
AP[®] Cohort Data Report

GRADUATING CLASS OF 2020



About the Data

This report offers a measure of participation and performance that shows success on the Advanced Placement® (AP®) Exam in the overall context of equity and access. It represents only U.S. public school students because no central source of enrollment and demographic data is available for nonpublic schools for all states.

References to the total number of high school graduates represent projections supplied in *Knocking at the College Door* (Western Interstate Commission for Higher Education, 2016). This report looks at students' entire experience with AP—including all AP Exams taken by members of the class of 2020 throughout their time in high school—rather than reporting exam results from only one school year.

Contents

The Promise of AP	3
Keeping the Promise of AP in Challenging Times	4
Adapting Fast to Changing Learning Environments	5
Statewide AP Credit Policies	9
Celebrating the Class of 2020	10
The Best Measure of AP Success	12
National AP Participation and Performance	13
Figure 1: Class of 2020 Participation and Performance	14
Figure 2A: Participation and Performance Trend, Percentage Change Over Time	16
Figure 2B: Participation and Performance Trend	17
Figure 3: Score Distributions by State.....	18
Access and Opportunity for All	19
Figure 4: Demographic Distribution	20
Focus on Low-Income Students	21
Appendix	24



The Promise of AP

Founded on the beliefs that motivated high school students should be able to work at the height of their abilities, and that achievement exams could be used to allow students to enter college with advanced standing, the AP Program set out to develop assessments that colleges would find rigorous enough to use as the basis for granting credit.

AP delivers on that promise year after year. Since 1956, AP has offered colleges and universities the most valid and reliable way to assess college-level learning by high school students, and it has set the standard for more than 60 years.

Today, colleges and universities continue to turn to AP to help them identify and reward students who have succeeded in mastering challenging college-level content and skills. Nearly 12,000 public high schools across the country offer students the opportunity to participate in AP.

Keeping the Promise of AP in Challenging Times

Graduating seniors use AP to get a head start in college. They use AP to

- stand out in college admission
- earn college credits
- build college skills, and
- advance into higher-level courses.

Because most colleges in the United States award credit and placement for qualifying AP Exam scores, the 2021 AP Exams will cover the full course content so that students are accurately placed into higher-level courses where they will succeed when they arrive on campus.

AP will keep its promise to students, the colleges they enter, and society at large to accurately indicate whether millions of American students have learned the course material and should thus be exempted from learning it in college.

To give every student the opportunity to succeed while remaining safe and healthy this school year, AP will provide more flexibility and instructional support than ever before:

- To help students feel more comfortable registering by the fall deadline, **this year there will be no fees whatsoever if a student decides not to test or to cancel their exams.** Every AP student should keep their options open by registering for the exam on time because there will still be a \$40 fee for late orders.
- The AP Program will support in-school testing in 2021 because administering exams in schools maximizes access and opportunity. **If health or safety concerns prohibit any students from testing at a school, we will provide a contingency option** that assesses full course content. More information about this option—as well as flexible scheduling—will be available in early 2021.
- To help teachers and students with less instructional time keep pace with the content colleges require, **AP has created free, online AP Daily videos and practice questions for each topic in each AP course.** These AP Classroom resources are designed to help teachers develop an instructional plan that outsources content coverage and reserves the limited time they have with their students for collaboration and identifying and resolving misunderstandings.

Adapting Fast to Changing Learning Environments

New Supports, Greater Flexibility, More Training

Ensuring AP teachers and students have what they need to succeed in AP is top priority. New instructional resources and learning tools have been specifically designed to be flexible enough for use in and across any learning environment.

The same trusted AP resources that teachers use for in-person learning can be used for hybrid/blended learning and online learning. There is an AP resource for each step in the iterative cycle of teaching and learning—to plan, teach, provide practice, assess, get/give feedback, and prepare students for their exams. Each one has been enhanced and improved to address the challenges of the 2020-21 school year.



1 Plan

Unit Guides

2 Teach

AP Daily Videos

3 Practice

Topic Questions

4 Assess

Personal Progress Checks

5 Get Feedback

Class Progress Dashboard

6 Give Feedback

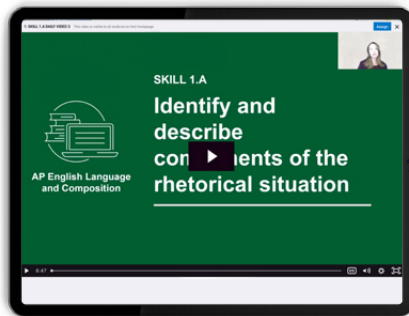
Student Progress Dashboard

Unit Guides:

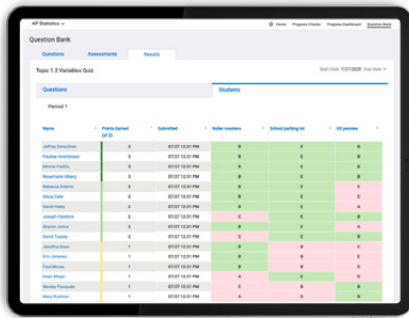
Course at a Glance	1 Chemistry of Life		2 Cell Structure and Function		3 Cellular Energetics		4 Cell Communication and Cell Cycle		5 Heredity		6 Gene Expression and Regulation		7 Natural Selection		8 Ecology	
	-9-9	8-11*	-11-13	10-13*	-14-17	13-16*	-19-11	10-16*	-19-11	8-11*	-18-21	12-16*	-20-23	19-20*	-18-21	10-15*
<p>Plans</p> <p>The course is a government-approved self-paced program that includes all required AP course components, including:</p> <ul style="list-style-type: none"> • Laboratory work, using with appropriate safety and equipment safety. • Please note, courses based on a calendar of instruction, including the class schedule for a semester/year. • Assignments of topics within a course. • Schedule of topics within a course. <p>Teach</p> <p>SCIENCE PRACTICES</p> <p>1. Analyzing and Interpreting Data 2. Creating, Using, and Applying Scientific Models and Simulations 3. Designing an Investigation 4. Collecting Data 5. Analyzing Data 6. Interpreting Data 7. Communicating Scientific Information 8. Using Mathematics 9. Using Scientific Reasoning 10. Using Technology</p> <p>ASSESS</p> <p>Assign the Personal Progress Checks within a topic area or to the entire course. Each Personal Progress Check contains a random sample of questions. The Personal Progress Checks are available for use when they need to focus.</p>	<p>1A. Structure of Matter and Chemical Bonding</p> <p>1B. Elements of Life</p> <p>1C. Introduction to Biological Macromolecules</p> <p>1D. Properties of Biological Macromolecules</p> <p>1E. Structure and Function of Biological Macromolecules</p> <p>1F. Nucleic Acids</p>	<p>2A. Cell Structure and Function</p> <p>2B. Cell Division and Growth</p> <p>2C. Cell Size</p> <p>2D. Photosynthesis</p> <p>2E. Membrane Potential</p> <p>2F. Membrane Transport</p> <p>2G. Hormonal Influence</p> <p>2H. Tissues and Organization</p> <p>2I. Molecular Biology</p> <p>2J. Cell Differentiation</p> <p>2K. Origin of Cell Communication</p>	<p>3A. Structure of Matter</p> <p>3B. Energy Coupling</p> <p>3C. Enzymes and Catalysis</p> <p>3D. Thermodynamic Regulation in Living Systems</p> <p>3E. Cellular Energy</p> <p>3F. Photosynthesis</p> <p>3G. Cellular Respiration</p> <p>3H. ATP</p>	<p>4A. Cell Communication</p> <p>4B. Introduction to Signal Transduction</p> <p>4C. Signal Transduction</p> <p>4D. Signal Transduction</p> <p>4E. Changes in Signal Transduction Pathways</p> <p>4F. Feedback</p> <p>4G. Cell Cycle</p> <p>4H. Regulation of Cell Cycle</p>	<p>5A. Mendel's Experiments</p> <p>5B. Mendel's Laws of Inheritance</p> <p>5C. Probability and Statistics</p> <p>5D. Gene Structure and Function</p> <p>5E. Chromosomal Structure</p>	<p>6A. DNA and RNA Structure</p> <p>6B. Replication</p> <p>6C. Transcription and RNA Processing</p> <p>6D. Translation</p> <p>6E. Regulation of Gene Expression</p> <p>6F. Gene Structure and Cell Specialization</p> <p>6G. Mutation</p> <p>6H. Biotechnology</p>	<p>7A. Introduction to Natural Selection</p> <p>7B. Natural Selection</p> <p>7C. Artificial Selection</p> <p>7D. Population Genetics</p> <p>7E. Speciation</p> <p>7F. Evolutionary Evidence</p> <p>7G. Evidence of Evolution</p> <p>7H. Common Ancestry</p> <p>7I. Diverging Evolution</p>	<p>8A. Population in One Environment</p> <p>8B. Energy Flow Through Ecosystems</p> <p>8C. Population Ecology</p> <p>8D. Effect of Density of Population</p> <p>8E. Community Ecology</p> <p>8F. Biodiversity</p> <p>8G. Ecosystems</p>								

Course and exam descriptions (CEDs) for most AP courses include unit guides that outline the required content and skills covered on the exam, offer pacing and sequencing suggestions to help educators integrate material into their courses, and call out unit weighting to help focus instruction on topics that will make the biggest impact.

AP Daily:

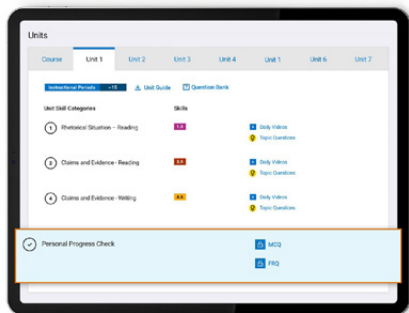


Short on-demand learning videos led by expert AP teachers that cover all course content and skills, and help educators use class time for focused discussions and collaboration.



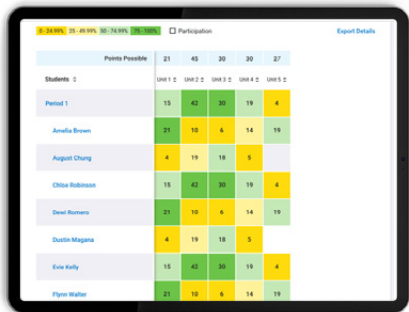
Topic Questions:

Quick, formative assessment questions aligned to the topic and skill pairings in each unit and to the AP Daily video. Teachers can pick questions developed specifically for the content and skills they’re teaching to get just-in-time feedback and insight into student misunderstandings. Students get valuable practice applying the content and skills for each topic in a unit, while teachers can check for understanding early and often to inform individual and class-level supports.



Personal Progress Checks:

Created with formative AP questions, Personal Progress Checks measure student progress through each unit and throughout the year. They measure content and skills in each unit through multiple-choice questions that are scored automatically and include rationales to explain correct and incorrect answers. Also included are free-response questions with AP scoring guidelines that educators can use to evaluate student answers.



Progress Dashboard:

The dashboard helps educators and students recognize achievement, prioritize areas for additional support by pinpointing strengths and weaknesses of AP content and skills, and chart progress throughout the school year.

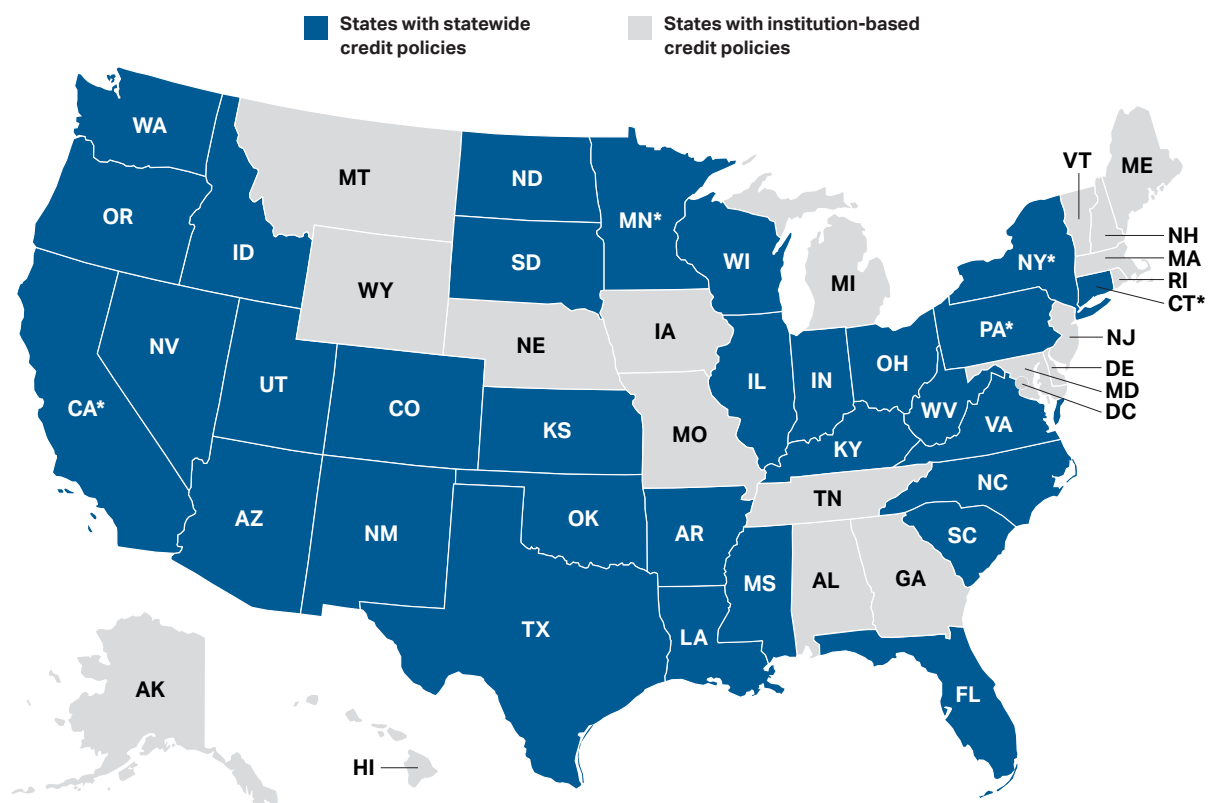


Statewide AP Credit Policies

One of the key benefits for students who take AP courses and exams is the opportunity to earn college credit during high school. Most 4-year colleges and universities in the United States—as well as many institutions in more than 100 other countries—grant credit, placement, or both for qualifying AP Exam scores. This means students can save time, money, and get a head start on their education when they enter college with credit they deserve through AP.

A record number of state higher education systems have adopted uniform policies on AP credit. Over the past five years, adoption of statewide credit policies has more than doubled.

As of fall 2020, 31 states have implemented statewide or systemwide AP credit policies, which typically require all public higher education institutions to award credit for AP Exam scores of 3 or higher. AP policies that grant credit for scores of 3 have grown 14% since 2015, and the number of policies for credit overall has grown 9%, with both trends largely attributable to state and system policies.



*Starred states have one or more systemwide AP credit policies.

Celebrating the Class of 2020

- **1,213,760 students in the class of 2020** took 4,109,003 AP Exams in public high schools nationwide.
- **38.3% of the class of 2020 took at least one AP Exam** during high school, and **24.4% of the graduating class scored a 3 or higher** on at least one AP Exam.
- Over the past 10 years, the percentage of U.S. public high school graduates scoring a 3 or higher on at least one AP Exam has **risen by 8.2 percentage points**.
- Hispanic/Latino and Asian students are well represented in AP, making up a larger share of AP participation and performance than what's expected from the size of their populations.
- American Indian/Alaska Native, Black/African American, and White students are currently underrepresented in AP courses nationwide, suggesting the need for continued focus on AP opportunities in both rural and Tribal schools, among other initiatives.



The Best Measure of AP Success

This report uses a measure of participation and performance that shows success on the AP Exam in the overall context of equity and access.

The measure, shown in Figure 1, represents the percentage of students nationally, and in states, who scored a 3 or higher on at least one AP Exam. Schools receive similar information in their score reports, which they use to compare their own AP success to what is happening in their state and nationwide.

This percentage shows the proportion of the overall population—beyond just students in AP classes—that demonstrated college-level mastery of an AP experience sometime in high school. Educators and policymakers can use this measure to gauge the overall success of their student population in high school advanced academics.

Each student who scores a 3 or higher “counts” only once toward the overall percentage, regardless of how many AP Exams they take. As a result, this metric fosters inclusivity and measures the extent to which a greater proportion of the population is receiving preparation for, and access to, an AP experience.



National AP Participation and Performance

Over the past 10 years, the percentage of U.S. public high school graduates who took an AP Exam during high school has increased, as has the percentage of U.S. public high school graduates who scored a 3 or higher on at least one AP Exam.

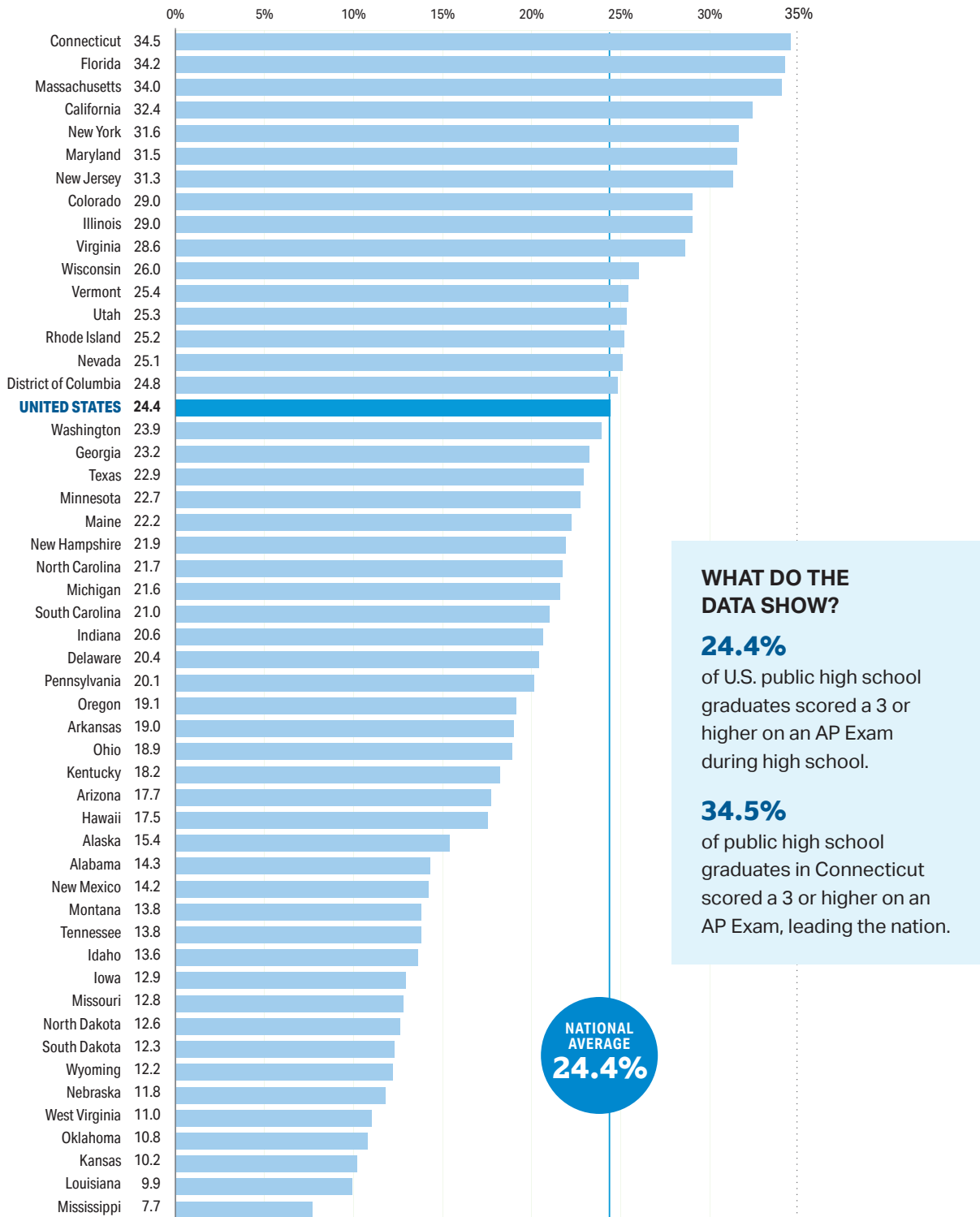
- **1,213,760 (38.3%)** of U.S. public high school graduates in the class of 2020 took at least one AP Exam, **up from 847,181 (27.1%)** in the class of 2010.
- **772,005 (24.4%)** of U.S. public high school graduates in the class of 2020 scored a 3 or higher on at least one AP Exam, **up from 507,028 (16.2%)** in the class of 2010.

These increases reflect the hard work of teachers and students, as well as a commitment from states and districts, to provide students with greater access to academic opportunities.

- **Figure 1** shows the percentage of U.S. public high school students in the class of 2020 who scored a 3 or higher on an AP Exam during high school, by state. These data show the degree to which students are participating in AP Exams and achieving success.
- **Figures 2A and 2B** reveal the progress states have made over 1, 3, 5, and 10 years toward ensuring their students have the opportunity and preparation to succeed in AP.
- **Figure 3** shows the score distributions, by state, for AP Exams taken by public high school students in the class of 2020 throughout high school.

FIGURE 1

Percentage of the Class of 2020 Scoring a 3 or Higher on an AP Exam During High School



Raw numbers for this figure are available in the Appendix. States with a tie in the rankings are listed alphabetically.



FIGURE 2A

1-Year, 3-Year, 5-Year, and 10-Year Change in the Percentage of Graduates Scoring a 3 or Higher on an AP Exam During High School, by State, Ranked by the 10-Year Percentage-Point Change

	Change			
	1-year	3-year	5-year	10-year
District of Columbia	5.1	8.0	10.8	15.9
Rhode Island	2.9	4.4	8.0	14.4
Florida	1.9	3.4	5.9	12.6
New Jersey	1.7	3.6	6.2	12.6
Illinois	0.6	2.7	5.9	12.5
Massachusetts	0.2	2.0	4.3	12.2
California	0.3	2.2	5.0	11.3
New York	2.6	3.8	5.7	10.4
Connecticut	2.0	3.5	4.5	10.1
Nevada	-0.7	0.4	5.2	10.1
Indiana	0.6	1.5	2.9	8.6
Hawaii	-0.4	2.2	4.2	8.4
UNITED STATES	0.5	1.6	3.2	8.2
Colorado	-0.2	1.4	2.0	8.1
Wisconsin	-0.2	0.5	1.6	8.1
Texas	0.4	1.3	3.3	7.8
Pennsylvania	0.3	1.1	2.5	7.7
South Carolina	0.7	1.2	2.6	7.6
Michigan	0.3	1.0	2.3	7.5
Ohio	0.6	1.5	1.9	7.3
Kentucky	0.1	0.0	0.4	6.9
Washington	-0.2	1.1	2.1	6.9
New Hampshire	1.2	1.7	2.4	6.5
Arizona	-0.1	1.3	2.5	6.4
Arkansas	1.0	1.3	2.2	6.3
Louisiana	0.5	1.4	2.6	6.3
Minnesota	-0.4	0.4	0.9	6.3
Delaware	1.0	0.7	2.8	6.2
Georgia	0.0	0.2	1.7	6.1
Alabama	0.0	0.7	2.3	6.0
North Dakota	0.0	2.1	2.3	6.0
Oregon	-0.3	1.2	2.5	6.0
Maryland	0.0	0.3	0.9	5.9
Tennessee	-0.1	1.5	2.4	5.8
Missouri	0.2	0.6	1.9	5.5
Virginia	-0.2	0.1	0.6	5.1
North Carolina	0.3	0.8	2.1	4.9
Utah	-0.2	0.3	0.6	4.6
New Mexico	0.8	1.6	2.2	4.4
Wyoming	-0.3	0.6	1.2	4.3
Nebraska	-0.2	0.1	1.2	4.1
Iowa	-0.3	-0.3	0.4	3.8
Vermont	-0.4	0.5	-0.7	3.5
West Virginia	-0.9	-0.1	0.7	3.5
Mississippi	0.3	1.2	2.2	3.3
Idaho	0.7	0.9	2.2	3.0
Maine	-1.3	-0.9	-1.1	3.0
Alaska	0.6	-0.1	-0.3	2.3
Montana	0.0	0.8	0.6	2.1
South Dakota	-0.6	-0.1	-0.8	1.5
Kansas	-0.3	-0.2	-0.3	1.2
Oklahoma	-1.1	-0.9	-1.0	0.6

WHAT DO THE DATA SHOW?

District of Columbia

had the largest 1-year, 3-year, 5-year, and 10-year increases in the percentage of public high school graduates scoring a 3 or higher on an AP Exam.

8.2-point increase

since 2010 in the percentage of U.S. public high school graduates scoring a 3 or higher on an AP Exam.

Raw numbers for this figure are available in the Appendix. States with a tie in the rankings are listed alphabetically.

FIGURE 2B

Percentage of the Classes of 2010, 2015, 2017, 2019, and 2020 Scoring a 3 or Higher on an AP Exam During High School, by State, Ranked by the 10-Year Percentage-Point Change in Figure 2A

	Percentage of Graduating Class Scoring a 3 or Higher				
	2010	2015	2017	2019	2020
District of Columbia	8.9	14.0	16.8	19.7	24.8
Rhode Island	10.8	17.2	20.8	22.3	25.2
Florida	21.6	28.3	30.8	32.3	34.2
New Jersey	18.7	25.1	27.7	29.6	31.3
Illinois	16.5	23.1	26.3	28.4	29.0
Massachusetts	21.8	29.7	32.0	33.8	34.0
California	21.1	27.4	30.2	32.1	32.4
New York	21.2	25.9	27.8	29.0	31.6
Connecticut	24.4	30.0	31.0	32.5	34.5
Nevada	15.0	19.9	24.7	25.8	25.1
Indiana	12.0	17.7	19.1	20.0	20.6
Hawaii	9.1	13.3	15.3	17.9	17.5
UNITED STATES	16.2	21.2	22.8	23.9	24.4
Colorado	20.9	27.0	27.6	29.2	29.0
Wisconsin	17.9	24.4	25.5	26.2	26.0
Texas	15.1	19.6	21.6	22.5	22.9
Pennsylvania	12.4	17.6	19.0	19.8	20.1
South Carolina	13.4	18.4	19.8	20.3	21.0
Michigan	14.1	19.3	20.6	21.3	21.6
Ohio	11.6	17.0	17.4	18.3	18.9
Kentucky	11.3	17.8	18.2	18.1	18.2
Washington	17.0	21.8	22.8	24.1	23.9
New Hampshire	15.4	19.5	20.2	20.7	21.9
Arizona	11.3	15.2	16.4	17.8	17.7
Arkansas	12.7	16.8	17.7	18.0	19.0
Louisiana	3.6	7.3	8.5	9.4	9.9
Minnesota	16.4	21.8	22.3	23.1	22.7
Delaware	14.2	17.6	19.7	19.4	20.4
Georgia	17.1	21.5	23.0	23.2	23.2
Alabama	8.3	12.0	13.6	14.3	14.3
North Dakota	6.6	10.3	10.5	12.6	12.6
Oregon	13.1	16.6	17.9	19.4	19.1
Maryland	25.6	30.6	31.2	31.5	31.5
Tennessee	8.0	11.4	12.3	13.9	13.8
Missouri	7.3	10.9	12.2	12.6	12.8
Virginia	23.5	28.0	28.5	28.8	28.6
North Carolina	16.8	19.6	20.9	21.4	21.7
Utah	20.7	24.7	25.0	25.5	25.3
New Mexico	9.8	12.0	12.6	13.4	14.2
Wyoming	7.9	11.0	11.6	12.5	12.2
Nebraska	7.7	10.6	11.7	12.0	11.8
Iowa	9.1	12.5	13.2	13.2	12.9
Vermont	21.9	26.1	24.9	25.8	25.4
West Virginia	7.5	10.3	11.1	11.9	11.0
Mississippi	4.4	5.5	6.5	7.4	7.7
Idaho	10.6	11.4	12.7	12.9	13.6
Maine	19.2	23.3	23.1	23.5	22.2
Alaska	13.1	15.7	15.5	14.8	15.4
Montana	11.7	13.2	13.0	13.8	13.8
South Dakota	10.8	13.1	12.4	12.9	12.3
Kansas	9.0	10.5	10.4	10.5	10.2
Oklahoma	10.2	11.8	11.7	11.9	10.8

WHAT DO THE DATA SHOW?**Connecticut**

had the highest percentage of public high school graduates scoring a 3 or higher on an AP Exam in 2020.

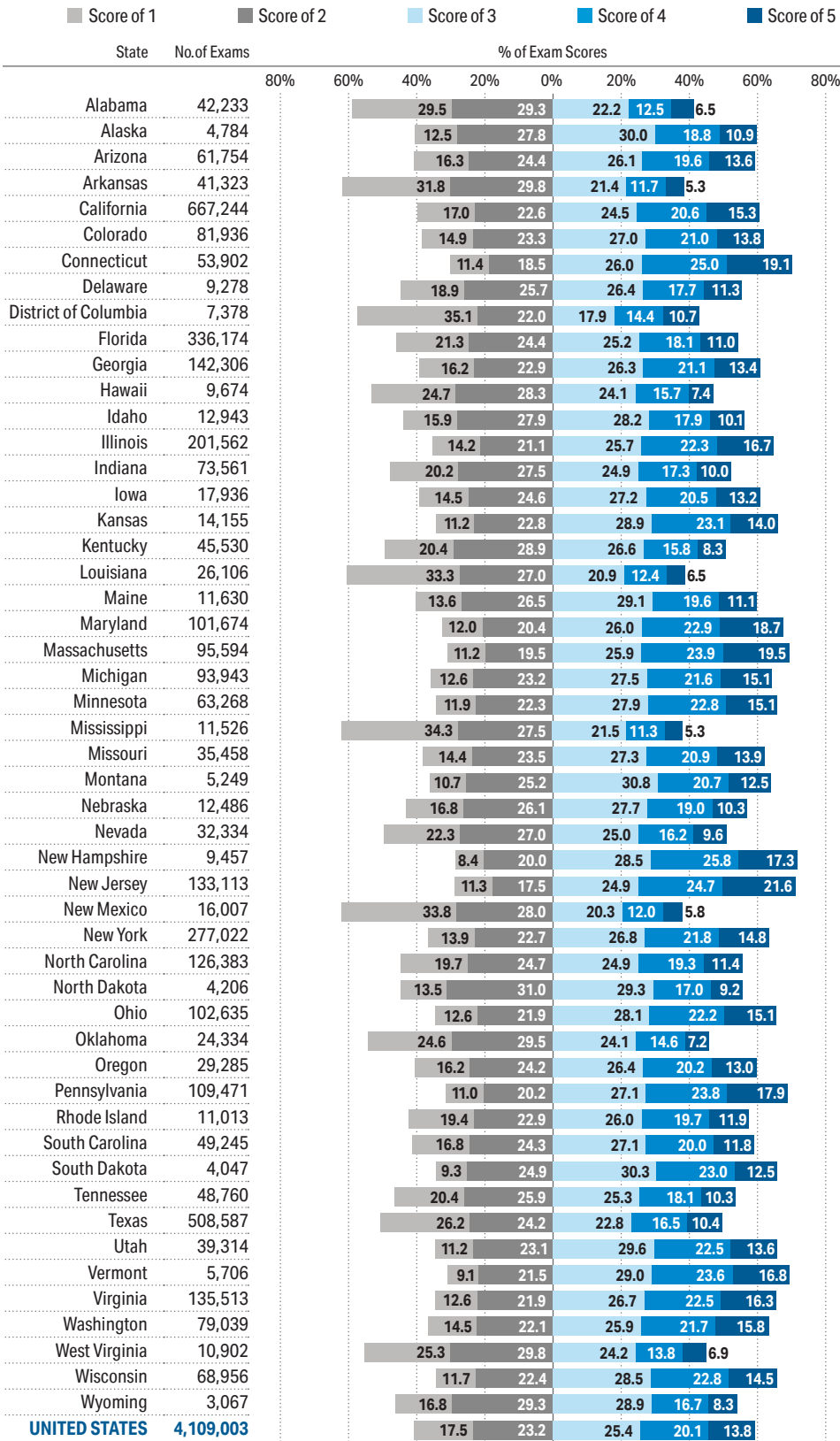
Massachusetts

had the highest percentage of public high school graduates scoring a 3 or higher in 2017 and 2019.

Raw numbers for this figure are available in the Appendix. States with a tie in the rankings are listed alphabetically.

FIGURE 3

Score Distributions of AP Exams Taken by the Class of 2020 During High School, by State



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

Access and Opportunity for All

Over the past 10 years, access to AP has expanded for historically underrepresented students. Closing the equity gap in AP participation is essential to giving all students the chance to experience the benefits of challenging coursework.

Many schools and districts have engaged in innovative practices to increase access to AP for underrepresented students. A national review of progress shows how well states have connected students to AP and eliminated barriers that may restrict access of traditionally underrepresented groups.

SUPPORTING ONLINE INSTRUCTION

Since not all students have access to the internet, a computer or other device, and the other resources they need to learn online, College Board is partnering with organizations to supply internet connections, devices, and more to students who need them.

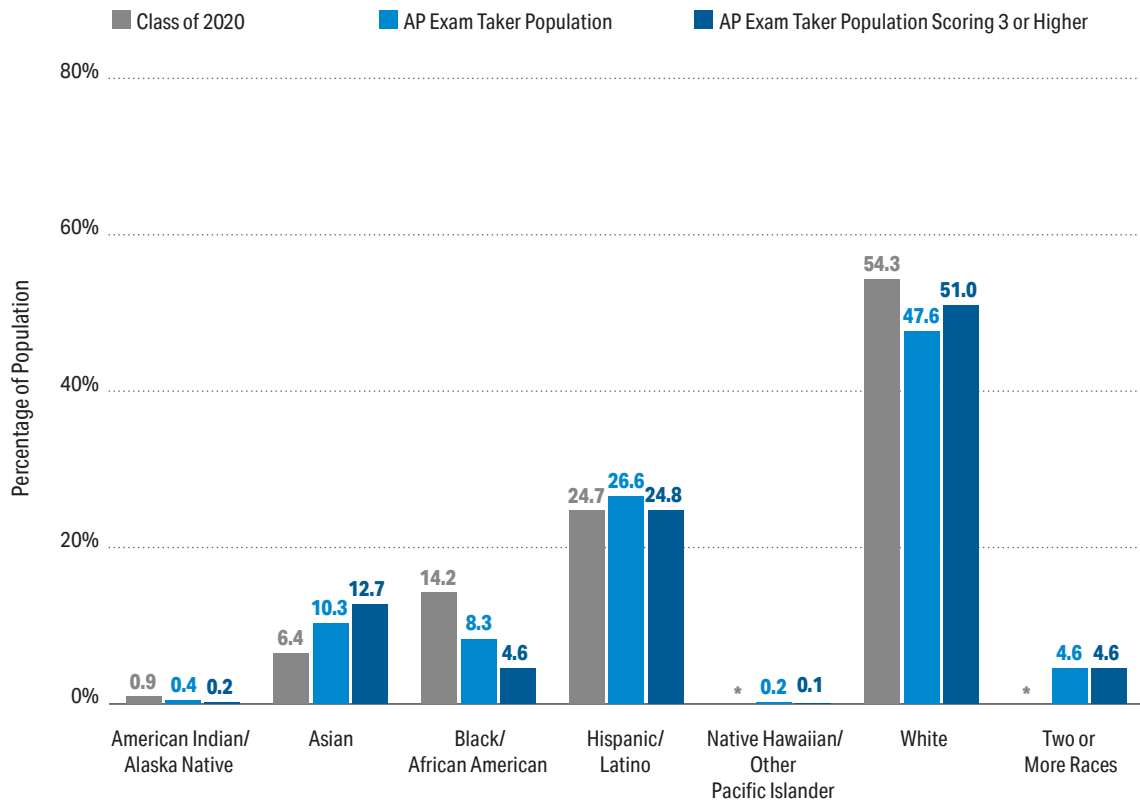
As part of our Equity and Access Policy, AP strongly encourages schools to ensure that the demographics of AP classes reflect the overall demographics of the school. Ideally, the percentage of students scoring a 3 or higher on an AP Exam should match the proportion of the population for each demographic group in the school.

Figure 4 illustrates success toward meeting this goal at a national level by presenting AP participation and performance data for the class of 2020 by demographic group, compared to the demographics of the class of 2020.

College Board strongly encourages states and districts to make equitable access a guiding principle for their AP programs and to commit to giving all students the opportunity to experience academically challenging coursework, even before they enroll in AP classes.

FIGURE 4

Demographics of the Class of 2020 and AP Exam Takers in the Class of 2020



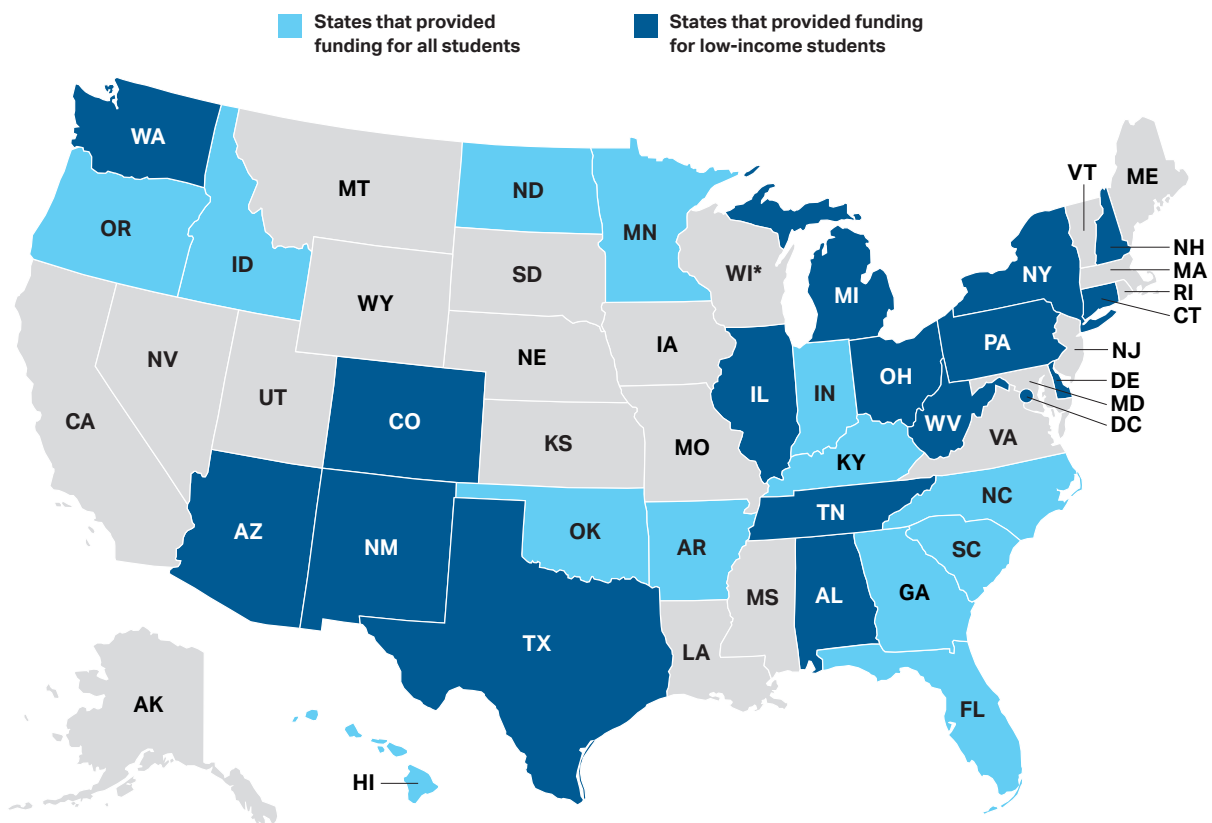
*In 2016, the race/ethnicity question changed to align with the seven categories established by the U.S. Department of Education guidelines. For more information, visit collegeboard.org/raceethnicity. The class of 2020 percentages are sourced from Western Interstate Commission for Higher Education (WICHE), which made projections by five major racial/ethnic categories. Therefore, Two or More Races and Native Hawaiian/Other Pacific Islander projections are not provided separately but rather dispersed into the five existing racial/ethnic categories. As a result, some caution should be exercised in comparing the percentage of the AP Exam taker population and the AP Exam taker population scoring 3 or higher to the class of 2020. The race/ethnicity definitions, while very similar, are not precisely the same.

Because some AP Exam takers did not provide race/ethnicity, the AP Exam taker population in this figure represents a total of 98.0% of all AP Exam takers in the class of 2020.

Focus on Low-Income Students

All students—including those from low-income families—deserve the opportunity to participate in the AP experience. The figure below highlights the states that provided funding for low-income AP Exams in 2020.

States That Provided Funding for 2020 Low-Income AP Exams



*Wisconsin districts are required by law to cover the cost of AP Exams for low-income students.

AP Funding Assistance for Low-Income Students

State funding plays a critical role in expanding AP opportunities to serve low-income students. In 2020, a total of 29 states and the District of Columbia recognized the importance of providing AP access to low-income students by providing the financial support they needed.

In prior years, funding has helped to narrow equity gaps in states that reduce exam fees for low-income students. We are unable to address this year's growth in AP participation, due in large part to the impact of covid-19, but we can confirm that state funding plays an important role in closing equity gaps. In states that provided funding, students received on average a \$39 per-exam state subsidy in 2020. Alongside the College Board \$32 fee reduction, the resulting fee charged to students was \$14 per exam.

We strongly encourage state and district leaders to announce support for the AP Program as early as possible for the 2021 AP Exams. This early commitment communicates a strong assurance to students and has proven to increase AP participation rates.

Leaders should consider these sources to support their AP students:

- **State and local funds:** Several states cover the costs of students' AP Exams by using state and local funds.
- **Title IV, Part A:** States and districts can use federal funds provided under the Title IV, Part A Student Support and Academic Enrichment Grants program in the Every Student Succeeds Act to cover part or all of the cost of AP Exams for low-income students. The vast majority (95%) of this funding will go to districts, but states can use their 5% of the funds for state-level activities, including supporting AP students.
- **Title I:** Districts or schools receiving Title I funds may use those funds to cover a portion of AP Exam fees for low-income students. The funds must be used to supplement but not supplant any state or local funding for AP Exams. States may also reserve 3% of their Title I funds for Direct Student Services, which can include reimbursing AP Exam fees for low-income students.
- **Combination of above:** Funding sources can be combined in creative ways. For example, a state could partially cover low-income students' exams using state funds and then cover the remaining costs with their Title IV-A state set-aside funds. Or a state could cover a portion of the cost with state funds and encourage districts to cover remaining costs with their Title IV-A allocation.



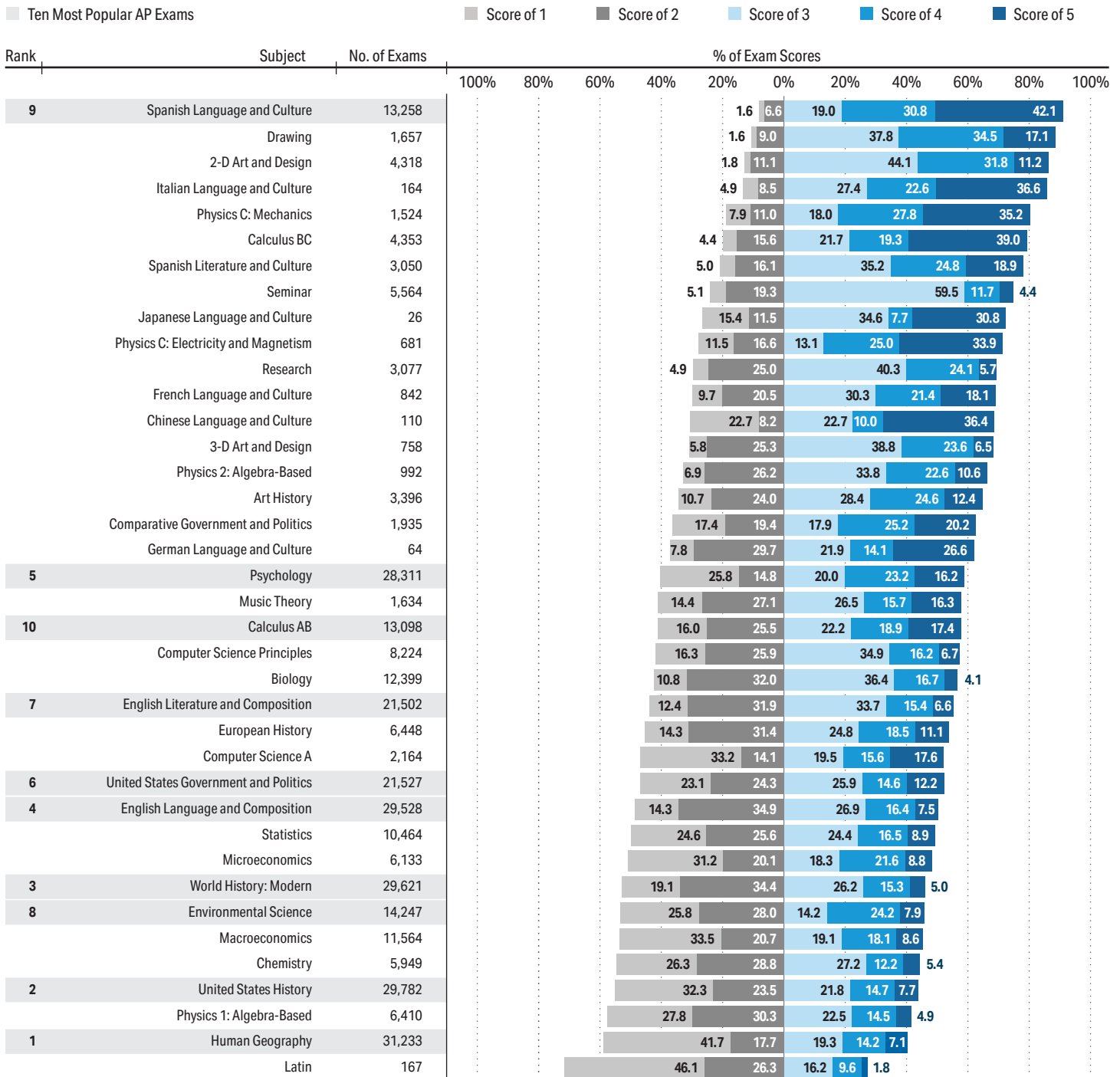
Appendix

	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			
	2010	2015	2019	2020	2010	2015	2019	2020	2010	2015	2019	2020
Alabama	43,166	45,471	44,618	43,394	7,657	13,571	15,254	13,951	17.7	29.8	34.2	32.1
Alaska	8,245	7,457	7,561	7,348	1,672	1,868	1,820	1,730	20.3	25.1	24.1	23.5
Arizona	61,145	64,609	66,850	66,508	12,255	17,162	20,253	19,350	20.0	26.6	30.3	29.1
Arkansas	28,276	29,844	30,102	29,982	10,401	14,273	13,960	13,724	36.8	47.8	46.4	45.8
California	404,987	407,839	403,138	400,906	130,361	168,507	190,179	185,508	32.2	41.3	47.2	46.3
Colorado	49,321	51,502	55,925	56,427	16,564	22,186	25,060	24,688	33.6	43.1	44.8	43.8
Connecticut	34,495	36,423	35,801	34,943	11,721	15,167	16,628	16,327	34.0	41.6	46.4	46.7
Delaware	8,133	8,103	8,423	8,524	2,081	2,767	3,006	2,913	25.6	34.1	35.7	34.2
District of Columbia	3,602	3,828	4,001	3,841	1,396	1,955	2,177	2,190	38.8	51.1	54.4	57.0
Florida	156,130	162,574	165,917	161,634	65,743	86,313	92,980	90,609	42.1	53.1	56.0	56.1
Georgia	91,561	95,649	101,123	99,677	30,468	38,297	40,944	38,365	33.3	40.0	40.5	38.5
Hawaii	10,998	10,862	10,613	11,163	2,095	3,487	4,096	3,851	19.0	32.1	38.6	34.5
Idaho	17,793	18,781	20,275	20,185	2,816	3,351	4,474	4,590	15.8	17.8	22.1	22.7
Illinois	139,035	138,974	134,527	132,838	34,777	48,489	56,600	55,172	25.0	34.9	42.1	41.5
Indiana	64,551	65,858	68,001	65,229	18,075	23,504	25,926	24,485	28.0	35.7	38.1	37.5
Iowa	34,462	32,399	32,790	32,815	5,109	6,336	7,003	6,803	14.8	19.6	21.4	20.7
Kansas	31,642	31,322	33,384	33,128	4,758	5,484	5,397	5,213	15.0	17.5	16.2	15.7
Kentucky	42,664	41,956	42,585	41,097	9,645	14,819	14,805	14,346	22.6	35.3	34.8	34.9
Louisiana	36,573	37,559	39,519	39,595	3,163	8,859	11,114	10,663	8.6	23.6	28.1	26.9
Maine	14,069	12,574	12,090	11,834	4,473	4,625	4,628	4,153	31.8	36.8	38.3	35.1
Maryland	59,078	56,489	56,287	58,079	24,620	27,610	26,421	26,595	41.7	48.9	46.9	45.8
Massachusetts	64,462	64,872	65,037	64,467	19,953	27,668	31,146	29,353	31.0	42.7	47.9	45.5
Michigan	110,682	100,709	98,073	95,140	24,129	29,643	32,134	31,045	21.8	29.4	32.8	32.6
Minnesota	59,667	56,719	58,494	57,927	15,156	18,851	20,380	19,711	25.4	33.2	34.8	34.0
Mississippi	25,478	25,423	25,593	25,270	3,561	4,188	5,791	5,235	14.0	16.5	22.6	20.7
Missouri	63,994	60,472	60,348	59,497	8,284	11,141	12,782	12,493	12.9	18.4	21.2	21.0
Montana	10,075	9,357	9,403	9,494	1,802	1,978	1,927	1,971	17.9	21.1	20.5	20.8
Nebraska	19,370	20,395	21,599	21,968	2,503	3,510	4,186	4,163	12.9	17.2	19.4	19.0
Nevada	20,956	23,759	24,058	23,954	5,946	8,576	10,872	10,415	28.4	36.1	45.2	43.5
New Hampshire	15,034	13,462	12,661	12,632	3,160	3,451	3,684	3,703	21.0	25.6	29.1	29.3
New Jersey	96,225	94,549	93,944	92,812	24,736	32,499	38,245	38,422	25.7	34.4	40.7	41.4
New Mexico	18,595	19,405	19,913	19,727	3,972	5,311	6,311	6,232	21.4	27.4	31.7	31.6
New York	183,826	179,662	177,233	176,566	59,387	70,016	79,798	82,126	32.3	39.0	45.0	46.5
North Carolina	88,704	94,598	100,794	98,629	24,247	32,909	38,066	36,360	27.3	34.8	37.8	36.9
North Dakota	7,155	7,006	7,339	7,480	721	1,038	1,596	1,658	10.1	14.8	21.7	22.2
Ohio	123,437	110,724	113,296	111,007	23,099	30,122	33,197	32,304	18.7	27.2	29.3	29.1
Oklahoma	38,503	37,892	40,063	40,019	7,882	9,211	9,760	8,956	20.5	24.3	24.4	22.4
Oregon	34,671	34,071	34,418	33,909	7,465	8,960	10,609	10,229	21.5	26.3	30.8	30.2
Pennsylvania	131,182	124,669	125,189	122,538	25,071	32,726	36,994	35,365	19.1	26.3	29.6	28.9
Rhode Island	9,908	9,508	9,146	9,163	1,736	2,720	3,684	3,712	17.5	28.6	40.3	40.5
South Carolina	40,438	41,544	44,365	43,327	9,631	12,952	15,330	15,071	23.8	31.2	34.6	34.8
South Dakota	8,162	7,826	7,890	8,000	1,477	1,601	1,512	1,448	18.1	20.5	19.2	18.1
Tennessee	62,408	60,962	62,933	61,931	9,535	12,937	16,458	15,810	15.3	21.2	26.2	25.5
Texas	280,894	305,896	336,978	333,550	82,289	116,391	142,129	139,417	29.3	38.0	42.2	41.8
Utah	31,481	34,199	38,093	38,611	9,612	12,174	13,903	14,271	30.5	35.6	36.5	37.0
Vermont	7,199	6,303	5,967	5,879	2,324	2,339	2,150	2,026	32.3	37.1	36.0	34.5
Virginia	81,511	81,921	85,010	84,855	30,751	35,205	35,357	34,476	37.7	43.0	41.6	40.6
Washington	66,046	65,885	66,807	65,490	18,285	23,589	25,963	24,988	27.7	35.8	38.9	38.2
West Virginia	17,651	17,138	16,870	16,939	3,173	4,236	4,303	4,059	18.0	24.7	25.5	24.0
Wisconsin	64,687	59,743	60,711	59,860	16,617	20,837	22,980	22,237	25.7	34.9	37.9	37.1
Wyoming	5,695	5,556	5,751	5,718	827	1,105	1,332	1,278	14.5	19.9	23.2	22.4
UNITED STATES	3,128,022	3,134,298	3,201,506	3,165,506	847,181	1,106,514	1,245,304	1,213,760	27.1	35.3	38.9	38.3

Success								
Number of Graduates Who Scored 3 or Higher on an AP Exam During High School				Percentage of Graduates Who Scored 3 or Higher on an AP Exam During High School				
2010	2015	2019	2020	2010	2015	2019	2020	
3,566	5,463	6,399	6,208	8.3	12.0	14.3	14.3	Alabama
1,078	1,171	1,118	1,133	13.1	15.7	14.8	15.4	Alaska
6,903	9,791	11,912	11,743	11.3	15.2	17.8	17.7	Arizona
3,587	5,006	5,417	5,701	12.7	16.8	18.0	19.0	Arkansas
85,631	111,948	129,265	129,969	21.1	27.4	32.1	32.4	California
10,314	13,904	16,304	16,347	20.9	27.0	29.2	29.0	Colorado
8,420	10,918	11,650	12,052	24.4	30.0	32.5	34.5	Connecticut
1,155	1,425	1,637	1,741	14.2	17.6	19.4	20.4	Delaware
319	535	789	952	8.9	14.0	19.7	24.8	District of Columbia
33,711	46,033	53,544	55,346	21.6	28.3	32.3	34.2	Florida
15,655	20,594	23,417	23,148	17.1	21.5	23.2	23.2	Georgia
1,001	1,441	1,897	1,949	9.1	13.3	17.9	17.5	Hawaii
1,893	2,140	2,624	2,754	10.6	11.4	12.9	13.6	Idaho
22,917	32,097	38,266	38,521	16.5	23.1	28.4	29.0	Illinois
7,732	11,684	13,571	13,411	12.0	17.7	20.0	20.6	Indiana
3,131	4,036	4,344	4,243	9.1	12.5	13.2	12.9	Iowa
2,839	3,295	3,500	3,363	9.0	10.5	10.5	10.2	Kansas
4,834	7,463	7,706	7,472	11.3	17.8	18.1	18.2	Kentucky
1,306	2,755	3,722	3,903	3.6	7.3	9.4	9.9	Louisiana
2,697	2,929	2,847	2,625	19.2	23.3	23.5	22.2	Maine
15,099	17,260	17,725	18,286	25.6	30.6	31.5	31.5	Maryland
14,031	19,277	21,993	21,950	21.8	29.7	33.8	34.0	Massachusetts
15,616	19,470	20,894	20,545	14.1	19.3	21.3	21.6	Michigan
9,765	12,381	13,531	13,150	16.4	21.8	23.1	22.7	Minnesota
1,115	1,397	1,883	1,950	4.4	5.5	7.4	7.7	Mississippi
4,675	6,602	7,594	7,635	7.3	10.9	12.6	12.8	Missouri
1,174	1,231	1,301	1,309	11.7	13.2	13.8	13.8	Montana
1,498	2,165	2,593	2,584	7.7	10.6	12.0	11.8	Nebraska
3,148	4,733	6,216	6,023	15.0	19.9	25.8	25.1	Nevada
2,311	2,625	2,619	2,765	15.4	19.5	20.7	21.9	New Hampshire
17,985	23,694	27,795	29,034	18.7	25.1	29.6	31.3	New Jersey
1,822	2,330	2,663	2,799	9.8	12.0	13.4	14.2	New Mexico
39,052	46,559	51,378	55,868	21.2	25.9	29.0	31.6	New York
14,932	18,547	21,520	21,395	16.8	19.6	21.4	21.7	North Carolina
474	722	928	939	6.6	10.3	12.6	12.6	North Dakota
14,335	18,848	20,723	21,020	11.6	17.0	18.3	18.9	Ohio
3,923	4,490	4,752	4,314	10.2	11.8	11.9	10.8	Oklahoma
4,550	5,664	6,662	6,470	13.1	16.6	19.4	19.1	Oregon
16,317	21,907	24,801	24,661	12.4	17.6	19.8	20.1	Pennsylvania
1,069	1,632	2,036	2,307	10.8	17.2	22.3	25.2	Rhode Island
5,411	7,630	9,027	9,112	13.4	18.4	20.3	21.0	South Carolina
882	1,029	1,018	985	10.8	13.1	12.9	12.3	South Dakota
5,016	6,934	8,772	8,528	8.0	11.4	13.9	13.8	Tennessee
42,318	59,963	75,845	76,498	15.1	19.6	22.5	22.9	Texas
6,503	8,434	9,714	9,756	20.7	24.7	25.5	25.3	Utah
1,578	1,642	1,537	1,493	21.9	26.1	25.8	25.4	Vermont
19,154	22,960	24,492	24,278	23.5	28.0	28.8	28.6	Virginia
11,203	14,332	16,093	15,678	17.0	21.8	24.1	23.9	Washington
1,326	1,764	2,009	1,856	7.5	10.3	11.9	11.0	West Virginia
11,607	14,567	15,911	15,540	17.9	24.4	26.2	26.0	Wisconsin
450	613	721	696	7.9	11.0	12.5	12.2	Wyoming
507,028	666,030	764,675	772,005	16.2	21.2	23.9	24.4	UNITED STATES

Florida

Score Distributions of AP® Exams Taken by the Class of 2020 During High School



Note: Due to rounding, percentages do not always add up to 100.0. Score distributions for subjects with fewer than five AP Exam takers were omitted from this figure.

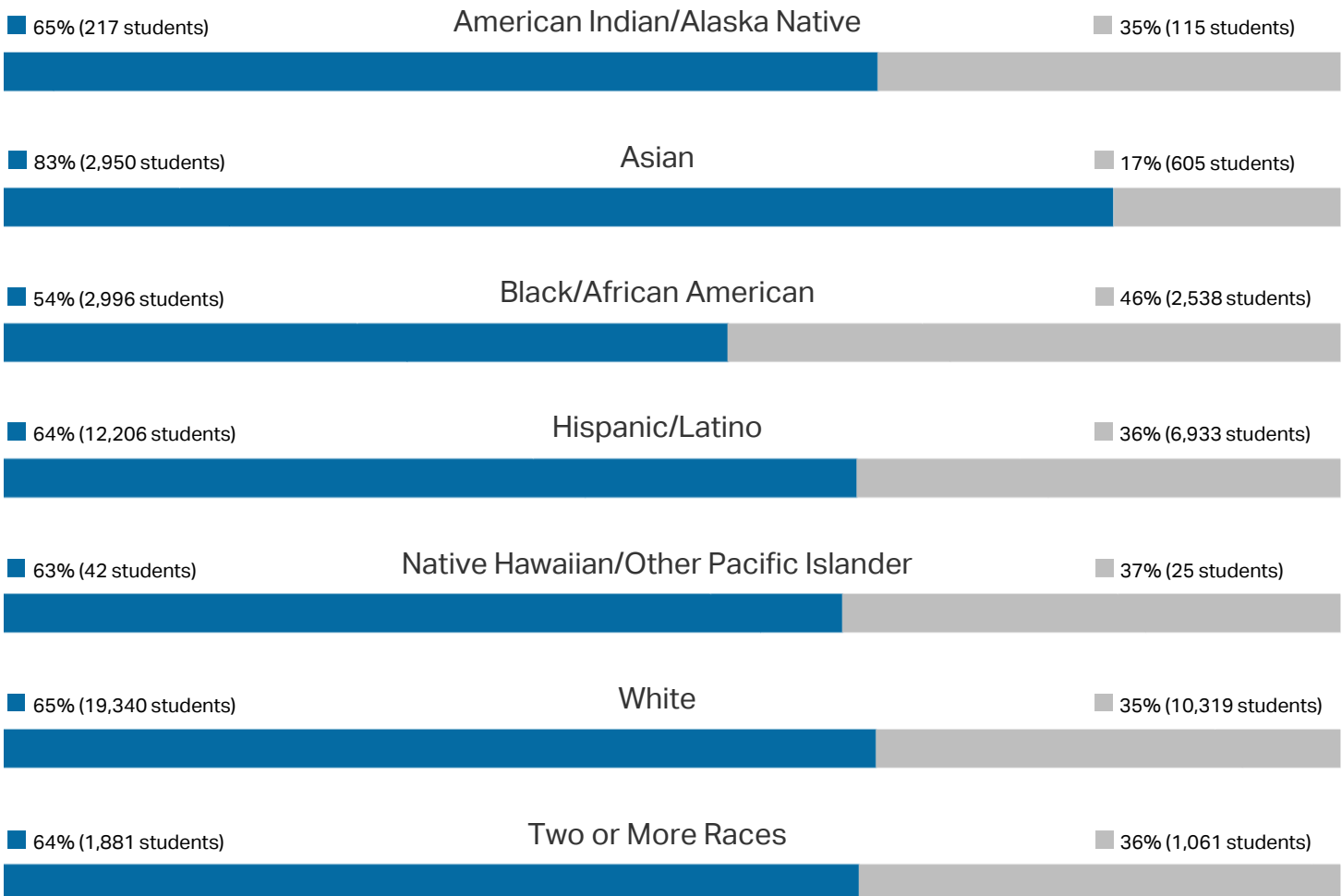
A Right to Rigor: Fulfilling Student Potential in Florida

Public Schools, Graduating Class of 2020

Any AP Discipline, All Students with AP Potential*



Any AP Discipline, by Race/Ethnicity



*These students took a qualifying assessment and earned a threshold composite score, thus demonstrating at least a 60% likelihood of earning a 3 or higher on an AP Exam within the discipline. See the notes page at the back of this report for more information.

Florida

Potential Cost Savings for Florida's Students and Families

In Florida, public and private high school students earned **230,431 AP[®] qualifying scores** of 3, 4, or 5 in 2020. These scores translate into **691,293 potential college credits**. At a cost of **\$212.33** per college credit, the **potential tuition and fee savings** to Florida students is **\$146,782,243**.

Please note: This report assumes a student earns three college credits for a qualifying score of 3, 4, or 5. Average 2020-21 in-state tuition and fees at public four-year institutions in Florida are based on Figure CP-6 of *Trends in College Pricing and Student Aid 2020*.

Florida

Highlights

Participation in the Development of AP

2020 AP[®] Reading participants: **2,185**

Florida represents **8.6% of all AP readers**

- AP high school teachers: **1,784**
- College and university faculty members: **401**

2020 AP Professional Development Leaders: **62**

2020 AP Development Committee Members: **16**

Berkeley Preparatory School	Chinese Language and Culture
Coral Park Senior High School	Physics C
Felix Varela High School	Seminar
Florida A&M University	Environmental Science
Florida Atlantic University	French Language and Culture
Mandarin High School	Microeconomics
Miami Coral Park Senior High School	Research
Oak Hall School	Latin
Pine Crest School	English Language and Composition
Ronald Reagan/Doral Senior High School	Spanish Language and Culture
Saddlebrook Preparatory School	Biology
Suncoast Community High School	Human Geography
Trinity Preparatory School	World History: Modern
University School of Nova Southeastern University	Comparative Government and Politics
Windermere High School	Comparative Government and Politics
Winter Springs High School	Computer Science A

AP Capstone

Florida public high schools participating in AP Capstone[™] in the 2019-20 school year: **218**

Florida public high school students in the graduating class of 2020 received:

- AP Capstone Diplomas: **1,478**
- AP Seminar and Research Certificates: **551**

About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit collegeboard.org.