AP®

THE 10TH ANNUAL

AP® Report to the Nation

FEBRUARY 11, 2014

CollegeBoard

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From the moment students step into an AP® classroom, they notice the difference—in the teacher's approach to the subject, in the attitude of their classmates, in the new way of thinking the curriculum requires. That's because AP is more than just a class, it's **a community of students and educators who are passionate, curious, and committed to academic excellence.** In AP classrooms, students examine texts, data, and evidence with great care, learning to analyze source material, develop and test hypotheses, and craft effective arguments. They engage in intense discussions, solve problems collaboratively, and learn to write and speak clearly and persuasively.

The Advanced Placement Program®—the collaborative community of AP teachers and students, states, districts, schools, colleges, and universities committed to the daily work of **developing college-level knowledge and skills**—has grown significantly in the past 10 years. This expansion is built on the deep conviction that all students who are academically prepared—no matter their location, background, or socioeconomic status—deserve the opportunity to access the rigor and benefits of AP.

When compared to their matched peers, research consistently shows that students who score a 3 or higher on an AP Exam typically:

- Earn higher GPAs in college.
- Perform as well or better in subsequent college courses in the discipline than non-AP students who took the introductory class in college.
- Take more—not less—college course work in the discipline.
- Are more likely to graduate college within five years.
- Have higher graduation rates.[1]

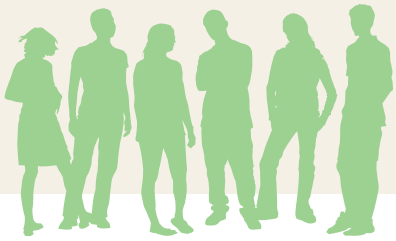
When students succeed on AP Exams, it means that their mastery of college-level content and skills has been externally validated by experts in the field. This validation is honored by thousands of colleges and universities around the world, who award credit, placement, or both for the demonstrated accomplishments of these motivated students.

A LOOK AT THE PAST 10 YEARS OF AP

	CLASS OF 2003	CLASS OF 2013	Increase
Total AP Examinees	514,163	1,003,430	489,267
Total AP Low-Income Examinees	58,489	275,864	217,375
Total AP Examinees with Only Scores of < 3	182,429	395,925	213,496
Total AP Examinees with at Least One Score of 3+	331,734	607,505	275,771

In other words, the expansion of AP has nearly **doubled** the number of students who have been given access to the opportunity of AP, more than **quadrupled** the number of low-income graduates who have been given this opportunity AND the expansion has resulted in a **larger increase** in successful AP experiences than not, a tribute to the educators who have worked hard to prepare many more students and to the students who have embraced the opportunity.

	CLASS OF 2003	CLASS OF 2013	Increase
Total AP Exams	1,328,511	3,153,014	1,824,503
Total AP Exam Scores < 3	521,620	1,345,988	824,368
Total AP Exam Scores of 3+	806,891	1,807,026	1,000,135



However, there are more academically ready students out there who are not participating. **Nearly 300,000 students in the class of 2013 with potential to succeed in AP graduated having never participated in a matched AP course.** The next step toward equitable access and responsible expansion is to identify those students with potential, using validated tools, and ensure they have the AP opportunities they have earned.

We hope to accomplish two things with this 10th Annual AP Report to the Nation: **to celebrate the AP community's hard work and incredible achievement and to highlight areas for continuous improvement.**

CURRENT PICTURE

The AP Exam results for the class of 2013, highlighted on the following pages, show that students continue to demonstrate college-level skills and knowledge in increasing numbers. Even as AP teachers deliver rigor to an ever-diversifying population of students, participation and performance continue to improve. Behind and within these data are the daily sacrifices of AP students and teachers, including the late nights that students put in diligently studying and the Saturdays that teachers give up to help their students succeed. Their hard work and effort are worth celebrating.

In 2013:

1 in 5

U.S. public high school graduates scored a 3 or higher on an AP Exam during high school

607,505

U.S. public high school graduates scored a 3 or higher on an AP Exam during high school

17 states

had a larger change over the last 10 years, in graduates scoring a 3 or higher on an AP Exam, than the national average

PARTICIPATION AND PERFORMANCE

In the last decade, more students than ever before have experienced college-level rigor while still in high school by taking AP courses and exams. As you will see on the next few pages, many states have seen a comparable increase in graduates scoring 3 or higher on AP Exams. Other states are working hard to close the gap between participation and success.

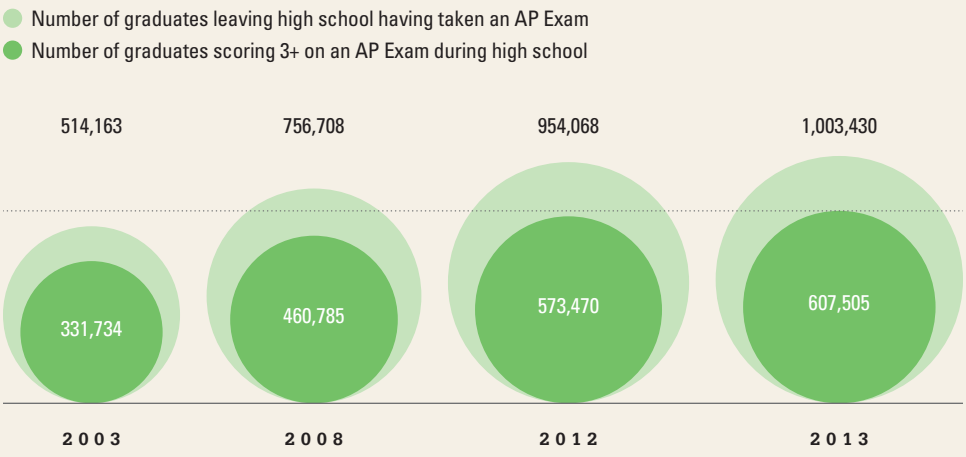
1,003,430
U.S. public high school graduates took at least one AP Exam

132,555
U.S. high school teachers taught an AP course last year

23,034
AP Coordinators, counselors and principals used AP data to shape their schools' programs

FIGURE 1

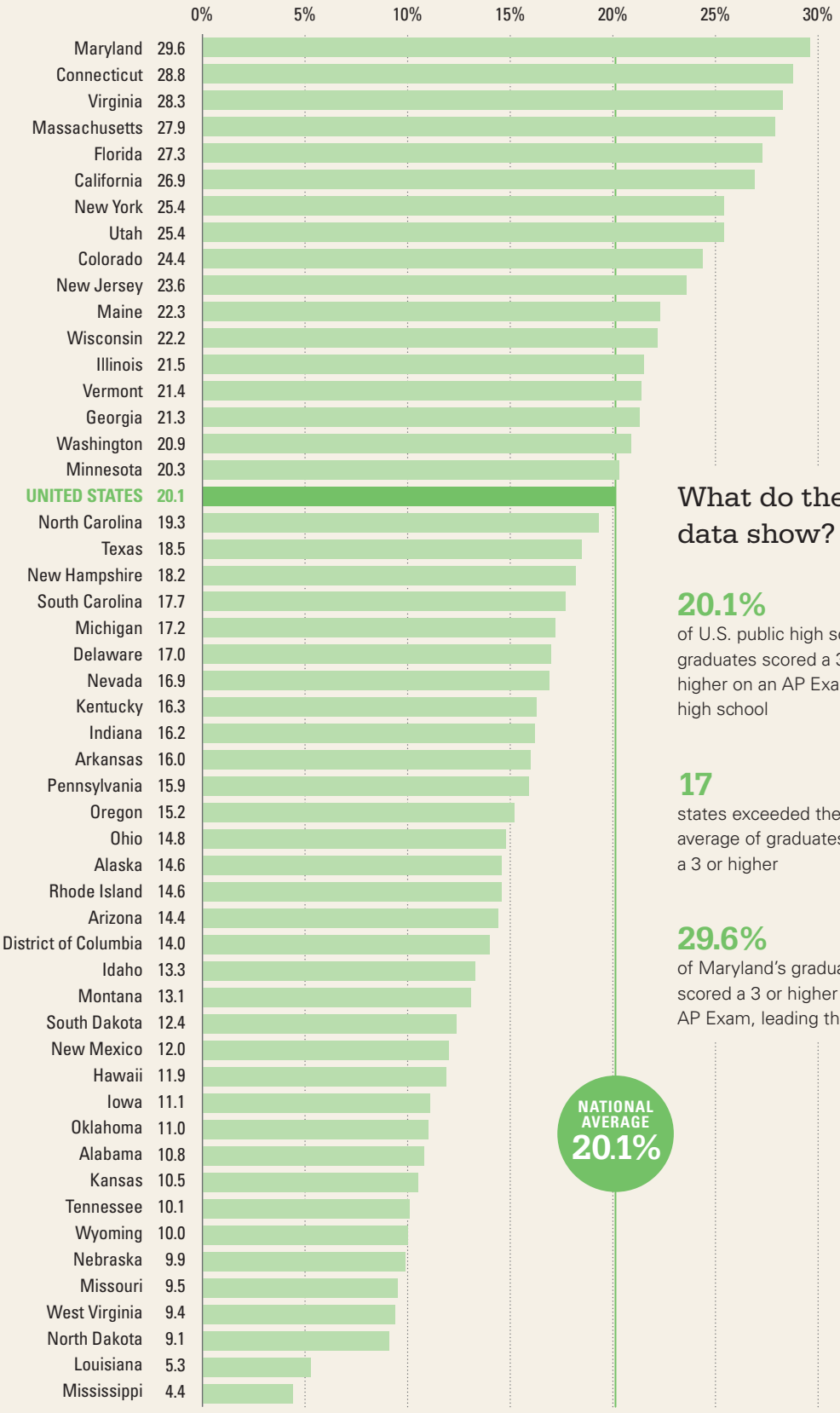
Number of Graduates Taking and Scoring a 3 or Higher on an AP Exam



What do the data show?

More graduates
are succeeding on AP Exams today than took AP Exams in 2003

Percentage of the Class of 2013 Scoring a 3 or Higher on an AP Exam During High School



What do the data show?

20.1%
of U.S. public high school graduates scored a 3 or higher on an AP Exam during high school

17
states exceeded the national average of graduates scoring a 3 or higher

29.6%
of Maryland's graduates scored a 3 or higher on an AP Exam, leading the nation

Raw numbers for this figure are available in the Appendix. Ties are alphabetized by state name.

Percentage of the Classes of 2003 and 2013 Scoring a 3 or Higher on an AP Exam During High School, Ranked by Percentage Point Change

What do the data show?

7.9
point increase since 2003 in the percentage of U.S. public high school graduates scoring 3 or higher

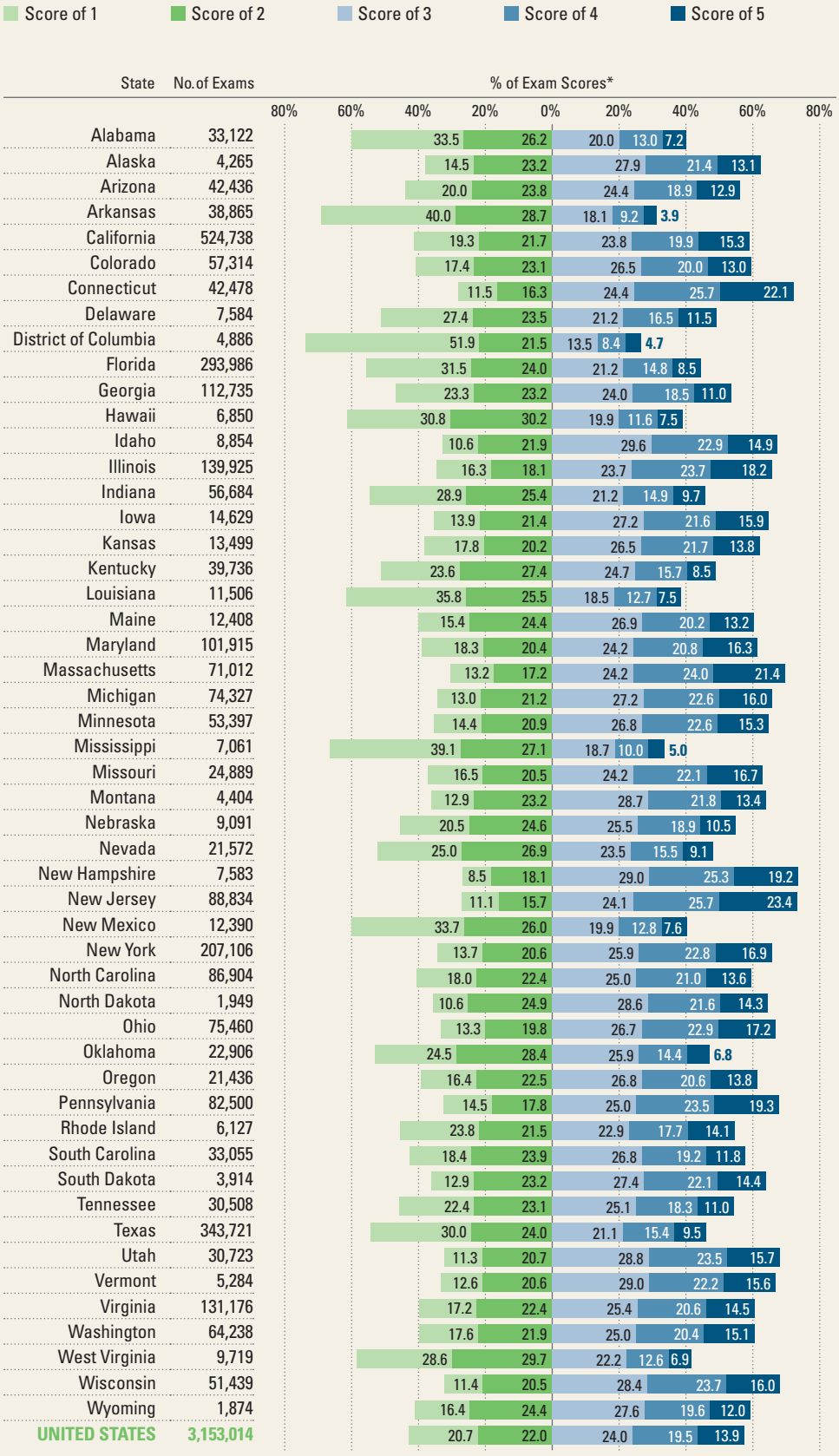
17
states had a larger percentage point change over time than the national average

13.2
point increase in the percentage of Connecticut's graduates scoring 3 or higher on an AP Exam over the past 10 years, leading the nation

	Change	2003 %	2013 %
Connecticut	13.2	15.6	28.8
Florida	12.0	15.3	27.3
Maryland	11.9	17.7	29.6
Virginia	11.8	16.5	28.3
Massachusetts	11.1	16.8	27.9
Arkansas	10.5	5.5	16.0
Washington	10.5	10.4	20.9
Minnesota	10.4	9.9	20.3
Wisconsin	10.0	12.2	22.2
10%			
Colorado	9.7	14.7	24.4
California	9.6	17.3	26.9
Kentucky	9.3	7.0	16.3
Georgia	9.1	12.2	21.3
Maine	8.8	13.5	22.3
New Jersey	8.8	14.8	23.6
Indiana	8.7	7.5	16.2
Illinois	8.5	13.0	21.5
UNITED STATES	**7.9**	**12.2**	**20.1**
Vermont	7.7	13.7	21.4
Rhode Island	7.3	7.3	14.6
Oregon	7.2	8.0	15.2
Arizona	7.0	7.4	14.4
Delaware	6.9	10.1	17.0
New Hampshire	6.9	11.3	18.2
Michigan	6.7	10.5	17.2
Nevada	6.6	10.3	16.9
Texas	6.6	11.9	18.5
Nebraska	6.4	3.5	9.9
Ohio	6.4	8.4	14.8
Pennsylvania	6.4	9.5	15.9
Utah	6.2	19.2	25.4
Alabama	6.1	4.7	10.8
Idaho	5.8	7.5	13.3
South Dakota	5.4	7.0	12.4
Hawaii	5.2	6.7	11.9
Iowa	5.2	5.9	11.1
District of Columbia	5.1	8.9	14.0
South Carolina	5.0	12.7	17.7
5%			
New York	4.9	20.5	25.4
Kansas	4.7	5.8	10.5
Missouri	4.6	4.9	9.5
North Carolina	4.6	14.7	19.3
Montana	4.5	8.6	13.1
New Mexico	4.5	7.5	12.0
West Virginia	3.9	5.5	9.4
Wyoming	3.8	6.2	10.0
Alaska	3.6	11.0	14.6
North Dakota	3.3	5.8	9.1
Louisiana	3.2	2.1	5.3
Oklahoma	2.9	8.1	11.0
Tennessee	2.4	7.7	10.1
Mississippi	1.6	2.8	4.4

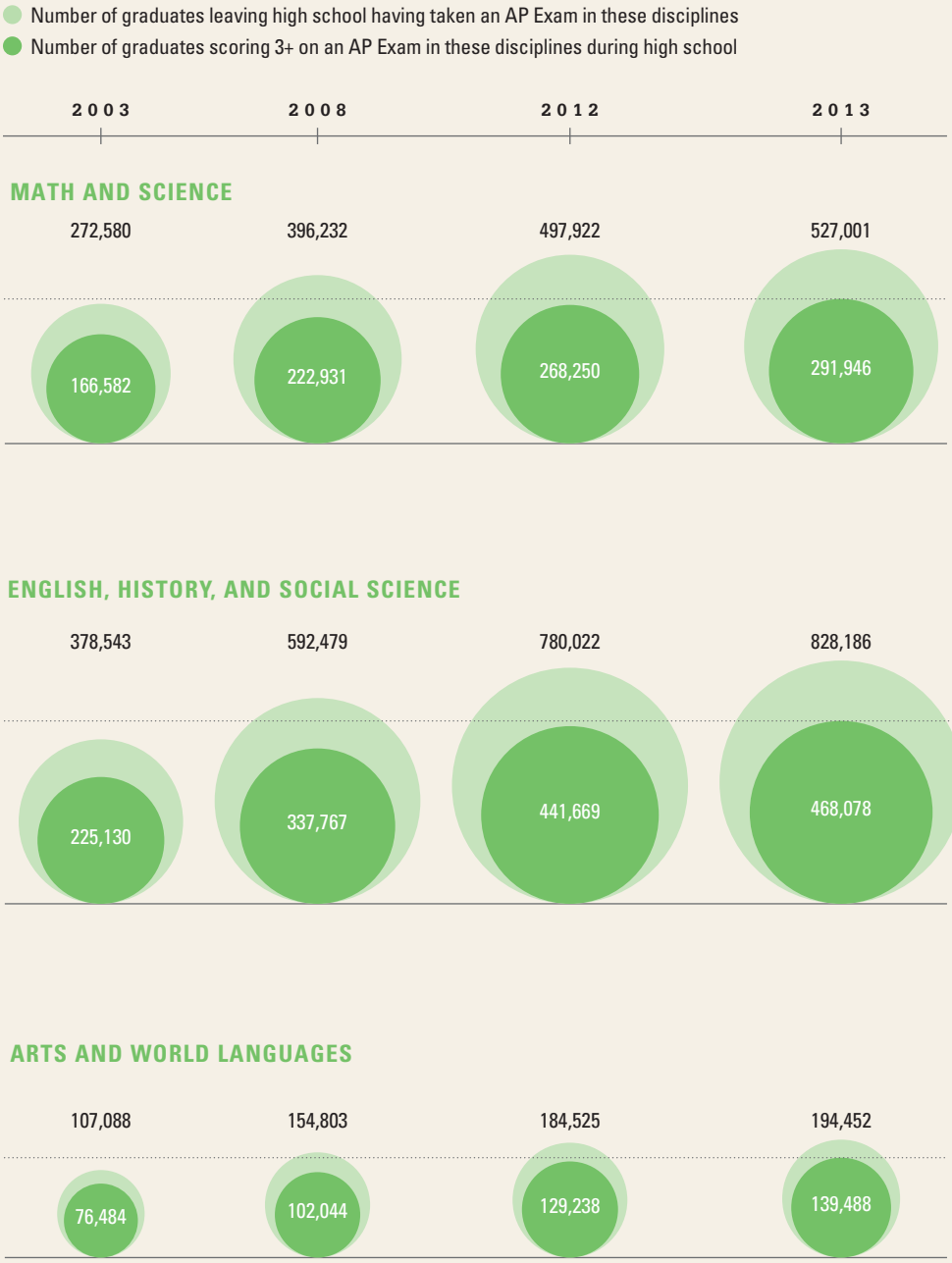
Data in this figure have been rounded, and raw numbers are available in the Appendix. Ties are alphabetized by state name.

Score Distributions of AP Exams Taken by the Class of 2013 During High School



*Due to rounding, percentages do not always add up to 100.0

Number of Graduates Taking and Scoring a 3 or Higher on an AP Exam[2]

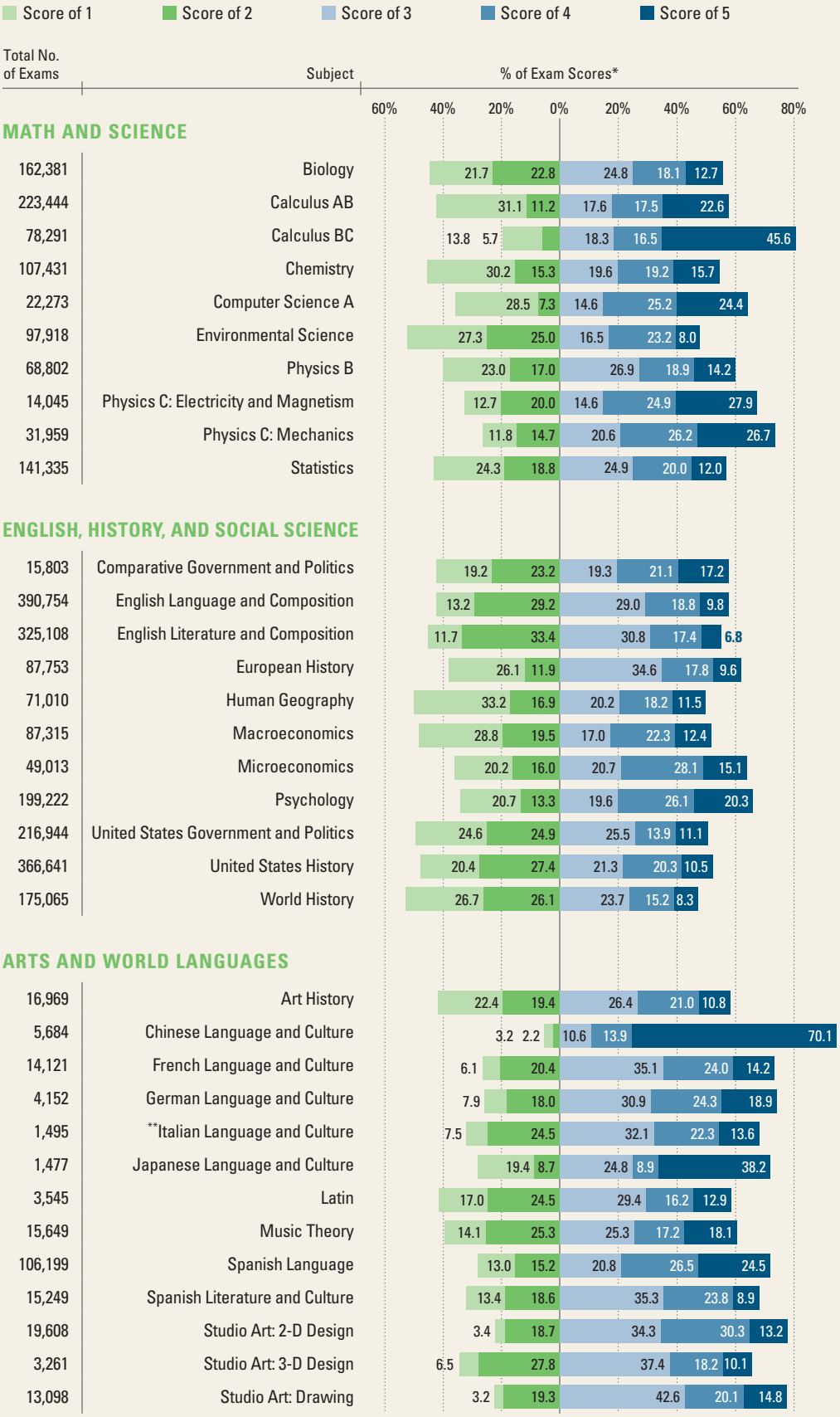


Over 1.7 million
students worldwide viewed their scores online after the 2013 AP administration

689,652
U.S. public high school graduates reported AP scores to colleges and universities

3,578
colleges and universities receiving AP scores for credit, placement, and/or consideration in the admission process from U.S. public high school students

Score Distributions of AP Exams Taken by the Class of 2013 During High School



*Due to rounding, percentages do not always add up to 100.0

**Italian Language and Culture was last administered in May 2009 and was reinstated in the 2011-12 school year.


AP Biology Exam
2013
AP

AUTHENTIC COLLABORATION

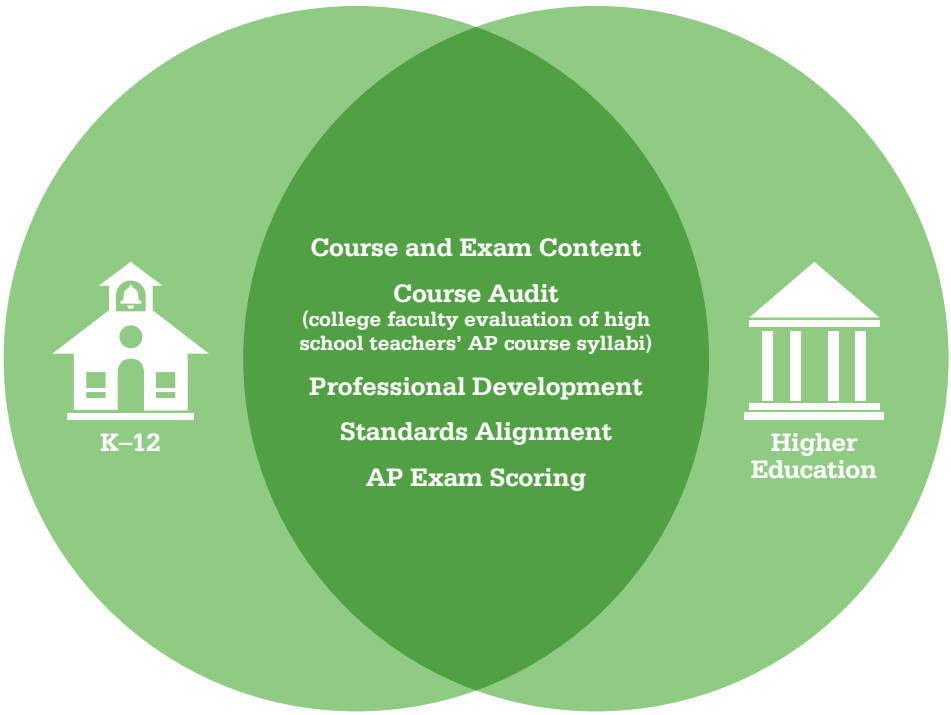
How does AP happen?

The collaboration between college faculty and AP teachers lies at the core of AP, ensuring rigor, relevance, and fairness. These groups work together to develop, deliver, and evaluate AP.

They collaborate to develop and validate each teacher's individual syllabus — ensuring teachers fully understand the elements required for an AP course to be considered college level. Through high-quality professional development and active teacher participation in the online AP teacher community, successful strategies are shared beyond individual classrooms. Finally, these groups come together to evaluate actual student work — allowing themselves to be invested in this process from the beginning to the end.

5,283

college faculty participated in reviewing the syllabi of AP teachers, developing curricula, or scoring AP Exams.



What is the AP Reading?

AFTER STUDENTS TOOK THEIR AP EXAMS IN MAY 2013,

11,497
AP teachers and college professors spent

643,832
total hours reading and scoring

17.8 million
student responses from over

3.9 million
AP Exams in only

3 weeks.

ON THE SURFACE, THIS IS SIMPLY AN OPERATIONAL AND LOGISTICAL FEAT. AT ITS HEART, IT IS THE STRENGTH OF THE AP PROGRAM.

"Every year I find one small thing that I know that if I went back and changed that, it would have an impact on what my students were able to do. Isn't that worth it? That's the thing that is going to make a huge impact on student lives."

Bill Zeigler
AP World History Teacher
San Marcos High School, CA

"It's great the degree that college and high school teachers interact here. I think the college professors get a very worthwhile perspective on what's going on in the students' educational lives prior to coming to us in college. These high school teachers are extremely knowledgeable and extremely competent and care very much about student learning."

Allan Rossman
Professor of Statistics,
Cal Poly – San Luis Obispo
Chief Reader, AP Statistics

Why is the Reading important?

The Reading ensures that a consistent, fair standard is applied to students' work. No matter what a student's background is or who he or she is, each student's exam is scored by a single set of standards developed by college faculty and AP teachers from around the country. This gives students confidence that their work is evaluated fairly, and it gives colleges confidence that an AP score represents an objective, national standard.

"AP in the high school classroom helps students develop discipline and the ability to follow directions and deadlines. … It's great when they get a good score on the exam, but we try to stress … curiosity, the ability to experiment and critically think. We use that in the art world: to go out on a limb and try this and try that and AP sets the stage … for students to have the opportunity, and yet the structure, to succeed."

Herb Weaver
Professor of Art, Georgia Gwinnett College
Chief Reader, AP Studio Art

"The great thing about AP and why it helps people like me with teaching is that you have very well-defined curricular goals. The goals and objectives in all the AP courses are spelled out in great detail and there are great examples of assessment. We [high school teachers and college professors] have a lot to learn from each other. … We all learn together about new assessment strategies by working on the [Reading], and then we share pedagogical strategies with each other."

Rich Lambert
Professor, Department of Educational Leadership and Director, Center for Educational Measurement and Evaluation
University of North Carolina at Charlotte
Reader, AP Statistics

The involvement of college faculty in the AP Reading helps to ensure that rigorous college-level standards for achievement are maintained in the scoring.

The AP Reading offers a unique opportunity for collaboration and professional development among high school and higher education faculty that ultimately benefits students. It is an example of a truly meaningful P–16[3] initiative — secondary and postsecondary educators work side by side toward the common goal of scoring exams fairly. In doing so, they achieve several goals of P–16 initiatives: raising academic standards, conducting appropriate assessments, improving teacher quality, and generally smoothing student transitions from one level of learning to the next.

"When you first go to the Reading and you see what's possible for students to do in this course, it really elevates your thinking … every student gets a chance. Their work is graded without prejudice or bias. Since so many people see their portfolio, I think it's a really legitimate score."

Colleen Harrigan
AP Studio Art Teacher
Clarkstown South High School, NY

"I like the fairness of it. As a teacher, I can go back to my students and constantly reassure them that there's a process that's very interested in what's best for you. There's no gotcha at all. So, that fairness in giving each child the best opportunity really is here. I always say "Each [exam] is a child. Each [exam] is a child."

Deborah Hill
AP Biology Teacher
Norman High School, OK

4TH ANNUAL DISTRICTS OF THE YEAR

Promoting equity and excellence in education is the cornerstone of the College Board's mission. It is also an objective of all members of the AP community, from AP teachers to district and school administrators to college professors. When a school district is able to increase access to AP course work for more students while simultaneously increasing the percentage of students earning scores of 3 or higher on AP Exams, this achievement is worthy of recognition.

The achievement of both of these goals is a true hallmark of excellence for a district's AP program because it indicates that the district is successfully identifying motivated, academically prepared students who are likely to benefit most from rigorous AP course work. Many districts are experimenting with a variety of initiatives and strategies aimed at expanding access and improving student performance simultaneously. When strategies are successful, like those demonstrated by District of the Year award winners, we hope they can serve as a model to others around the nation.

Read more winning strategies from last year's Districts of the Year on pages 38–39.

Leyden High School District 212, Illinois

"This award is a tremendous honor for Leyden students, families, and staff. It represents a validation of the countless hours of preparation students and teachers pour into Advanced Placement classes. We attribute the success Leyden students have demonstrated to fairly simple principles:

1. We are relentless in hiring, supporting, and retaining great teachers at all levels.

2. We provide students with the resources and supports they need to succeed. For example, by providing a networked laptop to every student, students and teachers have unprecedented opportunities to research, connect, create, communicate, and collaborate.

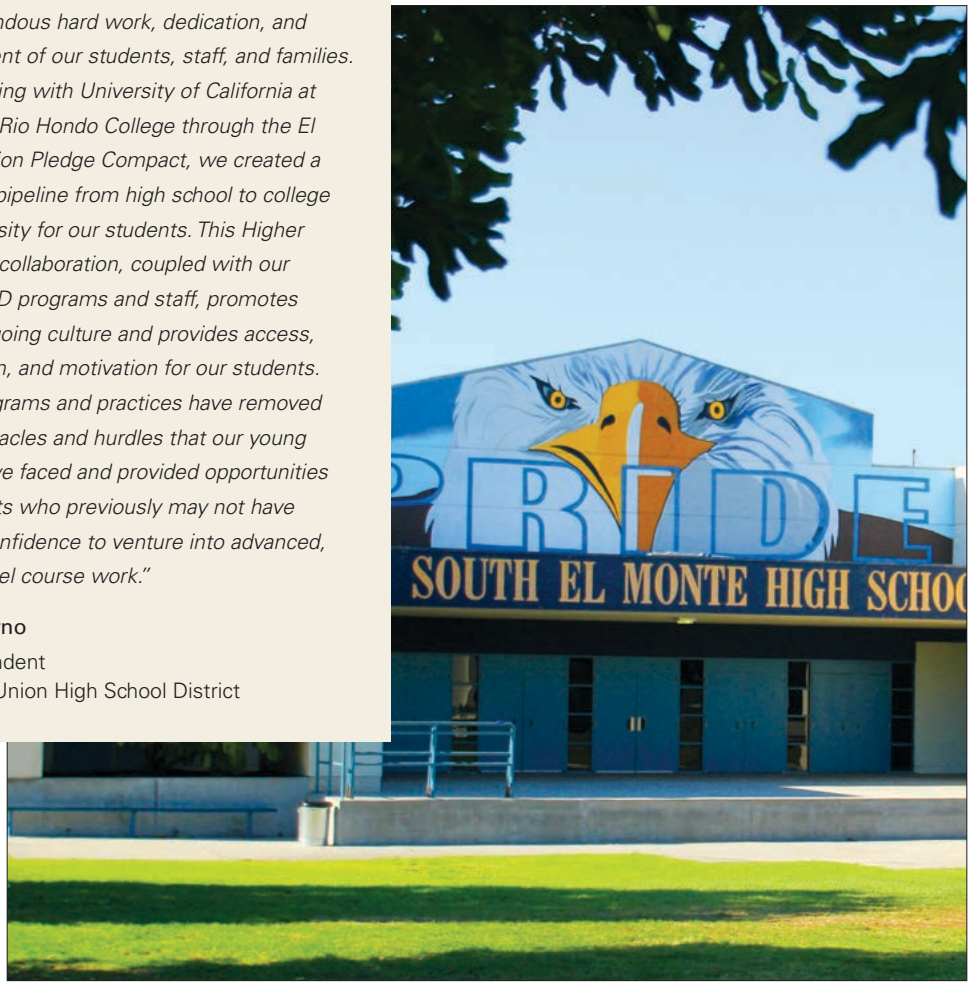
3. We do not restrict students' access to AP curriculum. Although AP classes have defined prerequisite courses, we do not "handpick" students who are allowed to take these courses. We are committed to encouraging all students to consider Advanced Placement courses whenever possible, and teachers and counselors strive to give students an accurate depiction of what each AP class requires."

Dr. Nick Polyak
Superintendent
Leyden High School District 212

El Monte Union High School District, California

"We are extremely excited about this award from the College Board as it recognizes the tremendous hard work, dedication, and commitment of our students, staff, and families. By partnering with University of California at Irvine and Rio Hondo College through the El Monte Union Pledge Compact, we created a seamless pipeline from high school to college and university for our students. This Higher Ed – K–12 collaboration, coupled with our strong AVID programs and staff, promotes a college-going culture and provides access, information, and motivation for our students. These programs and practices have removed many obstacles and hurdles that our young people have faced and provided opportunities for students who previously may not have had the confidence to venture into advanced, college-level course work."

Nick Salerno
Superintendent
El Monte Union High School District



Miami-Dade County Public Schools, Florida

"Receiving the AP District Award is the result of Miami-Dade's focus on educating all students equally and providing a skill set that prepares them to contribute to a world economy driven by technology and borderless organizations.

"The currency of the global economy our students will face is a human skill set that must allow for sharing, collaboration, transparency, and empowerment. Participation in rigorous Advanced Placement courses, regardless of the outcome, empowers students and helps them to engineer their own path into a brave new world that requires a global sophistication seen by no other generation before this."

Alberto M. Carvalho
Superintendent
Miami-Dade County Public Schools

OPPORTUNITY

There is one clear, undeniable benefit awarded to every single student who enrolls in AP: opportunity. When coupled with a student's hard work, that opportunity can have myriad outcomes whether it is learning to craft effective arguments, discovering a lifelong passion, building confidence, earning credit for college, or persisting to graduate from college on time.

As seen in the Current Picture section, the expansion of AP over the past 10 years has resulted in the growth of student opportunity.

However, there is more work to be done. The most immediate, pressing issue that policymakers, educators, and the College Board need to work together to address: Hundreds of thousands of students have earned, through their hard work and natural ability, the opportunity to take AP, but they aren't taking the courses.

The data outlined on the following pages are thought-provoking and show the complexity of the issue. We hope the numbers inspire a collective response to figure out the why and to tackle the how.

286,403

students are not taking the matched AP course for which they show potential[4]

Only 1

state has closed the performance equity gap for black/African American students

48.1%[5]

of K–12 U.S. public school students qualify for the free or reduced-price lunch program, compared to 27.5% of AP Exam takers in the graduating class

RIGHT TO RIGOR

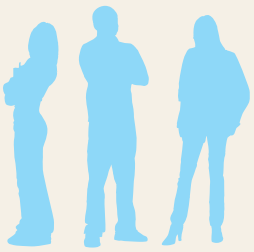
All students who are academically ready for the rigor of AP — no matter their location, background, or socioeconomic status — have the right to fulfill that potential. Last year, however, hundreds of thousands of prepared students in this country either did not take a course in an available AP subject for which they had the potential to succeed or attended a school that did not offer a course in the subject.

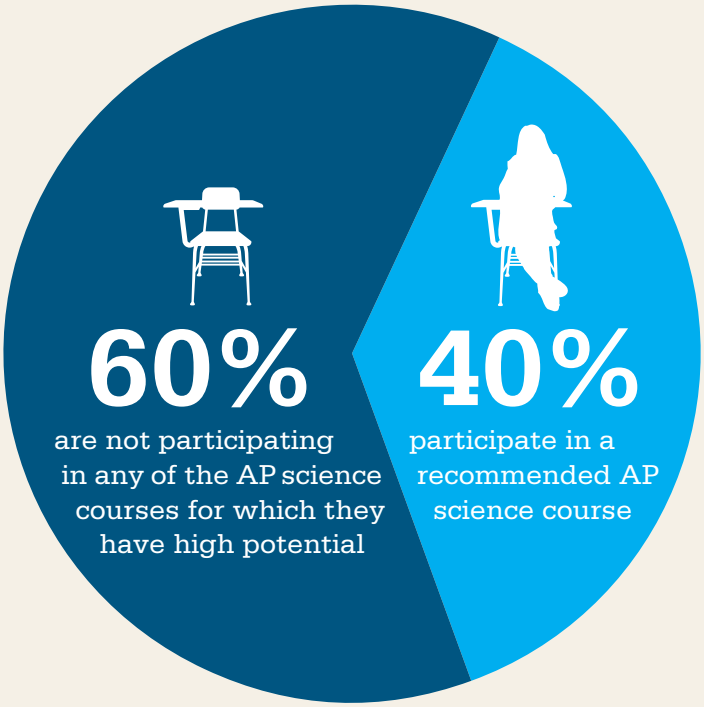
The graphic on the following page examines this phenomenon for the sciences, and it illustrates that black/African American, Hispanic/Latino, and American Indian/Alaska Native students who have the same AP readiness as their Asian/Asian American/Pacific Islander peers are significantly less likely to experience AP-level course work.

How can educators determine readiness for AP? Many schools use a student's previous GPA or letter grade in a prerequisite course to determine admission to an AP course. Currently, the strongest predictor of success in many AP courses is a student's performance on particular Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) sections that are highly correlated to success in AP.[6] From these PSAT/NMSQT results, the AP Potential™ tool can identify students with a 60 percent or higher likelihood of succeeding in particular AP subjects.

So what can schools and teachers do? Use AP Potential or other data to identify students who are prepared for college-level courses and exams at your schools. If you have a critical mass of students with high potential for success on an AP Exam, consider adding a new AP course or a new section for an existing course. Providing an AP course for these students can help your school or district increase access to AP while maintaining or improving performance on AP Exams. Hosting recruiting events for potential students and their parents can also provide the encouragement needed to convince students to enroll.

In each graduating class,
hundreds of thousands
demonstrate high potential for success in AP science course work.





Where is the greatest potential lost?

Among students with high potential for success in AP science course work:

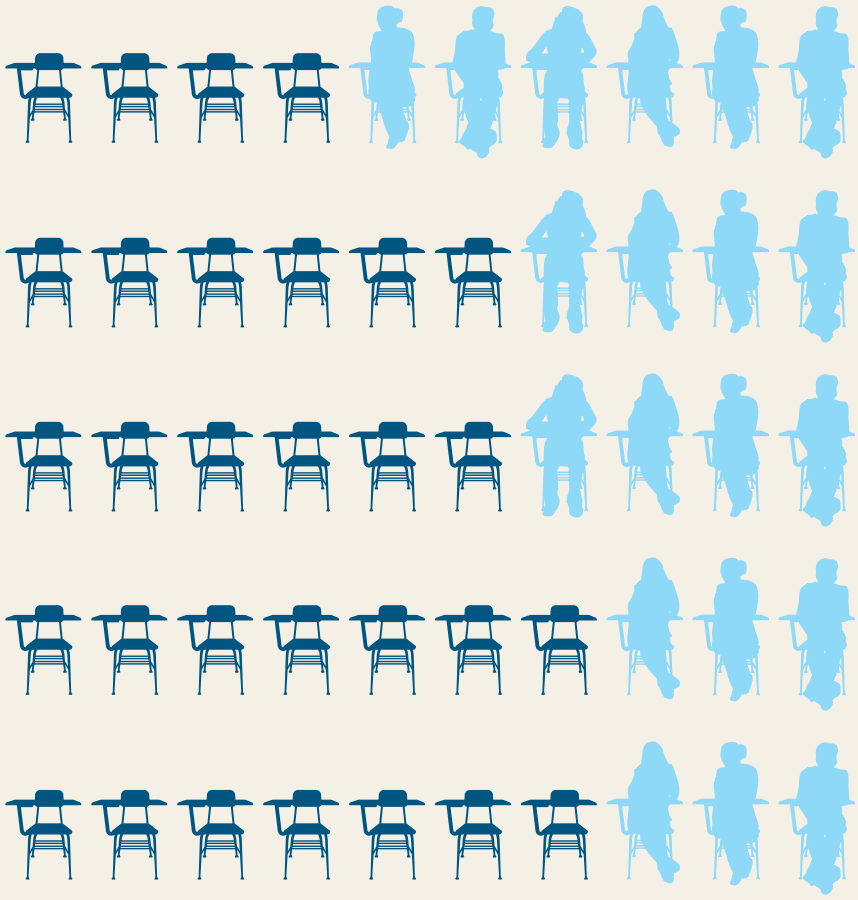
6 out of 10
Asian/Asian American/ Pacific Islander students

4 out of 10
white students

4 out of 10
Hispanic/Latino students

3 out of 10
black/African American students

3 out of 10
American Indian/ Alaska Native students



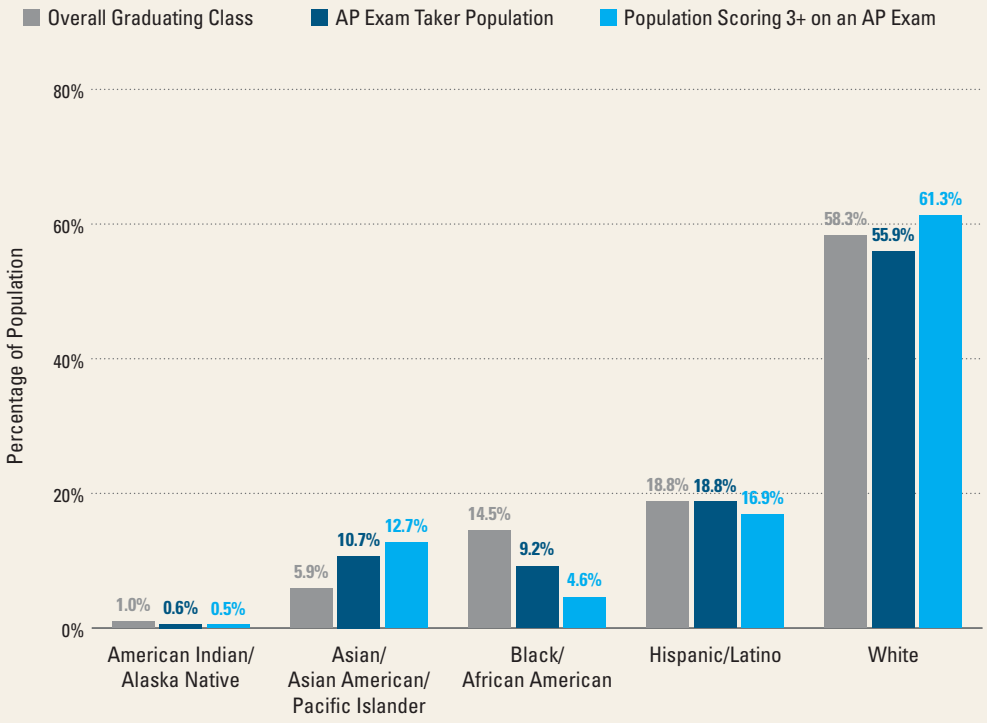
… took any such AP science course.

PROMOTING EQUITY

Since its inception, AP Report to the Nation has highlighted the equity gap in AP participation and performance for traditionally underserved minority students. These students remain underrepresented not only in the AP classroom and in the population of successful AP students but also among Americans with a college degree.

FIGURE 8

Demographics of the Graduating Class and AP Exam Takers[7] in 2013



What do the data show?

Black/African American

students in the graduating class of 2013 were the most underrepresented group in AP classrooms and in the population of successful AP Exam takers


① Study for Quiz
② 1-7
7, 28

Understanding Figures 9a, 9b, 9c

The charts found in Figures 9a, 9b, and 9c show the progress made by states in 2013 on closing these participation and success gaps for black/African American, Hispanic/Latino, and American Indian/Alaska Native students.

In the Equity Gap Eliminated columns in Figures 9a, 9b, and 9c, a ● indicates that the percentage of either AP Exam takers or successful AP Exam takers in the class of 2013 of a particular race/ethnicity is greater than or equal to the percentage of the overall graduating class who are of that race/ethnicity.

The Progress Since Last Year columns compare the size of the equity gaps in the classes of 2012 and 2013 and are computed using unrounded calculations. States making progress in decreasing these gaps are displayed as ▲, while states in which the gap increased in size are displayed as ▼. States with no change are indicated with a dash.

You can find the data used in these calculations in Appendix D, available at apreport.collegeboard.org.

Equity Gaps Among Traditionally Underserved Students in the Class of 2013: Black/African American

		PARTICIPATION				SUCCESS		
		% of Graduating Class	% of AP Exam Takers	Equity Gap Eliminated	Progress Since Last Year	% of AP Exam Takers Scoring 3+ During High School	Equity Gap Eliminated	Progress Since Last Year
80%	District of Columbia	81.8	67.0		▲	33.7		▼
	Mississippi	49.7	31.2		▲	13.6		▲
40%	Louisiana	40.0	27.9		▲	12.2		▲
	Maryland	35.7	22.0		▲	11.7		▲
	Georgia	35.6	25.9		▼	13.3		—
	South Carolina	34.7	15.7		▲	9.3		▲
	Alabama	31.9	24.3		▲	11.0		▲
30%	Delaware	31.1	16.8		▲	10.2		▲
	North Carolina	26.2	13.1		▲	7.7		▲
	Tennessee	22.7	17.1		▼	8.1		▲
	Virginia	22.6	13.6		▲	7.7		▲
	Florida	20.6	14.6		▼	7.3		▼
20%	Arkansas	20.3	14.1		▼	4.9		▲
	Michigan	17.6	5.9		▲	2.7		▲
	New York	16.6	9.3		▲	5.1		▲
	Illinois	16.4	11.1		▼	4.6		▲
	Missouri	15.5	10.3		▼	3.8		▲
	New Jersey	15.3	6.3		▲	3.6		▲
	UNITED STATES	**14.5**	**9.2**		▲	**4.6**		▲
	Pennsylvania	13.3	7.9		▲	2.9		▲
	Ohio	12.9	7.2		▲	3.7		▲
	Texas	12.2	9.0		▲	4.8		▲
	Connecticut	12.0	6.0		▼	3.2		▲
	Kentucky	10.4	6.0		▼	3.4		▼
	Indiana	10.2	6.5		▲	3.0		—
10%	Oklahoma	10.1	7.4		▲	4.0		▲
	Nevada	8.5	5.4		▲	3.1		▲
	Massachusetts	8.3	5.7		▲	3.2		▲
	Rhode Island	8.0	6.5		▲	2.1		▼
	Wisconsin	7.7	3.1		▲	1.2		▲
	Kansas	6.8	5.2		▲	2.7		▲
	Minnesota	6.3	3.6		▲	2.2		—
	California	6.2	3.7		▲	2.4		▲
	Arizona	5.9	3.8		▲	3.0		▲
	Nebraska	5.4	4.0		▲	2.6		▲
5%	West Virginia	5.3	2.2		—	1.6		▲
	Colorado	4.7	3.9		—	2.2		▼
	Washington	4.5	3.3		▼	1.9		▼
	Iowa	4.1	2.8		▲	1.8		▲
	Alaska	3.5	2.7		▲	1.8		▼
	South Dakota	2.8	2.0		▲	1.7		▲
	New Hampshire	2.6	1.0		▲	0.9		▲
	New Mexico	2.4	2.0		—	1.3		▼
	Oregon	2.4	1.7		—	1.4		▲
	Hawaii	2.3	2.5	●	▲	2.8	●	▲
	North Dakota	2.3	0.5		▼	0.5		▼
	Vermont	2.3	1.1		▼	0.6		▼
	Maine	1.7	1.5		▲	1.1		▲
	Utah	1.1	0.8		▲	0.6		▲
	Idaho	1.0	1.0	●	▲	0.8		▲
	Wyoming	0.9	0.7		—	0.2		▼
	Montana	0.7	0.2		▲	0.3		▲

Equity Gaps Among Traditionally Underserved Students in the Class of 2013: Hispanic/Latino

State	% of Graduating Class	PARTICIPATION: % of AP Exam Takers	PARTICIPATION: Equity Gap Eliminated	PARTICIPATION: Progress Since Last Year	SUCCESS: % of AP Exam Takers Scoring 3+ During High School	SUCCESS: Equity Gap Eliminated	SUCCESS: Progress Since Last Year
New Mexico	53.3	46.7		▲	43.0		▲
Texas	44.7	42.5		▲	36.9		▲
California	43.8	38.3		▲	35.2		▲
Arizona	36.8	30.4		▲	26.1		▲
Nevada	29.3	26.7		▲	23.7		▲
Florida	25.1	27.9	●	▲	31.0	●	▲
Colorado	23.1	15.3		▲	12.2		▲
UNITED STATES†	**18.8**	**18.8**	●	▲	**16.9**		▲
Illinois	18.4	19.8	●	▲	16.1		▲
New York	18.2	15.4		▲	13.5		▲
New Jersey	17.8	13.8		▲	11.8		▲
Rhode Island	17.5	16.0		▲	10.0		▲
Oregon	16.6	10.3		▼	8.4		▼
Idaho	13.5	7.3		▼	5.5		▼
Connecticut	13.4	9.8		▲	7.8		▲
Washington	13.2	9.7		▲	7.6		▲
Massachusetts	11.7	7.9		▲	6.0		▲
Nebraska	11.6	7.9		▲	6.5		▲
Kansas	11.3	10.1		▲	6.3		▼
Utah	10.1	7.0		▼	6.1		▲
Oklahoma	9.8	9.1		▲	8.8		—
Wyoming	9.7	6.6		▲	5.6		▲
Maryland	9.3	8.6		▼	8.8		▼
Delaware	9.2	8.7		▲	8.4		▲
District of Columbia	9.0	16.1	●	▼	26.1	●	▲
Virginia	9.0	8.2		▲	7.8		▲
North Carolina	8.6	6.8		▲	6.0		▼
Georgia	8.3	8.5	●	▲	8.6	●	▲
Arkansas	8.0	8.4	●	▲	8.9	●	▼
Pennsylvania	6.8	4.4		▲	3.3		—
Wisconsin	6.6	4.4		▼	4.0		—
Iowa	6.4	4.5		▼	3.8		▼
Indiana	6.3	5.8		▲	5.3		▲
Alaska	5.9	5.3		▼	5.4		▲
South Carolina	4.6	4.7	●	▲	4.8	●	▲
Michigan	4.2	3.4		▼	3.1		▲
Minnesota	4.2	3.0		▲	2.3		▲
Tennessee	4.1	5.0	●	—	4.5	●	▼
Hawaii	3.6	4.3	●	▲	4.6	●	▲
Missouri	3.6	3.6	●	▲	3.2		▲
Alabama	2.9	3.0	●	▲	3.2	●	▲
Montana	2.9	1.7		▼	1.7		▼
Kentucky	2.8	3.2	●	▼	3.5	●	▼
South Dakota	2.7	2.7	●	▲	2.5		▲
Louisiana	2.4	4.2	●	▼	4.7	●	▼
Ohio	2.4	2.4	●	—	2.1		▼
Mississippi	1.8	2.5	●	▼	1.9	●	▼
New Hampshire	1.7	2.2	●	▼	2.1	●	▼
North Dakota	1.7	1.6		▲	1.3		▲
Maine	1.6	1.4		▼	1.4		▼
Vermont	1.1	1.4	●	▲	1.6	●	▲
West Virginia	1.1	1.6	●	▼	2.0	●	▼

50%
40%
30%
20%
10%
5%

†The U.S. has fulfilled the participation gap.

Equity Gaps Among Traditionally Underserved Students in the Class of 2013: American Indian/Alaska Native

			PARTICIPATION			SUCCESS		
		% of Graduating Class	% of AP Exam Takers	Equity Gap Eliminated	Progress Since Last Year	% of AP Exam Takers Scoring 3+ During High School	Equity Gap Eliminated	Progress Since Last Year
	Alaska	18.8	5.7		▲	4.6		▲
	Oklahoma	18.3	9.4		▲	8.9		▲
10%	New Mexico	10.2	5.9		▲	1.8		▲
	Montana	8.3	3.0		▼	0.8		▼
	South Dakota	6.6	1.9		▼	1.2		▲
5%	North Dakota	6.3	0.8		▲	0.8		▼
	Arizona	4.4	2.3		▲	1.2		▲
	Oregon	1.8	1.1		▲	0.9		▼
	Wyoming	1.8	0.5		▼	0.4		▼
	North Carolina	1.4	0.9		▲	0.6		▲
	Idaho	1.3	0.9		▲	0.8		▲
	Kansas	1.3	1.0		▼	0.7		▼
	Washington	1.3	1.1		▲	0.8		▲
	Minnesota	1.2	0.4		▼	0.3		▼
	Alabama	1.1	0.9		▲	0.9		▲
	Nevada	1.1	1.0		▲	1.0		▲
	Utah	1.1	0.7		▲	0.6		▲
	Wisconsin	1.1	0.5		—	0.3		▼
	Nebraska	1.0	0.5		—	0.3		▼
1%	**UNITED STATES**	**1.0**	**0.6**		▲	**0.5**		▲
	Louisiana	0.9	0.9	●	▲	0.5		▲
	Arkansas	0.8	1.3	●	—	1.2	●	▼
	California	0.8	0.5		—	0.4		—
	Colorado	0.8	0.7		—	0.6		—
	Michigan	0.8	0.5		▲	0.4		—
	Maine	0.6	0.9	●	▲	0.5		▲
	Texas	0.6	0.6	●	▼	0.6	●	▼
	Florida	0.5	0.4		—	0.4		—
	Hawaii	0.5	0.6	●	▲	0.4		▲
	Missouri	0.5	0.6	●	▲	0.4		▼
	Rhode Island	0.5	0.4		▲	0.3		▲
	Connecticut	0.4	0.4	●	▲	0.3		▲
	Illinois	0.4	0.2		—	0.2		—
	Iowa	0.4	0.2		▼	0.3		▼
	Maryland	0.4	0.5	●	—	0.5	●	—
	New York	0.4	0.4	●	▲	0.3		▲
	Virginia	0.4	0.5	●	—	0.5	●	▼
	Delaware	0.3	0.2		▼	0.3	●	▼
	Indiana	0.3	0.3	●	▼	0.3	●	—
	Georgia	0.2	0.3	●	—	0.3	●	—
	Kentucky	0.2	0.4	●	—	0.3	●	▼
	Massachusetts	0.2	0.3	●	▲	0.2	●	—
	Mississippi	0.2	0.5	●	▲	0.4	●	▼
	New Hampshire	0.2	0.3	●	▲	0.3	●	▲
	South Carolina	0.2	0.5	●	—	0.4	●	▼
	Tennessee	0.2	0.4	●	▼	0.3	●	▼
	Vermont	0.2	0.4	●	—	0.2	●	▼
	New Jersey	0.1	0.2	●	▲	0.1	●	—
	Ohio	0.1	0.3	●	—	0.2	●	—
	Pennsylvania	0.1	0.2	●	▲	0.2	●	—
	West Virginia	0.1	0.3	●	▼	0.4	●	▲
	District of Columbia	*	0.5	*	*	0.7	*	*

*Precise number of American Indian/Alaska Native graduates for the District of Columbia is not available.

LOW INCOME

In light of recent studies showing that parental income and educational level are the best predictors of high school success,[8] we felt it imperative to also begin a conversation that will examine the equity gap in AP participation and success for low-income students.

Figure 9d on page 37 shows these data. As there is no national data source on high school graduates' low-income status, we used that of the National Center for Education Statistics (NCES), based upon free or reduced-price lunch eligibility. AP fee reductions are based on this eligibility as well.

We acknowledge that NCES estimates reflect all K–12 public school students from the 2010-11 school year. Therefore, a degree of caution is warranted as they may not accurately reflect the graduating class. However, we felt this story was too important to tell to wait for a perfect data source. The gaps and opportunities shown in Figure 9d require our immediate attention.

275,864

low-income public school graduates took at least one AP Exam

131,911

low-income public school graduates scored 3 or higher on an AP Exam during high school

Equity Gaps Among Traditionally Underserved Students in the Class of 2013: Low Income[9]

		PARTICIPATION		SUCCESS	
	% of K–12 Students Eligible for Free or Reduced-Price Lunch	% of AP Exam Takers	Equity Gap Eliminated	% of AP Exam Takers Scoring 3+ During High School	Equity Gap Eliminated
District of Columbia	73.0	48.5		36.4	
70%					
Mississippi	70.6	32.7		20.9	
New Mexico	67.6	45.9		39.3	
Louisiana	66.2	28.2		15.4	
Arkansas	60.5	32.9		23.6	
60%					
Oklahoma	60.5	27.4		21.3	
Georgia	57.4	31.7		22.9	
Kentucky	56.6	26.1		18.7	
Florida	56.0	35.2		31.0	
Alabama	55.1	23.8		12.8	
Tennessee	55.0	23.7		15.1	
South Carolina	54.7	20.0		15.8	
California	54.1	42.3		37.8	
West Virginia	51.5	15.9		13.6	
Oregon	50.6	21.7		18.3	
Nevada	50.3	33.0		27.5	
North Carolina	50.3	16.6		11.9	
50%					
Texas	50.3	49.9		43.9	
New York	48.3	25.6		20.3	
UNITED STATES	**48.1**	**27.5**		**21.7**	
Delaware	48.0	21.8		14.5	
Kansas	47.7	18.6		11.5	
Hawaii	46.8	28.7		22.8	
Indiana	46.8	16.0		12.2	
Illinois	46.7	29.3		19.8	
Michigan	46.4	15.8		11.4	
Arizona	45.2	29.8		25.2	
Idaho	45.0	19.2		17.2	
Missouri	45.0	16.5		9.4	
Maine	43.0	16.0		13.9	
Rhode Island	42.9	26.2		16.3	
Nebraska	42.6	13.3		9.8	
Ohio	42.6	10.9		6.9	
Montana	41.2	12.1		9.4	
Maryland	40.1	19.1		14.4	
40%					
Washington	40.1	22.5		17.1	
Colorado	39.9	16.5		12.5	
Pennsylvania	39.4	14.2		8.4	
Wisconsin	39.3	11.5		9.0	
Iowa	38.9	14.1		10.4	
Alaska	38.4	8.4		7.0	
Utah	38.2	10.1		9.1	
South Dakota	37.1	9.5		9.5	
Wyoming	37.1	3.8		3.5	
Vermont	36.8	10.2		8.5	
Virginia	36.7	11.3		7.6	
Connecticut	34.5	13.5		8.7	
Massachusetts	34.2	19.0		13.4	
New Jersey	32.8	13.3		9.7	
30%					
North Dakota	31.7	5.2		4.2	
New Hampshire	25.2	6.3		5.8	
Minnesota	36.5	*		*	

* Unable to estimate the portion of Minnesota's AP population from low-income households.

WINNING STRATEGIES FROM THE 3RD ANNUAL DISTRICTS OF THE YEAR

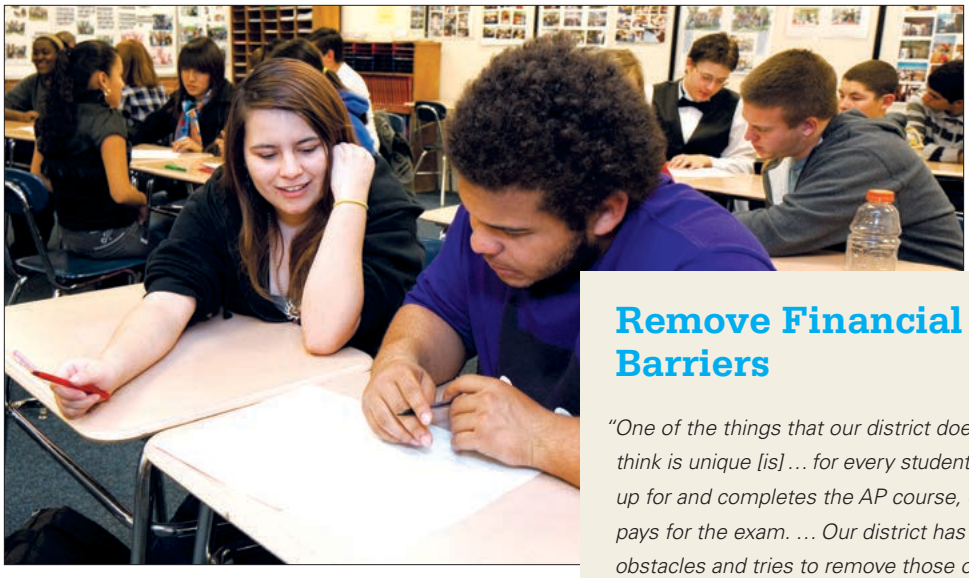
The achievement of simultaneously increasing access to AP course work for more students while supporting student success is a true hallmark of excellence for a district's AP program because it indicates that the district is successfully identifying motivated, academically prepared students who are likely to benefit most from rigorous AP course work.

Many districts are experimenting with a variety of initiatives and strategies aimed at expanding access and improving student performance simultaneously. When strategies are successful, like those demonstrated by District of the Year award winners, we hope they can serve as a model to others around the nation.

Align Curriculum and Instruction

"We've done some work with the middle school teachers so that we're vertically aligned. So, when the kids get to a place where they could take an AP course, they're prepared to do that. The program that we work with starts in sixth grade. I think that the earlier you start with the kids, the more success you'll have with them later on. That way, you know that when they get to AP, they have the fundamentals that we can build on."

Rachel Barlage
12th Grade AP English Teacher
and Lead Teacher for ELA Department
Small District Winner: Chelsea Public Schools, MA



Remove Financial Barriers

"One of the things that our district does that I think is unique [is]… for every student that signs up for and completes the AP course, our district pays for the exam. … Our district has identified obstacles and tries to remove those obstacles so that students can access what they thought might have been inaccessible. So, the financial component, we tried to remove. And I don't think that's inconsequential. It sends an implicit message to students that this is something for them and we believe in you so much that we're willing to pay the entrance fee. I think it's a cornerstone of our culture."

Jonathan Parker
AP U.S. History Teacher
Medium District Winner: Glendale Union High School District, AZ

Support Teacher Professional Development

"Our district believes strongly in collaboration, and there are nine AP U.S. History teachers in our school district. Once a semester, we will meet to share best practices, to share new materials. So, I have the good fortune of getting the best of what eight other people are doing and taking it to my classroom the following day. I'm constantly benefitting. My students constantly benefit from the wisdom of my colleagues."

Jonathan Parker
AP U.S. History Teacher
Medium District Winner: Glendale Union High School District, AZ

Identify and Recruit Students with Potential

"North East works really hard at finding students who might be successful in AP. We disaggregate state testing data. We use AP Potential. In addition, our counselors meet regularly with students, and just talk one on one and look at their testing data and find out what are their goals and aspirations. … At all of the schools [in our district] one of our goals is to find students who might not otherwise participate in the program and to bring them in and assure them that we, the adults, are there to help them. We're the support system and we're going to use all the tools in the toolbox to make sure that they find success; [we tell the students] yes, it's difficult and, yes, you'll be challenged, but we're going to be there.

Sheila Richards
AP English IV Teacher
Large District Winner: North East Independent School District, TX

Appendix

	Participation											
	Total Number of Graduates				Number of Graduates Who Took an AP Exam During High School				Percentage of Graduates Who Took an AP Exam During High School			
	2003	2008	2012	2013	2003	2008	2012	2013	2003	2008	2012	2013
Alabama	36,741	41,346	44,317	44,044	3,123	5,290	9,852	11,086	8.5	12.8	22.2	25.2
Alaska	7,297	7,855	7,813	7,289	1,191	1,621	1,621	1,645	16.3	20.6	20.7	22.6
Arizona	49,986	61,667	61,958	60,799	5,719	10,572	14,407	14,980	11.4	17.1	23.3	24.6
Arkansas	27,555	28,725	27,990	27,492	2,955	9,682	12,175	12,670	10.7	33.7	43.5	46.1
California	341,097	374,561	384,080	376,369	86,303	119,338	144,801	152,647	25.3	31.9	37.7	40.6
Colorado	42,379	46,082	50,176	49,641	9,526	14,777	18,358	19,446	22.5	32.1	36.6	39.2
Connecticut	33,667	38,419	36,836	36,267	7,177	10,626	13,332	14,019	21.3	27.7	36.2	38.7
Delaware	6,817	7,388	8,395	8,192	1,201	1,943	2,417	2,516	17.6	26.3	28.8	30.7
District of Columbia	2,725	3,352	3,194	3,185	605	1,392	1,512	1,774	22.2	41.5	47.3	55.7
Florida	127,484	149,046	149,219	150,854	32,566	53,816	76,128	80,175	25.5	36.1	51.0	53.1
Georgia	66,890	83,505	84,813	87,151	14,274	24,490	33,647	34,515	21.3	29.3	39.7	39.6
Hawaii	10,013	11,613	10,990	10,647	1,306	1,849	2,905	3,095	13.0	15.9	26.4	29.1
Idaho	15,858	16,567	17,043	16,774	1,836	2,432	3,150	3,378	11.6	14.7	18.5	20.1
Illinois	117,507	135,143	135,636	135,204	20,968	30,529	40,653	43,835	17.8	22.6	30.0	32.4
Indiana	57,897	61,901	63,354	63,524	8,115	12,393	21,260	22,256	14.0	20.0	33.6	35.0
Iowa	34,860	34,573	32,833	31,882	2,993	4,446	5,542	5,707	8.6	12.9	16.9	17.9
Kansas	29,963	30,737	30,428	30,231	2,535	4,070	5,167	5,231	8.5	13.2	17.0	17.3
Kentucky	37,654	39,339	41,038	40,528	5,136	7,864	12,218	12,824	13.6	20.0	29.8	31.6
Louisiana	37,610	34,401	35,501	36,391	1,542	2,505	3,931	5,516	4.1	7.3	11.1	15.2
Maine	12,947	14,350	13,468	13,115	2,743	4,223	4,576	4,658	21.2	29.4	34.0	35.5
Maryland	51,864	59,171	58,009	57,742	13,315	21,963	26,640	27,370	25.7	37.1	45.9	47.4
Massachusetts	55,987	65,197	63,701	63,166	13,051	18,326	22,808	24,610	23.3	28.1	35.8	39.0
Michigan	100,301	115,183	107,956	105,971	16,183	22,495	26,822	27,843	16.1	19.5	24.8	26.3
Minnesota	59,432	60,409	57,486	56,534	9,256	13,473	16,780	17,842	15.6	22.3	29.2	31.6
Mississippi	23,810	24,795	25,756	25,741	1,547	3,157	3,615	3,268	6.5	12.7	14.0	12.7
Missouri	56,925	61,717	61,471	60,432	4,256	6,560	9,235	9,541	7.5	10.6	15.0	15.8
Montana	10,657	10,396	9,466	9,083	1,357	1,635	1,913	1,873	12.7	15.7	20.2	20.6
Nebraska	20,161	20,035	19,656	19,210	1,189	2,228	2,886	3,264	5.9	11.1	14.7	17.0
Nevada	16,378	18,815	25,710	23,097	2,678	4,950	6,890	7,299	16.4	26.3	26.8	31.6
New Hampshire	13,210	14,982	13,917	13,789	2,168	3,068	3,238	3,309	16.4	20.5	23.3	24.0
New Jersey	81,391	94,994	93,211	92,978	16,586	23,810	27,433	29,497	20.4	25.1	29.4	31.7
New Mexico	16,923	18,264	18,141	18,040	2,767	3,769	4,815	5,092	16.4	20.6	26.5	28.2
New York	143,818	176,310	181,454	176,819	44,095	57,334	64,946	67,034	30.7	32.5	35.8	37.9
North Carolina	69,696	83,307	88,421	88,338	16,671	23,629	26,633	27,527	23.9	28.4	30.1	31.2
North Dakota	8,169	6,999	6,785	6,769	673	737	882	1,007	8.2	10.5	13.0	14.9
Ohio	115,762	120,758	119,318	117,354	15,428	21,308	25,170	26,670	13.3	17.6	21.1	22.7
Oklahoma	36,694	37,630	37,792	37,260	5,855	7,519	8,140	8,228	16.0	20.0	21.5	22.1
Oregon	32,587	34,949	34,662	34,659	4,012	6,912	8,059	8,382	12.3	19.8	23.3	24.2
Pennsylvania	119,933	130,298	127,773	125,264	16,594	23,700	28,750	30,105	13.8	18.2	22.5	24.0
Rhode Island	9,318	10,347	9,809	9,445	1,061	1,555	2,176	2,494	11.4	15.0	22.2	26.4
South Carolina	32,482	35,303	39,496	38,712	6,873	8,182	10,564	11,332	21.2	23.2	26.7	29.3
South Dakota	8,999	8,582	8,345	8,226	1,046	1,339	1,543	1,666	11.6	15.6	18.5	20.3
Tennessee	44,113	57,486	60,444	59,479	5,658	8,505	10,743	11,308	12.8	14.8	17.8	19.0
Texas	238,111	252,121	279,291	282,244	48,500	72,896	96,166	101,271	20.4	28.9	34.4	35.9
Utah	29,527	28,167	30,229	31,049	7,941	8,914	10,439	11,269	26.9	31.6	34.5	36.3
Vermont	6,970	7,392	6,827	6,604	1,371	2,049	2,151	2,037	19.7	27.7	31.5	30.8
Virginia	72,943	77,369	80,354	79,206	18,765	27,460	33,626	34,901	25.7	35.5	41.8	44.1
Washington	60,435	61,625	64,002	63,354	9,688	16,268	20,581	21,593	16.0	26.4	32.2	34.1
West Virginia	17,287	17,489	17,017	17,280	1,943	2,656	3,722	3,804	11.2	15.2	21.9	22.0
Wisconsin	63,272	65,183	62,111	60,254	11,209	15,644	18,076	19,137	17.7	24.0	29.1	31.8
Wyoming	5,845	5,494	5,538	5,201	613	809	974	884	10.5	14.7	17.6	17.0
UNITED STATES	**2,719,947**	**3,001,337**	**3,053,230**	**3,022,879**	**514,163**	**756,708**	**954,068**	**1,003,430**	**18.9**	**25.2**	**31.2**	**33.2**

Success

Number of Graduates Who Scored 3+ on an AP Exam During High School				Percentage of Graduates Who Scored 3+ on an AP Exam During High School				
2003	2008	2012	2013	2003	2008	2012	2013	
1,723	2,689	4,258	4,773	4.7	6.5	9.6	10.8	Alabama
803	1063	1,062	1,063	11.0	13.5	13.6	14.6	Alaska
3,715	5,985	8,307	8,769	7.4	9.7	13.4	14.4	Arizona
1,509	3,081	4,227	4,390	5.5	10.7	15.1	16.0	Arkansas
58,907	78,342	95,695	101,415	17.3	20.9	24.9	26.9	California
6,220	9,185	11,442	12,113	14.7	19.9	22.8	24.4	Colorado
5,238	7,658	9,685	10,432	15.6	19.9	26.3	28.8	Connecticut
690	1000	1,257	1,389	10.1	13.5	15.0	17.0	Delaware
243	295	389	445	8.9	8.8	12.2	14.0	District of Columbia
19,452	28,667	39,306	41,149	15.3	19.2	26.3	27.3	Florida
8,141	13,149	17,767	18,535	12.2	15.7	20.9	21.3	Georgia
675	892	1,200	1,270	6.7	7.7	10.9	11.9	Hawaii
1,188	1,596	2,115	2,238	7.5	9.6	12.4	13.3	Idaho
15,237	20,293	26,461	29,016	13.0	15.0	19.5	21.5	Illinois
4,352	6,283	9,634	10,298	7.5	10.2	15.2	16.2	Indiana
2,041	2,932	3,481	3,551	5.9	8.5	10.6	11.1	Iowa
1,727	2,562	3,117	3,177	5.8	8.3	10.2	10.5	Kansas
2,639	3,967	6,067	6,595	7.0	10.1	14.8	16.3	Kentucky
807	1116	1,531	1,911	2.1	3.2	4.3	5.3	Louisiana
1,746	2,554	2,933	2,929	13.5	17.8	21.8	22.3	Maine
9,184	13,768	16,327	17,111	17.7	23.3	28.1	29.6	Maryland
9,419	13,121	16,251	17,616	16.8	20.1	25.5	27.9	Massachusetts
10,507	14,461	17,262	18,231	10.5	12.6	16.0	17.2	Michigan
5,882	8,549	11,067	11,497	9.9	14.2	19.3	20.3	Minnesota
669	976	1,145	1,132	2.8	3.9	4.4	4.4	Mississippi
2,766	3,927	5,554	5,767	4.9	6.4	9.0	9.5	Missouri
917	1088	1,205	1,186	8.6	10.5	12.7	13.1	Montana
715	1346	1,724	1,903	3.5	6.7	8.8	9.9	Nebraska
1,688	2,716	3,607	3,901	10.3	14.4	14.0	16.9	Nevada
1,491	2,259	2,430	2,503	11.3	15.1	17.5	18.2	New Hampshire
12,027	16,999	20,283	21,947	14.8	17.9	21.8	23.6	New Jersey
1,273	1,740	2,108	2,173	7.5	9.5	11.6	12.0	New Mexico
29,479	37,788	42,627	44,909	20.5	21.4	23.5	25.4	New York
10,266	14,484	16,558	17,013	14.7	17.4	18.7	19.3	North Carolina
473	491	553	616	5.8	7.0	8.2	9.1	North Dakota
9,764	13,102	16,201	17,343	8.4	10.8	13.6	14.8	Ohio
2,972	3,632	4,023	4,111	8.1	9.7	10.6	11.0	Oklahoma
2,619	4,260	5,025	5,270	8.0	12.2	14.5	15.2	Oregon
11,421	15,722	18,665	19,965	9.5	12.1	14.6	15.9	Pennsylvania
677	991	1,302	1,383	7.3	9.6	13.3	14.6	Rhode Island
4,112	4,881	6,231	6,838	12.7	13.8	15.8	17.7	South Carolina
627	812	1003	1,016	7.0	9.5	12.0	12.4	South Dakota
3,401	4,768	5,790	5,994	7.7	8.3	9.6	10.1	Tennessee
28,311	38,526	49,062	52,167	11.9	15.3	17.6	18.5	Texas
5,665	6,085	7,298	7,872	19.2	21.6	24.1	25.4	Utah
957	1,401	1,425	1,416	13.7	19.0	20.9	21.4	Vermont
12,039	17,199	21,524	22,426	16.5	22.2	26.8	28.3	Virginia
6,306	10,073	12,542	13,214	10.4	16.3	19.6	20.9	Washington
959	1,199	1,631	1,616	5.5	6.9	9.6	9.4	West Virginia
7,734	10,704	12,590	13,392	12.2	16.4	20.3	22.2	Wisconsin
361	408	523	519	6.2	7.4	9.4	10.0	Wyoming
331,734	**460,785**	**573,470**	**607,505**	**12.2**	**15.4**	**18.8**	**20.1**	**UNITED STATES**

About the Data

Because a central source of demographic data for nonpublic schools is not available for all states, this report represents public school students only. References to the total number of high school graduates represent projections supplied in *Knocking at the College Door* (Western Interstate Commission for Higher Education, 2012). Additionally, this report looks at students' entire experience with AP— tracking exams taken by graduates throughout their high school careers — as opposed to just reporting exam results from a particular calendar year. Additional data are available exclusively online at apreport.collegeboard.org.

Notes

1. For more information on the research supporting these claims, see http://bit.ly/WnOQBn and http://bit.ly/YWbtTg and http://bit.ly/13MGkI1 and http://bit.ly/VRyzFK.
2. The redesigned courses, Biology, Latin, and Spanish Literature and Culture, began in fall 2012, and the first AP Exams based on those redesigned courses was administered in May 2013. As a result, the data in this report reflect a blend of the old and redesigned exam results.
3. What Is P–16 Education? A Primer for Legislators – A Practical Introduction to the Concept, Language and Policy Issues of an Integrated System of Public Education, By Gordon (Spud) Van de Water and Terese Rainwater, Education Commission of the States, http://www.ecs.org/clearinghouse/24/28/2428.htm.
4. AP Potential is a free, Web-based tool that uses PSAT/NMSQT results to find students who are likely to succeed in AP. For more information, visit appotential.collegeboard.org.
5. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey 2010-11, as cited in the *Digest of Education Statistics*, 2012, Table 46. These estimates reflect all K–12 public school students in the state. Therefore, a degree of caution is warranted as they may not accurately reflect the graduating class.
6. Average correlations between grades in relevant course work and AP Exam performance and between high school GPA and AP Exam performance were only .25 and .28 respectively. Maureen Ewing, Wayne J. Camara, and Roger E. Milsap: *The Relationship Between PSAT/NMSQT Scores and AP Examination Grades: A Follow-Up Study* (http://research.collegeboard.org) The College Board, 2006.
7. Because some AP Exam takers identify themselves as "Other" or do not provide race/ethnicity, the "AP Exam Taker" population in this figure only represents a total of 95.2% of AP Exam takers in the class of 2013.
8. *The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations* Sean F. Reardon, Stanford University, July 2011, and "Gains and Gaps: Changing Inequality in U.S. College Entry and Completion" by Martha J. Bailey, Susan M. Dynarski.
9. See note 5, *left*.

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