17,183 | 16.9% |
| Score of 3 | 26,616 | 26.1% |
| Score of 2 | 24,773 | 24.3% |
| Score of 1 | 21,942 | 21.5% |
| | 101,975 | 100.0% |

AP WORLD HISTORY
Examinees by Race and Ethnicity, 2007



AP WORLD HISTORY
Examinees by Gender, 2007





Appendixes



Reform

...ever gardens and parks
same reformers eventually helped
on the same reformers eventually helped
the first state to outlaw the sale and
communities. Many other states
ers to discourage alcohol consumption.
By the mid-1800s the nationwide
READING CHECK What prompted temperance reformers?

...middle class that had emerged as a result of economic changes
were at the forefront of efforts to improve social and moral conditions
with their households. This allowed them the leisure time to
reformers of this period believed that, as families, they had a personal
responsibility to invest in moral reform. The so-called cult of true womanhood
emphasized that women's responsibilities went beyond the home
to include the nation and even responsibility for the world.
Women were expected to encourage their children to be virtuous and
to acquire the education and training to do so.

Appendix A: AP Data at a Glance

2007 School Participation in AP

- Students representing 16,464 secondary schools took AP Exams.
 - 15,505 of these schools are located in the 50 U.S. states and the District of Columbia
 - 12,241 are public schools, an increase of 204 over last year.
 - 3,264 are nonpublic schools, an increase of 179 over last year.
 - 959 of these schools are located outside of the United States, an increase of 81 over last year.
- On average, schools that offer AP offer nine different AP courses.

Student Participation and Performance

U.S. Public School Class of 2007

By focusing on the AP experiences acquired by the U.S. public school class of 2007 before they exited high school, we can assess the nation's progress in fortifying its college-bound students with a successful AP experience.

- Total high school graduates:
 - 2002: 2,614,629 students
 - 2007: 2,809,202 students
- Total high school graduates who took an AP Exam at some point in high school:
 - 2002: 473,330 (18.1%)
 - 2007: 698,182 (24.9%)
- Total high school graduates who earned a 3 or higher on an AP Exam at some point in high school:
 - 2002: 305,433 (11.7%)
 - 2007: 425,733 (15.2%)
- Total number of AP Exams taken by the class of 2007 across their entire high school years: 1,957,424
- Total number of AP Exams earning grades of 3 or higher, as taken by the class of 2007 across their entire high school years: 1,121,047

AP Exams Taken Most Frequently by the Class of 2007

AP Exams taken by the largest numbers of students of the class of 2007 during their high school years:

1. AP U.S. History
2. AP English Literature and Composition
3. AP English Language and Composition
4. AP Calculus AB
5. AP U.S. Government and Politics
6. AP Biology
7. AP Psychology
8. AP Statistics
9. AP Spanish Language
10. AP Chemistry

AP French Literature was taken by the smallest number of students of the class of 2007 during their high school years.

Note: AP Chinese Language and Culture and AP Japanese Language and Culture are not included in this ranking because they were new in 2007; consequently, these exams were not available to the class of 2007 until their final year of high school.

Appendix B: AP Exams Taken in U.S. Public Schools by the Class of 2007

NUMBER OF STUDENTS FOR EACH EXAMINATION

| AP GRADE | Total Exams | Art History | Biology | Calculus AB | Calculus BC | Chemistry | Chinese Language and Culture | Computer Science A | Computer Science AB | Economics Macro | Economics Micro | English Language and Composition | English Literature and Composition | Environmental Science | European History | French Language | French Literature | German Language | Government and Politics: Comparative | |
|--|-------------|-------------|---------|-------------|-------------|-----------|------------------------------|--------------------|---------------------|-----------------|-----------------|----------------------------------|------------------------------------|-----------------------|------------------|-----------------|-------------------|-----------------|--------------------------------------|-------|
| Black or African American | 5 | 2,939 | 22 | 255 | 388 | 183 | 86 | * | 23 | 8 | 50 | 38 | 162 | 190 | 41 | 67 | 115 | 11 | 15 | 16 |
| | 4 | 8,473 | 60 | 574 | 683 | 172 | 235 | * | 41 | 7 | 238 | 131 | 708 | 1,100 | 176 | 213 | 169 | 16 | 13 | 32 |
| | 3 | 17,397 | 103 | 883 | 1,017 | 266 | 413 | * | 50 | 12 | 270 | 177 | 2,423 | 3,540 | 240 | 724 | 235 | 19 | 14 | 100 |
| | 2 | 31,950 | 115 | 1,722 | 1,217 | 122 | 530 | * | 38 | 5 | 361 | 205 | 6,699 | 8,282 | 337 | 498 | 175 | 15 | 12 | 160 |
| | 1 | 52,831 | 256 | 3,105 | 4,929 | 440 | 2,107 | * | 395 | 25 | 1,604 | 891 | 5,917 | 6,299 | 1,820 | 1,129 | 260 | 21 | 27 | 234 |
| | T | 113,590 | 556 | 6,539 | 8,234 | 1,183 | 3,371 | * | 547 | 57 | 2,523 | 1,442 | 15,909 | 19,411 | 2,614 | 2,631 | 954 | 82 | 81 | 542 |
| Mean Grade | 1.91 | 2.06 | 1.95 | 1.83 | 2.61 | 1.71 | * | 1.65 | 2.44 | 1.72 | 1.77 | 1.90 | 2.00 | 1.58 | 2.08 | 2.69 | 2.77 | 2.72 | 1.96 | |
| Asian, Asian American, or Pacific Islander | 5 | 50,739 | 250 | 5,678 | 6,321 | 6,534 | 3,576 | 802 | 583 | 394 | 1,514 | 1,032 | 1,866 | 2,214 | 721 | 1,301 | 132 | 23 | 32 | 214 |
| | 4 | 59,180 | 512 | 4,633 | 5,203 | 2,497 | 3,349 | 126 | 617 | 195 | 2,343 | 1,583 | 4,293 | 5,750 | 1,186 | 1,968 | 266 | 29 | 56 | 294 |
| | 3 | 65,918 | 645 | 4,317 | 4,967 | 2,508 | 3,547 | 33 | 372 | 181 | 1,499 | 1,062 | 7,206 | 8,186 | 886 | 3,372 | 601 | 32 | 57 | 321 |
| | 2 | 57,283 | 468 | 4,093 | 3,997 | 839 | 2,520 | 8 | 211 | 90 | 1,457 | 701 | 8,341 | 7,814 | 808 | 1,465 | 429 | 24 | 58 | 324 |
| | 1 | 44,256 | 453 | 2,571 | 5,709 | 1,681 | 3,039 | 10 | 852 | 203 | 1,826 | 862 | 2,364 | 1,978 | 1,408 | 1,451 | 445 | 20 | 40 | 238 |
| | T | 277,376 | 2,328 | 21,292 | 26,197 | 14,059 | 16,031 | 979 | 2,635 | 1,063 | 8,639 | 5,240 | 24,070 | 25,942 | 5,009 | 9,557 | 1,873 | 128 | 243 | 1,391 |
| Mean Grade | 3.05 | 2.84 | 3.32 | 3.09 | 3.81 | 3.12 | 4.74 | 2.95 | 3.46 | 3.03 | 3.23 | 2.79 | 2.94 | 2.80 | 3.02 | 2.58 | 3.09 | 2.93 | 2.94 | |
| Mexican or Mexican American | 5 | 10,415 | 14 | 201 | 528 | 257 | 85 | * | 29 | 10 | 90 | 47 | 153 | 177 | 46 | 83 | 20 | * | * | 16 |
| | 4 | 15,396 | 114 | 362 | 681 | 171 | 163 | * | 52 | 12 | 273 | 154 | 639 | 862 | 202 | 190 | 39 | * | 6 | 33 |
| | 3 | 22,316 | 171 | 660 | 1,114 | 291 | 319 | * | 41 | 14 | 321 | 177 | 2,171 | 2,686 | 197 | 643 | 121 | * | 7 | 54 |
| | 2 | 29,504 | 182 | 1,264 | 1,277 | 128 | 392 | * | 25 | * | 496 | 212 | 6,124 | 5,750 | 274 | 462 | 155 | 6 | 10 | 72 |
| | 1 | 39,131 | 268 | 1,886 | 4,089 | 400 | 1,400 | * | 205 | 18 | 1,712 | 602 | 4,423 | 2,914 | 970 | 865 | 297 | 11 | 38 | 121 |
| | T | 116,762 | 749 | 4,373 | 7,689 | 1,247 | 2,359 | * | 352 | 57 | 2,892 | 1,192 | 13,510 | 12,389 | 1,689 | 2,243 | 632 | 23 | 65 | 296 |
| Mean Grade | 2.39 | 2.23 | 2.02 | 2.00 | 2.81 | 1.79 | * | 2.08 | 2.88 | 1.80 | 2.02 | 1.96 | 2.16 | 1.86 | 2.18 | 1.94 | 2.09 | 1.89 | 2.16 | |
| Puerto Rican | 5 | 1,130 | 6 | 62 | 118 | 67 | 25 | * | 11 | * | 19 | 8 | 34 | 50 | 11 | 20 | * | * | * | * |
| | 4 | 1,980 | 13 | 91 | 110 | 32 | 51 | * | 15 | * | 44 | 25 | 155 | 184 | 54 | 61 | 7 | * | * | 5 |
| | 3 | 3,137 | 31 | 121 | 153 | 39 | 74 | * | 11 | * | 44 | 37 | 370 | 525 | 45 | 146 | 6 | * | * | 19 |
| | 2 | 3,950 | 31 | 211 | 138 | 14 | 96 | * | 9 | * | 72 | 27 | 704 | 794 | 49 | 85 | 6 | * | 6 | 15 |
| | 1 | 3,912 | 42 | 210 | 330 | 29 | 126 | * | 37 | * | 162 | 125 | 280 | 297 | 164 | 165 | 24 | * | 5 | 26 |
| | T | 14,109 | 123 | 695 | 849 | 181 | 372 | * | 83 | 13 | 341 | 222 | 1,543 | 1,850 | 323 | 477 | 46 | * | 18 | 69 |
| Mean Grade | 2.47 | 2.27 | 2.40 | 2.47 | 3.52 | 2.34 | * | 2.45 | 3.00 | 2.08 | 1.94 | 2.33 | 2.40 | 2.07 | 2.34 | 2.11 | * | 2.50 | 2.22 | |
| Other Hispanic, Latino, or Latin American | 5 | 11,400 | 36 | 368 | 677 | 362 | 186 | * | 52 | 21 | 122 | 55 | 226 | 240 | 83 | 134 | 42 | * | 11 | 41 |
| | 4 | 15,804 | 150 | 505 | 732 | 218 | 250 | * | 64 | 13 | 389 | 169 | 815 | 1,141 | 305 | 361 | 82 | 5 | 14 | 49 |
| | 3 | 21,555 | 239 | 694 | 968 | 293 | 404 | * | 53 | 14 | 347 | 196 | 2,359 | 2,852 | 291 | 829 | 195 | * | 19 | 83 |
| | 2 | 25,972 | 221 | 1,149 | 1,040 | 110 | 421 | * | 37 | 8 | 469 | 161 | 5,221 | 4,941 | 337 | 526 | 157 | 6 | 10 | 116 |
| | 1 | 34,876 | 344 | 1,680 | 2,854 | 350 | 1,263 | * | 255 | 24 | 1,679 | 578 | 3,516 | 2,745 | 1,322 | 902 | 263 | 20 | 23 | 137 |
| | T | 109,607 | 990 | 4,396 | 6,271 | 1,333 | 2,524 | * | 461 | 80 | 3,006 | 1,159 | 12,137 | 11,919 | 2,338 | 2,752 | 739 | 38 | 77 | 426 |
| Mean Grade | 2.48 | 2.31 | 2.26 | 2.26 | 3.10 | 2.08 | * | 2.18 | 2.99 | 1.94 | 2.10 | 2.09 | 2.26 | 1.93 | 2.38 | 2.30 | 2.13 | 2.74 | 2.39 | |

* Frequency distributions and mean grades are reported when there are five or more exam takers in a field.

| Number of Students | World History | United States 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: Electricity and Magnetism | Physics B | Music Theory | Latin: Vergil | Latin Literature | Japanese Language and Culture | Italian Language and Culture | Human Geography | Government and Politics: United States |
|--------------------|---------------|-----------------------|---------------------|------------------------|------------------------|------------|--------------------|------------------|------------|----------------------|--------------------------------------|-----------|--------------|---------------|------------------|-------------------------------|------------------------------|-----------------|--|
| 51,423 | 105 | 387 | 42 | 7 | 32 | 74 | 9 | 41 | 311 | 32 | 14 | 35 | 31 | * | * | * | 33 | 108 | |
| | 271 | 1,286 | 78 | 10 | 87 | 260 | 14 | 142 | 944 | 61 | 31 | 96 | 46 | 10 | 8 | * | 73 | 486 | |
| | 707 | 2,119 | 187 | 30 | 175 | 529 | 17 | 258 | 1,041 | 91 | 26 | 245 | 100 | 21 | 16 | * | 107 | 1,237 | |
| | 1,042 | 4,249 | 209 | 32 | 194 | 669 | 5 | 384 | 975 | 102 | 37 | 315 | 211 | 10 | 11 | * | 155 | 2,851 | |
| | 2,303 | 8,681 | 115 | 14 | 78 | 2,468 | 41 | 953 | 3,159 | 215 | 35 | 1,037 | 193 | 18 | 35 | 7 | 11 | 414 | 3,593 |
| | 4,428 | 16,722 | 631 | 93 | 566 | 4,000 | 86 | 1,778 | 6,430 | 501 | 143 | 1,728 | 581 | 62 | 73 | 13 | 20 | 782 | 8,275 |
| | 1.83 | 1.83 | 2.56 | 2.61 | 2.65 | 1.70 | 2.36 | 1.84 | 2.11 | 2.19 | 2.66 | 1.71 | 2.16 | 2.52 | 2.08 | 1.85 | 1.95 | 1.92 | 1.87 |
| 72,480 | 1,207 | 4,277 | 260 | 10 | 121 | 2,283 | 51 | 628 | 2,843 | 1,484 | 889 | 1,444 | 292 | 69 | 45 | 125 | * | 329 | 1,191 |
| | 1,696 | 6,847 | 285 | 21 | 209 | 3,319 | 111 | 1,050 | 3,237 | 1,229 | 616 | 1,465 | 232 | 67 | 41 | 38 | * | 397 | 3,419 |
| | 2,378 | 6,721 | 473 | 58 | 307 | 3,273 | 82 | 1,341 | 2,290 | 914 | 308 | 2,315 | 300 | 93 | 66 | 93 | 23 | 374 | 4,717 |
| | 1,976 | 7,806 | 271 | 43 | 235 | 2,001 | 36 | 1,232 | 1,448 | 624 | 356 | 1,336 | 245 | 58 | 39 | 45 | 13 | 204 | 5,668 |
| | 1,417 | 5,771 | 45 | 13 | 33 | 2,740 | 50 | 983 | 2,178 | 659 | 247 | 1,723 | 80 | 58 | 82 | 77 | 19 | 278 | 2,653 |
| | 8,674 | 31,422 | 1,334 | 145 | 905 | 13,616 | 330 | 5,234 | 11,996 | 4,910 | 2,416 | 8,283 | 1,149 | 345 | 273 | 378 | 60 | 1,582 | 17,648 |
| | 2.92 | 2.87 | 3.33 | 2.81 | 3.17 | 3.03 | 3.23 | 2.83 | 3.26 | 3.46 | 3.64 | 2.95 | 3.36 | 3.09 | 2.74 | 3.24 | 2.30 | 3.19 | 2.71 |
| 47,999 | 66 | 359 | 33 | 7 | 27 | 88 | 316 | 7,266 | 192 | 47 | 25 | 53 | 16 | * | * | * | 23 | 125 | |
| | 212 | 996 | 76 | 14 | 65 | 242 | 1,053 | 7,583 | 406 | 66 | 24 | 99 | 28 | * | * | * | 48 | 513 | |
| | 552 | 1,819 | 198 | 42 | 167 | 471 | 1,694 | 6,037 | 499 | 91 | 23 | 313 | 62 | 7 | 10 | * | 76 | 1,253 | |
| | 903 | 3,729 | 192 | 34 | 138 | 509 | 902 | 2,351 | 434 | 89 | 28 | 293 | 91 | 6 | * | * | 80 | 2,882 | |
| | 2,075 | 6,789 | 63 | 11 | 49 | 1,422 | 1,413 | 1,107 | 1,171 | 221 | 35 | 1,026 | 67 | 13 | * | 5 | 11 | 174 | 3,256 |
| | 3,808 | 13,692 | 562 | 108 | 446 | 2,732 | 5,378 | 24,344 | 2,702 | 514 | 135 | 1,784 | 264 | 31 | 19 | 10 | 44 | 401 | 8,029 |
| | 1.76 | 1.86 | 2.69 | 2.74 | 2.74 | 1.93 | 2.62 | 3.72 | 2.26 | 2.28 | 2.82 | 1.80 | 2.38 | 2.23 | 2.63 | 2.00 | 2.89 | 2.17 | 1.93 |
| 5,970 | 31 | 95 | 7 | * | 10 | 24 | 8 | 346 | 86 | 14 | 5 | 17 | 9 | * | * | * | 9 | 21 | |
| | 56 | 219 | 15 | * | 17 | 58 | 27 | 360 | 172 | 22 | 7 | 37 | 15 | * | * | * | 12 | 109 | |
| | 115 | 314 | 33 | * | 35 | 93 | 40 | 370 | 169 | 14 | 6 | 56 | 36 | * | * | * | 19 | 199 | |
| | 142 | 536 | 23 | * | 37 | 95 | 23 | 220 | 120 | 22 | 6 | 49 | 41 | * | * | * | 17 | 349 | |
| | 152 | 573 | 8 | * | 9 | 218 | 49 | 163 | 266 | 22 | * | 78 | 24 | * | * | * | 31 | 275 | |
| | 496 | 1,737 | 86 | 10 | 108 | 488 | 147 | 1,459 | 813 | 94 | 28 | 237 | 125 | 6 | 6 | * | 88 | 953 | |
| | 2.34 | 2.27 | 2.88 | 3.10 | 2.83 | 2.13 | 2.47 | 3.35 | 2.62 | 2.83 | 3.11 | 2.43 | 2.55 | 3.00 | 1.67 | * | 2.05 | 2.44 | 2.22 |
| 43,831 | 146 | 494 | 66 | 7 | 53 | 125 | 411 | 6,487 | 450 | 83 | 47 | 96 | 33 | * | * | * | 79 | 131 | |
| | 312 | 1,183 | 108 | 22 | 129 | 362 | 817 | 5,556 | 926 | 114 | 48 | 147 | 36 | * | * | * | 130 | 626 | |
| | 687 | 1,750 | 235 | 49 | 211 | 599 | 1,169 | 4,118 | 860 | 112 | 21 | 310 | 86 | 6 | 6 | * | 217 | 1,222 | |
| | 876 | 2,984 | 167 | 28 | 172 | 582 | 596 | 1,665 | 713 | 125 | 41 | 295 | 127 | 10 | * | * | 149 | 2,471 | |
| | 1,581 | 5,510 | 57 | 10 | 52 | 1,403 | 990 | 921 | 1,816 | 200 | 58 | 810 | 132 | 18 | 16 | 8 | 391 | 2,924 | |
| | 3,602 | 11,921 | 633 | 116 | 617 | 3,071 | 3,983 | 18,747 | 4,765 | 634 | 215 | 1,658 | 414 | 38 | 26 | 14 | 966 | 7,374 | |
| | 2.05 | 2.01 | 2.94 | 2.90 | 2.93 | 2.10 | 2.76 | 3.80 | 2.47 | 2.61 | 2.93 | 2.05 | 2.30 | 1.95 | 1.85 | 1.86 | 2.33 | 1.99 | |

The 4th Annual AP Report to the Nation

NUMBER OF STUDENTS FOR EACH EXAMINATION

| AP GRADE | Total Exams | Art History | Biology | Calculus AB | Calculus BC | Chemistry | Chinese Language and Culture | Computer Science A | Computer Science AB | Economics Macro | Economics Micro | English Language and Composition | English Literature and Composition | Environmental Science | European History | French Language | French Literature | German Language | Government and Politics: Comparative | |
|----------------------------------|-------------|-------------|---------|-------------|-------------|-----------|------------------------------|--------------------|---------------------|-----------------|-----------------|----------------------------------|------------------------------------|-----------------------|------------------|-----------------|-------------------|-----------------|--------------------------------------|--|
| American Indian or Alaska Native | | | | | | | | | | | | | | | | | | | | |
| 5 | 500 | * | 41 | 70 | 43 | 22 | * | 6 | * | 14 | 6 | 28 | 30 | 6 | 20 | * | * | * | * | |
| 4 | 1,179 | 6 | 70 | 102 | 27 | 36 | * | 8 | * | 31 | 21 | 113 | 163 | 28 | 42 | * | * | * | 10 | |
| 3 | 2,098 | 20 | 99 | 116 | 28 | 60 | * | 9 | * | 27 | 18 | 302 | 391 | 36 | 117 | 9 | * | * | 18 | |
| 2 | 2,724 | 13 | 152 | 120 | 20 | 57 | * | * | * | 31 | 17 | 571 | 566 | 41 | 63 | 8 | * | 5 | 15 | |
| 1 | 2,469 | 16 | 129 | 282 | 34 | 138 | * | 18 | 5 | 72 | 22 | 254 | 214 | 77 | 73 | 11 | * | 7 | 15 | |
| T | 8,970 | 58 | 491 | 690 | 152 | 313 | * | 43 | 10 | 175 | 84 | 1,268 | 1,364 | 188 | 315 | 31 | * | 18 | 59 | |
| Mean Grade | 2.39 | 2.43 | 2.47 | 2.36 | 3.16 | 2.19 | * | 2.58 | 2.40 | 2.34 | 2.67 | 2.28 | 2.43 | 2.18 | 2.60 | 2.16 | * | 2.17 | 2.44 | |
| White | | | | | | | | | | | | | | | | | | | | |
| 5 | 157,866 | 820 | 11,981 | 23,115 | 12,767 | 6,587 | * | 1,556 | 844 | 3,747 | 2,476 | 8,305 | 11,079 | 2,984 | 5,478 | 787 | 96 | 618 | 1,150 | |
| 4 | 257,166 | 1,832 | 13,994 | 22,265 | 5,863 | 7,943 | 8 | 1,818 | 512 | 7,388 | 4,749 | 23,654 | 35,363 | 6,627 | 9,658 | 1,310 | 115 | 713 | 1,412 | |
| 3 | 328,276 | 2,246 | 15,369 | 21,615 | 6,120 | 10,714 | 5 | 999 | 420 | 5,026 | 3,816 | 43,937 | 56,796 | 5,294 | 18,574 | 2,717 | 157 | 816 | 1,721 | |
| 2 | 280,875 | 1,498 | 16,319 | 17,221 | 2,049 | 8,658 | 5 | 608 | 216 | 5,210 | 2,725 | 46,362 | 43,757 | 4,874 | 7,832 | 2,018 | 91 | 727 | 1,726 | |
| 1 | 173,870 | 1,443 | 7,898 | 24,252 | 3,986 | 10,231 | 10 | 1,903 | 441 | 6,867 | 3,027 | 9,760 | 7,284 | 6,808 | 7,336 | 1,979 | 105 | 479 | 1,188 | |
| T | 1,198,053 | 7,839 | 65,561 | 108,468 | 30,785 | 44,133 | 29 | 6,884 | 2,433 | 28,238 | 16,793 | 132,018 | 154,279 | 26,587 | 48,878 | 8,811 | 564 | 3,353 | 7,197 | |
| Mean Grade | 2.95 | 2.88 | 3.09 | 3.03 | 3.69 | 2.82 | 2.48 | 3.07 | 3.45 | 2.86 | 3.05 | 2.81 | 2.99 | 2.78 | 2.96 | 2.65 | 3.01 | 3.08 | 2.95 | |
| Other | | | | | | | | | | | | | | | | | | | | |
| 5 | 8,000 | 51 | 728 | 838 | 626 | 338 | 8 | 63 | 35 | 208 | 132 | 478 | 594 | 151 | 276 | 79 | 12 | 54 | 60 | |
| 4 | 12,624 | 129 | 817 | 885 | 327 | 397 | * | 82 | 32 | 371 | 255 | 1,130 | 1,593 | 346 | 527 | 124 | 10 | 32 | 78 | |
| 3 | 16,216 | 175 | 833 | 908 | 292 | 524 | * | 52 | 33 | 297 | 216 | 2,121 | 2,525 | 288 | 982 | 195 | 7 | 35 | 130 | |
| 2 | 15,668 | 117 | 926 | 789 | 113 | 406 | * | 29 | 12 | 305 | 166 | 2,659 | 2,597 | 241 | 479 | 129 | 11 | 30 | 118 | |
| 1 | 12,856 | 122 | 708 | 1,282 | 239 | 660 | * | 184 | 28 | 521 | 228 | 906 | 741 | 485 | 494 | 144 | 9 | 17 | 88 | |
| T | 65,364 | 594 | 4,012 | 4,702 | 1,597 | 2,325 | 10 | 410 | 140 | 1,702 | 997 | 7,294 | 8,050 | 1,511 | 2,758 | 671 | 49 | 168 | 474 | |
| Mean Grade | 2.80 | 2.78 | 2.98 | 2.83 | 3.62 | 2.72 | 4.80 | 2.54 | 3.24 | 2.67 | 2.90 | 2.67 | 2.84 | 2.63 | 2.86 | 2.80 | 3.10 | 3.45 | 2.80 | |
| Not Stated | | | | | | | | | | | | | | | | | | | | |
| 5 | 6,340 | 45 | 517 | 773 | 451 | 249 | 26 | 45 | 32 | 152 | 120 | 348 | 422 | 106 | 196 | 50 | 5 | 29 | 43 | |
| 4 | 10,028 | 117 | 554 | 681 | 229 | 320 | * | 83 | 13 | 296 | 213 | 816 | 1,265 | 257 | 351 | 68 | 7 | 15 | 62 | |
| 3 | 12,975 | 115 | 638 | 699 | 219 | 381 | * | 60 | 28 | 205 | 176 | 1,601 | 2,183 | 204 | 697 | 136 | * | 24 | 97 | |
| 2 | 13,033 | 88 | 727 | 586 | 79 | 319 | * | 27 | 9 | 254 | 130 | 2,250 | 2,220 | 178 | 364 | 134 | * | 22 | 67 | |
| 1 | 11,217 | 124 | 572 | 1,147 | 178 | 536 | * | 114 | 27 | 439 | 212 | 896 | 756 | 466 | 401 | 99 | * | 18 | 68 | |
| T | 53,593 | 489 | 3,008 | 3,886 | 1,156 | 1,805 | 31 | 329 | 109 | 1,346 | 851 | 5,911 | 6,846 | 1,211 | 2,009 | 487 | 24 | 108 | 337 | |
| Mean Grade | 2.76 | 2.74 | 2.91 | 2.83 | 3.60 | 2.68 | 4.74 | 2.75 | 3.13 | 2.60 | 2.88 | 2.57 | 2.76 | 2.47 | 2.79 | 2.66 | 3.21 | 3.14 | 2.84 | |
| National Total | | | | | | | | | | | | | | | | | | | | |
| 5 | 249,329 | 1,247 | 19,831 | 32,828 | 21,290 | 11,154 | 837 | 2,368 | 1,349 | 5,916 | 3,914 | 11,600 | 14,996 | 4,149 | 7,575 | 1,229 | 153 | 766 | 1,545 | |
| 4 | 381,830 | 2,933 | 21,600 | 31,342 | 9,536 | 12,744 | 140 | 2,780 | 788 | 11,373 | 7,300 | 32,323 | 47,421 | 9,181 | 13,371 | 2,067 | 185 | 854 | 1,975 | |
| 3 | 489,888 | 3,745 | 23,614 | 31,557 | 10,056 | 16,436 | 40 | 1,647 | 704 | 8,036 | 5,875 | 62,490 | 79,684 | 7,481 | 26,084 | 4,215 | 223 | 977 | 2,543 | |
| 2 | 460,959 | 2,733 | 26,563 | 26,385 | 3,474 | 13,399 | 14 | 986 | 347 | 8,655 | 4,344 | 78,931 | 76,721 | 7,139 | 11,774 | 3,211 | 158 | 880 | 2,613 | |
| 1 | 375,418 | 3,068 | 18,759 | 44,874 | 7,337 | 19,500 | 25 | 3,963 | 774 | 14,882 | 6,547 | 28,316 | 23,228 | 13,520 | 12,816 | 3,522 | 190 | 654 | 2,115 | |
| T | 1,957,424 | 13,726 | 110,367 | 166,986 | 51,693 | 73,233 | 1,056 | 11,744 | 3,962 | 48,862 | 27,980 | 213,660 | 242,050 | 41,470 | 71,620 | 14,244 | 909 | 4,131 | 10,791 | |
| Mean Grade | 2.83 | 2.75 | 2.97 | 2.89 | 3.66 | 2.76 | 4.66 | 2.88 | 3.40 | 2.69 | 2.92 | 2.63 | 2.81 | 2.60 | 2.88 | 2.60 | 2.95 | 3.05 | 2.84 | |

* Frequency distributions and mean grades are reported when there are five or more exam takers in a field.

| | Government and Politics: United States | Human Geography | Italian Language and Culture | Japanese Language and Culture | Latin Literature | Latin: Vergil | Music Theory | Physics B | Physics C: Electricity and Magnetism | Physics C: Mechanics | Psychology | Spanish Language | Spanish Literature | Statistics | Studio Art: 2-D Design | Studio Art: 3-D Design | Studio Art: Drawing | United States History | World History | Number of Students |
|--|--|-----------------|------------------------------|-------------------------------|------------------|---------------|--------------|-----------|--------------------------------------|----------------------|------------|------------------|--------------------|------------|------------------------|------------------------|---------------------|-----------------------|---------------|--------------------|
| | 14 | 9 | * | * | * | * | * | 14 | 6 | 11 | 45 | 6 | * | 18 | 7 | * | * | 53 | 17 | 3,887 |
| | 80 | 9 | * | * | * | * | 6 | 21 | 9 | 14 | 107 | 13 | * | 51 | * | * | 11 | 153 | 34 | |
| | 152 | 15 | * | * | * | * | 19 | 42 | * | 20 | 101 | 29 | * | 85 | 24 | 6 | 17 | 252 | 77 | |
| | 233 | 17 | * | * | * | * | 12 | 34 | 5 | 18 | 71 | 28 | * | 60 | 23 | 5 | 17 | 412 | 101 | |
| | 148 | 10 | * | * | * | * | 13 | 55 | * | 21 | 124 | 41 | * | 113 | 5 | * | 5 | 471 | 84 | |
| | 627 | 60 | * | * | 7 | 8 | 52 | 166 | 24 | 84 | 448 | 117 | 7 | 327 | 62 | 11 | 53 | 1,341 | 313 | |
| | 2.33 | 2.83 | * | * | 2.14 | 2.00 | 2.46 | 2.43 | 3.50 | 2.71 | 2.73 | 2.27 | 2.00 | 2.39 | 2.74 | 2.55 | 2.81 | 2.18 | 2.36 | |
| | 5,943 | 1,470 | 95 | 18 | 175 | 246 | 1,338 | 3,770 | 1,702 | 3,197 | 12,827 | 2,307 | 188 | 6,470 | 729 | 121 | 804 | 17,999 | 4,076 | 430,970 |
| | 17,977 | 2,043 | 97 | 19 | 232 | 266 | 1,417 | 4,936 | 1,334 | 3,427 | 18,118 | 4,453 | 323 | 12,350 | 1,509 | 175 | 1,230 | 35,117 | 6,919 | |
| | 25,421 | 2,043 | 218 | 45 | 354 | 463 | 2,058 | 8,223 | 667 | 2,793 | 13,705 | 5,480 | 325 | 14,547 | 2,513 | 460 | 2,510 | 39,987 | 10,122 | |
| | 26,472 | 1,391 | 201 | 32 | 238 | 351 | 1,814 | 4,917 | 932 | 1,869 | 8,455 | 5,560 | 148 | 9,487 | 1,829 | 321 | 1,568 | 44,701 | 8,693 | |
| | 8,379 | 1,530 | 308 | 93 | 416 | 399 | 696 | 5,131 | 565 | 1,580 | 10,026 | 5,813 | 268 | 10,601 | 318 | 81 | 264 | 26,207 | 6,198 | |
| | 84,192 | 8,477 | 919 | 207 | 1,415 | 1,725 | 7,323 | 26,977 | 5,200 | 12,866 | 63,131 | 23,613 | 1,252 | 53,455 | 6,898 | 1,158 | 6,376 | 164,011 | 36,008 | |
| | 2.84 | 3.06 | 2.42 | 2.21 | 2.66 | 2.77 | 3.12 | 2.90 | 3.51 | 3.37 | 3.24 | 2.66 | 3.01 | 2.90 | 3.07 | 2.94 | 3.12 | 2.84 | 2.83 | |
| | 277 | 81 | 13 | 7 | 15 | 21 | 51 | 163 | 91 | 154 | 592 | 274 | 25 | 246 | 42 | * | 45 | 902 | 267 | 21,746 |
| | 876 | 101 | 5 | * | 8 | 23 | 50 | 205 | 80 | 155 | 845 | 373 | 34 | 461 | 74 | 11 | 69 | 1,733 | 380 | |
| | 1,251 | 101 | 8 | 8 | 16 | 27 | 79 | 384 | 29 | 131 | 679 | 424 | 48 | 621 | 123 | 35 | 169 | 1,863 | 607 | |
| | 1,601 | 67 | 10 | 9 | 13 | 16 | 103 | 228 | 43 | 77 | 466 | 386 | 16 | 411 | 119 | 22 | 101 | 2,270 | 583 | |
| | 840 | 98 | 14 | 11 | 20 | 18 | 49 | 365 | 36 | 115 | 791 | 372 | 44 | 709 | 21 | 8 | 15 | 1,906 | 568 | |
| | 4,845 | 448 | 50 | 39 | 72 | 105 | 332 | 1,345 | 279 | 632 | 3,373 | 1,829 | 167 | 2,448 | 379 | 79 | 399 | 8,674 | 2,405 | |
| | 2.62 | 3.00 | 2.86 | 2.67 | 2.79 | 3.12 | 2.85 | 2.68 | 3.53 | 3.25 | 2.99 | 2.89 | 2.88 | 2.64 | 2.99 | 2.73 | 3.07 | 2.71 | 2.67 | |
| | 219 | 51 | * | * | 5 | 9 | 59 | 144 | 73 | 110 | 460 | 429 | 27 | 210 | 29 | * | 50 | 696 | 150 | 19,876 |
| | 671 | 85 | 8 | * | 10 | 10 | 48 | 169 | 52 | 138 | 709 | 604 | 67 | 412 | 71 | 8 | 55 | 1,301 | 257 | |
| | 907 | 78 | 10 | 8 | 8 | 18 | 72 | 343 | 25 | 115 | 550 | 605 | 99 | 501 | 105 | 25 | 122 | 1,512 | 404 | |
| | 1,265 | 55 | 9 | * | 10 | 17 | 89 | 202 | 51 | 73 | 366 | 418 | 48 | 411 | 110 | 17 | 104 | 1,905 | 421 | |
| | 659 | 104 | 10 | 7 | 20 | 18 | 46 | 275 | 30 | 93 | 635 | 349 | 102 | 631 | 18 | * | 23 | 1,638 | 501 | |
| | 3,721 | 373 | 40 | 25 | 53 | 72 | 314 | 1,133 | 231 | 529 | 2,720 | 2,405 | 343 | 2,165 | 333 | 54 | 354 | 7,052 | 1,733 | |
| | 2.60 | 2.80 | 2.63 | 2.76 | 2.43 | 2.65 | 2.95 | 2.74 | 3.38 | 3.19 | 3.00 | 3.14 | 2.62 | 2.61 | 2.95 | 2.91 | 3.01 | 2.65 | 2.50 | |
| | 8,029 | 2,084 | 153 | 155 | 246 | 354 | 1,831 | 5,736 | 2,852 | 5,132 | 17,806 | 17,784 | 1,035 | 9,538 | 1,050 | 160 | 1,310 | 25,262 | 6,065 | 698,182 |
| | 24,757 | 2,898 | 146 | 68 | 301 | 382 | 1,878 | 7,175 | 2,201 | 5,226 | 25,464 | 20,134 | 2,447 | 17,515 | 2,164 | 262 | 1,927 | 48,835 | 10,137 | |
| | 36,359 | 3,030 | 331 | 164 | 480 | 638 | 2,812 | 12,231 | 1,107 | 4,281 | 19,894 | 18,662 | 3,475 | 20,719 | 3,660 | 708 | 3,944 | 56,337 | 15,649 | |
| | 43,792 | 2,135 | 285 | 93 | 318 | 472 | 2,733 | 7,669 | 1,499 | 2,999 | 13,048 | 12,244 | 1,776 | 14,225 | 2,857 | 506 | 2,652 | 68,592 | 14,737 | |
| | 22,727 | 3,030 | 404 | 210 | 599 | 546 | 1,300 | 10,500 | 1,012 | 3,126 | 20,166 | 10,702 | 2,960 | 20,305 | 583 | 138 | 595 | 57,546 | 14,879 | |
| | 135,664 | 13,177 | 1,319 | 690 | 1,944 | 2,392 | 10,554 | 43,311 | 8,671 | 20,764 | 96,378 | 79,526 | 11,693 | 82,302 | 10,314 | 1,774 | 10,428 | 256,572 | 61,467 | |
| | 2.64 | 2.91 | 2.51 | 2.80 | 2.63 | 2.80 | 3.02 | 2.77 | 3.51 | 3.30 | 3.08 | 3.28 | 2.73 | 2.78 | 3.02 | 2.89 | 3.07 | 2.67 | 2.64 | |

Appendix D: Changes in Equity and Excellence Gaps from 2002 to 2007

| BLACK OR AFRICAN AMERICAN STUDENTS IN U.S. PUBLIC SCHOOLS | | | | | | | | | |
|---|-------------------------|-----------------------------------|--------------------------------------|-------------------------|-----------------------------------|--------------------------------------|-------------------------|-----------------------------------|--------------------------------------|
| STATE | CLASS OF 2002 | | | CLASS OF 2006 | | | CLASS OF 2007 | | |
| | % OF STUDENT POPULATION | % OF STUDENTS EARNING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED | % OF STUDENT POPULATION | % OF STUDENTS EARNING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED | % OF STUDENT POPULATION | % OF STUDENTS EARNING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED |
| Alabama | 31.9% | 5.6% | | 32.2% | 5.5% | | 32.7% | 6.7% | |
| Alaska | 3.6% | 0.7% | | 4.2% | 1.3% | | 3.9% | 1.3% | |
| Arizona | 4.3% | 1.2% | | 4.7% | 1.5% | | 4.8% | 1.9% | |
| Arkansas | 21.4% | 3.0% | | 21.1% | 4.2% | | 21.3% | 3.9% | |
| California | 7.2% | 1.6% | | 7.3% | 1.7% | | 7.4% | 1.8% | |
| Colorado | 4.4% | 1.3% | | 4.7% | 1.6% | | 4.7% | 1.7% | |
| Connecticut | 11.2% | 2.1% | | 11.3% | 1.9% | | 12.0% | 2.2% | |
| Delaware | 26.3% | 4.7% | | 26.5% | 6.2% | | 26.2% | 6.0% | |
| D.C. | 86.6% | 31.2% | | 82.4% | 27.1% | | 83.7% | 24.3% | |
| Florida | 19.9% | 5.6% | | 19.7% | 5.5% | | 19.6% | 6.0% | |
| Georgia | 32.8% | 8.7% | | 33.1% | 9.3% | | 33.7% | 9.4% | |
| Hawaii | 1.6% | 1.6% | ✓ | 1.6% | 1.8% | ✓ | 1.5% | 1.6% | ✓ |
| Idaho | 0.5% | 0.2% | | 0.5% | 0.5% | ✓ | 0.5% | 0.4% | |
| Illinois | 13.9% | 2.3% | | 13.6% | 3.0% | | 14.8% | 3.2% | |
| Indiana | 7.7% | 1.4% | | 8.3% | 2.2% | | 8.8% | 1.9% | |
| Iowa | 2.2% | 0.7% | | 2.6% | 1.1% | | 2.9% | 0.9% | |
| Kansas | 6.3% | 0.7% | | 6.6% | 1.7% | | 7.1% | 1.8% | |
| Kentucky | 8.7% | 1.8% | | 9.0% | 2.3% | | 9.1% | 2.5% | |
| Louisiana | 40.5% | 8.8% | | 44.0% | 6.9% | | 43.1% | 9.2% | |
| Maine | 0.9% | 0.2% | | 1.9% | 0.5% | | 1.9% | 0.8% | |
| Maryland | 33.0% | 6.4% | | 34.2% | 7.1% | | 34.5% | 8.3% | |
| Massachusetts | 8.2% | 1.7% | | 8.3% | 1.9% | | 8.3% | 1.9% | |
| Michigan | 12.6% | 2.3% | | 13.9% | 2.5% | | 15.0% | 2.5% | |
| Minnesota | 3.7% | 0.6% | | 5.2% | 0.9% | | 5.6% | 0.9% | |
| Mississippi | 47.3% | 8.9% | | 46.0% | 9.9% | | 47.0% | 11.5% | |
| Missouri | 13.4% | 2.7% | | 14.0% | 2.5% | | 14.3% | 2.7% | |
| Montana | 0.3% | 0.1% | | 0.5% | 0.3% | | 0.5% | 0.1% | |
| Nebraska | 3.9% | 1.2% | | 4.6% | 1.2% | | 4.7% | 1.4% | |
| Nevada | 7.1% | 2.2% | | 8.1% | 2.9% | | 8.5% | 2.6% | |
| New Hampshire | 0.9% | 0.3% | | 1.2% | 0.5% | | 1.1% | 0.6% | |
| New Jersey | 15.1% | 2.1% | | 14.8% | 2.5% | | 14.8% | 2.7% | |
| New Mexico | 2.3% | 0.8% | | 2.3% | 1.5% | | 2.4% | 1.0% | |
| New York | 14.0% | 3.6% | | 14.4% | 3.3% | | 14.6% | 3.7% | |
| North Carolina | 26.5% | 5.3% | | 27.3% | 6.1% | | 27.9% | 5.8% | |
| North Dakota | 0.7% | 0.7% | ✓ | 1.0% | 0.2% | | 1.0% | 0.6% | |
| Ohio | 10.4% | 2.1% | | 11.0% | 2.8% | | 11.7% | 2.6% | |
| Oklahoma | 9.0% | 2.7% | | 9.6% | 2.9% | | 9.5% | 2.8% | |
| Oregon | 1.9% | 0.2% | | 2.2% | 0.6% | | 2.2% | 0.8% | |
| Pennsylvania | 10.1% | 1.4% | | 11.8% | 1.5% | | 11.7% | 1.6% | |
| Rhode Island | 7.3% | 1.5% | | 8.9% | 1.4% | | 9.2% | 1.3% | |
| South Carolina | 37.8% | 7.5% | | 37.7% | 7.8% | | 38.0% | 8.2% | |
| South Dakota | 0.5% | 0.5% | ✓ | 1.0% | 0.9% | | 1.0% | 0.4% | |
| Tennessee | 18.0% | 6.5% | | 21.0% | 7.2% | | 21.8% | 6.7% | |
| Texas | 13.3% | 2.8% | | 13.5% | 3.3% | | 13.7% | 3.3% | |
| Utah | 0.6% | 0.2% | | 0.9% | 0.4% | | 0.9% | 0.3% | |
| Vermont | 0.3% | 0.1% | | 0.6% | 1.0% | ✓ | 0.6% | 0.5% | |
| Virginia | 23.7% | 5.1% | | 24.1% | 5.7% | | 24.9% | 5.6% | |
| Washington | 3.9% | 1.1% | | 4.5% | 1.3% | | 4.6% | 1.2% | |
| West Virginia | 3.5% | 0.8% | | 3.9% | 0.7% | | 3.8% | 1.0% | |
| Wisconsin | 5.2% | 0.6% | | 5.4% | 0.7% | | 5.7% | 1.0% | |
| Wyoming | 1.0% | 0.3% | | 2.4% | 0.5% | | 2.9% | 1.1% | |
| Nation | 13.2% | 2.8% | | 13.7% | 3.1% | | 14.0% | 3.3% | |

The 4th Annual AP Report to the Nation

HISPANIC OR LATINO STUDENTS IN U.S. PUBLIC SCHOOLS

| STATE | CLASS OF 2002 | | | CLASS OF 2006 | | | CLASS OF 2007 | | |
|----------------|-------------------------|-----------------------------------|--------------------------------------|-------------------------|-----------------------------------|--------------------------------------|-------------------------|-----------------------------------|--------------------------------------|
| | % OF STUDENT POPULATION | % OF STUDENTS SCORING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED | % OF STUDENT POPULATION | % OF STUDENTS SCORING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED | % OF STUDENT POPULATION | % OF STUDENTS SCORING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED |
| Alabama | 0.7% | 1.4% | ✓ | 1.3% | 2.1% | ✓ | 1.5% | 2.3% | ✓ |
| Alaska | 2.7% | 2.0% | | 3.1% | 3.8% | ✓ | 3.5% | 2.9% | |
| Arizona | 26.3% | 14.6% | | 29.9% | 15.9% | | 31.1% | 17.6% | |
| Arkansas | 2.3% | 2.0% | | 4.5% | 5.2% | ✓ | 5.1% | 6.2% | ✓ |
| California | 33.5% | 30.5% | | 36.4% | 31.1% | | 37.0% | 30.7% | |
| Colorado | 14.0% | 6.5% | | 17.1% | 8.4% | | 17.7% | 8.0% | |
| Connecticut | 9.0% | 5.4% | | 10.0% | 6.8% | | 10.7% | 5.9% | |
| Delaware | 3.8% | 1.1% | | 4.6% | 4.1% | | 5.6% | 5.8% | ✓ |
| D.C. | 6.7% | 24.8% | ✓ | 9.7% | 22.5% | ✓ | 8.6% | 20.5% | ✓ |
| Florida | 16.8% | 24.2% | ✓ | 20.7% | 27.6% | ✓ | 21.8% | 27.6% | ✓ |
| Georgia | 2.4% | 3.0% | ✓ | 4.4% | 4.6% | ✓ | 5.0% | 5.2% | ✓ |
| Hawaii | 4.5% | 1.0% | | 3.7% | 2.7% | | 4.1% | 2.7% | |
| Idaho | 6.7% | 2.0% | | 7.9% | 3.1% | | 8.3% | 4.0% | |
| Illinois | 10.5% | 7.9% | | 12.3% | 9.0% | | 12.8% | 9.4% | |
| Indiana | 2.3% | 1.6% | | 3.2% | 2.1% | | 3.5% | 1.9% | |
| Iowa | 2.0% | 1.3% | | 3.2% | 1.8% | | 3.4% | 1.9% | |
| Kansas | 5.1% | 2.9% | | 7.0% | 3.7% | | 7.7% | 3.0% | |
| Kentucky | 0.7% | 1.3% | ✓ | 2.5% | 2.3% | | 3.3% | 1.7% | |
| Louisiana | 1.3% | 4.2% | ✓ | 1.7% | 5.2% | ✓ | 1.8% | 3.1% | ✓ |
| Maine | 0.5% | 0.7% | ✓ | 1.0% | 1.1% | ✓ | 0.9% | 1.5% | ✓ |
| Maryland | 3.7% | 4.3% | ✓ | 5.5% | 6.6% | ✓ | 6.2% | 7.0% | ✓ |
| Massachusetts | 7.3% | 3.6% | | 7.8% | 4.5% | | 8.3% | 4.4% | |
| Michigan | 2.2% | 1.7% | | 2.8% | 2.2% | | 2.9% | 2.3% | |
| Minnesota | 1.8% | 1.2% | | 2.8% | 1.1% | | 3.1% | 1.5% | |
| Mississippi | 0.5% | 1.9% | ✓ | 0.8% | 2.0% | ✓ | 1.0% | 2.0% | ✓ |
| Missouri | 1.3% | 1.5% | ✓ | 2.1% | 2.4% | ✓ | 2.3% | 2.3% | ✓ |
| Montana | 1.5% | 0.9% | | 2.0% | 1.5% | | 2.2% | 1.1% | |
| Nebraska | 3.6% | 0.4% | | 6.1% | 3.8% | | 6.4% | 3.2% | |
| Nevada | 16.3% | 10.4% | | 20.1% | 16.1% | | 21.0% | 16.6% | |
| New Hampshire | 1.6% | 1.1% | | 2.0% | 1.5% | | 2.4% | 1.3% | |
| New Jersey | 12.3% | 7.2% | | 14.1% | 8.8% | | 14.5% | 8.8% | |
| New Mexico | 43.4% | 25.8% | | 45.4% | 32.2% | | 46.4% | 32.5% | |
| New York | 11.1% | 10.1% | | 11.8% | 10.7% | | 12.0% | 10.3% | |
| North Carolina | 2.4% | 2.2% | | 4.6% | 4.1% | | 5.4% | 4.1% | |
| North Dakota | 0.8% | 0.5% | | 1.1% | 1.5% | ✓ | 1.2% | 0.6% | |
| Ohio | 1.3% | 1.1% | | 1.5% | 1.7% | ✓ | 1.7% | 1.5% | |
| Oklahoma | 4.2% | 3.9% | | 6.0% | 6.8% | ✓ | 6.5% | 6.9% | ✓ |
| Oregon | 6.4% | 3.5% | | 8.9% | 4.8% | | 9.5% | 5.0% | |
| Pennsylvania | 2.7% | 1.4% | | 3.4% | 2.3% | | 3.6% | 2.2% | |
| Rhode Island | 9.5% | 4.5% | | 13.7% | 4.4% | | 14.7% | 3.6% | |
| South Carolina | 1.2% | 1.8% | ✓ | 2.4% | 2.5% | ✓ | 2.9% | 2.9% | ✓ |
| South Dakota | 0.7% | 0.5% | | 1.3% | 0.7% | | 1.7% | 1.6% | |
| Tennessee | 0.6% | 2.0% | ✓ | 1.3% | 2.6% | ✓ | 1.5% | 2.7% | ✓ |
| Texas | 33.1% | 27.8% | | 35.9% | 32.2% | | 36.5% | 32.6% | |
| Utah | 5.2% | 3.0% | | 8.0% | 5.2% | | 8.9% | 5.1% | |
| Vermont | 0.4% | 0.7% | ✓ | 1.0% | 0.8% | | 1.3% | 0.6% | |
| Virginia | 3.8% | 4.6% | ✓ | 6.2% | 5.9% | | 6.9% | 6.0% | |
| Washington | 6.7% | 4.0% | | 8.4% | 5.6% | | 8.9% | 5.0% | |
| West Virginia | 0.4% | 0.9% | ✓ | 0.5% | 1.6% | ✓ | 0.3% | 1.7% | ✓ |
| Wisconsin | 3.0% | 1.7% | | 3.8% | 2.3% | | 4.1% | 2.6% | |
| Wyoming | 5.3% | 2.3% | | 5.9% | 4.9% | | 5.7% | 2.5% | |
| Nation | 11.9% | 12.2% | ✓ | 14.0% | 13.9% | | 14.6% | 13.6% | |

AMERICAN INDIAN OR ALASKA NATIVE STUDENTS IN U.S. PUBLIC SCHOOLS

| STATE | CLASS OF 2002 | | | CLASS OF 2006 | | | CLASS OF 2007 | | |
|----------------|-------------------------|-----------------------------------|--------------------------------------|-------------------------|-----------------------------------|--------------------------------------|-------------------------|-----------------------------------|--------------------------------------|
| | % OF STUDENT POPULATION | % OF STUDENTS SCORING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED | % OF STUDENT POPULATION | % OF STUDENTS SCORING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED | % OF STUDENT POPULATION | % OF STUDENTS SCORING 3 OR HIGHER | EQUITY AND EXCELLENCE GAP ELIMINATED |
| Alabama | 1.3% | 0.6% | | 1.3% | 0.5% | | 1.3% | 0.3% | |
| Alaska | 19.2% | 1.8% | | 20.5% | 2.7% | | 20.7% | 3.8% | |
| Arizona | 5.8% | 0.8% | | 5.9% | 1.0% | | 5.9% | 0.8% | |
| Arkansas | 0.4% | 0.6% | ✓ | 0.6% | 0.9% | ✓ | 0.6% | 1.0% | ✓ |
| California | 0.9% | 0.3% | | 0.9% | 0.3% | | 0.9% | 0.4% | |
| Colorado | 0.8% | 0.4% | | 0.9% | 0.7% | | 0.9% | 0.5% | |
| Connecticut | 0.2% | 0.2% | ✓ | 0.2% | 0.1% | | 0.3% | 0.2% | |
| Delaware | 0.2% | 0.6% | ✓ | 0.4% | 0.5% | ✓ | 0.5% | 0.5% | ✓ |
| D.C. | * | 0.4% | * | * | 0.0% | * | * | 0.0% | * |
| Florida | 0.3% | 0.3% | ✓ | 0.3% | 0.3% | ✓ | 0.3% | 0.3% | ✓ |
| Georgia | 0.1% | 0.3% | ✓ | 0.2% | 0.3% | ✓ | 0.2% | 0.3% | ✓ |
| Hawaii | 0.3% | 0.3% | ✓ | 0.3% | 0.5% | ✓ | 0.5% | 0.5% | ✓ |
| Idaho | 1.2% | 1.0% | | 1.0% | 0.6% | | 1.0% | 0.6% | |
| Illinois | 0.4% | 0.1% | | 0.3% | 0.1% | | 0.4% | 0.2% | |
| Indiana | 0.2% | 0.2% | ✓ | 0.2% | 0.1% | | 0.2% | 0.2% | ✓ |
| Iowa | 0.3% | 0.3% | ✓ | 0.6% | 0.2% | | 0.6% | 0.2% | |
| Kansas | 1.0% | 0.5% | | 1.1% | 0.4% | | 1.2% | 0.2% | |
| Kentucky | 0.1% | 0.0% | | 0.4% | 0.4% | ✓ | 0.5% | 0.2% | |
| Louisiana | 0.6% | 0.4% | | 0.6% | 0.2% | | 0.7% | 0.4% | |
| Maine | 0.6% | 0.1% | | 0.5% | 0.5% | ✓ | 0.5% | 0.5% | ✓ |
| Maryland | 0.3% | 0.2% | | 0.3% | 0.3% | ✓ | 0.4% | 0.3% | |
| Massachusetts | 0.3% | 0.1% | | 0.3% | 0.2% | | 0.4% | 0.2% | |
| Michigan | 0.9% | 0.4% | | 0.8% | 0.3% | | 0.9% | 0.4% | |
| Minnesota | 1.2% | 0.2% | | 1.2% | 0.3% | | 1.3% | 0.3% | |
| Mississippi | 0.1% | 0.3% | ✓ | 0.1% | 0.1% | ✓ | 0.1% | 0.2% | ✓ |
| Missouri | 0.3% | 0.3% | ✓ | 0.3% | 0.2% | | 0.3% | 0.4% | ✓ |
| Montana | 6.8% | 0.5% | | 7.9% | 0.9% | | 7.6% | 1.1% | |
| Nebraska | 0.7% | 0.0% | | 0.8% | 0.3% | | 0.9% | 0.4% | |
| Nevada | 1.4% | 0.6% | | 1.3% | 0.3% | | 1.4% | 0.4% | |
| New Hampshire | 0.2% | 0.2% | ✓ | 0.2% | 0.3% | ✓ | 0.2% | 0.3% | ✓ |
| New Jersey | 0.3% | 0.1% | | 0.2% | 0.1% | | 0.3% | 0.1% | |
| New Mexico | 11.0% | 2.9% | | 12.2% | 2.3% | | 11.7% | 1.6% | |
| New York | 0.3% | 0.2% | | 0.4% | 0.3% | | 0.4% | 0.2% | |
| North Carolina | 1.1% | 0.4% | | 1.0% | 0.4% | | 1.0% | 0.5% | |
| North Dakota | 4.5% | 0.5% | | 5.9% | 0.6% | | 6.2% | 0.4% | |
| Ohio | 0.1% | 0.2% | ✓ | 0.1% | 0.2% | ✓ | 0.1% | 0.2% | ✓ |
| Oklahoma | 16.2% | 6.0% | | 18.6% | 6.7% | | 19.7% | 7.4% | |
| Oregon | 1.6% | 1.0% | | 1.7% | 0.6% | | 1.9% | 0.8% | |
| Pennsylvania | 0.1% | 0.1% | ✓ | 0.1% | 0.1% | ✓ | 0.1% | 0.1% | ✓ |
| Rhode Island | 0.5% | 0.0% | | 0.5% | 0.0% | | 0.5% | 0.3% | |
| South Carolina | 0.2% | 0.3% | ✓ | 0.1% | 0.4% | ✓ | 0.2% | 0.2% | ✓ |
| South Dakota | 3.8% | 0.3% | | 4.8% | 1.2% | | 4.9% | 0.9% | |
| Tennessee | 0.1% | 0.1% | ✓ | 0.1% | 0.2% | ✓ | 0.2% | 0.3% | ✓ |
| Texas | 0.3% | 0.3% | ✓ | 0.3% | 0.5% | ✓ | 0.3% | 0.4% | ✓ |
| Utah | 1.0% | 0.2% | | 1.3% | 0.4% | | 1.4% | 0.4% | |
| Vermont | 0.2% | 0.0% | | 0.3% | 0.2% | | 0.5% | 0.3% | |
| Virginia | 0.2% | 0.4% | ✓ | 0.3% | 0.5% | ✓ | 0.3% | 0.4% | ✓ |
| Washington | 1.9% | 0.5% | | 1.9% | 0.7% | | 2.0% | 0.6% | |
| West Virginia | 0.2% | 0.1% | | 0.2% | 0.4% | ✓ | 0.1% | 0.6% | ✓ |
| Wisconsin | 1.0% | 0.3% | | 1.0% | 0.3% | | 1.0% | 0.4% | |
| Wyoming | 1.7% | 0.9% | | 2.0% | 0.3% | | 2.0% | 0.7% | |
| Nation | 1.0% | 0.3% | | 1.1% | 0.4% | | 1.1% | 0.4% | |

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



Notes

1. Kati Haycock, “Closing the Achievement Gap,” *Educational Leadership* (2001), Association for Supervision and Curriculum Development.
2. “Preparing Students for Success in College,” *Policy Matters* (2005), American Association of State Colleges and Universities.
3. Saul Geiser and Veronica Santelices, “The Role of Advanced Placement and Honors Courses in College Admissions” (2004), Center for Studies in Higher Education, University of California: Berkeley.
4. Chrys Dougherty, Lynn Mellor, and Shuling Jian, “The Relationship Between Advanced Placement and College Graduation” (2005), National Center for Educational Accountability.
5. Engenio J. Gonzalez, Kathleen M. O’Connor, and Julie A. Miles, “How Well Do Advanced Placement Students Perform on the TIMSS Advanced Mathematics and Physics Tests?” (2001), The International Study Center, Boston College.
 - In Calculus, U.S. students did not fare well, ranking 22nd out of 23 countries. The exception: AP Calculus students. Even those students who earned AP Calculus grades of 1 or 2 demonstrated the same level of math achievement as students from the top-performing nation, France.
 - In Physics, U.S. students fared worse than students of any other nation, ranking 23rd out of 23 countries. The exception: AP Physics students. Even those students who earned AP Physics grades of 1 or 2 were only bested by students from the top two nations, Norway and Sweden.
6. Full-time faculty from colleges and universities nationwide participate in the development the AP courses, exams, and scoring standards. The faculty are from dozens of institutions, including Baylor University, Duke University, Harvard University, Michigan State University, Middlebury College, Princeton University, Stanford University, Tufts University, University of California Berkeley, University of Maryland, University of North Carolina, University of Virginia, Washington University, and Yale University.
7. This percentage was calculated as follows: The numerator includes each public school student in the graduating class of 2007 who earned an AP Exam grade of 3 or higher on an AP Exam at any point in his or her high school years; if a student earned more than one AP Exam grade of 3 or higher, she or he was still only counted once. The denominator is simply the overall number of public school students graduating from high school in 2007, as projected in *Knocking at the College Door* (2003), Western Interstate Commission for Higher Education.
8. These examinees include all public school students in the class of 2007 who took an AP Exam at any point in high school. Because some AP Exam takers identify themselves as “Other” for ethnicity or do not provide ethnicity, the “AP Examinee Population” in this figure only represents 94.1 percent of the AP population.
9. *Knocking at the College Door* (2003), Western Interstate Commission for Higher Education.
10. This page contains data for both AP Computer Science Exams—AP Computer Science A and AP Computer Science AB. Charts showing examinees by grade level, race/ethnicity, and gender include demographic data from both AP Computer Science Exams, so some populations may be slightly inflated when individual students in those populations took both exams in 2007.
11. 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 2007.
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 individuals in those populations submitted more than one type of portfolio in 2007.



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The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

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