

AP<sup>®</sup>

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# AP<sup>®</sup> Cohort Data Report

GRADUATING CLASS OF 2019



# About the Data

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This report represents only U.S. public school students because there is no central source of enrollment and demographic data 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 2019 throughout their time in high school—rather than reporting exam results from only one particular school year.

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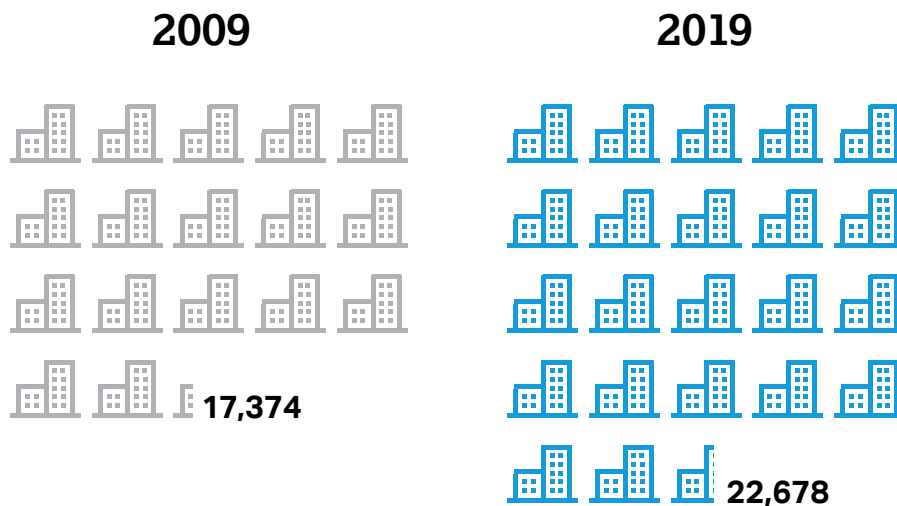



# The Promise of AP

Founded on the belief 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 Advanced Placement® Program (AP®) set out to develop assessments that colleges would find rigorous enough to use as the basis for granting credit, placement, or both.

Since the AP Program's inception in 1955-56, AP has delivered on the promise of connecting students to college and opportunity by offering colleges and universities the most valid and reliable way to assess college-level learning by high school students. The AP community—educators, administrators, and policymakers—works to offer high school students a chance to stand out in college admission, earn college credits, advance into higher-level courses, and build college skills. Today colleges and universities turn to AP to help them identify and reward students who have succeeded in mastering challenging college-level content and skills. In addition, AP credit allows students the flexibility to pursue a double major, add a minor, and study abroad.

**More schools participate in AP than ever before. Ten years ago, 17,374 schools participated in AP across the country and around the world. In 2019, that number grew to 22,678.**



 = 1,000 schools

# A Path to Success from Day One to Exam Day

At the start of the 2019-20 school year, AP students, teachers, and coordinators received access to a system of resources and supports that enhance the overall AP experience, from day one through exam day. These powerful new classroom resources help teachers and students get more from AP courses year-round—practice, meaningful feedback, and individualized support for students earlier in the year.



## Plan your course

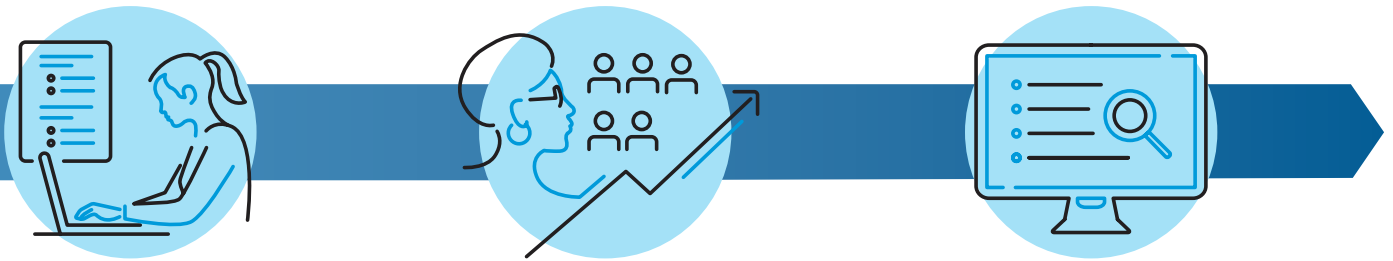
### UNIT GUIDES

These planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, and organizes content into topics.

## Check for understanding

### TOPIC QUESTIONS

These questions enable teachers to check for understanding as each topic and skill is taught. Teachers can create custom quizzes to assign in AP Classroom as homework or in class, either on computers or mobile devices, or on paper.



## Feedback on strengths and gaps

### PERSONAL PROGRESS CHECKS

Formative AP questions are provided for every unit to give students feedback on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales explaining correct and incorrect answers and free-response questions with scoring guidelines.

## Highlight progress

### PROGRESS DASHBOARD

This dashboard allows teachers to review class and individual student progress throughout the year. Class trends are identified to give teachers insight on where students are struggling with content and skills that will be assessed on the AP Exam. Students can view their ongoing progress to improve their performance before the AP Exam.

## Prepare for the AP Exam

### AP QUESTION BANK

This online library of real AP Exam questions provides teachers with secure and released questions to use in classrooms for exam preparation later in the school year. Questions are indexed by course topic and skills so teachers can customize tests and give students more practice and feedback.

# Instructional Model

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Integrating AP resources throughout the course helps students develop the content knowledge and skills they need to succeed on the AP Exam.

Here are ways AP teachers can incorporate AP resources into the classroom year-round:

## Plan

Before beginning instruction on a unit, teachers may choose to adopt the following approaches:

- Review the overview at the start of each unit guide in the AP course and exam description (CED) to identify essential questions, relevant course content, and skills.
- Use the Unit at a Glance table in the CED to identify related topics that build toward common understanding, and then determine the appropriate pacing for students.
- Identify strategies in the Instructional Approaches section of the CED to teach content and skills.

## Teach

In classroom instruction, teachers can use the AP resources to build students' knowledge of content and mastery of skills.

- Use the unit guides to identify the required content.
- Integrate the content with a skill and consider scaffolding, where appropriate.
- Employ any of the instructional strategies identified from the Instructional Approaches section.
- Use the resources listed in the unit guides to bring more teaching tools into the classroom.

## Assess

Measuring student understanding of the content and skills covered in each unit enables teachers to provide actionable feedback to students.

- Use AP Classroom at the end of a unit to assign students online Personal Progress Checks to be completed in class or at home.
- Provide students with question-level feedback through answer rationales, as well as unit- and skill-level feedback, using the Progress Dashboard.
- Create practice opportunities for students using the AP Question Bank, and assign them through AP Classroom toward the end of the school year.



# Integrated Digital Experience

AP teachers and students began the 2019-20 school year by completing a simple activation process to open access to all AP resources. This process gathered students' exam registration information online, which eliminates most answer sheet bubbling that previously consumed valuable testing time.

Once teachers and students are logged in to their personalized home pages at My AP (*myap.collegeboard.org*), they can access the new resources.

## My AP FOR TEACHERS

### AP courses they teach

### Dynamic timeline, tasks, and data

#### Easy access to relevant resources:

- AP Classroom
- AP Course Audit
- AP Digital Portfolio
- AP Scores

#### Feedback for teachers:

- On every topic and skill
- On their own dashboard to highlight class and student progress
- Personalized for each teacher

## My AP FOR STUDENTS

### Their AP courses

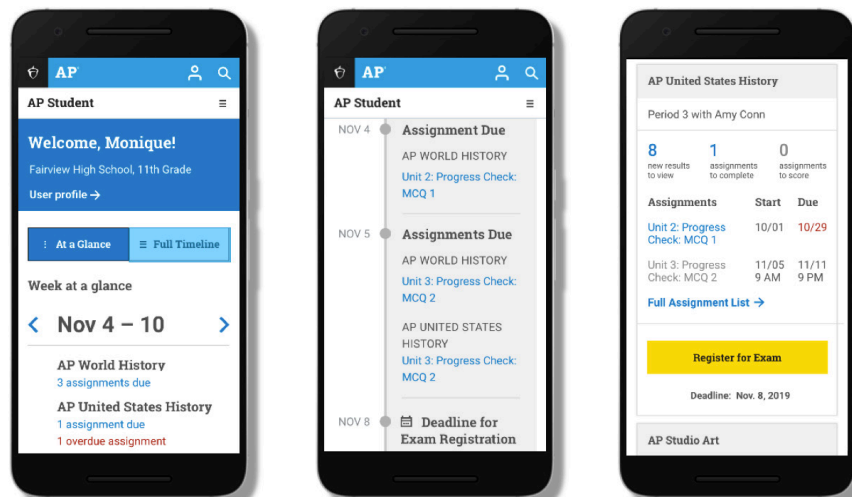
### Dynamic timeline, tasks, and data

#### Access granted by teachers to relevant resources, including:

- AP Classroom
- Personal Progress Checks
- Progress Dashboard
- Question Bank assignments

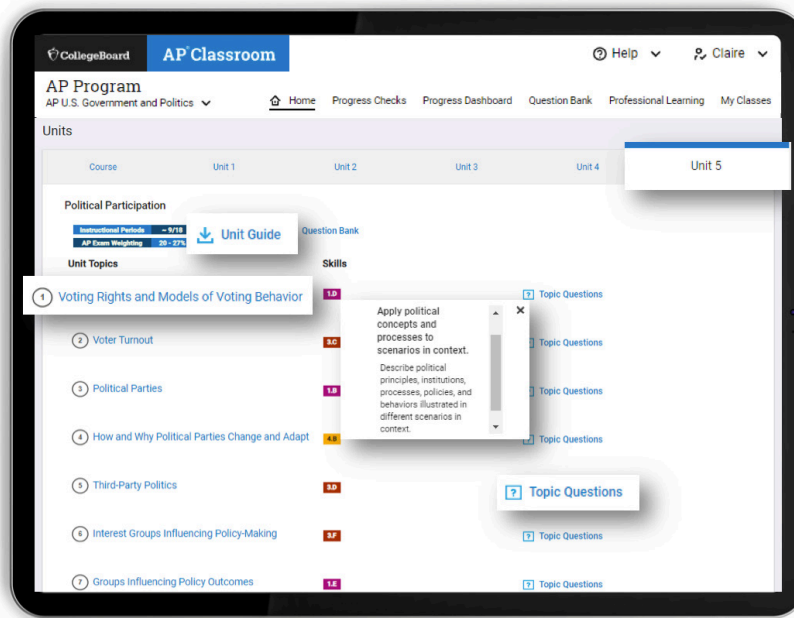
#### Feedback enabled by teachers:

- On every topic and skill
- On their own dashboard to highlight progress
- Personalized for each student



Student view of My AP

For teachers, AP Classroom includes unit tabs for every unit highlighting relevant resources aligned to the CED. **Unit Guide** links provide easy access to instructional strategies and details, while **Topic** links, if relevant to a course, provide more details and resources. In addition, skills are color-coded, enabling teachers to easily spiral instruction across units.



Teacher view of AP Classroom

Digital activation not only saves teachers and students time accessing the resources and feedback detailed above, it also facilitates these AP processes:

**Streamlined exam ordering**—Exam orders are now easily created by AP coordinators from the same online class rosters that enable students to access AP resources. The coordinator simply reviews, updates, and submits this information as the school’s exam order in the fall.

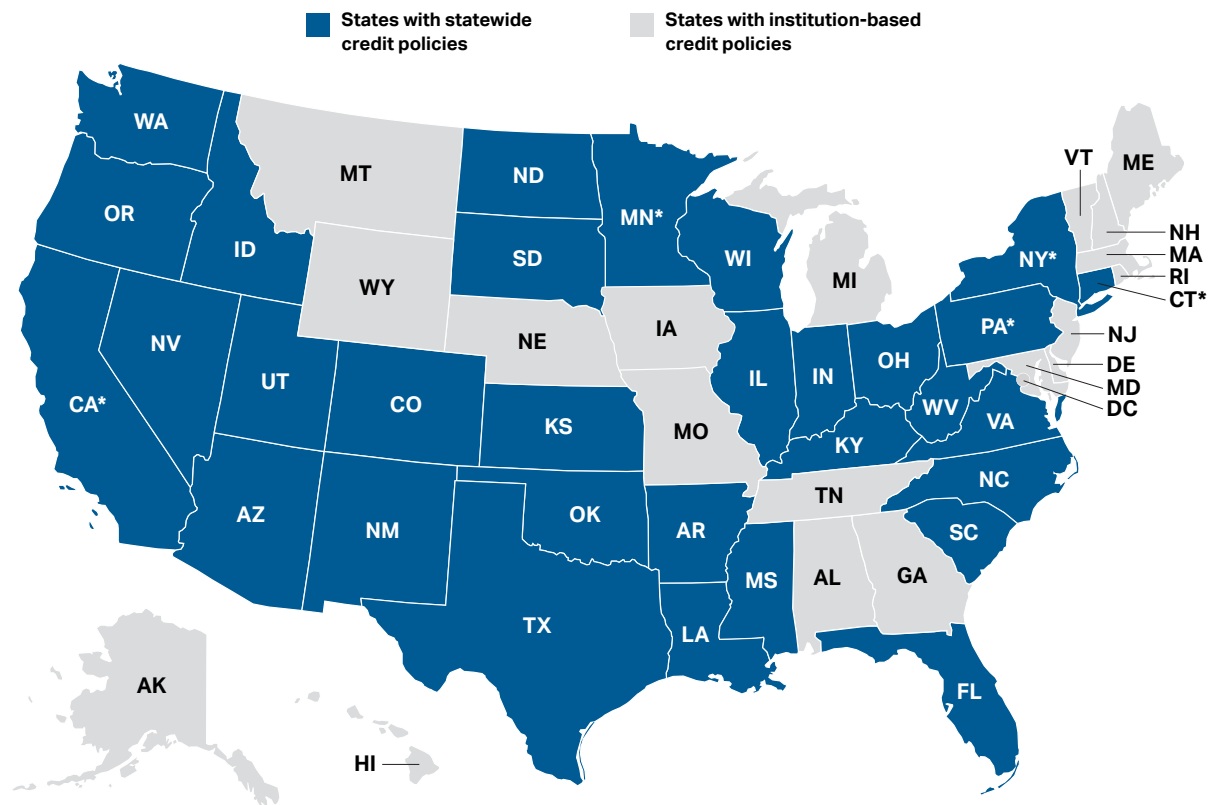
**Student registration labels**—Schools receive a set of personalized AP ID registration labels for each student included in an exam order, which replaces the previously used AP student pack. Each student’s unique AP ID connects their exam materials with the registration information they provided during digital activation. This eliminates the need for preadministration sessions and reduces time spent bubbling on exam day.

**Targeted Instructional Planning Reports**—AP teachers automatically receive Instructional Planning Reports (IPRs) that include data on each of their class sections. This ends reliance on special codes optionally bubbled in on exam day.

# Statewide AP Credit Policies

The opportunity to earn college credit is a key benefit of AP. 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 2019, 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 11% since 2015, and the number of policies for credit overall has grown 8%, with both trends largely attributable to state and system policies.



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

## National Highlights for the Class of 2019

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- **1,245,527 students in the class of 2019** took 4,269,670 AP Exams in public high schools nationwide.
- **38.9% of the class of 2019 took at least one AP Exam** during high school, and **23.9% 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**.
- Some traditionally underrepresented students—including black/African American and American Indian/Alaska Native students—**continue to need increased access and support to succeed in AP**.
- In the class of 2019, **AP Exam fee reductions were used by 30.7% of total AP Exam takers** and 26.2% of AP Exam takers scoring a 3 or higher on at least one AP Exam.



# The Best Measure of Success

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

The measure, shown in Figure 1, represents the percentage of students in the nation and in states who had taken at least one AP Exam resulting in an AP Exam score of 3 or higher. 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 across the nation.

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 only “counts” 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

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Every year, more students participate and succeed in AP. 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.

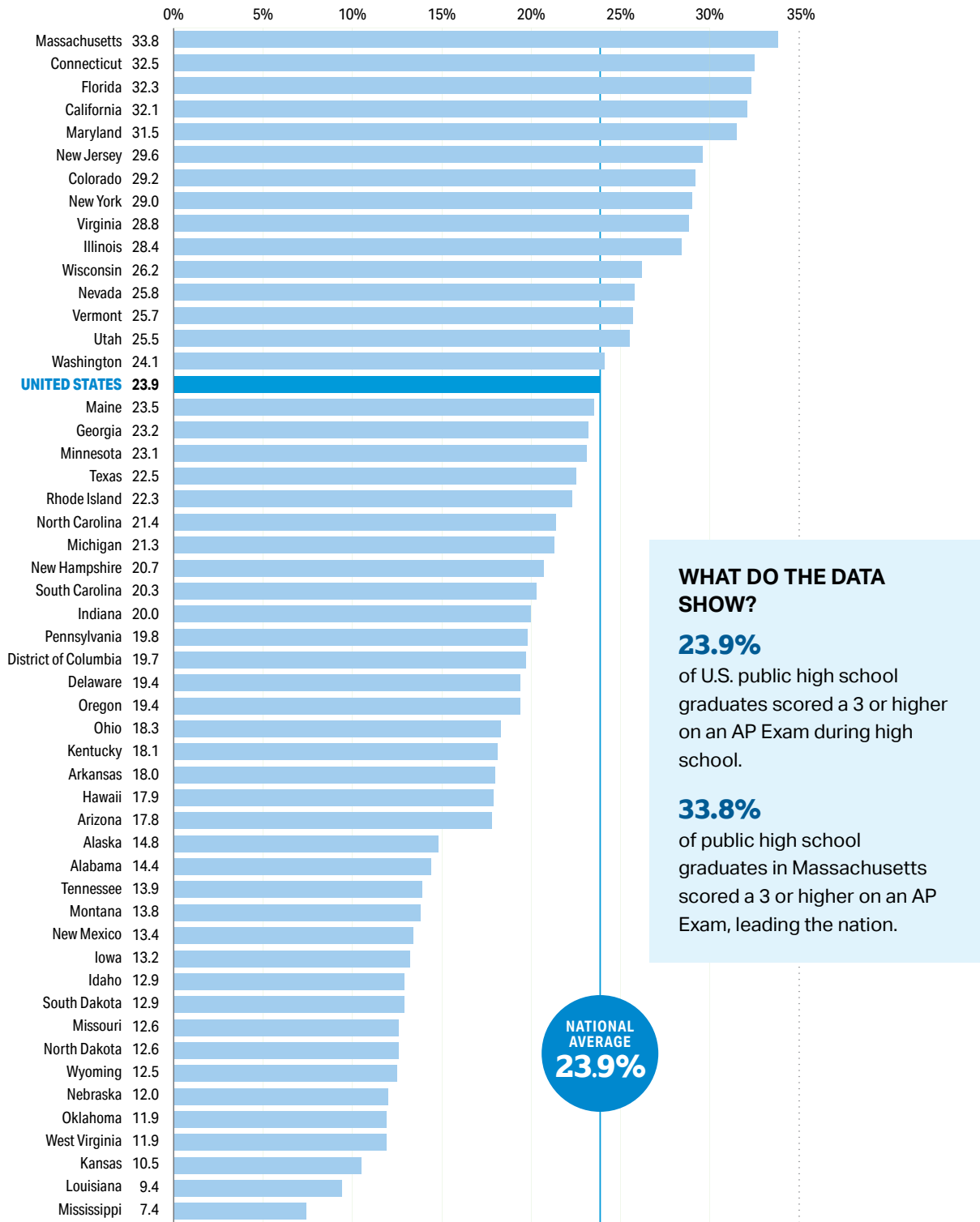
- **1,245,527 (38.9%)** of U.S. public high school graduates in the class of 2019 took at least one AP Exam, **up from 793,300 (26.1%)** in the class of 2009.
- **764,702 (23.9%)** of those graduates scored a 3 or higher on an AP Exam, **up from 477,883 (15.7%)** in the class of 2009.

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 2019 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 2019 throughout high school.

**FIGURE 1**

Percentage of the Class of 2019 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
Massachusetts	0.9	2.9	5.9	13.0
District of Columbia	0.1	5.9	7.8	12.3
Florida	0.6	2.8	5.6	12.2
Illinois	1.1	3.4	6.3	12.1
Rhode Island	0.2	3.9	6.1	11.6
New Jersey	0.6	3.1	5.3	11.2
Nevada	1.0	3.3	7.7	10.6
California	0.7	3.6	6.8	10.4
Connecticut	0.3	2.4	3.6	10.3
Indiana	-0.1	1.9	3.2	9.8
Hawaii	0.7	2.4	5.3	9.5
Wisconsin	0.1	1.4	3.2	9.3
Colorado	0.9	2.3	4.3	9.2
Michigan	0.2	1.5	2.7	8.3
New York	0.3	1.8	3.7	8.2
<b>UNITED STATES</b>	<b>0.4</b>	<b>2.0</b>	<b>3.8</b>	<b>8.2</b>
Minnesota	0.1	0.8	2.0	7.9
Kentucky	-0.4	0.5	1.8	7.8
Pennsylvania	0.4	1.6	3.5	7.6
Washington	0.5	1.5	3.6	7.6
Arizona	0.6	2.2	3.9	7.5
Texas	0.6	2.2	4.0	7.4
Alabama	0.3	1.6	3.4	7.3
Oregon	0.9	1.9	4.2	7.2
Ohio	0.5	1.4	2.3	7.1
Maryland	-0.1	1.2	1.2	6.9
South Carolina	0.4	1.6	3.0	6.9
Georgia	0.0	0.9	3.0	6.7
Arkansas	-0.1	1.1	2.2	6.6
North Dakota	0.6	3.0	3.8	6.4
Louisiana	0.3	1.6	3.4	5.9
Tennessee	0.9	2.0	3.6	5.9
Delaware	-0.2	0.7	2.0	5.6
Missouri	0.4	1.2	2.6	5.6
Vermont	0.0	1.3	0.1	5.5
Virginia	0.3	0.5	1.1	5.5
New Hampshire	0.0	0.6	2.5	5.4
Utah	0.0	1.2	1.3	5.4
Maine	0.5	0.2	0.5	5.3
Wyoming	-0.4	0.8	2.4	4.7
Iowa	-0.5	0.2	1.3	4.6
Nebraska	0.4	1.4	2.3	4.6
North Carolina	-0.1	0.8	3.2	4.5
West Virginia	0.9	1.0	2.2	4.2
New Mexico	-0.2	1.1	2.1	4.1
Mississippi	0.7	1.5	2.6	3.2
Montana	1.0	1.0	0.5	3.2
Alaska	-1.1	-1.7	1.3	2.6
Idaho	-0.7	0.8	1.0	2.6
South Dakota	-0.4	0.0	-0.4	2.4
Oklahoma	-0.2	0.1	0.6	2.3
Kansas	-0.1	-0.2	0.1	1.5

**WHAT DO THE DATA SHOW?**

**Massachusetts**

had a 13.0-point increase over 10 years in the percentage of public high school graduates scoring a 3 or higher on an AP Exam, the highest in the nation.

**District of Columbia**

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

**Illinois**

had the largest one-year increase in the percentage of public high school graduates scoring a 3 or higher on an AP Exam.

**8.2-point increase**

since 2009 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 2009, 2014, 2016, 2018, and 2019 Scoring a 3 or Higher on an AP Exam During High School, by State, Ranked by the 10-Year Percentage-Point Change Appearing in Figure 2A

	Percentage of Graduating Class Scoring a 3 or Higher				
	2009	2014	2016	2018	2019
Massachusetts	20.8	27.9	30.9	32.9	33.8
District of Columbia	7.4	11.9	13.8	19.6	19.7
Florida	20.1	26.7	29.5	31.7	32.3
Illinois	16.3	22.1	25.0	27.3	28.4
Rhode Island	10.7	16.2	18.4	22.1	22.3
New Jersey	18.4	24.3	26.5	29.0	29.6
Nevada	15.2	18.1	22.5	24.8	25.8
California	21.7	25.3	28.5	31.4	32.1
Connecticut	22.2	28.9	30.1	32.2	32.5
Indiana	10.2	16.8	18.1	20.1	20.0
Hawaii	8.4	12.6	15.5	17.2	17.9
Wisconsin	16.9	23.0	24.8	26.1	26.2
Colorado	20.0	24.9	26.9	28.3	29.2
Michigan	13.0	18.6	19.8	21.1	21.3
New York	20.8	25.3	27.2	28.7	29.0
<b>UNITED STATES</b>	<b>15.7</b>	<b>20.1</b>	<b>21.9</b>	<b>23.5</b>	<b>23.9</b>
Minnesota	15.2	21.1	22.3	23.0	23.1
Kentucky	10.3	16.3	17.6	18.5	18.1
Pennsylvania	12.2	16.3	18.2	19.4	19.8
Washington	16.5	20.5	22.6	23.6	24.1
Arizona	10.3	13.9	15.6	17.2	17.8
Texas	15.1	18.5	20.3	21.9	22.5
Alabama	7.1	11.0	12.8	14.1	14.4
Oregon	12.2	15.2	17.5	18.5	19.4
Ohio	11.2	16.0	16.9	17.8	18.3
Maryland	24.6	30.3	30.3	31.6	31.5
South Carolina	13.4	17.3	18.7	19.9	20.3
Georgia	16.5	20.2	22.3	23.2	23.2
Arkansas	11.4	15.8	16.9	18.1	18.0
North Dakota	6.2	8.8	9.6	12.0	12.6
Louisiana	3.5	6.0	7.8	9.1	9.4
Tennessee	8.0	10.3	11.9	13.0	13.9
Delaware	13.8	17.4	18.7	19.6	19.4
Missouri	7.0	10.0	11.4	12.2	12.6
Vermont	20.2	25.6	24.4	25.7	25.7
Virginia	23.3	27.7	28.3	28.5	28.8
New Hampshire	15.3	18.2	20.1	20.7	20.7
Utah	20.1	24.2	24.3	25.5	25.5
Maine	18.2	23.0	23.3	23.0	23.5
Wyoming	7.8	10.1	11.7	12.9	12.5
Iowa	8.6	11.9	13.0	13.7	13.2
Nebraska	7.4	9.7	10.6	11.6	12.0
North Carolina	16.9	18.2	20.6	21.5	21.4
West Virginia	7.7	9.7	10.9	11.0	11.9
New Mexico	9.3	11.3	12.3	13.6	13.4
Mississippi	4.2	4.8	5.9	6.7	7.4
Montana	10.6	13.3	12.8	12.8	13.8
Alaska	12.2	13.5	16.5	15.9	14.8
Idaho	10.3	11.9	12.1	13.6	12.9
South Dakota	10.5	13.3	12.9	13.3	12.9
Oklahoma	9.6	11.3	11.8	12.1	11.9
Kansas	9.0	10.4	10.7	10.6	10.5

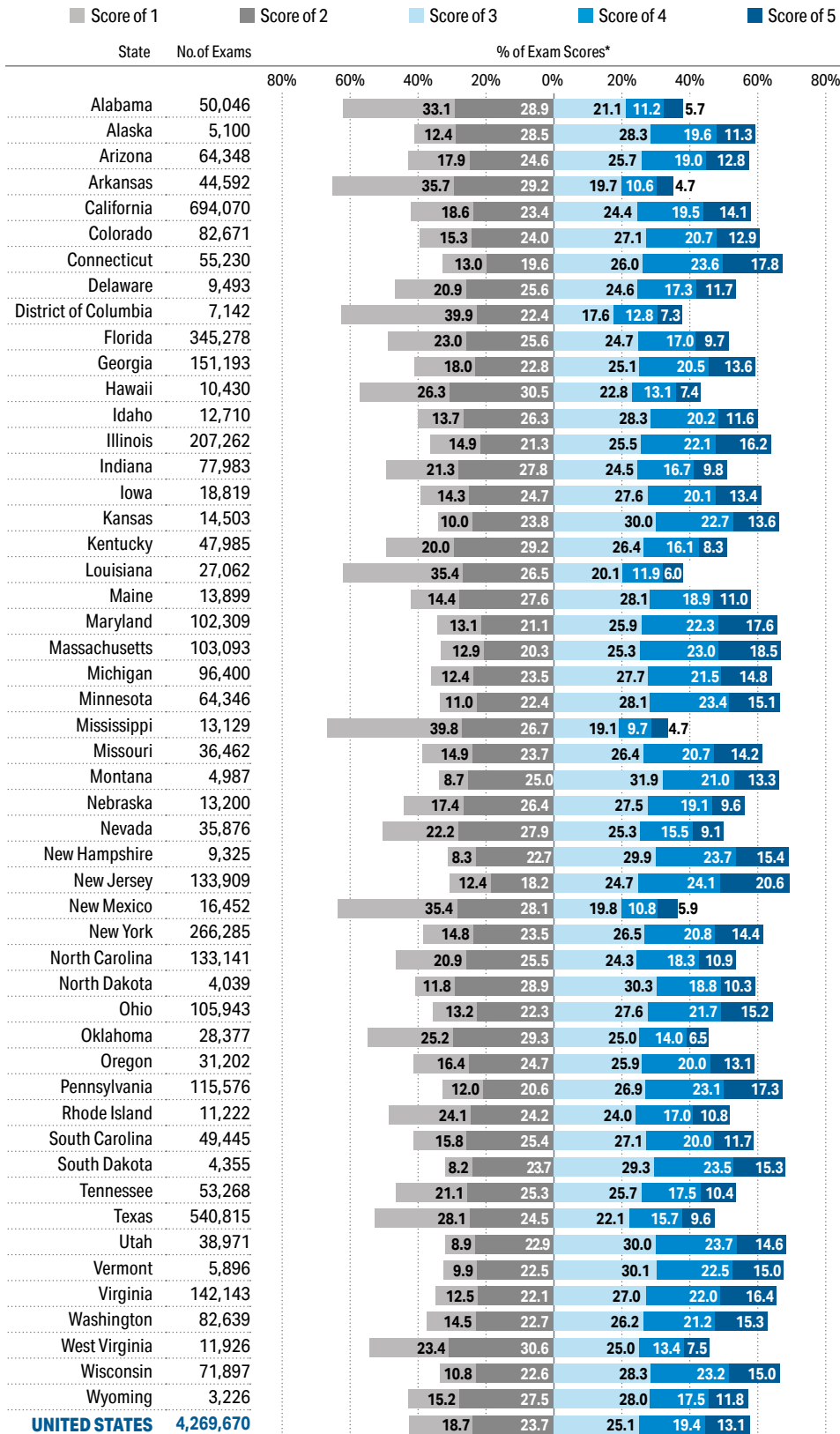
**WHAT DO THE DATA SHOW?****Massachusetts**

had the highest percentage of public high school graduates scoring a 3 or higher on an AP Exam in 2016, 2018, 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 2019 During High School, by State



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

# A Commitment to Access and Opportunity for All

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Progress continues to be made each year to ensure that all students have access to the AP Program, yet some groups of students remain underrepresented in AP classrooms and in the overall population of students who earn qualifying scores of 3 or higher on AP Exams. Closing the equity gap in AP participation is critical to giving all students the chance to experience the benefits of challenging coursework.

The number of students participating in AP has grown consistently over the last two decades, thanks to the dedicated efforts of schools and districts nationwide. A national overview of progress shows how well states have connected students to AP and eliminated barriers that may restrict access of traditionally underrepresented groups.

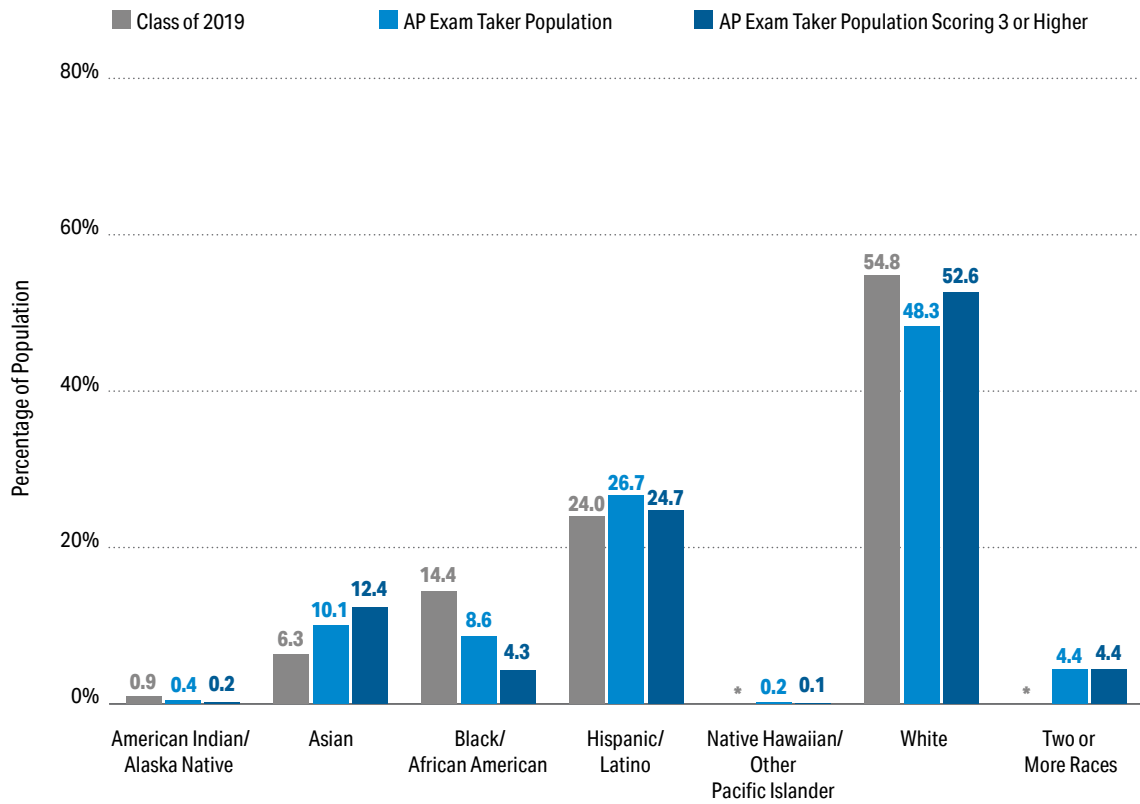
As part of our Equity and Access Policy, AP strongly encourages schools to ensure that the demographics of AP classes reflect the overall demographics of the school. Ideally, the percentage of students scoring a 3 or higher on an AP Exam should match the proportion of the population for each demographic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

**Figure 4** illustrates how well we are succeeding in meeting this goal at a national level by presenting AP participation and performance data for the class of 2019 by demographic group, compared to the demographics of the class of 2019.

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

**FIGURE 4**

Demographics of the Class of 2019 and AP Exam Takers in the Class of 2019



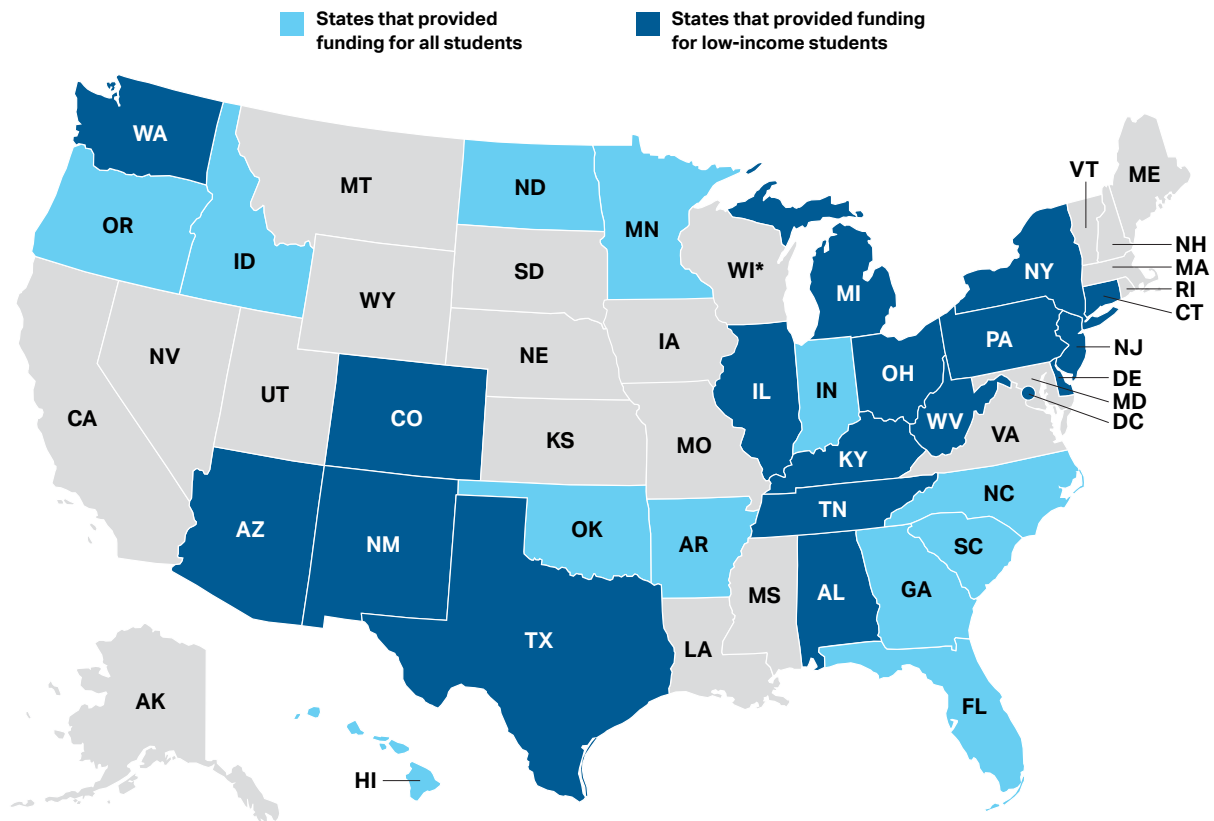
\*In 2016, the race/ethnicity question changed to align with the seven categories established by the U.S. Department of Education guidelines. For more information, visit [collegeboard.org/raceethnicity](https://collegeboard.org/raceethnicity). The class of 2019 percentages are sourced from Western Interstate Commission for Higher Education (WICHE), which continues to make 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 2019. The race/ethnicity definitions, while very similar, are not precisely the same.

Because some AP Exam takers identified as "Other" or did not provide race/ethnicity, the AP Exam taker population in this figure represents a total of 98.7% of all AP Exam takers in the class of 2019.

# Focus on Low-Income Students

Every student—including those from low-income families—deserves the chance to benefit from the AP experience. Recent efforts by states, districts, and schools helped increase access to AP for students from low-income backgrounds. The figure below highlights the states that provided funding for low-income AP Exams in 2019.

## States That Provided Funding for 2019 Low-Income AP Exams



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

## AP Funding Assistance for Low-Income Students

The number of low-income students benefiting from participation in the AP Program increased again this year, thanks to a strong commitment from several states in 2019. A total of 29 states and the District of Columbia saw the importance of ensuring access to AP for low-income students by providing the financial support they needed.

State funding plays a critical role in expanding AP opportunities to serve low-income students. Equity gaps continued to narrow in states that contributed to reduce exam fees for low-income students in 2019. By contrast, gaps in AP participation between low-income students and their peers widened in the states that provided no state-level funding for low-income students' exam fees. In states that provided funding, students received on average a \$39 per-exam state subsidy in 2019. Alongside the College Board \$32 fee reduction, the resulting fee charged to students was \$14 per exam.

We continue to encourage state and district leaders to announce their support for the AP Program early—as early as possible for the 2020 AP Exams. An early state commitment provides a strong assurance to students and has been a critical factor in boosting AP participation rates.

Leaders should consider these sources to support their AP students:

- **State and local funds:** A number of states cover the costs of their 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 and 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.





Despite these initiatives, the equity gap in AP participation and success for low-income students remains. A look at AP participation and performance data for low-income students provides a measure of how well states and the nation as a whole are using education resources to promote equity.

- **Figure 5A** is sorted by the percentage of K–12 public school students in each state who are eligible for free or reduced-price lunch. This allows for comparison among states with similar proportions of low-income students. The columns showing the percentage of low-income AP Exam takers and the percentage of successful low-income AP Exam takers provide a picture of how equitably low-income students are represented in AP classrooms within each state.

**FIGURE 5A**

Participation and Performance of Low-Income Students in the Class of 2019

	% of K-12 Students Eligible for Free or Reduced-Price Lunch	% of AP Exam Takers Who Used an AP Exam Fee Reduction	% of AP Exam Takers Scoring 3+ Who Used an AP Exam Fee Reduction
District of Columbia	76.4	35.9	29.9
Mississippi	75.0	35.0	21.4
New Mexico	71.4	47.3	43.0
South Carolina	67.0	20.4	16.5
Arkansas	63.6	37.4	30.8
Louisiana	63.0	33.0	24.0
Oklahoma	62.5	34.1	26.8
Georgia	62.0	30.4	23.2
Nevada	60.8	39.4	37.2
Texas	59.0	48.8	44.0
Tennessee	58.8	25.1	19.5
Kentucky	58.7	34.0	26.8
California	58.1	45.7	42.2
Florida	58.1	41.5	40.3
North Carolina	57.4	13.1	10.3
Arizona	57.0	32.3	27.8
Missouri	52.7	20.2	13.8
New York	52.6	32.7	27.8
<b>UNITED STATES</b>	<b>52.3</b>	<b>30.7</b>	<b>26.2</b>
Alabama	51.6	25.9	16.3
Oregon	50.5	25.4	21.8
Illinois	50.2	31.3	25.7
Kansas	48.2	15.3	11.5
Delaware	48.1	22.1	17.7
Indiana	47.9	18.4	15.6
Hawaii	47.6	30.5	27.8
Rhode Island	47.6	28.4	19.8
Pennsylvania	47.5	19.2	15.2
Maryland	46.7	20.4	16.5
Idaho	45.8	15.9	13.3
Michigan	45.7	18.5	14.0
Montana	45.6	10.5	7.8
Maine	45.5	12.4	9.8
Alaska	45.3	12.0	10.1
Nebraska	44.7	19.0	14.5
West Virginia	44.6	21.2	18.8
Ohio	44.3	13.3	8.5
Washington	43.6	21.5	16.7
Colorado	42.2	18.6	15.6
Virginia	41.2	10.9	8.0
Iowa	40.9	18.7	15.1
Massachusetts	39.9	23.3	18.6
Wyoming	38.6	5.6	6.1
Vermont	38.5	12.0	11.9
New Jersey	37.9	16.9	13.2
South Dakota	37.9	8.2	8.1
Minnesota	37.7	16.1	12.1
Wisconsin	37.4	13.9	11.1
Utah	36.4	10.0	9.3
Connecticut	35.7	20.0	14.9
North Dakota	30.9	7.1	7.8
New Hampshire	27.3	4.4	4.0

**WHAT DO THE DATA SHOW?**

**Texas**

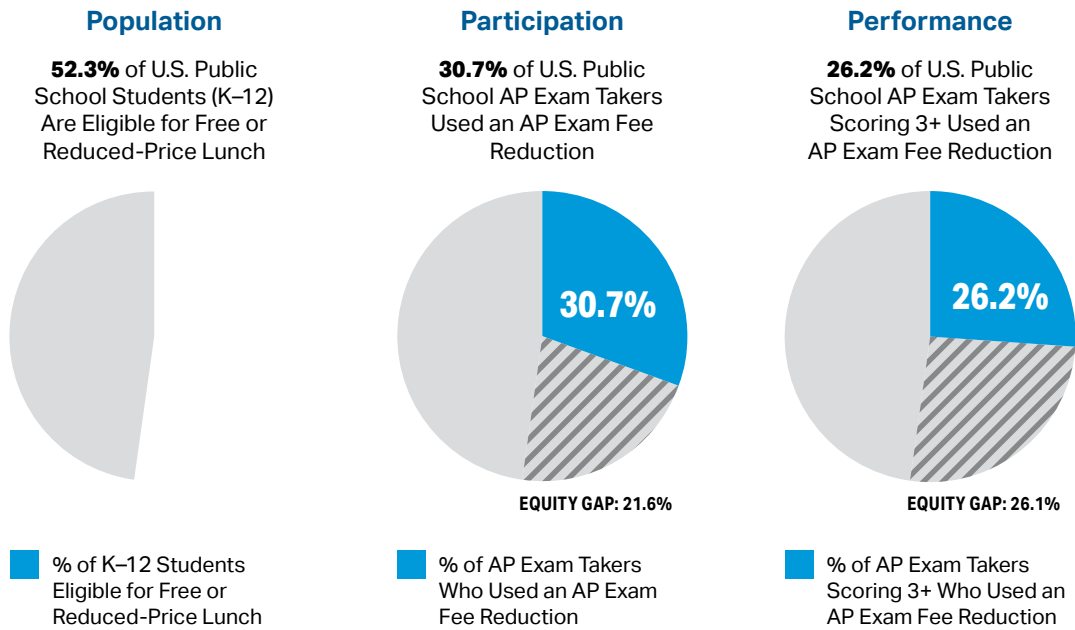
is the state closest to achieving equitable participation and performance for low-income students.

As there is no national data source on high school graduates' low-income status, K-12 estimates from the National Center for Education Statistics (NCES)—based on free or reduced-price lunch eligibility—have been used. AP fee reductions are based on this eligibility threshold among other criteria. NCES estimates reflect all K-12 public school students from the 2016-17 school year; thus, a degree of caution is warranted as these data may not accurately reflect the class of 2019.

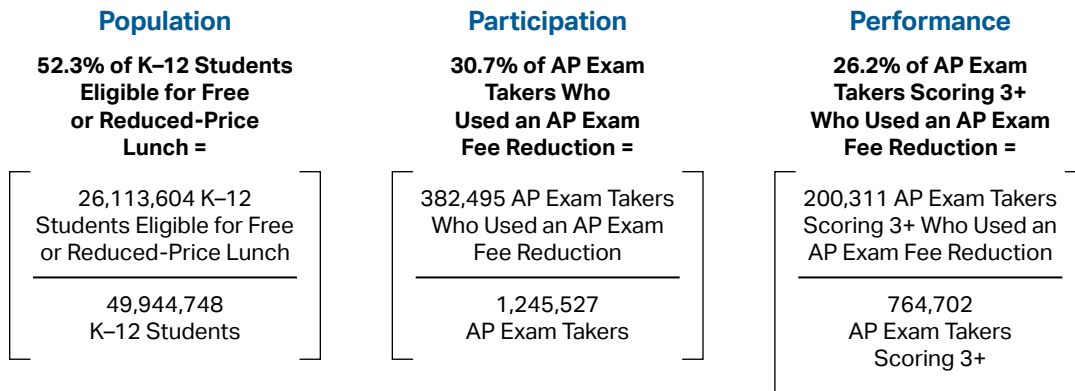
Figure 5A is sorted by the percentage of K-12 public school students in each state who are eligible for free or reduced-price lunch. States with a tie in the percentage are listed alphabetically.

**FIGURE 5B**

Participation and Performance of Low-Income Students in the Class of 2019, United States



Here's the math:



**WHAT DO THE DATA SHOW?**

**Equity Gaps Persist**

- Low income students are underrepresented in AP, both in terms of participation and performance.

# 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			
	2009	2014	2018	2019	2009	2014	2018	2019	2009	2014	2018	2019
Alabama	42,082	44,427	45,389	44,618	6,423	12,340	15,434	15,313	15.3	27.8	34.0	34.3
Alaska	8,008	7,787	7,607	7,561	1,542	1,667	1,935	1,820	19.3	21.4	25.4	24.1
Arizona	62,374	65,553	66,335	66,850	11,259	15,806	20,156	20,253	18.1	24.1	30.4	30.3
Arkansas	28,057	29,553	29,853	30,102	9,861	13,455	14,407	13,961	35.1	45.5	48.3	46.4
California	372,310	416,784	406,351	403,138	123,650	159,124	191,323	190,247	33.2	38.2	47.1	47.2
Colorado	47,459	51,882	54,851	55,925	15,465	20,816	24,466	25,060	32.6	40.1	44.6	44.8
Connecticut	34,968	37,451	36,292	35,801	10,914	14,737	16,369	16,628	31.2	39.4	45.1	46.4
Delaware	7,839	8,231	8,401	8,423	2,050	2,625	2,945	3,006	26.2	31.9	35.1	35.7
District of Columbia	3,517	3,755	3,944	4,001	1,341	1,749	2,257	2,177	38.1	46.6	57.2	54.4
Florida	153,461	161,365	164,579	165,917	58,255	82,204	91,974	92,984	38.0	50.9	55.9	56.0
Georgia	88,003	94,767	99,540	101,123	27,303	35,906	41,089	40,945	31.0	37.9	41.3	40.5
Hawaii	11,508	11,063	11,070	10,613	2,130	3,269	4,142	4,095	18.5	29.5	37.4	38.6
Idaho	16,807	19,033	19,724	20,275	2,623	3,382	4,504	4,473	15.6	17.8	22.8	22.1
Illinois	131,670	135,725	135,357	134,527	32,681	45,412	55,228	56,607	24.8	33.5	40.8	42.1
Indiana	63,663	67,125	66,504	68,001	12,892	22,933	25,807	26,007	20.3	34.2	38.8	38.2
Iowa	33,926	32,474	33,153	32,790	4,661	6,298	7,283	7,003	13.7	19.4	22.0	21.4
Kansas	30,368	31,705	33,162	33,384	4,690	5,426	5,833	5,397	15.4	17.1	17.6	16.2
Kentucky	41,851	42,692	42,512	42,585	8,721	13,656	15,624	14,807	20.8	32.0	36.8	34.8
Louisiana	35,622	38,448	40,235	39,519	2,821	7,471	11,478	11,114	7.9	19.4	28.5	28.1
Maine	14,093	12,696	12,230	12,090	4,352	4,682	4,599	4,628	30.9	36.9	37.6	38.3
Maryland	58,304	57,507	56,765	56,287	23,037	27,805	27,868	26,421	39.5	48.4	49.1	46.9
Massachusetts	65,258	65,065	64,930	65,037	18,789	25,622	30,744	31,146	28.8	39.4	47.3	47.9
Michigan	112,742	102,422	99,073	98,073	22,706	28,795	32,447	32,107	20.1	28.1	32.8	32.7
Minnesota	59,729	56,147	57,744	58,494	14,196	18,118	20,033	20,380	23.8	32.3	34.7	34.8
Mississippi	24,505	26,238	26,492	25,593	3,259	3,744	5,907	5,801	13.3	14.3	22.3	22.7
Missouri	62,969	60,786	60,741	60,348	7,555	10,049	12,675	12,782	12.0	16.5	20.9	21.2
Montana	10,077	9,442	9,142	9,403	1,661	1,972	1,959	1,927	16.5	20.9	21.4	20.5
Nebraska	19,501	20,436	21,250	21,599	2,571	3,444	4,120	4,186	13.2	16.9	19.4	19.4
Nevada	19,904	23,738	23,666	24,058	5,582	7,795	10,475	10,874	28.0	32.8	44.3	45.2
New Hampshire	14,757	13,700	12,964	12,661	3,082	3,356	3,785	3,684	20.9	24.5	29.2	29.1
New Jersey	95,085	94,347	94,077	93,944	24,427	30,817	37,775	38,252	25.7	32.7	40.2	40.7
New Mexico	17,931	18,842	19,546	19,913	3,771	5,149	6,326	6,310	21.0	27.3	32.4	31.7
New York	180,917	181,185	178,380	177,233	57,265	68,227	79,854	79,809	31.7	37.7	44.8	45.0
North Carolina	86,712	95,687	99,272	100,794	24,470	29,242	38,452	38,079	28.2	30.6	38.7	37.8
North Dakota	7,232	6,961	6,996	7,339	735	920	1,474	1,596	10.2	13.2	21.1	21.7
Ohio	122,203	112,869	114,842	113,296	22,192	28,433	33,584	33,215	18.2	25.2	29.2	29.3
Oklahoma	37,219	37,473	39,885	40,063	7,355	8,585	9,897	9,760	19.8	22.9	24.8	24.4
Oregon	35,138	34,930	34,448	34,418	6,808	8,435	10,483	10,609	19.4	24.1	30.4	30.8
Pennsylvania	130,658	128,038	125,963	125,189	24,173	31,102	37,116	36,994	18.5	24.3	29.5	29.6
Rhode Island	10,028	9,591	8,633	9,146	1,736	2,658	3,429	3,684	17.3	27.7	39.7	40.3
South Carolina	39,114	41,316	44,159	44,365	9,175	12,057	15,172	15,330	23.5	29.2	34.4	34.6
South Dakota	8,123	7,894	8,035	7,890	1,312	1,619	1,520	1,512	16.2	20.5	18.9	19.2
Tennessee	60,368	60,967	63,042	62,933	9,058	11,832	15,576	16,458	15.0	19.4	24.7	26.2
Texas	264,275	300,974	329,644	336,978	76,770	107,439	139,506	142,128	29.0	35.7	42.3	42.2
Utah	30,463	33,260	37,674	38,093	9,179	11,561	13,564	13,903	30.1	34.8	36.0	36.5
Vermont	7,209	6,349	6,015	5,967	2,103	2,298	2,229	2,148	29.2	36.2	37.1	36.0
Virginia	79,651	82,490	84,962	85,010	29,494	35,318	35,834	35,357	37.0	42.8	42.2	41.6
Washington	62,764	66,299	66,606	66,807	17,284	22,349	26,245	25,935	27.5	33.7	39.4	38.8
West Virginia	17,690	17,365	17,218	16,870	3,070	3,817	4,313	4,303	17.4	22.0	25.0	25.5
Wisconsin	65,410	60,647	61,266	60,711	16,048	19,859	22,965	22,980	24.5	32.7	37.5	37.9
Wyoming	5,493	5,597	5,720	5,751	803	966	1,295	1,332	14.6	17.3	22.6	23.2
<b>UNITED STATES</b>	<b>3,039,015</b>	<b>3,151,078</b>	<b>3,196,239</b>	<b>3,201,506</b>	<b>793,300</b>	<b>1,046,341</b>	<b>1,243,475</b>	<b>1,245,527</b>	<b>26.1</b>	<b>33.2</b>	<b>38.9</b>	<b>38.9</b>

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				
2009	2014	2018	2019	2009	2014	2018	2019	
2,968	4,881	6,388	6,415	7.1	11.0	14.1	14.4	Alabama
975	1,048	1,211	1,118	12.2	13.5	15.9	14.8	Alaska
6,404	9,080	11,392	11,912	10.3	13.9	17.2	17.8	Arizona
3,197	4,682	5,394	5,418	11.4	15.8	18.1	18.0	Arkansas
80,648	105,632	127,418	129,291	21.7	25.3	31.4	32.1	California
9,469	12,944	15,519	16,304	20.0	24.9	28.3	29.2	Colorado
7,772	10,841	11,689	11,650	22.2	28.9	32.2	32.5	Connecticut
1,083	1,431	1,645	1,637	13.8	17.4	19.6	19.4	Delaware
260	446	773	789	7.4	11.9	19.6	19.7	District of Columbia
30,787	43,147	52,194	53,543	20.1	26.7	31.7	32.3	Florida
14,514	19,188	23,081	23,417	16.5	20.2	23.2	23.2	Georgia
964	1,394	1,909	1,896	8.4	12.6	17.2	17.9	Hawaii
1,732	2,256	2,676	2,623	10.3	11.9	13.6	12.9	Idaho
21,412	30,055	36,952	38,266	16.3	22.1	27.3	28.4	Illinois
6,522	11,305	13,390	13,576	10.2	16.8	20.1	20.0	Indiana
2,918	3,854	4,542	4,344	8.6	11.9	13.7	13.2	Iowa
2,742	3,305	3,517	3,500	9.0	10.4	10.6	10.5	Kansas
4,326	6,940	7,851	7,707	10.3	16.3	18.5	18.1	Kentucky
1,245	2,298	3,645	3,722	3.5	6.0	9.1	9.4	Louisiana
2,564	2,921	2,809	2,847	18.2	23.0	23.0	23.5	Maine
14,360	17,444	17,960	17,725	24.6	30.3	31.6	31.5	Maryland
13,585	18,148	21,350	21,993	20.8	27.9	32.9	33.8	Massachusetts
14,623	19,007	20,941	20,869	13.0	18.6	21.1	21.3	Michigan
9,063	11,839	13,295	13,531	15.2	21.1	23.0	23.1	Minnesota
1,019	1,248	1,765	1,883	4.2	4.8	6.7	7.4	Mississippi
4,388	6,102	7,399	7,594	7.0	10.0	12.2	12.6	Missouri
1,066	1,254	1,170	1,301	10.6	13.3	12.8	13.8	Montana
1,443	1,991	2,470	2,593	7.4	9.7	11.6	12.0	Nebraska
3,023	4,304	5,862	6,216	15.2	18.1	24.8	25.8	Nevada
2,260	2,490	2,683	2,619	15.3	18.2	20.7	20.7	New Hampshire
17,508	22,895	27,303	27,801	18.4	24.3	29.0	29.6	New Jersey
1,661	2,128	2,656	2,663	9.3	11.3	13.6	13.4	New Mexico
37,597	45,830	51,261	51,378	20.8	25.3	28.7	29.0	New York
14,668	17,413	21,323	21,523	16.9	18.2	21.5	21.4	North Carolina
448	611	843	928	6.2	8.8	12.0	12.6	North Dakota
13,665	18,097	20,496	20,729	11.2	16.0	17.8	18.3	Ohio
3,566	4,239	4,817	4,752	9.6	11.3	12.1	11.9	Oklahoma
4,279	5,305	6,364	6,662	12.2	15.2	18.5	19.4	Oregon
16,001	20,892	24,462	24,801	12.2	16.3	19.4	19.8	Pennsylvania
1,074	1,556	1,911	2,036	10.7	16.2	22.1	22.3	Rhode Island
5,233	7,159	8,771	9,027	13.4	17.3	19.9	20.3	South Carolina
853	1,053	1,070	1,018	10.5	13.3	13.3	12.9	South Dakota
4,835	6,258	8,220	8,771	8.0	10.3	13.0	13.9	Tennessee
39,825	55,673	72,171	75,844	15.1	18.5	21.9	22.5	Texas
6,136	8,037	9,589	9,714	20.1	24.2	25.5	25.5	Utah
1,454	1,628	1,547	1,535	20.2	25.6	25.7	25.7	Vermont
18,552	22,870	24,251	24,492	23.3	27.7	28.5	28.8	Virginia
10,376	13,606	15,719	16,088	16.5	20.5	23.6	24.1	Washington
1,359	1,677	1,897	2,009	7.7	9.7	11.0	11.9	West Virginia
11,035	13,953	15,991	15,911	16.9	23.0	26.1	26.2	Wisconsin
426	563	737	721	7.8	10.1	12.9	12.5	Wyoming
<b>477,883</b>	<b>632,918</b>	<b>750,289</b>	<b>764,702</b>	<b>15.7</b>	<b>20.1</b>	<b>23.5</b>	<b>23.9</b>	<b>UNITED STATES</b>

# About College Board

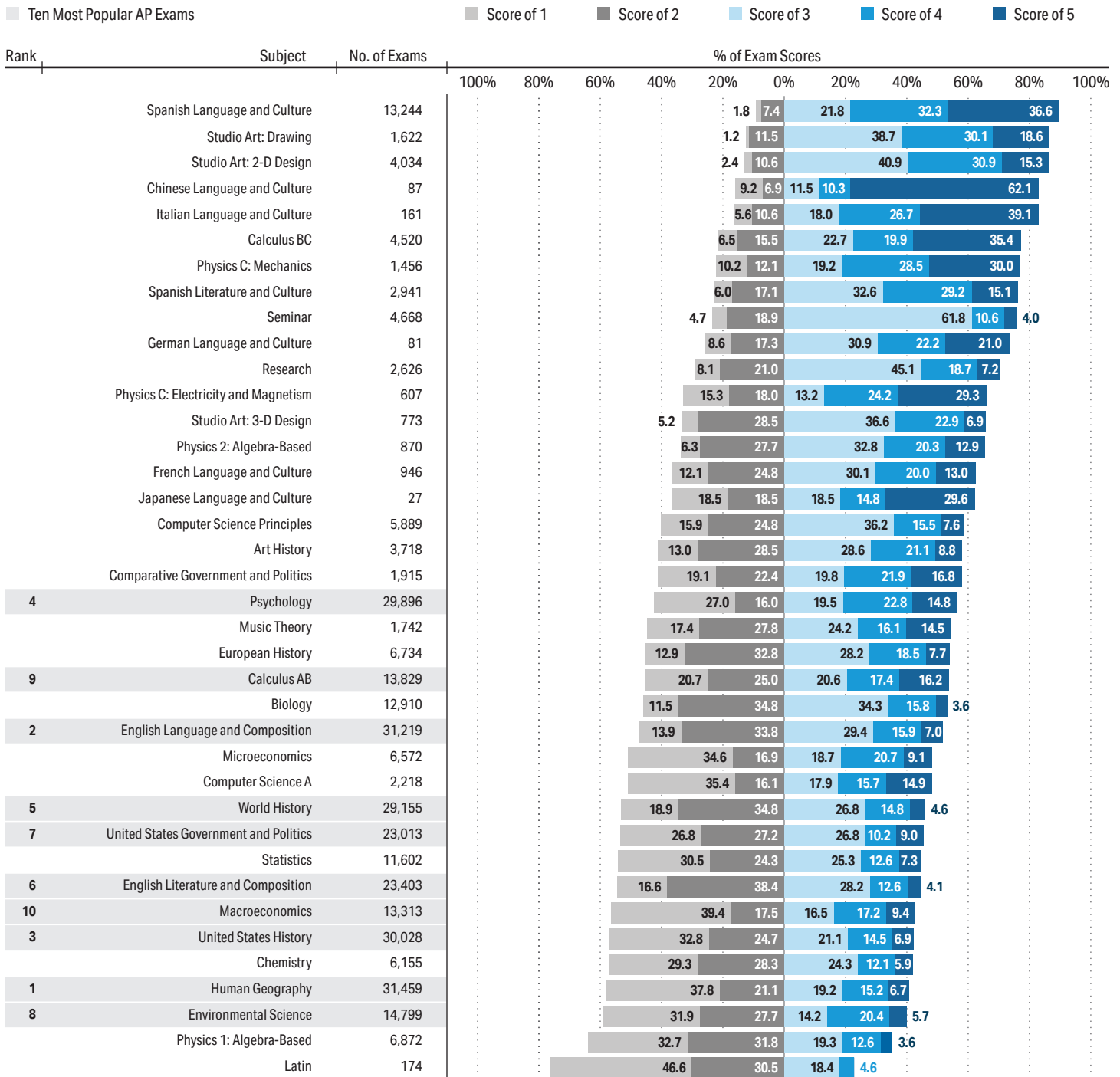
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College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of 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](https://collegeboard.org).

# Florida

## Score Distributions of AP® Exams Taken by the Class of 2019 During High School



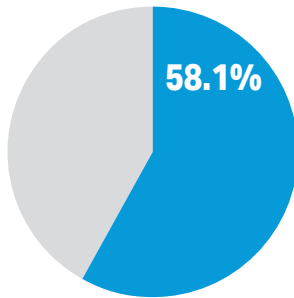
**Note:** Computer Science Principles was introduced in May 2017. Due to rounding, percentages do not always add up to 100.0. Score distributions for subjects with fewer than five AP Exam takers were omitted from this figure.

# Florida

## Participation and Performance of Low-Income Students in the Class of 2019

### Population

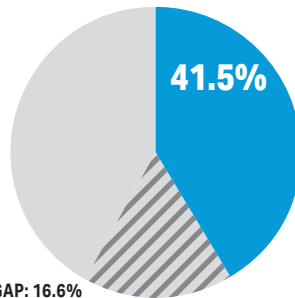
**58.1%** of K–12 Students Are Eligible for Free or Reduced-Price Lunch in Florida\*



■ % of K–12 Students Eligible for Free or Reduced-Price Lunch

### Participation

**41.5%** of AP® Exam Takers Used an AP Exam Fee Reduction in Florida

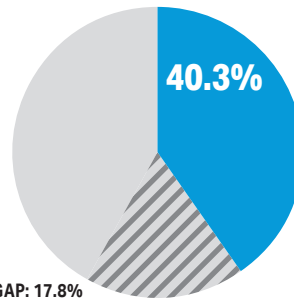


EQUITY GAP: 16.6%

■ % of AP Exam Takers Who Used an AP Exam Fee Reduction

### Performance

**40.3%** of AP Exam Takers Scoring 3+ Used an AP Exam Fee Reduction in Florida



EQUITY GAP: 17.8%

■ % of AP Exam Takers Scoring 3+ Who Used an AP Exam Fee Reduction

### Here's the math:

#### Population

**58.1% of K–12 Students Eligible for Free or Reduced-Price Lunch =**

$$\frac{1,633,226 \text{ K–12 Students Eligible for Free or Reduced-Price Lunch}}{2,811,090 \text{ K–12 Students}}$$

#### Participation

**41.5% of AP Exam Takers Who Used an AP Exam Fee Reduction =**

$$\frac{38,583 \text{ AP Exam Takers Who Used an AP Exam Fee Reduction}}{92,984 \text{ AP Exam Takers}}$$

#### Performance

**40.3% of AP Exam Takers Scoring 3+ Who Used an AP Exam Fee Reduction =**

$$\frac{21,593 \text{ AP Exam Takers Scoring 3+ Who Used an AP Exam Fee Reduction}}{53,543 \text{ AP Exam Takers Scoring 3+}}$$

\*As there is no national data source on high school graduates' low-income status, K–12 estimates from the National Center for Education Statistics (NCES)—based on free or reduced-price lunch eligibility—have been used. AP fee reductions are based on this eligibility threshold among other criteria. NCES estimates reflect all K–12 public school students from the 2016–17 school year; thus, a degree of caution is warranted as these data may not accurately reflect the class of 2019.



# Florida

## Highlights

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### Participation in the Development of AP

2019 AP<sup>®</sup> Reading participants: **1,614**

Florida represents **8.9% of all AP readers**

- AP high school teachers: **1,310**
- College and university faculty members: **304**

2019 AP Professional Development Leaders: **67**

2019 AP Development Committee Members: **18**

Coral Park Senior High School	Physics C
Deerfield Beach High School	Japanese Language and Culture Seminar
Felix Varela High School	Environmental Science
Florida A&M University	Physics 1
Florida A&M University	French Language and Culture
Florida Atlantic University	Italian Language and Culture
GW Carver School	Biology
JW Mitchell High School	Art and Design
Lincoln High School	Microeconomics
Mandarin High School	Research
Miami Coral Park Senior High School	Latin
Oak Hall School	Spanish Language and Culture
Ronald Reagan/Doral Senior High School	World History
Trinity Preparatory School	Spanish Literature and Culture
University of Central Florida	
University School of Nova Southeastern University	Comparative Government and Politics
Windermere High School	Comparative Government and Politics
Winter Springs High School	Computer Science A

2019 AP Course Syllabi Reviewers: **4**

Florida Gulf Coast University	European History
Indian River State College	U.S. History
Palm Beach Atlantic University	Research, Seminar, U.S. History
University of Central Florida	U.S. Government and Politics

### AP Capstone

Florida public high schools participating in AP Capstone<sup>™</sup> in the 2018-19 school year: **198**

Florida public high school students in the graduating class of 2019 received:

- AP Capstone Diplomas: **1,212**
- AP Seminar and Research Certificates: **538**

## AP District Honor Roll

The AP District Honor Roll is a list of districts honored for increasing access to AP coursework while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams. Reaching these goals indicates that these districts are successfully identifying motivated, academically prepared students who are likely to benefit from challenging AP coursework. AP honor roll districts are committed to expanding the availability of AP courses among prepared and motivated students of all backgrounds.

10th Annual AP District Honor Roll Districts in Florida: **2**

Desoto County School District  
Pasco County Public Schools\*

\*District has achieved the honor for multiple years.

# Florida

## Potential Cost Savings for Florida's Students and Families

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In May 2019, Florida public and private high school students took a total of **215,120 AP<sup>®</sup> Exams** that resulted in scores of 3, 4, or 5. Based on students' opportunity to earn at least 3 college credits for each AP Exam score of 3 or higher, this represents an **estimated 645,360 college credits**. At an average rate of **\$211.67\*** per credit hour, the **total potential cost savings** for the state's students and families was **\$136,603,351**.

\*Please note: These estimates are based on Table 5 of the 2019 College Board report, *Trends in College Pricing*. This report indicates that the average in-state tuition and fees at Florida public four-year colleges is \$6,350 per year or \$211.67 per credit, assuming 30 credits were taken by a full-time student. These estimates also assume that all of the 215,120 exams taken in Florida were applied toward college credit.

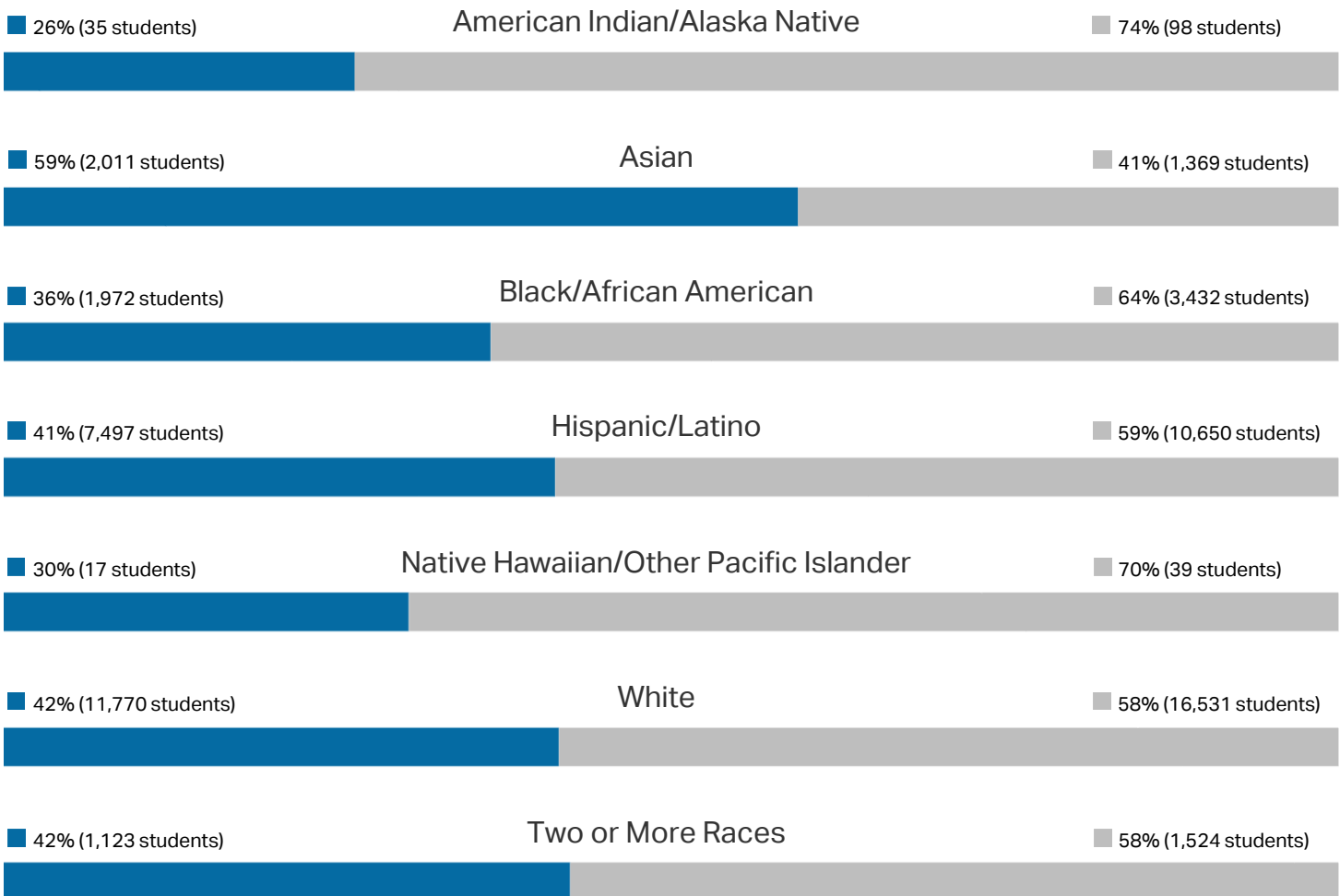
# A Right to Rigor: Fulfilling Student Potential in Florida

## Public Schools, Graduating Class of 2019

### AP English, All Students with AP Potential\*



### AP English, 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.

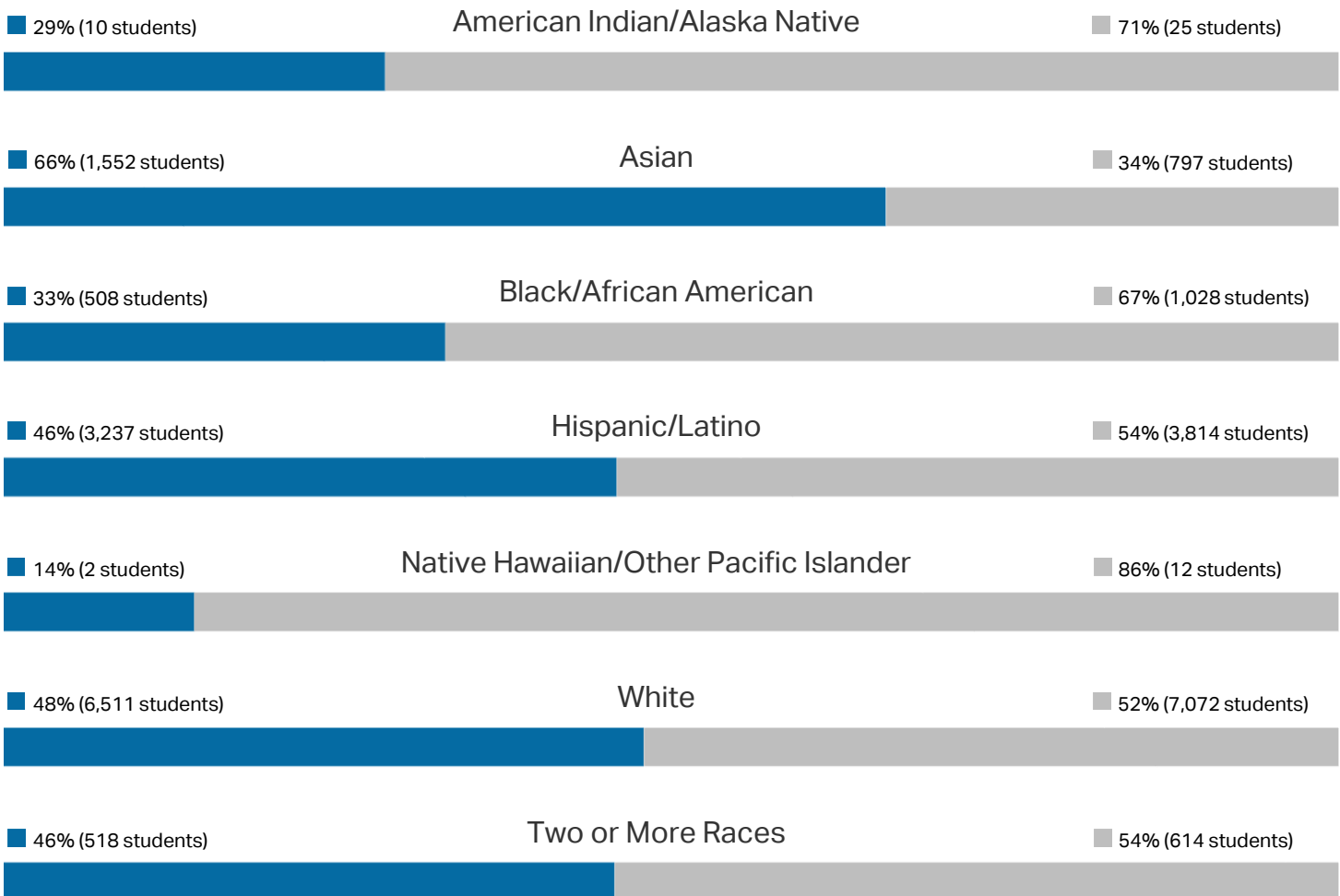
# A Right to Rigor: Fulfilling Student Potential in Florida

## Public Schools, Graduating Class of 2019

### AP Mathematics, All Students with AP Potential\*



### AP Mathematics, 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.

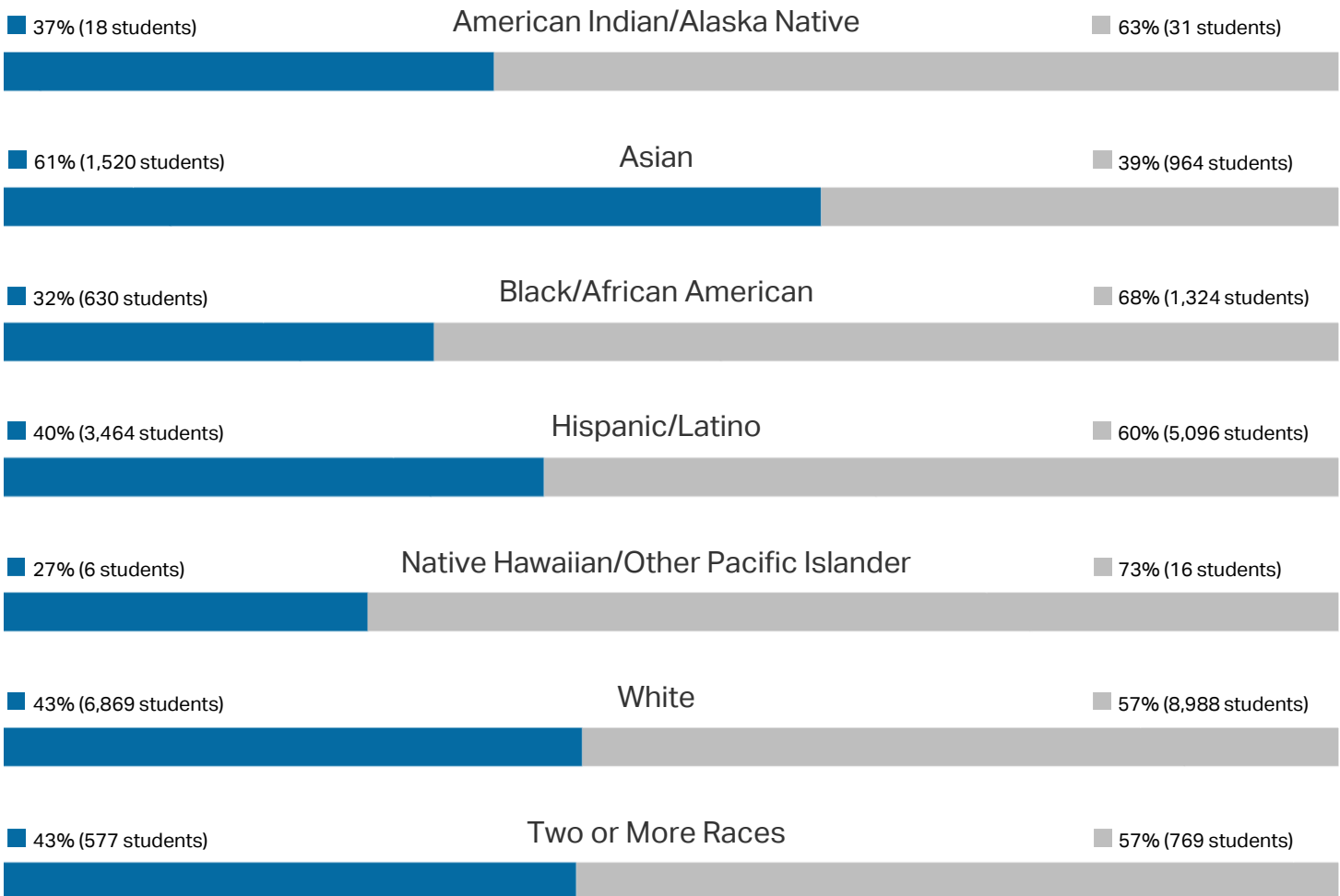
# A Right to Rigor: Fulfilling Student Potential in Florida

## Public Schools, Graduating Class of 2019

### AP Science, All Students with AP Potential\*



### AP Science, 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.

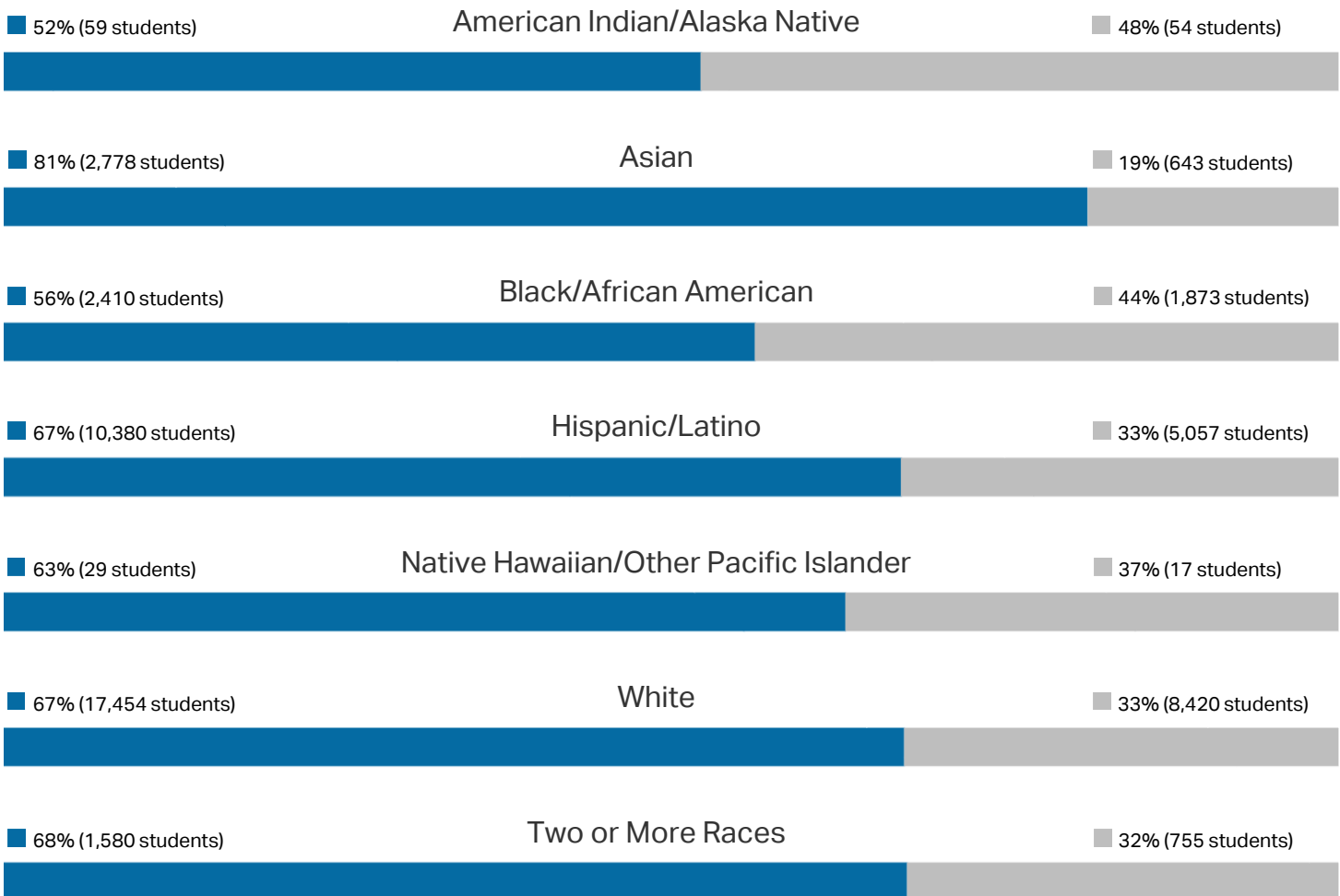
# A Right to Rigor: Fulfilling Student Potential in Florida

## Public Schools, Graduating Class of 2019

### AP History and Social Science, All Students with AP Potential\*



### AP History and Social Science, 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.

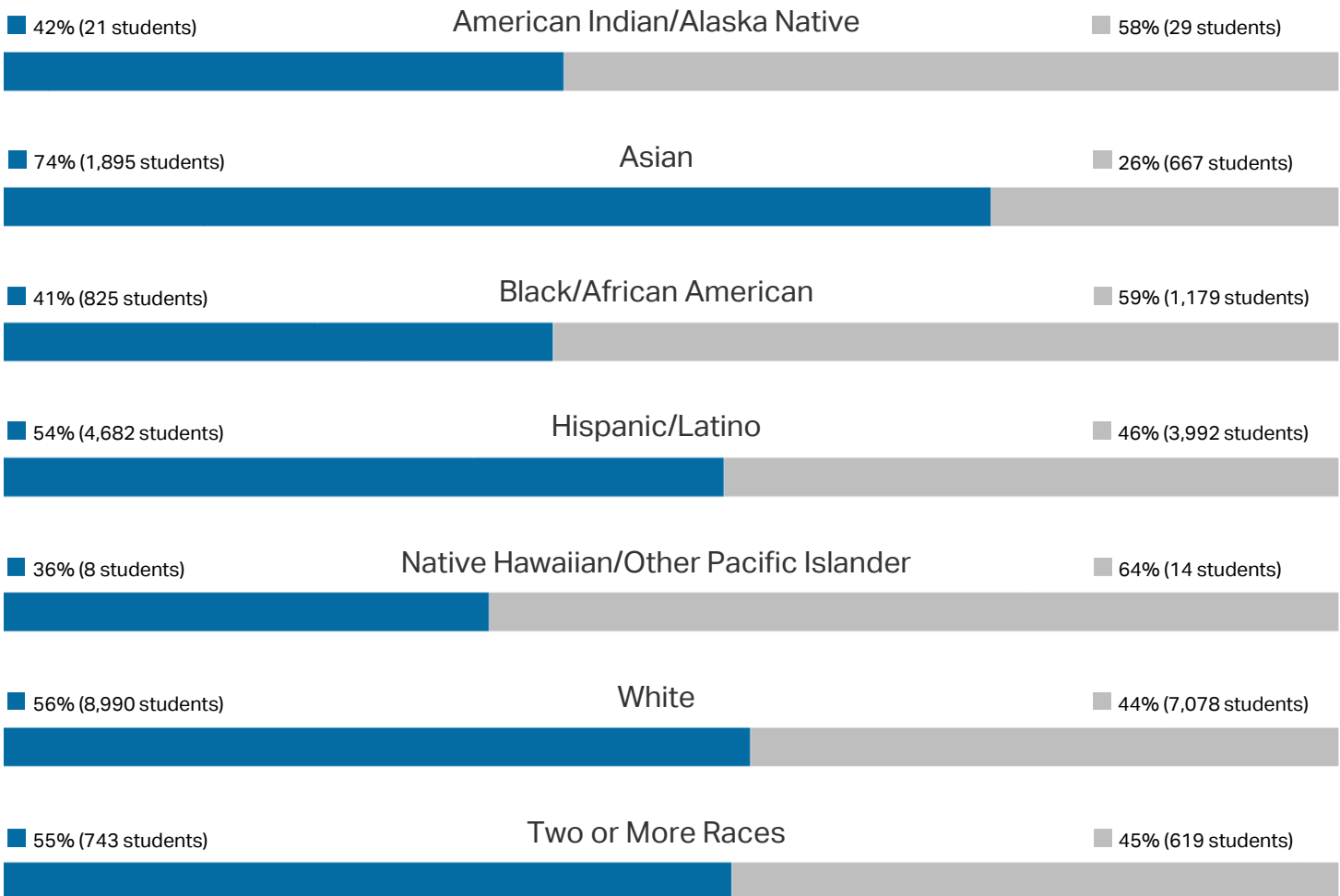
# A Right to Rigor: Fulfilling Student Potential in Florida

## Public Schools, Graduating Class of 2019

### AP STEM, All Students with AP Potential\*



### AP STEM, 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.

AP subjects in STEM (science, technology, engineering and math) include Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, Environmental Science, Physics 1, Physics 2, Physics C: Mechanics, Physics C: Electricity and Magnetism, and Statistics.



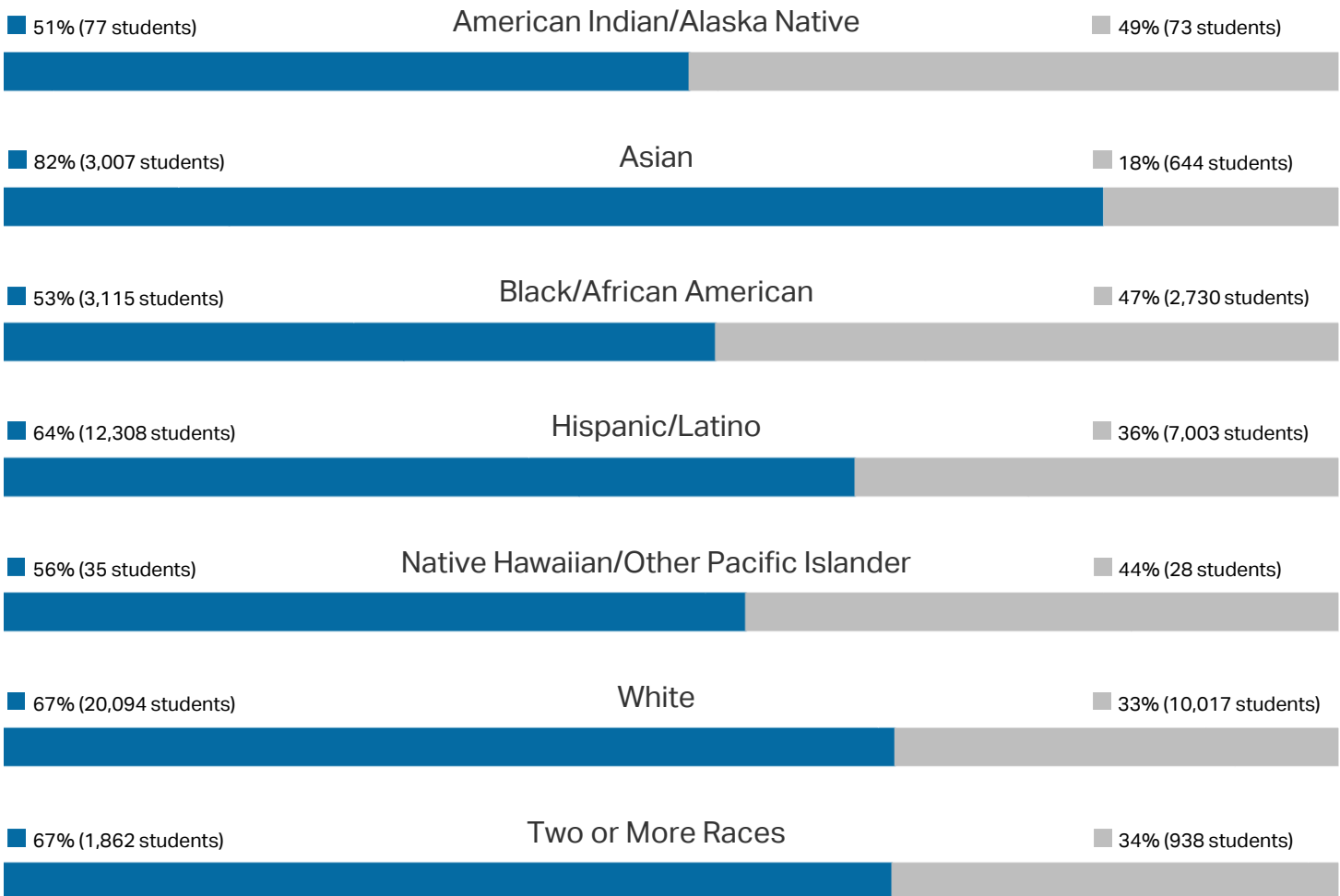
# A Right to Rigor: Fulfilling Student Potential in Florida

## Public Schools, Graduating Class of 2019

### 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.

## **Notes for A Right to Rigor: Fulfilling Student Potential**

Data in this report are based on students from the graduating class of 2019. The following assessments were used to determine whether graduating seniors had AP potential:

- During the 2015-16 school year (freshmen): PSAT/NMSQT®, PSAT™ 10, PSAT™ 8/9, or the current SAT® (introduced March 2016).
- During the 2016-17 and 2017-18 school years (sophomores and juniors): PSAT/NMSQT, PSAT 10, PSAT 8/9, or the SAT.

Please note that freshman year scores are only used to identify students with potential to succeed in AP World History and AP European History, the two AP courses most often offered to 10th graders.

The students described in this report have already graduated from high school. The purpose of this report is to see how AP potential has been fulfilled in your most recent graduating class. For AP potential demonstrated by students testing in a particular administration of the PSAT/NMSQT, PSAT 8/9, PSAT 10, or SAT, please refer to the AP Potential™ tool.

Reports are based on students associated with either a state or district school list.

For more background information about AP Potential, to learn about correlations between PSAT/NMSQT performance and specific AP Exams, or to review the expectancy tables, please visit: [appotential.collegeboard.org/app/welcome.do](http://appotential.collegeboard.org/app/welcome.do).

### **AP Courses by Content Area:**

AP potential and fulfillment of AP potential are calculated for the following AP Exams, listed below according to their respective content area:

- AP Subjects in **English** are English Language and Composition and English Literature and Composition.
- AP Subjects in **Mathematics** are Calculus AB, Calculus BC, Computer Science A, and Statistics.

### **AP Courses by Content Area (cont.)**

- AP Subjects in **Science** are Biology, Chemistry, Environmental Science, Physics 1, Physics 2, Physics C: Mechanics, and Physics C: Electricity and Magnetism.
- AP Subjects in **STEM** (science, technology, engineering and math) include the AP subjects classified in the **Mathematics** and **Science** disciplines.
- AP Subjects in **History and Social Science** are Comparative Government and Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, United States Government and Politics, United States History, and World History. Students who take a qualifying assessment in their freshman year only have AP potential assessed for AP European History and AP World History, the two AP courses most commonly taken in the 10th grade.
- AP Subjects in **Any AP Discipline** include all the AP Exams listed across content areas, plus Art History and Music Theory.

### **Race/Ethnicity Information for the 2019 Right to Rigor**

#### **Reports:**

This report includes students who took a qualifying assessment in the 2015-16 school year, the 2016-17 school year, and/or the 2017-18 school year (see details at left). Beginning in the 2015-16 school year, the collection and reporting of race/ethnicity was updated to align with U.S. Department of Education guidelines. Test takers now complete an optional two-part question that asks them to indicate the racial and ethnic groups with which they identify. For more information, please visit [collegeboard.org/raceethnicity](http://collegeboard.org/raceethnicity).

#### **Comparison to Prior Years' Right to Rigor Reports:**

Because fewer assessments were used to determine whether graduating seniors had AP potential in previous years, we encourage you to use caution when making comparisons between the 2019 Right to Rigor Reports and prior years' reports.

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# College Board Contacts in Florida

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