

The 5th Annual

AP[®] Report to the Nation

February 4, 2009



A Word About Comparing States and Schools

While AP® Exams are valid measures of students' content mastery of college-level studies in specific academic disciplines, they should never be used as sole measures for gauging educational excellence and equity.



Table of Contents

Introduction

Highlights	2
The Significance of These Findings	3
About the AP [®] Program	3
Notes about Data Contained in the Report	4

Themes of Equity and Excellence

Across the nation, educators and policymakers are helping a wider segment of the U.S. student population experience success in AP	4
Table 1: AP Equity and Excellence — Percentage of Students Scoring 3 or Higher on an AP Exam During High School	5
Figure 1: AP Equity and Excellence	6
True equity is not achieved until the demographics of AP participation and performance reflect the demographics of the nation	7
Figure 2: High School and AP Populations by Race/Ethnicity	8
Table 2: AP Equity and Excellence Gaps — Race/Ethnicity of Total Student Population Versus Students Scoring 3 or Higher	9
Schools With the Largest Numbers of African American and Latino Students Experiencing Success in AP	10
Table 3: Exemplary AP Programs (by Subject)	11

Additional Data Available Online

The following data are available exclusively at www.collegeboard.com/apreport:

- **Graduating Class of 2008 Subject-Specific Results:** See the participation and performance results in each specific AP subject, including gender and race/ethnicity breakdowns for each subject, the number of examinees at each AP score point for specific subjects, and more.
- **State-Specific Reports:** See current and five-year trends, including AP participation and performance data for all ethnicities and low-income students, for each state and the District of Columbia.
- **AP Exams Taken in U.S. Public Schools by the Graduating Class of 2008:** See raw numbers of exams taken by the 2008 graduating class, by subject, race/ethnicity and AP score point.
- **Changes in equity and excellence from 2003 to 2008:** See trends in African American, Latino, and American Indian student performance and participation.
- **Raw numbers behind percentages in Table 1 and additional AP Program data at a glance.**

Introduction

Educators across the United States continue to enable a wider and ethnically diverse proportion of students to achieve success in AP®. Significant inequities remain, however, which can result in traditionally underserved students not receiving the sort of AP opportunities that can best prepare them for college success. “The 5th Annual AP Report to the Nation” uses a combination of state, national and AP Program data to provide each U.S. state with the context it can use to celebrate its successes, understand its unique challenges and set meaningful, data-driven goals to prepare more students for success in college.

Highlights

Across the nation, educators and policymakers are helping a wider segment of the U.S. student population experience success in AP (see Table 1):

- 15.2 percent of the public school graduating class of 2008 had access to an AP experience that resulted in a score of 3 or higher — the score research shows to be indicative of students learning at levels that increase the likelihood of success in college. This achievement represents a significant and consistent improvement since the class of 2003, when 12.2 percent of graduates experienced success in AP. Eighteen states equaled or exceeded the national percentage of 15.2 percent.

Increasing numbers of African American, Latino and American Indian students are participating in AP, but these students remain underrepresented in AP (see Figure 2):

- Hispanic or Latino students represent 15.4 percent of the public school graduating class of 2008 and 14.8 percent of the AP examinee population.
- Black or African American students represent 14.4 percent of the public school graduating class of 2008 and 7.8 percent of the AP examinee population.
- American Indian or Alaska Native students represent 1.1 percent of the public school graduating class of 2008 and 0.6 percent of the AP examinee population.

A number of individual public schools are recognized in the Report because they have the largest number of African American and Latino students from the class of 2008 experiencing success in particular AP subjects. See Table 3 on page 11 for details.

This Report shows the racial/ethnic demographics of the total graduating class compared to the racial/ethnic demographics of the AP population scoring 3 or higher on an AP Exam (see Table 2). **An equity and excellence gap appears when traditionally underserved students comprise a smaller percentage of the successful student group than the percentage these students represent in the graduating class.**

- 18 states closed the equity and excellence gap for Hispanic or Latino students.
- 16 states closed the equity and excellence gap for American Indian or Alaska Native students.

More low-income students are participating and experiencing success in AP than ever before:

- 17.0 percent of AP examinees from the graduating class of 2008 were low-income students, up from 16.2 percent in the class of 2007 and 11.6 percent in the class of 2003.
- Low-income students made up 13.4 percent of the students experiencing success in AP from the graduating class of 2008, compared to 13.1 percent from the class of 2007 and 9.8 percent from the class of 2003.

See State Reports online for details.

Note: Because the number of low-income students in the total graduating class is not available, we are unable to report on equity and excellence gaps, as defined above, for low-income students.

The Significance of These Findings

With 75 percent of U.S. high school graduates entering college, the nation is steadily democratizing entrance to college.¹ But high college dropout rates and the fact that about half of all college freshmen are taking at least one remedial course show that it is not enough simply for secondary schools to help students gain admission.²

If the U.S. is 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 score 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. One example of such a study comes from the National Center for Educational Accountability,³ which found that an AP Exam score, and a score 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 do not always demonstrate stronger college outcomes than non-AP students, Boston College⁴ 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. AP Calculus students — even those scoring 1s and 2s on the AP Exam — demonstrated calculus knowledge comparable to that of students from the top-performing country, France. Similarly, even those students who earned AP Physics scores of 1 or 2 were bested only by students from the top three nations, Norway, Sweden and the Russian Federation.

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

About the AP[®] Program

AP is a rigorous academic program built on the commitment, passion and hard work of students and educators from both secondary schools and higher education. With 37 courses in a wide variety of subject areas, AP provides willing and academically prepared high school students with the opportunity to study and learn at the college level.

Through AP courses, talented and dedicated AP teachers help students develop and apply the skills, abilities and content knowledge they will need later in college. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. For example, through the AP Course Audit, AP teachers submit their syllabi for review and approval by college faculty. Only courses using syllabi that meet or exceed the college-level curricular and resource requirements for each AP course are authorized to carry the AP label.

AP courses culminate in a suite of college-level assessments developed and scored by college and university faculty as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Strong performance on AP Exams is rewarded by colleges and universities worldwide. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP Exam scores. But performing well on an AP Exam means more than just the successful completion of a course; it is the gateway to success in college. Research consistently shows that students who score a 3 or higher typically experience greater academic success in college and improved graduation rates than their non-AP student peers.

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 Chrys Dougherty, Lynn Mellor, and Shuling Jian, “The Relationship Between Advanced Placement and College Graduation” (2005), National Center for Educational Accountability.

⁴ Eugenio 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, Lynch School of Education, Boston College.

Notes About Data Contained in the Report

Throughout the “AP Report to the Nation,” “success on an AP Exam” is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation.

Because the chief purpose of the Report is to provide state departments of education with data to gauge their successes and to identify current challenges in providing equitable educational opportunities (and because current, reliable racial/ethnic demographic data for nonpublic schools are not available for all states), the data in this report represent public schools only. While AP Exams serve as valid measures of students’ content mastery of college-level studies in specific academic disciplines, AP Exam performance should never be used as the sole measure for gauging educational excellence and equity.

Finally, throughout the Report, public high school graduates represent projections supplied in “Knocking at the College Door” (2008), Western Interstate Commission for Higher Education (WICHE). Previous years’ Reports used projections from WICHE’s 2003 publication. As a result, data related to the class of 2007 in this year’s Report may vary from what was reported in last year’s “AP Report to the Nation.” Variances are due to revised projections for the class of 2007 that appear in WICHE’s 2008 publication.

Themes of Equity and Excellence

Across the nation, educators and policymakers are helping a wider segment of the U.S. student population experience success in AP.

- 15.2 percent of the public school graduating class of 2008 had access to an AP experience that resulted in a score of 3 or higher — the score predictive of college success. This represents a 3.0 percent increase over the graduating class of 2003. Eighteen states equaled or exceeded the national percentage of 15.2 percent.
- For the first time in the history of this Report, **Maryland** ranked first in the nation for having the largest percentage of a state’s public school students scoring 3 or higher on at least one AP Exam during high school (23.4 percent).
- **Vermont** saw the largest five-year increase in the percentage of its student population scoring 3 or higher on at least one AP Exam during high school (6.0 percent).
- **Maine** experienced the largest single-year increase in the percentage of its student population scoring 3 or higher on at least one AP Exam during high school (2.3 percent).

Credit for these successes goes to educators at all levels for preparing students for the rigors of college-level AP course work. Educators and policymakers should be especially commended for increasing access to AP among traditionally underserved students, for providing teachers with sustained and ongoing professional development, and for building Vertical Teams across the middle and high school years so that all students acquire the knowledge, abilities and skills needed to engage in a higher level of learning.

Table 1: AP Equity and Excellence

Percentage of Students Scoring 3 or Higher on an AP Exam During High School

U.S. Public Schools: High School Class of 2008, 2007 and 2003

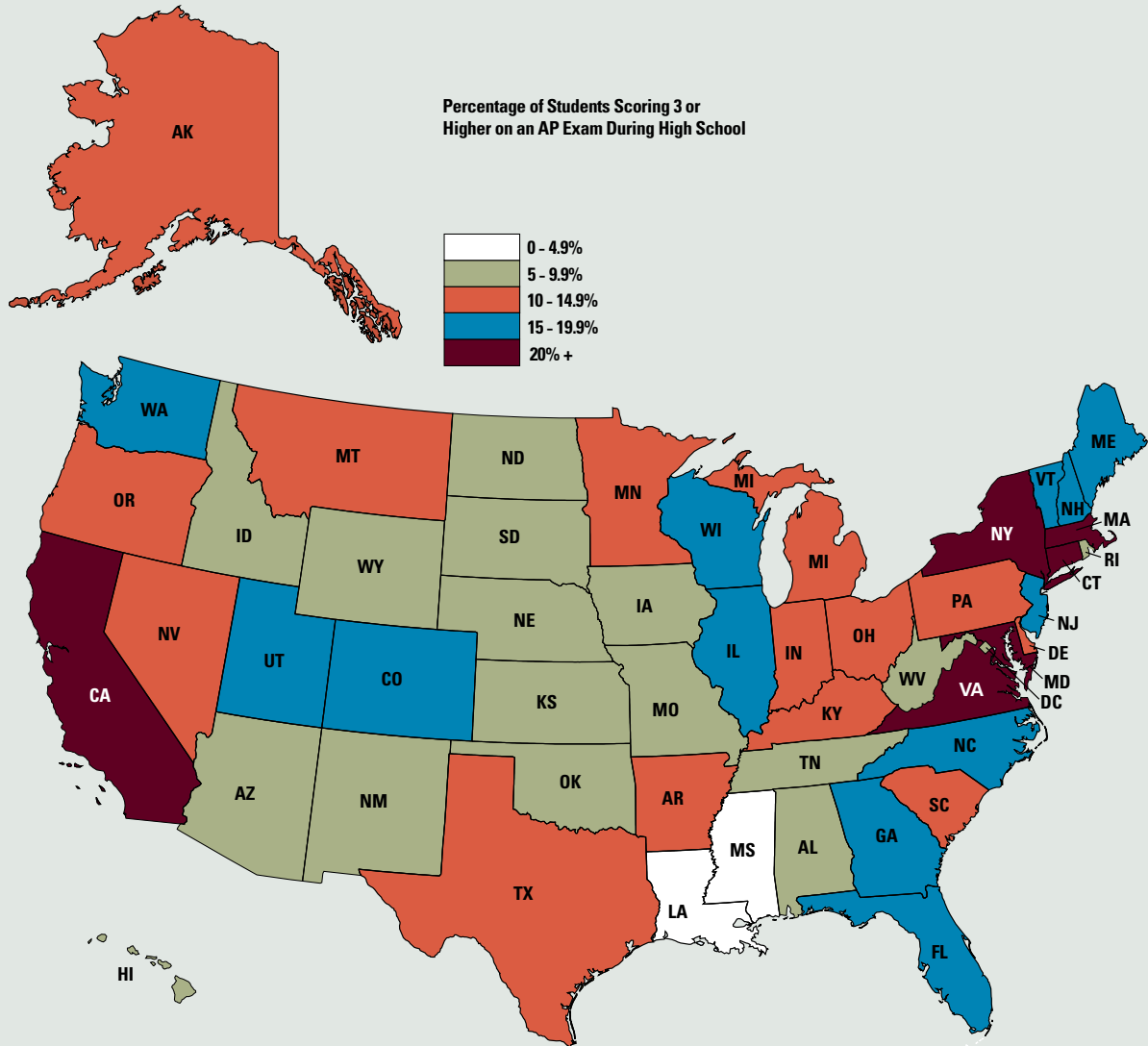
State	Percentage of Students Scoring a 3 or Higher on an AP Exam During High School ⁵				
	High School Class of			% Change	
	2003	2007	2008	One Year	Five Years
Alabama	4.7	6.3	6.8	0.5	2.1
Alaska	11.0	12.0	13.3	1.3	2.3
Arizona	7.4	7.7	7.9	0.2	0.5
Arkansas	5.5	9.4	10.6	1.2	5.1
California	17.3	19.2	20.2	1.0	2.9
Colorado	14.6	18.3	19.0	0.7	4.4
Connecticut	16.1	19.6	21.0	1.4	4.9
Delaware	10.1	13.8	13.8	0.0	3.7
District of Columbia	8.7	5.7	6.9	1.2	-1.8
Florida	15.3	17.5	18.2	0.7	2.9
Georgia	12.2	15.1	16.3	1.2	4.1
Hawaii	6.7	8.1	8.0	-0.1	1.3
Idaho	7.5	9.8	9.5	-0.3	2.0
Illinois	13.0	14.5	15.2	0.7	2.2
Indiana	7.5	9.5	10.0	0.5	2.5
Iowa	5.9	7.5	8.3	0.8	2.4
Kansas	5.9	7.6	8.6	1.0	2.7
Kentucky	7.0	9.2	10.0	0.8	3.0
Louisiana	2.1	2.9	3.7	0.8	1.6
Maine	13.5	17.0	19.3	2.3	5.8
Maryland	17.7	22.6	23.4	0.8	5.7
Massachusetts	16.8	19.7	20.8	1.1	4.0
Michigan	10.5	12.3	13.0	0.7	2.5
Minnesota	9.9	13.1	14.2	1.1	4.3
Mississippi	2.8	3.4	3.9	0.5	1.1
Missouri	4.9	6.2	6.5	0.3	1.6

State	Percentage of Students Scoring a 3 or Higher on an AP Exam During High School				
	High School Class of			% Change	
	2003	2007	2008	One Year	Five Years
Montana	8.6	10.2	10.6	0.4	2.0
Nebraska	3.5	5.6	6.5	0.9	3.0
Nevada	10.3	13.6	13.5	-0.1	3.2
New Hampshire	11.2	14.2	15.5	1.3	4.3
New Jersey	14.8	16.4	17.3	0.9	2.5
New Mexico	7.5	9.4	9.9	0.5	2.4
New York	20.6	22.4	23.3	0.9	2.7
North Carolina	14.8	15.9	17.3	1.4	2.5
North Dakota	5.8	7.5	6.9	-0.6	1.1
Ohio	8.5	10.3	10.8	0.5	2.3
Oklahoma	8.2	9.0	9.8	0.8	1.6
Oregon	8.1	11.9	13.1	1.2	5.0
Pennsylvania	9.5	11.1	11.9	0.8	2.4
Rhode Island	7.3	8.8	9.5	0.7	2.2
South Carolina	12.7	12.5	13.8	1.3	1.1
South Dakota	7.0	9.6	9.7	0.1	2.7
Tennessee	7.7	8.6	9.2	0.6	1.5
Texas	11.9	13.6	14.5	0.9	2.6
Utah	19.2	18.8	18.9	0.1	-0.3
Vermont	13.8	18.3	19.8	1.5	6.0
Virginia	16.5	20.4	21.3	0.9	4.8
Washington	10.5	13.8	15.5	1.7	5.0
West Virginia	5.5	6.7	6.9	0.2	1.4
Wisconsin	12.2	15.6	16.6	1.0	4.4
Wyoming	6.2	8.3	7.5	-0.8	1.3
Nation	12.2	14.4	15.2	0.8	3.0

⁵ This percentage was calculated as follows: The numerator includes each public school student in the graduating class of 2008 who earned an AP Exam score 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 2008, as projected in "Knocking at the College Door" (2008), Western Interstate Commission for Higher Education.

Figure 1: AP Equity and Excellence

U.S. Public Schools: High School Class of 2008



States with the Greatest % of Seniors Scoring 3+ on an AP Exam

State	%
Maryland	23.4
New York	23.3
Virginia	21.3
Connecticut	21.0
Massachusetts	20.8
California	20.2
Vermont	19.8
Maine	19.3
Colorado	19.0
Utah	18.9
Florida	18.2
North Carolina	17.3
New Jersey	17.3
Wisconsin	16.6
Georgia	16.3
New Hampshire	15.5
Washington	15.5
Illinois	15.2
Texas	14.5
Minnesota	14.2

States with the Greatest Expansion of AP Scores of 3+ Since 2003

State	% Change
Vermont	6.0
Maine	5.8
Maryland	5.7
Arkansas	5.1
Washington	5.0
Oregon	5.0

True equity is not achieved until the demographics of AP participation and performance reflect the demographics of the nation.

All willing and academically prepared students deserve the opportunity to succeed in rigorous, college-level experiences and the advantages they bring. For this reason, the AP Program shares educators' mission to connect traditionally underserved minority and low-income students to Advanced Placement[®] courses. AP encourages all educators to make equitable access a guiding principle for their schools' AP programs, and to make every effort to ensure that their AP classes reflect the racial, ethnic and socioeconomic diversity of their student body.

Increased percentages of African American and Latino students are participating in AP. See Figure 2.

- Hispanic or Latino students represent 15.4 percent of the public school graduating class of 2008, and 14.8 percent of the AP examinee population (compared to 14.7 percent and 14.0 percent, respectively, in 2007).
- Black or African American students represent 14.4 percent of the public school graduating class of 2008, and 7.8 percent of the AP examinee population (compared to 14.3 percent and 7.3 percent, respectively, in 2007).

Table 2 shows the percentage of a specific demographic within the total graduating class against the percentage of students experiencing success who are members of that demographic. (For example, in Alabama, 31.7 percent of seniors were African American. African Americans comprised 7.1 percent of the students who experienced success in AP.) An equity and excellence gap appears when traditionally underserved students comprise a smaller percentage of the successful student group than the percentage these students represent in the graduating class. For example, if 20 percent of students in a state's graduating class are African American, true equity and excellence would not be achieved until at least 20 percent of the students scoring 3 or higher on AP Exams are African American.

- 18 states have closed the equity and excellence gap for Hispanic or Latino students.
- 16 states have closed the equity and excellence gap for American Indian or Alaska Native students.

- While no state in the United States has closed the equity and excellence gap for African American students, the state of **Alabama** has seen the largest increase in the percentage of its successful AP student group who are African American. 7.1 percent of the successful student population in Alabama is African American, up from 4.5 percent in the class of 2003.

Because data for low-income students in the total class of 2008 are not available, we are unable to report equity and excellence gaps for low-income students as defined above. However, more low-income students are participating and experiencing success in AP than ever before:

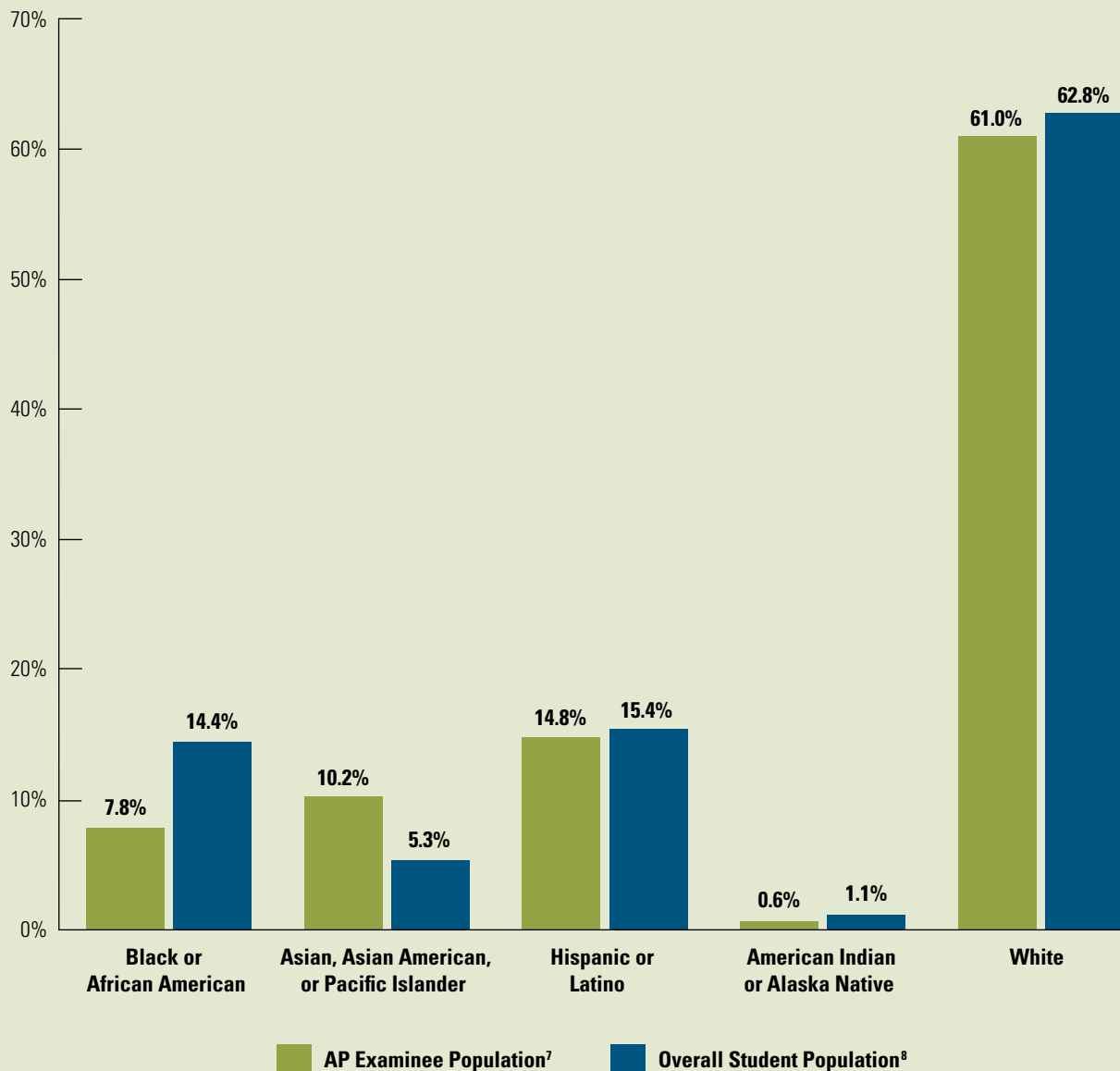
- 17.0 percent of AP examinees from the graduating class of 2008 were low-income students, up from 16.2 percent in the class of 2007 and 11.6 percent in the class of 2003.
- Low-income students made up 13.4 percent of the students experiencing success in AP from the graduating class of 2008, compared to 13.1 percent from the class of 2007 and 9.8 percent from the class of 2003.

Despite strides that have been made by educators to provide traditionally underrepresented students with access to AP courses, the data in this Report indicate that these students are not always receiving adequate preparation for the rigors of college-level course work. While some recent research⁶ shows how exposing students to the college-level standards inherent in AP courses can lead to college success (even for those students who score 1s or 2s on an AP Exam), the likelihood of college success is stronger for those students who score 3 or higher. It is important 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 enables many students to earn credit and/or placement. Major initiatives are needed to ensure adequate preparation of students in middle school, 9th and 10th grades so that all students will have an equitable chance at success when they go on to take AP courses and exams later in high school.

⁶ Linda Hargrove, Donn Godin, and Barbara Dodd, "College Outcomes Comparisons by AP and Non-AP High School Experiences" (2008), The College Board, New York.

Figure 2: High School and AP Populations by Race/Ethnicity

U.S. Public Schools: High School Class of 2008



⁷ These examinees include all public school students in the class of 2008 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 94.4 percent of the AP population.

⁸ “Knocking at the College Door” (2008), Western Interstate Commission for Higher Education.

Table 2: AP Equity and Excellence Gaps

Race/Ethnicity of Total Student Population⁸ Versus Students Scoring 3 or Higher

U.S. Public Schools: High School Class of 2008

State	Black or African American Students			Hispanic or Latino Students			American Indian or Alaska Native		
	% 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	31.7	7.1		1.7	2.8	✓	1.0	0.6	
Alaska	4.1	1.2		3.1	3.7	✓	20.6	4.4	
Arizona	5.4	1.7		31.9	19.1		6.5	0.8	
Arkansas	21.3	3.6		5.2	6.0	✓	0.7	1.1	✓
California	7.4	1.9		38.7	30.8		0.8	0.4	
Colorado	5.9	1.7		19.7	8.1		0.9	0.5	
Connecticut	12.3	2.0		11.4	6.9		0.3	0.1	
Delaware	27.7	5.7		5.9	4.7		0.5	0.3	
District of Columbia	88.5	29.2		6.9	23.0	✓	*	0.4	*
Florida	20.6	5.9		22.0	27.5	✓	0.4	0.3	
Georgia	34.1	10.5		4.9	6.1	✓	0.1	0.3	✓
Hawaii	1.8	1.5		4.0	2.4		0.4	0.3	
Idaho	0.8	0.4		9.7	3.1		1.5	0.3	
Illinois	15.9	3.4		13.1	10.3		0.3	0.2	
Indiana	9.0	2.1		4.0	2.3		0.2	0.3	✓
Iowa	3.8	1.0		3.7	1.7		0.6	0.2	
Kansas	7.2	2.2		7.4	3.9		1.3	0.6	
Kentucky	9.5	2.9		2.0	2.8	✓	0.1	0.3	✓
Louisiana	35.0	7.7		1.8	3.3	✓	0.7	0.5	
Maine	2.1	0.8		1.1	1.2	✓	0.5	0.6	✓
Maryland	33.9	9.0		6.1	6.9	✓	0.3	0.3	✓
Massachusetts	7.4	2.2		9.4	4.2		0.2	0.3	✓
Michigan	15.6	2.7		3.0	2.3		0.7	0.4	
Minnesota	5.7	1.4		3.0	1.6		1.4	0.3	
Mississippi	47.6	11.2		1.0	1.7	✓	0.1	0.2	✓
Missouri	15.5	2.4		2.6	2.8	✓	0.4	0.5	✓
Montana	0.6	0.0		2.2	1.9		8.1	1.0	
Nebraska	5.4	2.2		7.3	4.2		1.0	0.4	
Nevada	10.9	3.0		24.9	17.0		1.4	0.6	
New Hampshire	1.3	0.4		2.5	2.0		0.2	0.4	✓
New Jersey	16.1	2.7		15.8	9.3		0.3	0.2	
New Mexico	2.4	1.9		47.4	32.6		11.5	2.7	
New York	14.9	3.6		13.2	10.7		0.4	0.2	
North Carolina	29.4	6.2		5.4	4.1		1.1	0.5	
North Dakota	1.6	0.2		1.1	0.2		5.9	0.4	
Ohio	13.1	3.0		1.8	1.8	✓	0.1	0.2	✓
Oklahoma	10.2	3.6		6.6	6.5		18.6	7.1	
Oregon	2.1	0.7		11.0	4.9		2.1	0.8	
Pennsylvania	13.2	1.9		4.7	2.2		0.1	0.2	✓
Rhode Island	8.3	1.3		14.7	4.3		0.6	0.1	
South Carolina	38.5	7.9		2.9	3.1	✓	0.3	0.2	
South Dakota	1.1	0.1		1.4	0.9		5.2	1.0	
Tennessee	21.3	7.9		2.6	3.5	✓	0.1	0.3	✓
Texas	15.0	3.7		37.6	32.0		0.4	0.5	✓
Utah	1.0	0.3		8.1	4.6		1.4	0.3	
Vermont	1.3	0.4		1.3	1.4	✓	0.6	0.2	
Virginia	24.2	6.1		5.6	6.1	✓	0.3	0.3	✓
Washington	4.5	1.5		9.3	5.6		2.1	0.6	
West Virginia	4.0	1.5		0.8	1.5	✓	0.1	0.2	✓
Wisconsin	6.5	0.9		4.2	2.5		1.1	0.3	
Wyoming	1.1	0.0		6.9	3.7		1.9	0.2	
Nation	14.4	3.5		15.4	13.8		1.1	0.4	

⁸ "Knocking at the College Door" (2008), Western Interstate Commission for Higher Education.

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

Schools With the Largest Numbers of African American or Latino Students Experiencing Success in AP

The College Board applauds schools across the nation for increasing access to AP among traditionally underserved students. The following schools achieved tremendous success in one particular regard — they lead the nation in helping African American and/or Latino students to succeed in particular AP subjects. For details, see Table 3.

California

Fontana High School (Fontana, Calif.)
San Ysidro High School (San Diego, Calif.)
Woodrow Wilson High School (Long Beach, Calif.)

Florida

Barbara Goleman High School (Miami, Fla.)
Coral Reef Senior High School (Miami, Fla.)
Cypress Bay High School (Weston, Fla.)
Design and Architecture Senior High (Miami, Fla.)
Miami Killian Senior High School (Miami, Fla.)
Miami Palmetto Senior High School (Miami, Fla.)

Georgia

Southwest DeKalb High School (Decatur, Ga.)

Illinois

Whitney M. Young Magnet High School (Chicago, Ill.)

Maryland

Eleanor Roosevelt High School (Greenbelt, Md.)
Paint Branch High School (Burtonsville, Md.)

Michigan

Renaissance High School (Detroit, Mich.)

Tennessee

Central High School (Memphis, Tenn.)

Texas

Michael E. DeBakey High School for Health Professions (Houston, Texas)

Table 3: Exemplary AP Programs (by Subject)

	Public school with the largest number of African American students from the class of 2008 scoring 3 or higher	Public school with the largest number of Latino students from the class of 2008 scoring 3 or higher
AP Art History		Barbara Goleman High School (Miami, Fla.)
AP Calculus AB	Michael E. DeBakey High School for Health Professions (Houston, Texas)	Cypress Bay High School (Weston, Fla.)
AP Calculus BC		Cypress Bay High School (Weston, Fla.)
AP Chemistry	Eleanor Roosevelt High School (Greenbelt, Md.)	
AP English Language	Whitney M. Young Magnet High School (Chicago, Ill.)	Coral Reef Senior High School (Miami, Fla.)
AP English Literature	Renaissance High School (Detroit, Mich.)	Coral Reef Senior High School (Miami, Fla.)
AP Environmental Science		Miami Palmetto Senior High School (Miami, Fla.)
AP European History		Coral Reef Senior High School (Miami, Fla.)
AP Government and Politics: United States		Cypress Bay High School (Weston, Fla.)
AP Human Geography		Miami Killian Senior High School (Miami, Fla.)
AP Italian Language and Culture		Cypress Bay High School (Weston, Fla.)
AP Macroeconomics		Cypress Bay High School (Weston, Fla.)
AP Microeconomics		Cypress Bay High School (Weston, Fla.)
AP Psychology	Central High School (Memphis, Tenn.)	Cypress Bay High School (Weston, Fla.)
AP Spanish Language		Fontana High School (Fontana, Calif.)
AP Spanish Literature		San Ysidro High School (San Diego, Calif.)
AP Studio Art	Design and Architecture Senior High (Miami, Fla.)	Design and Architecture Senior High (Miami, Fla.)
AP U.S. History	Southwest DeKalb High School (Decatur, Ga.)	Cypress Bay High School (Weston, Fla.)
AP World History	Paint Branch High School (Burtonsville, Md.)	Woodrow Wilson High School (Long Beach, Calif.)



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