AP® Cohort Data Report

GRADUATING CLASS OF 2025

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 access and opportunity. It looks at students' entire experience with AP—including all AP Exams taken by graduates of the class of 2025 throughout their time in high school—rather than reporting exam results from only one academic year.

Data Notes:

1. This report represents only U.S. public school students because no central source of enrollment and demographic data is available for nonpublic schools for all states.
2. References to the total number of high school graduates represent projections supplied in *Knocking at the College Door* (Western Interstate Commission for Higher Education, 2024).
3. Students in the graduating class of 2025 experienced 1 year of interrupted learning. Take caution interpreting the data. Observed declines in participation and performance are commonly attributed to the need for schools to close or to shift to remote learning.
4. Due to the update of high school graduate projections by the Western Interstate Commission for Higher Education (WICHE) in 2024, figures in this report shouldn't be compared to figures in previous reports.
5. Figures displaying student race/ethnicity in this report should be compared with caution to figures in previous reports, as it's optional for students to provide this information.

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The Promise of AP

The AP® Program was founded on two core beliefs:

- Motivated high school students should have opportunities to work at the height of their abilities.
- Achievement exams should be used to allow students to enter college with advanced standing.

Accordingly, the AP Program set out to develop assessments that colleges would find rigorous enough to use as the basis for granting credit.

AP teachers and students act on these opportunities 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 65 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.

Measuring Progress

In 1956, during the first AP Exam administration, 1,229 students in 104 high schools sat for 2,199 AP Exams. By 2025, those numbers had grown to over 2.7 million students in nearly 16,000 U.S. public high schools sitting for over 5.2 million exams.

Taking a closer look at the progress states are making toward expanding access to AP, the Advanced Placement® Program reports on the participation and performance of U.S. public school students in each year's graduating class. The *AP Cohort Data Report* uses multiple years of AP data to present a full picture of a graduating class's entire experience with AP, tracking AP Exams taken by graduates throughout their time in high school.

The longitudinal approach of this report reveals the longer-term results of state- and district-level initiatives, providing information educators and policymakers can use to:

- Celebrate their successes.
- Understand their distinct challenges.
- Set meaningful, data-driven goals to increase access, opportunity, participation, and performance for all students.

“AP has helped me advance my time management and organization skills. I have learned new tools for studying that also help my performance in my subjects at school.”

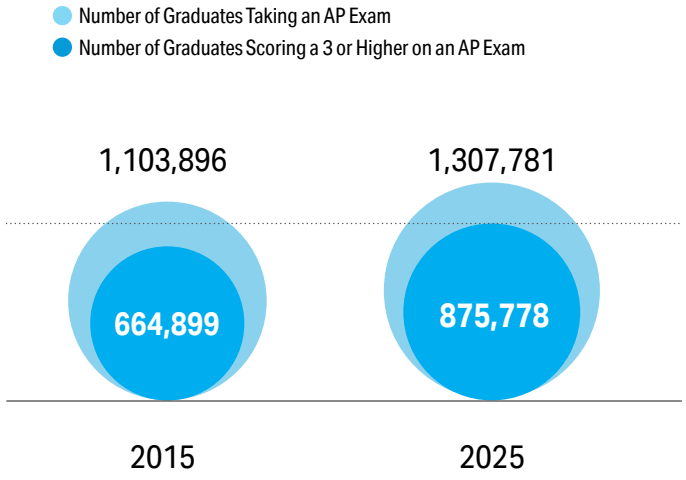
—ALEXANDRA, *AP STUDENT, CLASS OF 2025*

Celebrating the Class of 2025

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.

- 1,307,781 students in the class of 2025 (37.0% of U.S. public high school graduates) took at least 1 AP Exam, up from 34.3% of the class of 2015.
- 875,778 students in the class of 2025 (24.8% of U.S. public high school graduates) scored a 3 or higher on at least 1 AP Exam, up from 20.7% of the class of 2015.

FIGURE 1
Number of Graduates Taking and Scoring a 3 or Higher on an AP Exam During High School



National Highlights

- **Over 1.3 million students in the class of 2025 took more than 4.8 million AP Exams** in public high schools nationwide, as educators across the country continue to enable a wider population of students to participate in AP.
- **37.0% of 2025 U.S. public high school graduates took at least 1 AP Exam during high school**, and 24.8% of the graduating class scored a 3 or higher on at least 1 AP Exam.
- Over the past 10 years, the percentage of all U.S. public high school graduates earning a score of 3 or higher on at least 1 AP Exam has **grown by 4.1 percentage points**.
- **497,799 traditionally underrepresented students**—including Black/African American, Hispanic/Latino, and American Indian/Alaska Native students—graduated in 2025 from U.S. public high schools having taken at least 1 AP Exam, up 167,412 students from 2015.

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 access and opportunity.

The measure 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's 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 with AP.

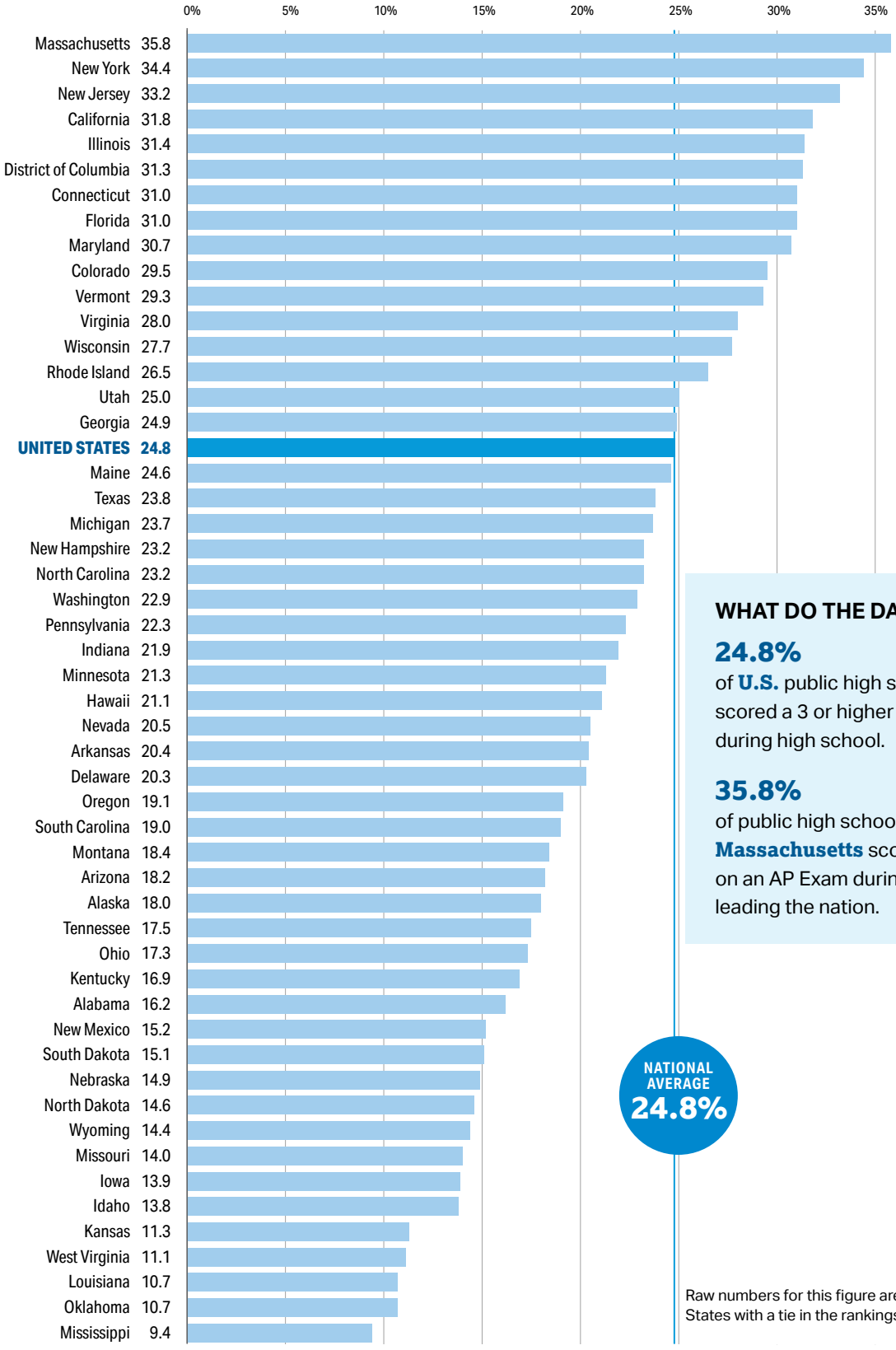
Each student who scores a 3 or higher "counts" only once toward the overall percentage, regardless of how many AP Exams they take. As a result, this metric fosters inclusivity and measures the extent to which a greater proportion of the population is receiving preparation for, and access to, an AP experience.

Figure 2 shows the percentage of public high school students in the class of 2025 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 are achieving success.

Figures 3 and 4 reveal the progress states have made over 1, 3, 5, and 10 years toward ensuring that their students have the opportunity and preparation to succeed in AP.

FIGURE 2

Percentage of the Class of 2025 Scoring a 3 or Higher on an AP Exam During High School, by State



WHAT DO THE DATA SHOW?

24.8%
of **U.S.** public high school graduates scored a 3 or higher on an AP Exam during high school.

35.8%
of public high school graduates in **Massachusetts** scored a 3 or higher on an AP Exam during high school, leading the nation.

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

FIGURE 3

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	3.9	4.6	3.8	14.9
Rhode Island	1.6	5.6	3.1	9.2
New Jersey	1.8	3.7	3.0	8.9
New York	3.4	6.1	5.1	8.8
Illinois	2.7	4.7	3.5	8.4
Hawaii	1.5	4.2	4.0	7.8
Massachusetts	2.3	5.9	3.7	6.4
Tennessee	1.2	3.4	4.3	6.3
California	3.0	6.1	1.5	5.6
Montana	1.3	3.1	4.2	5.2
Georgia	2.6	4.4	4.5	5.0
Indiana	1.2	3.2	3.4	4.9
Michigan	2.4	4.5	2.9	4.9
Texas	2.0	3.4	2.6	4.7
Pennsylvania	1.3	3.7	2.6	4.6
North Carolina	1.6	2.8	3.5	4.5
Alabama	1.1	2.9	3.7	4.3
Mississippi	1.1	2.3	2.8	4.2
Nebraska	1.8	2.6	2.8	4.2
UNITED STATES	**2.0**	**3.5**	**2.2**	**4.1**
Arkansas	1.7	2.8	3.1	3.9
North Dakota	0.1	0.7	0.9	3.9
Alaska	2.9	6.1	3.9	3.8
New Hampshire	2.3	3.7	1.3	3.7
Washington	1.5	3.4	1.9	3.6
Louisiana	0.5	0.5	1.8	3.5
Vermont	2.3	4.1	-0.1	3.4
Wisconsin	2.3	3.5	2.1	3.4
Arizona	2.0	2.8	2.1	3.3
Missouri	1.4	2.0	1.3	3.2
Oregon	1.7	4.0	2.9	3.2
Delaware	0.6	3.6	1.7	3.1
Wyoming	0.2	1.2	2.1	3.1
Florida	3.0	2.5	2.8	3.0
Colorado	1.8	3.3	1.9	2.8
South Dakota	0.6	2.6	3.3	2.7
Utah	1.4	2.5	2.8	2.5
Connecticut	2.0	3.5	-0.4	2.3
Maine	2.9	3.3	2.1	2.1
New Mexico	0.0	2.2	0.5	2.1
South Carolina	0.7	1.2	0.2	1.8
Iowa	1.6	1.7	1.5	1.6
Ohio	2.4	0.7	0.4	1.4
Idaho	-0.6	0.1	0.0	1.2
West Virginia	0.2	1.0	0.5	1.2
Kansas	0.7	1.8	1.3	1.0
Maryland	1.0	3.1	0.5	0.7
Nevada	2.5	3.3	1.3	0.6
Virginia	1.3	4.0	1.7	0.0
Minnesota	0.9	1.5	-0.4	-0.1
Kentucky	1.2	1.5	0.7	-0.2
Oklahoma	0.9	1.8	0.9	-0.9

WHAT DO THE DATA SHOW?

4.1-point increase

since 2015 in the percentage of **U.S. graduates** scoring a 3 or higher on an AP Exam during high school.

District of Columbia

had the largest **1-year and 10-year increase** in the percentage of graduates scoring a 3 or higher on an AP Exam during high school.

New York

had the largest **5-year increase** in the percentage of graduates scoring a 3 or higher on an AP Exam during high school.

Alaska, California, and New York

had the largest **3-year increase** in the percentage of graduates 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 4

Percentage of the Classes of 2015, 2020, 2022, 2024, and 2025 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 3

	Percentage of Graduating Class Scoring 3 or Higher				
	2015	2020	2022	2024	2025
District of Columbia	16.4	27.5	26.7	27.4	31.3
Rhode Island	17.3	23.4	20.9	24.9	26.5
New Jersey	24.3	30.2	29.5	31.4	33.2
New York	25.6	29.3	28.3	31.0	34.4
Illinois	23.0	27.9	26.7	28.7	31.4
Hawaii	13.3	17.1	16.9	19.6	21.1
Massachusetts	29.4	32.1	29.9	33.5	35.8
Tennessee	11.2	13.2	14.1	16.3	17.5
California	26.2	30.3	25.7	28.8	31.8
Montana	13.2	14.2	15.3	17.1	18.4
Georgia	19.9	20.4	20.5	22.3	24.9
Indiana	17.0	18.5	18.7	20.7	21.9
Michigan	18.8	20.8	19.2	21.3	23.7
Texas	19.1	21.2	20.4	21.8	23.8
Pennsylvania	17.7	19.7	18.6	21.0	22.3
North Carolina	18.7	19.7	20.4	21.6	23.2
Alabama	11.9	12.5	13.3	15.1	16.2
Mississippi	5.2	6.6	7.1	8.3	9.4
Nebraska	10.7	12.1	12.3	13.1	14.9
UNITED STATES	**20.7**	**22.6**	**21.3**	**22.8**	**24.8**
Arkansas	16.5	17.3	17.6	18.7	20.4
North Dakota	10.7	13.7	13.9	14.5	14.6
Alaska	14.2	14.1	11.9	15.1	18.0
New Hampshire	19.5	21.9	19.5	20.9	23.2
Washington	19.3	21.0	19.5	21.4	22.9
Louisiana	7.2	8.9	10.2	10.2	10.7
Vermont	25.9	29.4	25.2	27.0	29.3
Wisconsin	24.3	25.6	24.2	25.4	27.7
Arizona	14.9	16.1	15.4	16.2	18.2
Missouri	10.8	12.7	12.0	12.6	14.0
Oregon	15.9	16.2	15.1	17.4	19.1
Delaware	17.2	18.6	16.7	19.7	20.3
Wyoming	11.3	12.3	13.2	14.2	14.4
Florida	28.0	28.2	28.5	28.0	31.0
Colorado	26.7	27.6	26.2	27.7	29.5
South Dakota	12.4	11.8	12.5	14.5	15.1
Utah	22.5	22.2	22.5	23.6	25.0
Connecticut	28.7	31.4	27.5	29.0	31.0
Maine	22.5	22.5	21.3	21.7	24.6
New Mexico	13.1	14.7	13.0	15.2	15.2
South Carolina	17.2	18.8	17.8	18.3	19.0
Iowa	12.3	12.4	12.2	12.3	13.9
Ohio	15.9	16.9	16.6	14.9	17.3
Idaho	12.6	13.8	13.7	14.4	13.8
West Virginia	9.9	10.6	10.1	10.9	11.1
Kansas	10.3	10.0	9.5	10.6	11.3
Maryland	30.0	30.2	27.6	29.7	30.7
Nevada	19.9	19.2	17.2	18.0	20.5
Virginia	28.0	26.3	24.0	26.7	28.0
Minnesota	21.4	21.7	19.8	20.4	21.3
Kentucky	17.1	16.2	15.4	15.7	16.9
Oklahoma	11.6	9.8	8.9	9.8	10.7

WHAT DO THE DATA SHOW?

Massachusetts had the highest percentage of graduates in the classes of 2020, 2022, 2024, and 2025 scoring a 3 or higher on an AP Exam during high school.

Maryland had the highest percentage of graduates in the class of 2015 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.

Participation Matters

Students take AP courses in high school, in part, for the chance to earn college credit, advanced placement, or both from a score of 3 or higher on an AP Exam. Evidence shows that students benefit from taking AP courses and exams, regardless of their exam scores. For the class of 2025, the share of students with no AP Exams (63%) declined slightly compared to the class of 2024 (64%), reaching its lowest point since 2019.

Research highlights how AP students who earn scores of 1 and 2 benefit from their experiences in AP:

1 Students are more likely to enroll in a four-year college.

AP students, including those with average scores of 1 or 2, are more likely to enroll in a 4-year college, compared to academically similar students who didn't take AP in high school.

2 Students perform as well or better in introductory college courses.

Students who earn AP scores of 2 are well prepared to succeed in introductory college coursework. Compared to academically similar college peers who didn't take an AP course, AP students who earn scores of 2 perform as well or better when they take those introductory college courses.

3 Students go on to score higher on subsequent AP Exams.

Many students who first score a 1 or 2 on an AP Exam will take further AP courses and score higher.

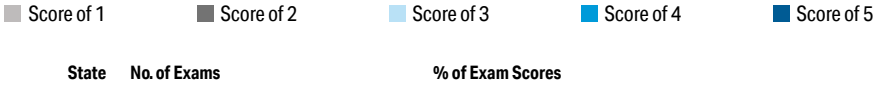
Figure 5 shows the proportion of students in the class of 2025 receiving each score.

Figure 6 shows the progress states have made to increase participation in AP over the last 10 years. States are ranked by the percentage of graduates in the class of 2025 taking an AP Exam.

To see the research, visit:
reports.collegeboard.org/media/pdf/new-analyses-ap-scores-1-and-2_1.pdf

FIGURE 5

Score Distributions of AP Exams Taken by the Class of 2025 During High School

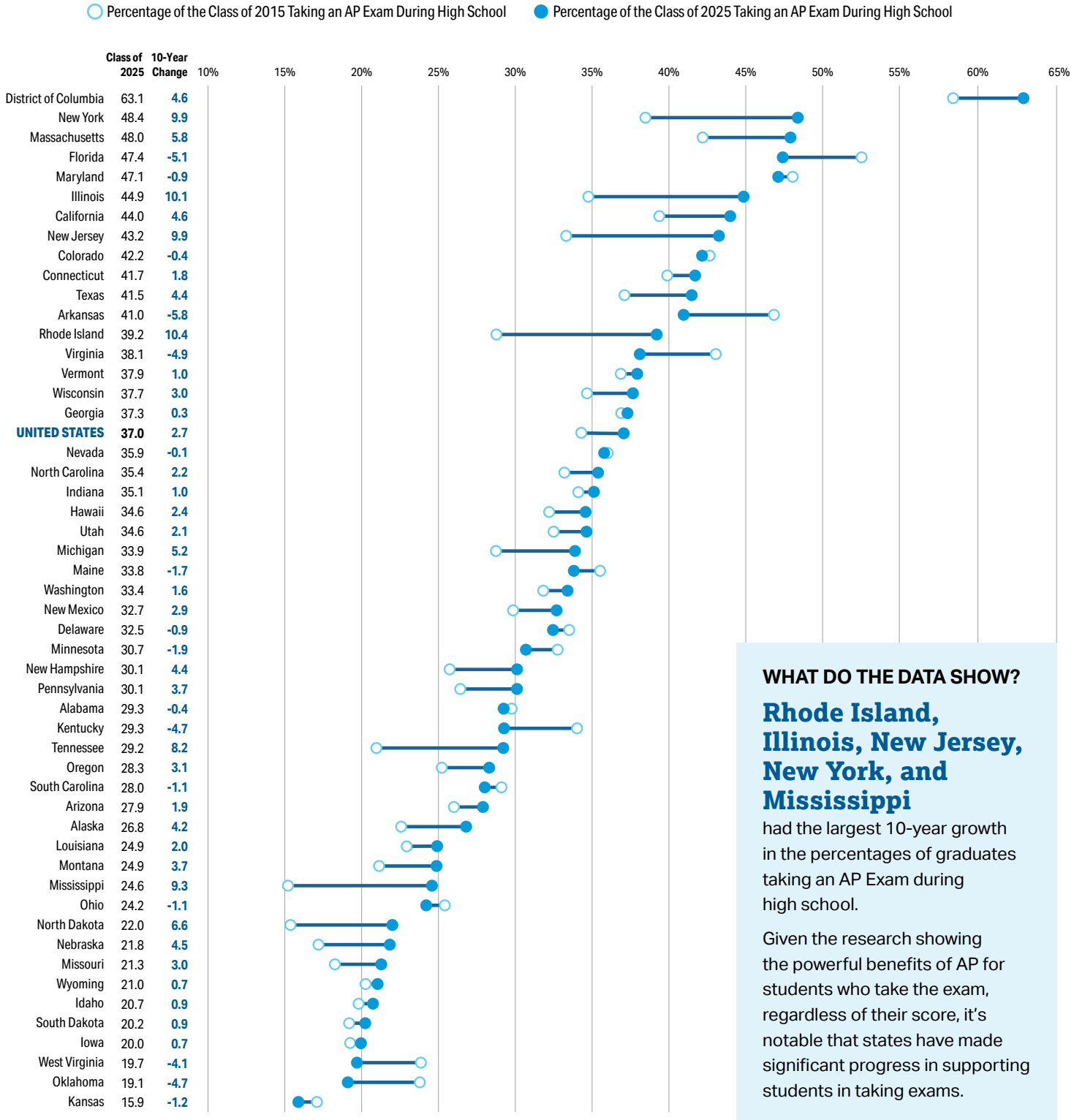


State	No. of Exams	% of Exam Scores				
		1	2	3	4	5
Alabama	51,304	19.9	25.0	25.2	19.7	10.2
Alaska	6,628	11.4	23.0	32.7	22.8	10.1
Arizona	78,149	13.7	21.0	25.3	23.9	16.1
Arkansas	47,973	25.8	26.5	24.4	16.7	6.7
California	761,016	13.7	19.8	24.1	24.4	18.0
Colorado	92,538	12.9	19.7	26.6	25.4	15.4
Connecticut	59,898	9.9	16.5	24.7	28.0	20.9
Delaware	11,920	17.1	23.0	26.3	21.7	11.9
District of Columbia	9,102	29.8	22.3	19.2	17.0	11.7
Florida	367,456	16.5	22.3	27.5	22.0	11.7
Georgia	186,963	13.0	18.7	26.4	25.6	16.3
Hawaii	10,669	17.7	25.1	27.2	20.9	9.1
Idaho	13,176	9.2	22.0	27.7	26.4	14.8
Illinois	232,203	13.6	18.9	25.3	25.4	16.8
Indiana	82,098	14.2	23.0	27.2	23.0	12.6
Iowa	19,638	9.8	19.6	27.6	26.6	16.4
Kansas	16,452	6.9	19.4	27.9	29.5	16.3
Kentucky	42,764	16.9	25.0	28.2	20.2	9.7
Louisiana	31,074	27.6	22.5	23.6	17.9	8.3
Maine	12,283	9.3	19.6	28.9	27.9	14.3
Maryland	122,325	15.5	20.9	24.0	23.2	16.4
Massachusetts	124,981	11.1	17.6	24.3	26.7	20.3
Michigan	110,689	11.1	20.1	27.2	25.5	16.2
Minnesota	63,403	9.9	19.1	27.2	27.3	16.5
Mississippi	16,210	33.7	22.9	21.6	15.8	6.0
Missouri	39,810	12.0	19.4	27.3	25.7	15.6
Montana	7,648	5.8	20.4	30.0	29.4	14.3
Nebraska	15,329	13.7	21.1	26.6	25.3	13.4
Nevada	36,730	20.0	23.4	26.2	19.8	10.7
New Hampshire	10,293	6.4	19.2	27.9	29.1	17.4
New Jersey	169,358	10.4	16.2	23.6	27.7	22.1
New Mexico	17,588	29.4	27.9	21.9	14.1	6.7
New York	332,362	11.6	19.3	26.6	25.3	17.3
North Carolina	147,339	15.5	20.4	26.1	23.8	14.1
North Dakota	4,610	7.5	22.9	30.3	26.6	12.6
Ohio	106,933	9.4	17.8	27.1	27.1	18.5
Oklahoma	26,097	18.9	25.8	26.5	19.4	9.3
Oregon	34,733	13.0	21.3	27.7	24.6	13.3
Pennsylvania	129,097	9.1	17.4	25.8	28.0	19.8
Rhode Island	12,728	14.7	20.5	25.6	23.1	16.0
South Carolina	48,883	11.2	18.8	27.4	26.6	16.0
South Dakota	5,698	5.6	20.1	28.9	28.8	16.6
Tennessee	64,189	16.1	20.7	26.0	23.5	13.7
Texas	662,823	24.8	21.6	22.7	19.1	11.7
Utah	46,244	8.2	18.6	28.8	28.0	16.4
Vermont	5,501	6.6	17.6	27.7	29.3	18.8
Virginia	156,173	10.6	18.5	25.8	27.0	18.1
Washington	91,309	10.4	17.2	25.3	26.8	20.4
West Virginia	9,571	17.7	24.1	26.1	20.4	11.7
Wisconsin	79,243	9.4	18.7	28.2	27.8	15.9
Wyoming	3,257	9.9	21.8	30.5	24.5	13.3
UNITED STATES	**4,834,458**	14.9	20.1	25.4	24.0	15.6

Due to rounding, percentages don't always add up to 100.0.

FIGURE 6

10-Year Change in the Percentage of Graduates Taking an AP Exam During High School, Ranked by the Percentage of the Class of 2025



	Class of 2025	10-Year Change
District of Columbia	63.1	4.6
New York	48.4	9.9
Massachusetts	48.0	5.8
Florida	47.4	-5.1
Maryland	47.1	-0.9
Illinois	44.9	10.1
California	44.0	4.6
New Jersey	43.2	9.9
Colorado	42.2	-0.4
Connecticut	41.7	1.8
Texas	41.5	4.4
Arkansas	41.0	-5.8
Rhode Island	39.2	10.4
Virginia	38.1	-4.9
Vermont	37.9	1.0
Wisconsin	37.7	3.0
Georgia	37.3	0.3
UNITED STATES	**37.0**	2.7
Nevada	35.9	-0.1
North Carolina	35.4	2.2
Indiana	35.1	1.0
Hawaii	34.6	2.4
Utah	34.6	2.1
Michigan	33.9	5.2
Maine	33.8	-1.7
Washington	33.4	1.6
New Mexico	32.7	2.9
Delaware	32.5	-0.9
Minnesota	30.7	-1.9
New Hampshire	30.1	4.4
Pennsylvania	30.1	3.7
Alabama	29.3	-0.4
Kentucky	29.3	-4.7
Tennessee	29.2	8.2
Oregon	28.3	3.1
South Carolina	28.0	-1.1
Arizona	27.9	1.9
Alaska	26.8	4.2
Louisiana	24.9	2.0
Montana	24.9	3.7
Mississippi	24.6	9.3
Ohio	24.2	-1.1
North Dakota	22.0	6.6
Nebraska	21.8	4.5
Missouri	21.3	3.0
Wyoming	21.0	0.7
Idaho	20.7	0.9
South Dakota	20.2	0.9
Iowa	20.0	0.7
West Virginia	19.7	-4.1
Oklahoma	19.1	-4.7
Kansas	15.9	-1.2

WHAT DO THE DATA SHOW?

Rhode Island, Illinois, New Jersey, New York, and Mississippi had the largest 10-year growth in the percentages of graduates taking an AP Exam during high school.

Given the research showing the powerful benefits of AP for students who take the exam, regardless of their score, it's notable that states have made significant progress in supporting students in taking exams.

Raw numbers for this figure are available in the Appendix. States with a tie in the ranking for percentage of the class of 2025 taking an AP Exam are ordered by 10-year change.

Access and Opportunity for All

Over the past 10 years, access to AP has expanded for students not broadly participating in AP. Closing the access and opportunity gap in AP participation is essential to giving more students the chance to experience the benefits of college-level coursework.

Expanding Access

The AP Program encourages educators to make access a guiding principle for their AP courses and give all willing and academically prepared students the opportunity to participate in AP. In schools across the country, educators are:

- Eliminating barriers that restrict access to AP for students from groups that have usually not had a chance to take AP courses.
- Making every effort to ensure their AP classes reflect their student population.
- Providing all students with access to academically challenging coursework before they enroll in AP classes.

A national review of progress shows how well states have connected students to AP and eliminated barriers that may restrict access of groups not broadly participating in AP.

AP strongly encourages schools to ensure that the demographics of AP classes reflect the overall demographics of the school. Ideally, the percentage of students taking an AP Exam should match the proportion of the population for each demographic group in the school.

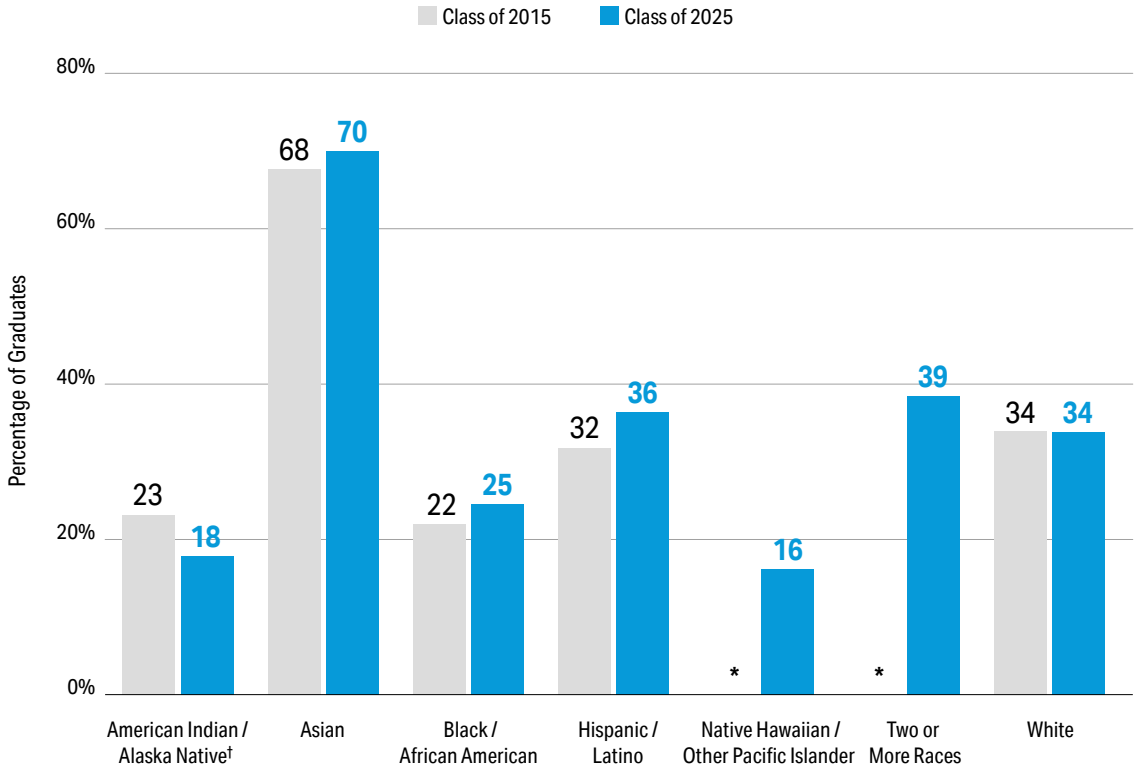
Figure 7 shows an expansion in access to AP over the last 10 years in U.S. public high schools by race/ethnicity.

Figures 8–11 show the percentages of graduates in the class of 2025 taking an AP Exam, by race/ethnicity and state, as well as the percentages and changes from the class of 2015.

FIGURE 7

Percentage of Graduates Taking an AP Exam During High School, by Race/Ethnicity

Comparisons between 2025 and 2015 race/ethnicity participation should be interpreted with caution. Beginning in 2016 and continuing through 2025, students had the option to select "Two or More Races" and "Native Hawaiian/Pacific Islander," options that were not available in 2015. Changes between 2015 and 2025 may partly reflect these changes to the categories student could select.



The number of graduates in the classes of 2015 and 2025 are sourced from the Western Interstate Commission for Higher Education (WICHE).

* Data for Native Hawaiian/Other Pacific Islander and Two or More Races aren't available prior to 2016. WICHE began making projections for these racial/ethnic categories starting in their 2020 release.

† Year-to-year comparisons describing Native American or Alaska Native student participation should be interpreted cautiously. A new tribal affiliation field was added for 2023, improving the accuracy of these data for this year and the future.

FIGURE 8

Percentage of **Black/African American** Graduates Taking an AP Exam During High School, Ranked by the Percentage for the Class of 2025

	2015	2025	Change
District of Columbia	46.3	51.8	5.5
Massachusetts	29.8	37.3	7.5
New York	21.4	36.6	15.2
Maryland	30.8	35.1	4.3
Illinois	23.6	29.7	6.1
Texas	27.2	29.5	2.3
Arkansas	30.7	29.2	-1.5
California	24.8	28.9	4.1
Rhode Island	21.8	28.3	6.5
Florida	35.9	27.8	-8.1
South Dakota	17.9	27.6	9.7
Washington	26.6	26.8	0.2
Connecticut	21.6	26.3	4.7
Georgia	26.1	25.7	-0.4
UNITED STATES	**21.9**	**24.6**	**2.7**
New Jersey	14.9	24.3	9.4
New Mexico	22.7	23.9	1.2
Utah	21.9	23.9	2.0
Nevada	23.6	23.8	0.2
Indiana	20.4	23.4	3.0
Vermont	26.5	23.1	-3.4
Virginia	26.6	22.7	-3.9
North Carolina	18.0	22.4	4.4
Tennessee	13.7	22.2	8.5
Idaho	18.4	21.5	3.1
Montana	13.3	21.5	8.2
Alaska	19.6	21.4	1.8
Minnesota	18.0	21.2	3.2
Arizona	16.8	21.0	4.2
Nebraska	11.9	21.0	9.1
Wyoming	11.7	20.9	9.2
Oregon	17.6	20.8	3.2
Mississippi	9.9	20.0	10.1
Hawaii	30.8	19.9	-10.9
New Hampshire	9.3	19.9	10.6
Michigan	11.1	19.5	8.4
Maine	19.1	19.3	0.2
Louisiana	15.2	19.1	3.9
Kentucky	18.2	18.4	0.2
Delaware	18.3	18.2	-0.1
Missouri	12.5	17.7	5.2
North Dakota	6.3	17.3	11.0
Wisconsin	17.2	17.3	0.1
Alabama	19.2	17.1	-2.1
Pennsylvania	14.7	16.5	1.8
Iowa	14.9	16.3	1.4
Ohio	15.3	16.0	0.7
Oklahoma	18.9	15.7	-3.2
South Carolina	14.4	12.6	-1.8
West Virginia	12.6	11.4	-1.2
Kansas	10.2	8.7	-1.5
Colorado	37.0	5.9	-31.1

WHAT DO THE DATA SHOW?

New York, North Dakota, New Hampshire, Mississippi, and South Dakota had the largest 10-year gains in the percentage of Black/African American graduates taking an AP Exam during high school.

Comparisons between 2025 and 2015 race/ethnicity participation should be interpreted with caution. Beginning in 2016 and continuing through 2025, students had the option to select "Two or More Races" and "Native Hawaiian/Pacific Islander," options that were not available in 2015. Changes between 2015 and 2025 may partly reflect these changes to the categories student could select.

States with a tie in the rankings are listed alphabetically.

FIGURE 9

Percentage of **Hispanic/Latino** Graduates Taking an AP Exam During High School, Ranked by the Percentage for the Class of 2025

	2015	2025	Change
Hawaii	20.2	>99*	
District of Columbia	85.5	68.5	-17.0
Florida	54.7	54.5	-0.2
Illinois	37.0	47.1	10.1
New York	30.1	45.9	15.8
Arkansas	>99*	45.0	
Vermont	43.4	44.0	0.6
Texas	33.9	40.7	6.8
Maryland	42.0	40.6	-1.4
California	32.0	38.0	6.0
Georgia	35.3	37.0	1.7
Massachusetts	28.6	36.9	8.3
Mississippi	18.6	36.8	18.2
UNITED STATES	**31.7**	**36.4**	**4.7**
Michigan	21.7	34.8	13.1
New Jersey	23.3	34.4	11.1
Alaska	18.1	34.3	16.2
Rhode Island	23.9	33.9	10.0
Nevada	29.6	33.3	3.7
New Mexico	25.6	32.9	7.3
Maine	39.5	32.5	-7.0
Virginia	37.7	32.4	-5.3
Connecticut	24.3	30.3	6.0
Indiana	25.8	29.8	4.0
Wisconsin	22.3	29.8	7.5
West Virginia	26.4	29.5	3.1
Utah	19.7	29.4	9.7
Alabama	38.7	29.3	-9.4
Louisiana	24.9	29.2	4.3
North Carolina	25.3	28.5	3.2
Delaware	26.5	27.9	1.4
Tennessee	24.3	27.8	3.5
South Carolina	26.8	26.7	-0.1
Arizona	21.7	25.1	3.4
Kentucky	36.4	24.8	-11.6
Minnesota	21.1	24.3	3.2
Oregon	17.3	23.9	6.6
New Hampshire	15.5	23.8	8.3
Missouri	19.0	23.1	4.1
Ohio	22.4	22.9	0.5
Montana	12.7	22.2	9.5
Pennsylvania	17.6	22.2	4.6
Oklahoma	20.9	21.5	0.6
Wyoming	17.2	21.1	3.9
Washington	18.9	21.0	2.1
Nebraska	10.7	18.8	8.1
North Dakota	7.6	18.8	11.2
South Dakota	19.1	17.8	-1.3
Iowa	14.2	17.5	3.3
Idaho	10.9	16.7	5.8
Kansas	11.7	9.5	-2.2
Colorado	27.0	5.1	-21.9

WHAT DO THE DATA SHOW?

Mississippi, Alaska, New York, Michigan, and North Dakota had the largest 10-year gains in the percentage of Hispanic/Latino graduates taking an AP Exam during high school.

Comparisons between 2025 and 2015 race/ethnicity participation should be interpreted with caution. Beginning in 2016 and continuing through 2025, students had the option to select "Two or More Races" and "Native Hawaiian/Pacific Islander," options that were not available in 2015. Changes between 2015 and 2025 may partly reflect these changes to the categories student could select.

States with a tie in the rankings are listed alphabetically.

* A greater number of graduates in the state's class of 2025 identified as Hispanic/Latino than are estimated to have been in the state's graduating class.

FIGURE 10

Percentage of **White** Graduates Taking an AP Exam During High School, Ranked by the Percentage for the Class of 2025

	2015	2025	Change
District of Columbia	86.4	86.4	0.0
Maryland	53.9	51.3	-2.6
Massachusetts	41.7	47.3	5.6
Connecticut	43.4	46.1	2.7
Florida	52.1	44.9	-7.2
California	37.9	43.1	5.2
New Jersey	34.2	41.7	7.5
New York	39.4	41.6	2.2
Rhode Island	28.9	41.3	12.4
North Carolina	39.4	40.5	1.1
Georgia	40.6	40.4	-0.2
Illinois	32.3	39.8	7.5
Arkansas	42.9	39.7	-3.2
Wisconsin	37.0	39.4	2.4
Virginia	44.4	38.8	-5.6
Texas	38.5	38.6	0.1
Nevada	37.3	37.7	0.4
New Mexico	33.8	37.1	3.3
Delaware	38.0	36.4	-1.6
Indiana	35.7	35.4	-0.3
Michigan	30.2	34.7	4.5
South Carolina	36.5	34.7	-1.8
Utah	33.7	34.7	1.0
Vermont	35.0	34.4	-0.6
UNITED STATES	**33.9**	**33.8**	**-0.1**
Washington	31.6	33.4	1.8
Alabama	33.0	32.7	-0.3
Alaska	29.0	32.0	3.0
Maine	33.5	30.9	-2.6
Pennsylvania	26.8	30.8	4.0
Minnesota	33.7	30.5	-3.2
Arizona	27.9	29.2	1.3
Kentucky	34.1	29.2	-4.9
Tennessee	21.2	28.4	7.2
Oregon	25.3	28.3	3.0
Mississippi	18.5	25.6	7.1
New Hampshire	25.0	25.5	0.5
Montana	22.1	25.4	3.3
Hawaii	32.9	25.0	-7.9
Louisiana	25.3	24.9	-0.4
North Dakota	15.9	23.3	7.4
Ohio	25.6	23.3	-2.3
South Dakota	20.2	20.8	0.6
Nebraska	18.3	20.7	2.4
Missouri	17.7	19.4	1.7
Idaho	20.2	19.3	-0.9
Wyoming	20.0	19.2	-0.8
Iowa	19.0	18.8	-0.2
Oklahoma	26.3	18.8	-7.5
West Virginia	23.2	17.3	-5.9
Kansas	17.7	16.4	-1.3
Colorado	46.4	6.8	-39.6

WHAT DO THE DATA SHOW?

Rhode Island, New Jersey, Illinois, North Dakota, and Tennessee had the largest 10-year gains in the percentage of White graduates taking an AP Exam during high school.

Comparisons between 2025 and 2015 race/ethnicity participation should be interpreted with caution. Beginning in 2016 and continuing through 2025, students had the option to select "Two or More Races" and "Native Hawaiian/Pacific Islander," options that were not available in 2015. Changes between 2015 and 2025 may partly reflect these changes to the categories student could select.

States with a tie in the rankings are listed alphabetically.

FIGURE 11

Percentage of **Asian** Graduates Taking an AP Exam During High School, Ranked by the Percentage for the Class of 2025

	2015	2025	Change
District of Columbia	>99*	>99*	
North Carolina	74.8	79.9	5.1
Maine	>99*	79.2	
Georgia	78.1	79.0	0.9
Illinois	74.7	78.9	4.2
Florida	90.7	78.3	-12.4
Texas	78.9	78.2	-0.7
New York	60.0	76.9	16.9
Maryland	84.1	75.9	-8.2
New Jersey	63.3	75.5	12.2
Massachusetts	72.0	73.9	1.9
Alabama	72.4	73.5	1.1
California	68.3	73.5	5.2
Connecticut	68.3	72.8	4.5
Arkansas	83.4	71.1	-12.3
UNITED STATES	**67.7**	**70.0**	**2.3**
South Carolina	80.2	69.1	-11.1
Virginia	79.2	69.0	-10.2
Delaware	73.2	67.7	-5.5
Michigan	63.7	67.1	3.4
Tennessee	55.1	66.4	11.3
Arizona	62.4	64.9	2.5
Missouri	49.9	64.1	14.2
Pennsylvania	59.3	63.8	4.5
Nevada	77.3	63.2	-14.1
Ohio	67.4	62.8	-4.6
Kentucky	69.8	61.5	-8.3
West Virginia	63.7	61.2	-2.5
Washington	64.4	61.0	-3.4
Rhode Island	43.6	60.6	17.0
Indiana	72.0	60.4	-11.6
Mississippi	50.4	56.1	5.7
Vermont	71.9	55.7	-16.2
New Mexico	*	55.3	
Oklahoma	65.4	55.3	-10.1
New Hampshire	49.4	54.1	4.7
Utah	78.0	53.3	-24.7
Nebraska	41.1	52.5	11.4
Louisiana	59.6	51.4	-8.2
Montana	48.9	50.0	1.1
Oregon	59.8	49.7	-10.1
Wisconsin	42.6	48.9	6.3
Kansas	52.4	47.6	-4.8
Iowa	44.1	47.5	3.4
Idaho	57.4	43.1	-14.3
Minnesota	39.7	42.8	3.1
Hawaii	47.2	40.4	-6.8
South Dakota	28.0	39.6	11.6
North Dakota	25.6	37.9	12.3
Alaska	41.6	35.6	-6.0
Wyoming	41.7	34.5	-7.2
Colorado	79.4	7.9	-71.5

WHAT DO THE DATA SHOW?

Rhode Island, New York, Missouri, North Dakota, and New Jersey had the largest 10-year gains in the percentage of Asian graduates taking an AP Exam during high school.

Comparisons between 2025 and 2015 race/ethnicity participation should be interpreted with caution. Beginning in 2016 and continuing through 2025, students had the option to select "Two or More Races" and "Native Hawaiian/Pacific Islander," options that were not available in 2015. Changes between 2015 and 2025 may partly reflect these changes to the categories student could select.

States with a tie in the rankings are listed alphabetically.

* A greater number of graduates in the state's class of 2025 identified as Asian than are estimated to have been in the state's graduating class.

Preparing a Wider Range of Students to Succeed

Taking one AP course has a large payoff for college completion

Introducing students to the rigor and relevance of AP courses boosts college success, and the greatest benefits are experienced when students go from not taking any AP course and exam at all to taking their first and second.

Students who complete their first AP course are:

- 3 percentage points more likely to graduate from college within 4 years.

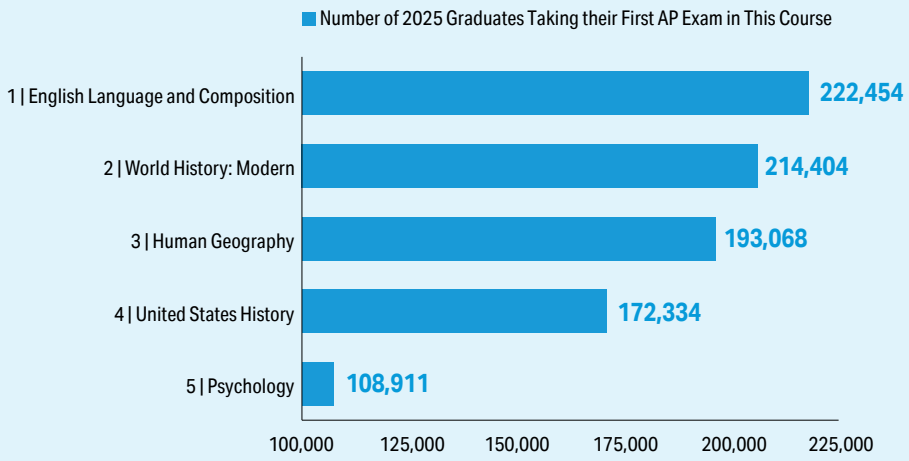
When students taking an AP Exam score a 3 or higher, they're:

- 6 percentage points more likely to graduate from college within 4 years.
- 8 percentage points more likely to graduate if they score 3 or higher on 2 AP Exams.

These gains are consistent for all students.[1]

As educators contemplate the best way to support students moving into a first AP course and exam, course-taking patterns for the graduating class of 2025 may help inform planning. Of the more than 1.3 million graduates of the class of 2025 who took at least one AP exam in high school, these were the courses that saw the largest number of first-time exam takers:

Most Common First AP Course for the Graduating Class of 2025



1. Beard, J. J., Hsu, J., Ewing, M., & Godfrey, K. E. (2019). Studying the relationships between the number of APs, AP performance, and college outcomes. Educational Measurement:

"Once one AP has been taken it's easier to comprehend how to study and prepare."

—AP STUDENT, SCHOOL YEAR 2025-26

Looking ahead: New courses, more choices

In 2026-27, the AP Program will begin offering high schools a new set of career-focused AP courses and exams, starting with AP Business with Personal Finance and AP Cybersecurity. We're partnering with employers, college faculty, and high school educators to design these courses and prepare students for high-demand jobs.

- **AP Business with Personal Finance** is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump$tart Coalition for Personal Financial Literacy.
- **AP Cybersecurity** is a yearlong course that offers a broad introduction to the field and aligns with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

School year 2026-27 will also see the launch of a **revised Pre-AP Algebra 1 course**, featuring optional unit projects designed to cultivate development of durable skills that will be central to success in future AP courses, including career-focused courses such as AP Business with Personal Finance and AP Cybersecurity that offer career learning opportunities to apply mathematical reasoning.

As students learn foundational mathematical concepts, they'll have opportunities to develop skills such as collaboration, teamwork, and critical thinking as they engage in real-world scenarios that allow them to apply algebraic thinking to a range of problems faced by individuals working in a variety of industries.

Inviting More Students to Succeed in AP

There's no one path into AP. Some students begin with a course that fulfills a graduation requirement; others start with an AP course tied to a favorite subject or personal interest. Wherever they start, all students willing to challenge themselves with college-level coursework and career preparation are encouraged to participate.

When school leaders build successful AP programs, they can create multiple, clearly visible entry points to a first AP course and exam—aligned to local priorities, student interest, and graduation requirements. In these schools, the master schedule becomes a powerful force for advancing opportunity: thoughtful scheduling reduces unnecessary barriers, expands access, and signals to the community that advanced coursework is available to a broad range of students.

- **Start with one AP:** Courses commonly taken earlier in high school or that introduce interdisciplinary thinking—AP Environmental Science, AP Human Geography, AP Precalculus.
- **Make honors count for college credit:** AP courses that extend or replace honors-level coursework—AP Calculus AB, AP Calculus BC, AP U.S. History, AP English Language and Composition.
- **Explore careers and skills:** AP courses connected to career exploration, creative expression, and durable skill development—AP Business with Personal Finance, AP Cybersecurity, AP Computer Science Principles, AP Statistics, AP Seminar, AP 2-D Art and Design, AP 3-D Art and Design.
- **Electives as the hook:** Engaging electives that broaden horizons and support a well-rounded education—AP African American Studies, AP Art History, AP Latin, AP Music Theory, AP Spanish Literature and Culture.

By offering varied first-AP opportunities and aligning them intentionally within the master schedule, schools can send a clear message: AP is for students with a variety of interests, goals, and starting points. State and district leaders can support this work by encouraging flexibility, sharing promising practices, and using data to ensure AP access continues to expand its reach to students who usually don't have the chance to take AP courses.

Project Based Learning

In project based learning (PBL), students build knowledge and skills through sustained investigation of complex, real-world problems. Since it's often a shift from traditional methods of teaching, PBL resources include instructional materials and robust professional learning supports. These resources enable students to acquire and apply AP course content and skills through active engagement in project work.

Sustained Investigation of Complex, Real-World Problems

Making this instructional shift is paying off. Powerful research shows that implementing PBL in AP classrooms can significantly improve academic achievement. For example, a randomized controlled trial showed that students in AP Environmental Science and AP U.S. Government and Politics courses achieved higher results when their teachers used a PBL curriculum and participated in professional learning. The proportion of students receiving a score of 3 or higher on the AP Exam was about 8 percentage points higher among students in AP courses with PBL than for those in AP classrooms without PBL (**Saavedra et al. 2021**).

In response to these research findings, the AP Program now offers summer professional learning programs focused on project based instruction for AP Environmental Science, AP U.S. Government and Politics, and AP World History: Modern teachers. The **AP Project Based Learning Series** helps teachers adopt and implement a project based instructional approach that anchors their AP course in projects that encompass the content and skills in the AP course framework. More than 2,000 teachers have participated in the PBL Series since its launch in 2021-22. The AP Program is also developing PBL and resources for AP Human Geography, AP Statistics, AP Business with Personal Finance, and Pre-AP Algebra 1.

Workshops in the AP Project Based Learning Series are designed in collaboration with PBLWorks, the premier organization in PBL teaching methodology. They help teachers:

- Identify how AP content and skills are developed within and across the course projects.
- Apply high-quality PBL design elements and teaching practices.
- Simulate and model PBL practices using examples from the course projects.
- Adapt and prepare to implement the projects with their students.

"The life-changing moment where I realized that PBL projects work, is after the AP Exam when the students came back and said, 'I saw myself doing the projects as I was writing the essays on the exam.'"

—PAST PBL PARTICIPANT

Supports for All Students

AP Classroom is a free online platform that provides teachers with flexible instructional resources for each Pre-AP® and AP course to support student learning of all course content and skills.

There's a free AP resource for each step in the iterative instructional cycle of planning, teaching, providing practice, assessing, getting/giving feedback, and preparing students for their exams.

AP Resources: Supporting Teaching and Learning

AP VIDEOS

AP Videos are a series of on-demand, short videos that cover selected content and skills from the AP Course and Exam Description and are available in AP Classroom for students to watch anytime, anywhere.

TOPIC QUESTIONS

Topic Questions are Formative assessment questions that help teachers check understanding as they teach each topic (or skill, task model, or required reading, depending on the structure of the AP course). They include rationales to explain correct and incorrect answers to students.

PROGRESS CHECKS

Progress Checks are unit-based formative assessments that provide feedback on student progress with course content and skills through:

- Multiple-choice questions with rationales explaining correct and incorrect answers.
- Free-response questions with scoring guidelines to help teachers evaluate student work.

Teachers also have the flexibility to include Progress Check questions in quizzes they assemble from the Question Bank.

REPORTS

The Reports section of AP Classroom provides teachers with a one-stop shop for student results on all assignment types, and by specific course components. Teachers can:

- See a summary of student completion and performance on all assignments.
- Chart class and student performance on Progress Checks throughout the year.
- View a snapshot of student performance on specific course components, like topics and skills, over a chosen period of time.

In 2024-25, **more than 85%** of teachers gave at least one assignment in AP Classroom.

“I don’t think the importance of realizing you’re capable of doing challenging and rigorous work can be overstated and, for many kids, the AP Precalculus course gives them that understanding.”

—AP TEACHER

State Support for AP

All students—including those from low-income families—deserve the opportunity to participate in AP.

AP Funding Assistance

State funding plays a critical role in expanding AP opportunities for students. In 2025, 35 states and the District of Columbia supported AP access by providing financial assistance for low-income students to take AP Exams.

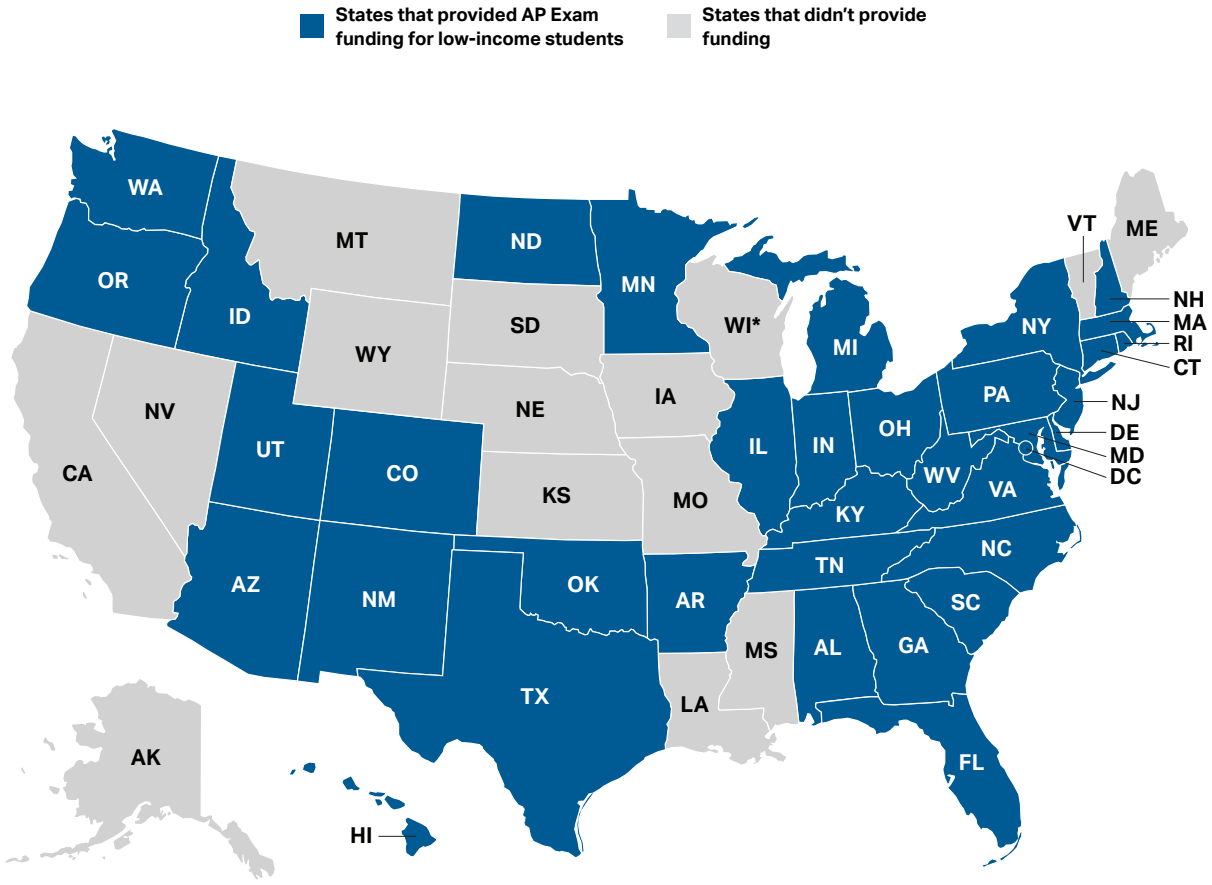
In states that provided funding, students received on average a $46 per-exam state subsidy in 2025. Alongside the $37 AP Exam Fee Reduction, the average remaining fee charged to students was $7 per exam.

State and district leaders are encouraged to announce financial support for AP Exams as early as possible in the academic year. An early commitment communicates a strong assurance to students and has proved to increase AP participation rates and narrow access gaps.

Figure 12 highlights the states that provided funding for AP Exams in 2025.

FIGURE 12

States That Provided AP Exam Funding for 2025



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

Funding sources that support AP students:

- **State and local funds**
  Many states and districts cover part or all of the costs of their students' AP Exams by using state funds 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 (ESSA) 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 federal Title I funds under ESSA 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.

AP Credit Policies

The opportunity to earn college credit during high school is a key benefit for students who take AP courses and exams. Most public and nonprofit colleges and universities in the United States—as well as many institutions in more than 65 other countries—grant credit, advanced placement, or both for qualifying AP Exam scores. This means students can save time and money and get a head start on their education when they enter college with credit they deserve through AP. And research has shown that students who earn credit for AP Exam scores tend to earn more credits overall, when in college, particularly in the subject area in which they took the exam.[2]

In 2025, over 2,100 colleges and universities awarded credit for AP scores in at least one subject. This includes a record 1,900 institutions granting credit for scores of 3 on at least one AP Exam—an increase of over 600 institutions since 2015.

Because credit is widely available, and 78% of credit policies award credit for scores of 3 (as well as scores of 4 and 5), students in the class of 2025 are using AP to reduce the cost of college and place into higher-level courses in college.

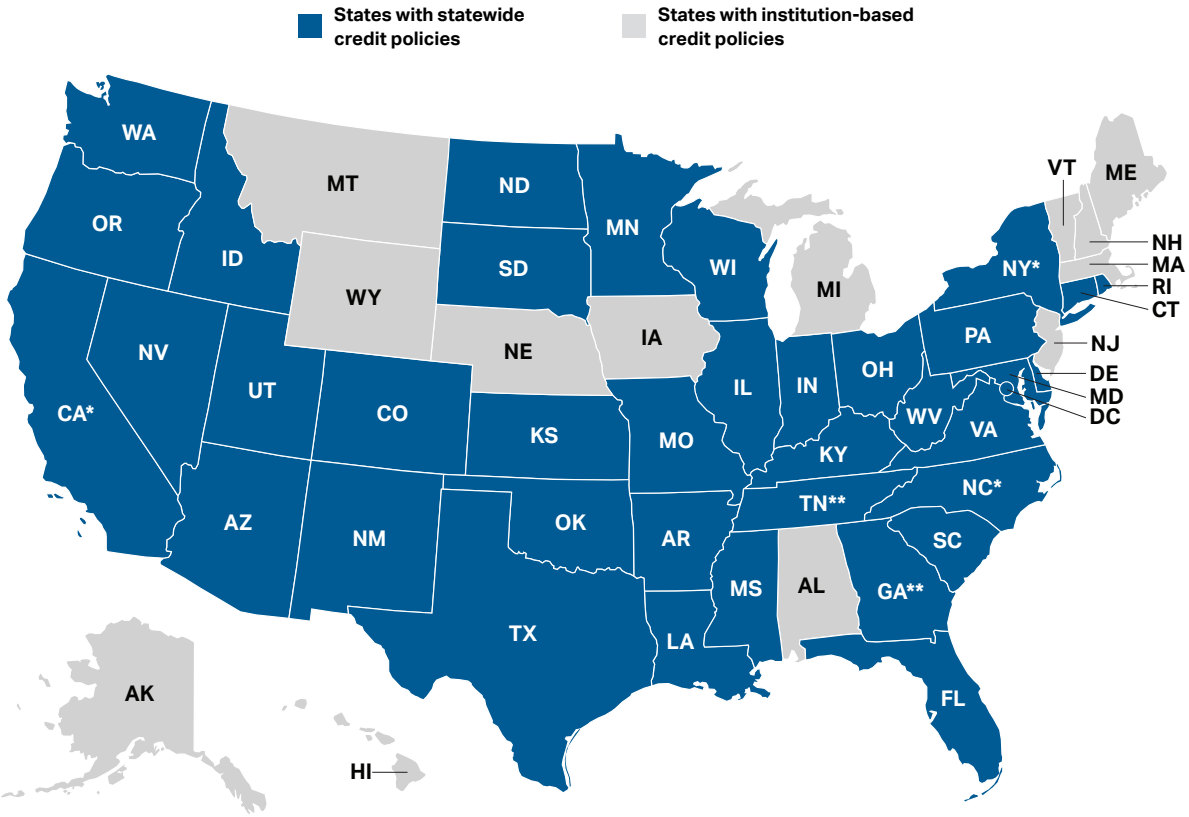
As of fall 2025, 37 states have implemented statewide or systemwide AP credit policies, which typically require all public higher education institutions to award credit for AP Exam scores of 3 or higher. Both trends are largely attributable to state and system policies.

Figure 13 highlights the extent to which state higher education systems recognize and give credit for AP, showing states where students benefit from either a statewide AP credit policy or institution-based AP credit policies.

2. Murphy, D. and Dodd, B. (2009). *A Comparison of College Performance of Matched AP and Non-AP Student Groups.* New York: The College Board. Source: Annual AP Credit Policy Survey. Figures represent two-year and four-year nonprofit campuses participating in the survey. 2025 reflects data from the 2024-25 academic year, and 2015 reflects data from 2014-15.

FIGURE 13

Statewide AP Credit Policies



* One or more systemwide AP credit policies. ** Two-year system only.

Bringing AP to All Schools

Schools with robust AP course offerings provide a breadth of disciplinary content and give students choice and flexibility to experience college-level coursework aligned with their interests and motivation.

AP Course Availability

Research has long shown the positive benefits of taking and succeeding on AP Exams, including higher first-year college GPAs and on-time four-year college graduation.

For some students, these potential benefits create a desire to overpack their high school schedules with as many AP courses as possible. Other students may opt out of taking AP courses altogether, believing the potential benefits go to only those students who take many AP Exams. Recent research now identifies the incremental college benefits associated with AP Exam taking.[3]

- The biggest boost in first-year college GPAs, as well as college degree completion, is associated with taking at least 1 AP Exam.
- Taking and succeeding on more than 5 AP Exams doesn't significantly alter first-year GPA or college degree completion.

Given these results, ensuring students have access to and are enrolled in at least one AP course is likely to have the largest return on college outcomes. And because even better performance in college is associated with success on a student's first five AP Exams, schools that offer at least five AP courses maximize the opportunities for their students.

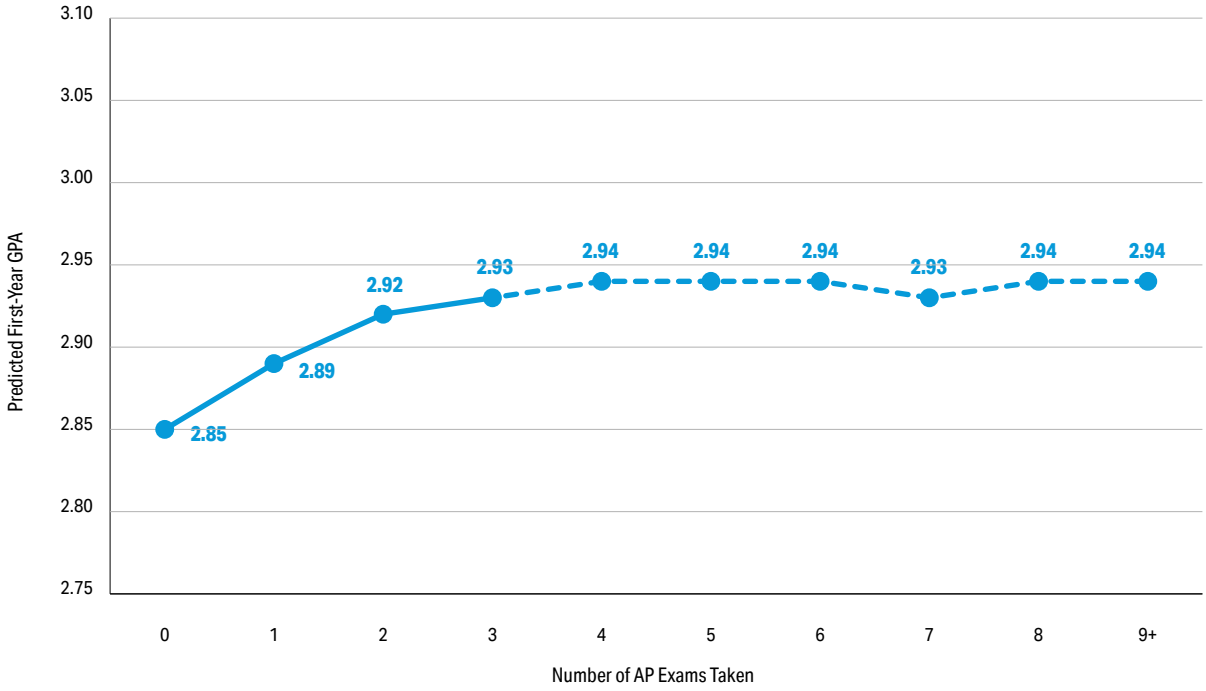
Figures 14–15 show that additional AP participation and performance is positively related to first-year college GPA and college degree completion, and that the relationship levels off after five AP Exams.

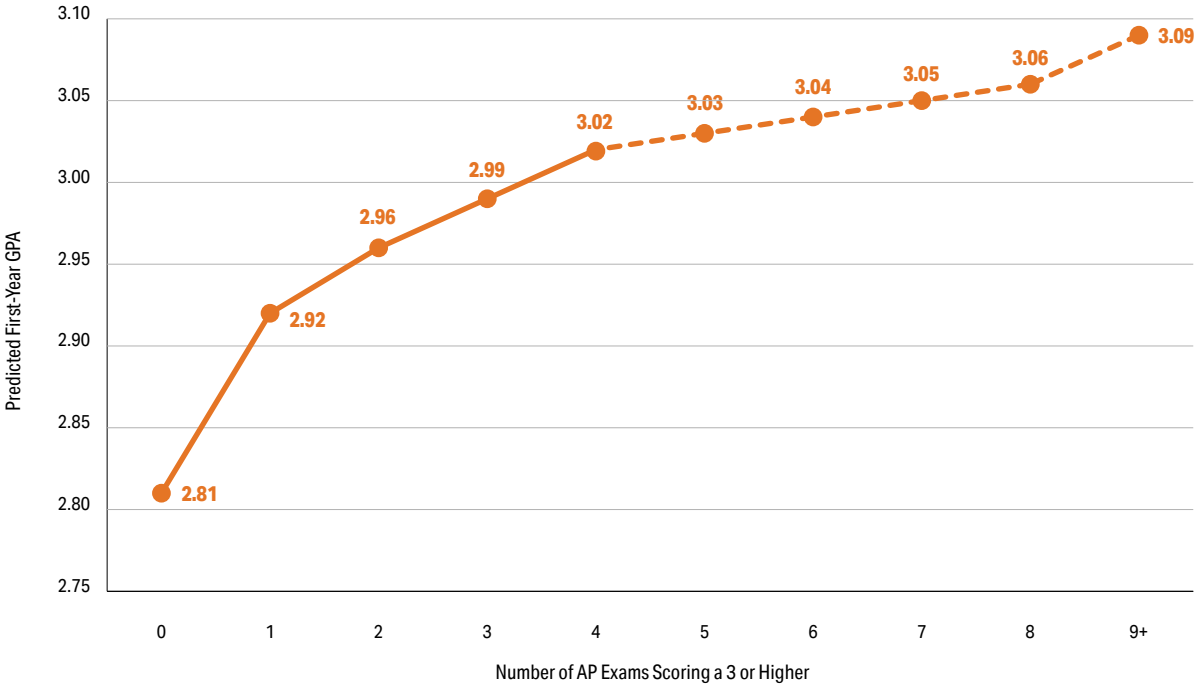
Figure 16 shows the extent to which public high schools offer AP courses, indicating the percent offering at least one AP course, as well as the percent offering five or more AP courses.

3. Beard, J. J., Hsu, J., Ewing, M., & Godfrey, K. E. (2019). Studying the relationships between the number of APs, AP performance, and college outcomes. *Educational Measurement: Issues and Practice,* 38(4), 42–54. (https://onlinelibrary.wiley.com/doi/abs/10.1111/emip.12295)

FIGURE 14

Predicted **First-Year GPA**, by AP Exam Participation and Performance





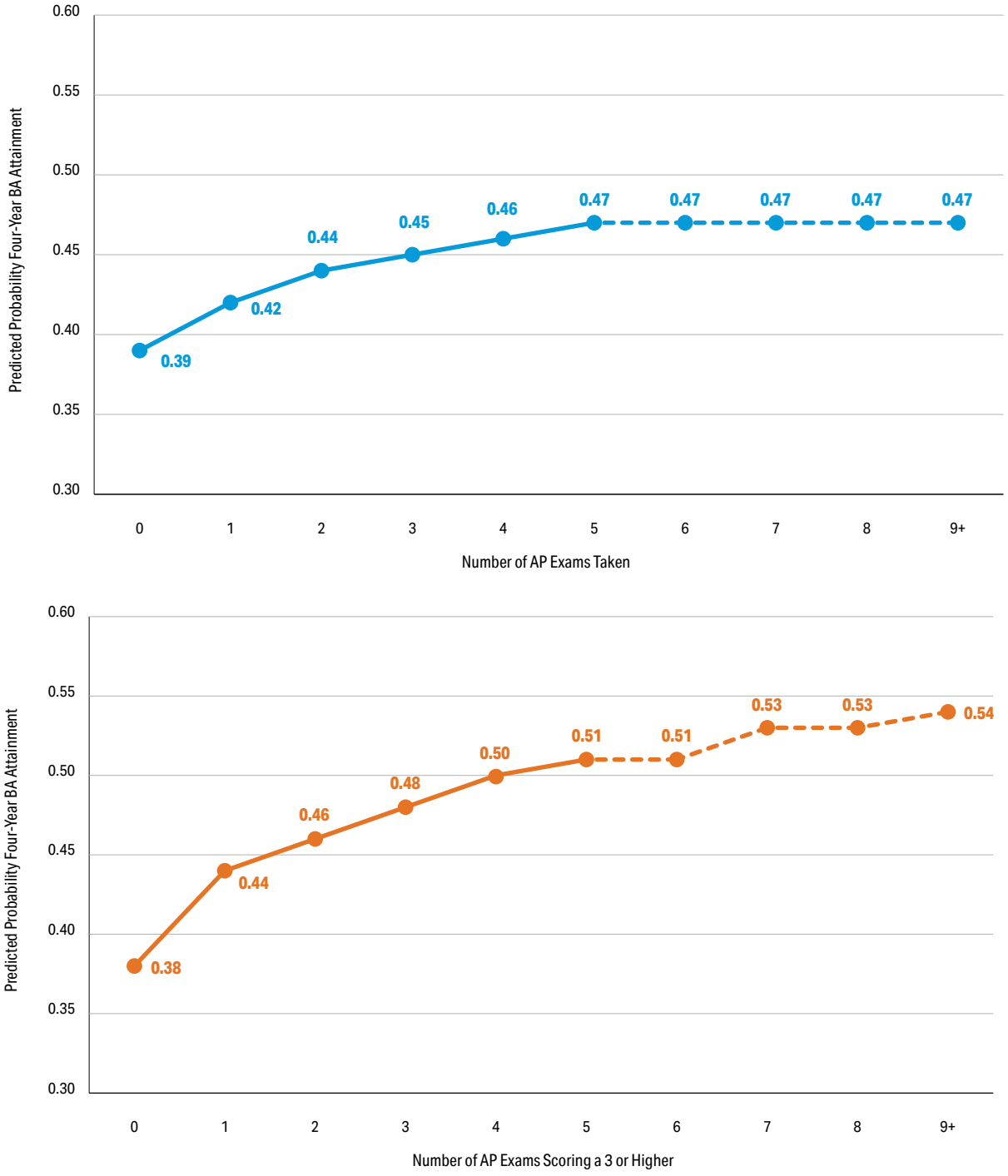
Solid lines denote statistically significant relative to one fewer AP Exam.

Dotted lines indicate when the point estimate isn't statistically different from the one before it. Estimates are shown for students at the average SAT (1682.23) and high school GPA (3.63).

Source: Beard, Hsu, Ewing, and Godfrey (2019).

FIGURE 15

Predicted **College Degree Completion**, by AP Exam Participation and Performance



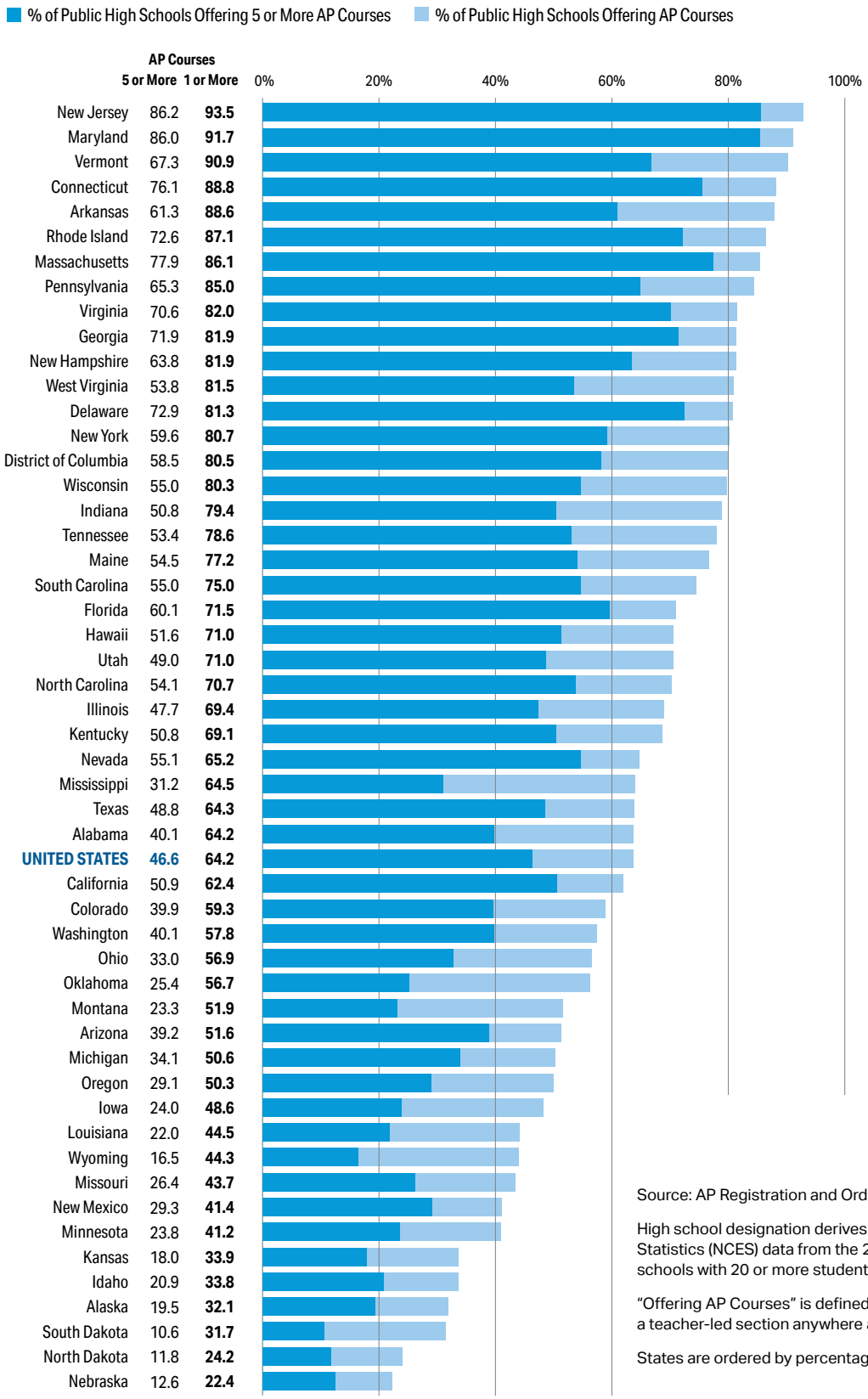
Solid lines denote statistically significant relative to one fewer AP Exam.

Dotted lines indicate when the point estimate isn't statistically different from the one before it. Estimates are shown for students at the average SAT (1681.14) and high school GPA (3.63).

Source: Beard, Hsu, Ewing, and Godfrey (2019).

FIGURE 16

AP Course Offerings for the 2024-25 Academic Year



Source: AP Registration and Ordering (2024-25).

High school designation derives from National Center for Education Statistics (NCES) data from the 2022-23 school year. Restricted to schools with 20 or more students in 9th to 12th grade.

"Offering AP Courses" is defined as having at least one student join a teacher-led section anywhere and take the exam.

States are ordered by percentage of schools offering AP courses.

Pre-AP: Increasing Confidence for College and Career Readiness

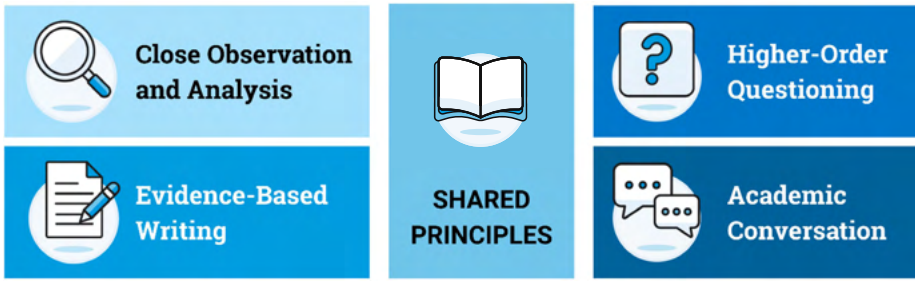
Early Connections to AP

Pre-AP® is designed to give all students the opportunity to learn the content they need to succeed in Advanced Placement and other college-level coursework, building skills that apply widely to college and career.

Pre-AP courses are directly back mapped from specific AP courses and often include strong connections to multiple AP courses. Across Pre-AP disciplines, students experience instructional practices and routines that help them develop the important critical thinking skills needed to succeed in AP.

Discipline	Pre-AP Course	AP Course
English	Pre-AP English 1 and 2	AP African American Studies AP English Language and Composition AP English Literature and Composition English 10: AP Seminar
Histories	Pre-AP World History and Geography	AP African American Studies AP European History AP Human Geography AP United States History AP World History: Modern
Mathematics	Pre-AP Algebra 1	AP Calculus AB AP Computer Science Principles AP Precalculus AP Statistics
	Pre-AP Algebra 2	AP Calculus AB AP Physics 1 AP Physics 2 AP Precalculus AP Statistics
	Pre-AP Geometry with Statistics	AP Calculus AB AP Precalculus AP Statistics
Science	Pre-AP Biology	AP Biology AP Environmental Science
	Pre-AP Chemistry	AP Chemistry AP Environmental Science
Arts	Pre-AP Visual and Performing Arts	AP 2-D Art and Design AP 3-D Art and Design AP Drawing

All Pre-AP courses are grounded in four shared, research-based instructional principles. These cross-disciplinary strategies are designed to deepen students' content knowledge while strengthening their critical thinking and problem-solving skills. When students consistently engage with these principles, they're better prepared for the rigor of advanced coursework.



This is the "how" that answers the need—a practical, classroom-based approach to ensuring more students are ready for AP and other college-level opportunities.

Pre-AP Expansion: Reaching More Students

Schools in over 30 countries are excited to offer Pre-AP courses, and the number of schools is growing year over year. When the class of 2025 entered high school in 2021-22, Pre-AP was offered to students in 1,060 schools. By the time of their graduation, 1,846 schools offered Pre-AP courses, an increase of 75%.

This expansion enabled substantially more students to experience Pre-AP. **Pre-AP grew from serving approximately 198,000 students in school year 2021-22, to serving over 261,000 students in grades 8–12 in school year 2024-25**[4]. Since the national launch of Pre-AP in school year 2020-21, more than 800,000 students have experienced at least one Pre-AP course.

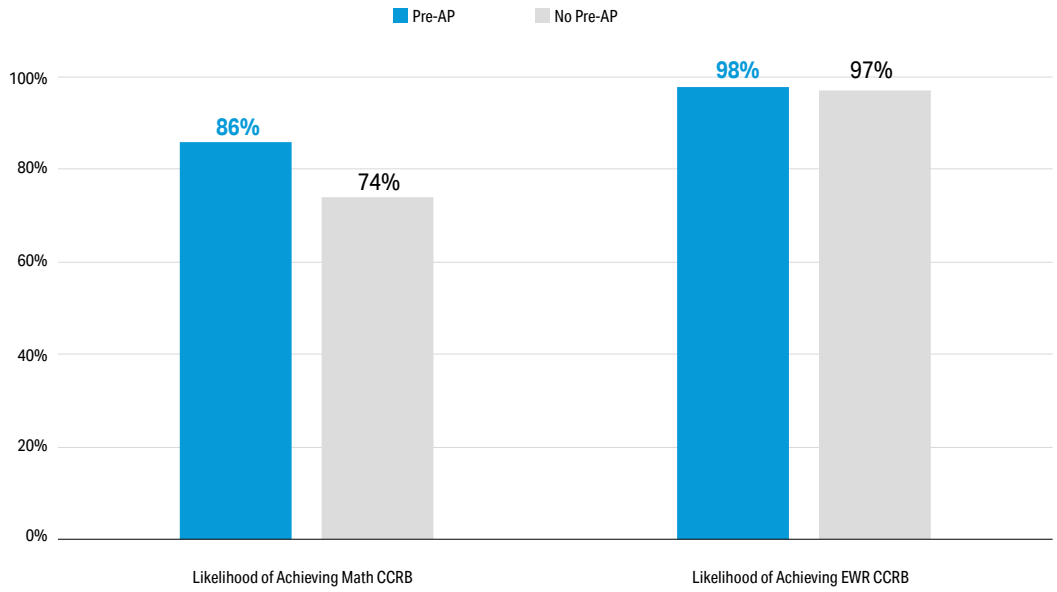
Pre-AP Pipeline: Building AP Readiness

Pre-AP provides an early foundation for college readiness, and students enrolled in Pre-AP had a statistically significant, greater likelihood of achieving the College and Career Readiness Benchmark (CCRB) on the **PSAT assessment Math** and **Evidence-Based Reading and Writing** (ERW) sections.

4. Based on number of individual students in Pre-AP Classroom in 2021-22 and 2024-25.

FIGURE 17

Student Likelihood of Achieving College and Career Readiness Benchmark[5]



And Pre-AP students go on to take AP courses at higher rates than their cohort. **For graduates of the class of 2025, over 43% of Pre-AP students took at least one AP exam in high school, compared to 37% of the cohort at large.** On average, Pre-AP students in this cohort took an AP Exam two years after their Pre-AP experience.

While Pre-AP is designed to provide clear course pathways to future AP courses, it's not meant to limit student choice of future advanced coursework. Still, Pre-AP courses play an important role in preparing students in 8th, 9th, and 10th grade to go on to coursework in the same field. The pipeline from Pre-AP English 1 and English 2 to future AP English courses is the most robust, with nearly 50% of Pre-AP English students in the 2025 cohort going on to take an AP course in the anticipated course pathway: 41% taking AP English Language and Composition ; 27% taking AP English Literature and Composition, 8% taking AP Seminar, and 1% taking AP African American Studies. Similar trends exist for students taking Pre-AP mathematics courses, and over 44% of Pre-AP students in the class of 2025 continue on to AP STEM courses before graduation.

Educators Believe in Pre-AP

In 2025, Pre-AP professional learning continued to demonstrate its strong impact on educators and school leaders alike. Among participants, 97% of teachers and 97% of administrators found the professional learning helpful and informative. After completing professional learning, 86% of teachers felt prepared to plan and deliver instruction for their Pre-AP courses, and 89% felt equipped to support students in building the skills needed for AP success. Administrators also reported high confidence, and 82% felt prepared to support Pre-AP courses within their schools or districts.

5. Source: 2021-22 Pre-AP Annual Opportunity Report

“It has been amazing to see the level of writing and prior knowledge that students [from the 9th Grade Pre-AP English course] bring to the table in AP Seminar after having taken that course!”

—AP TEACHER

AP School Honor Roll

The AP School Honor Roll recognizes schools whose AP programs are delivering wide-reaching results for their students.

The AP School Honor Roll, which replaces the previous AP District Honor Roll, offers schools recognition across four levels of distinction: Bronze, Silver, Gold, and Platinum.

For a school to be recognized on the AP School Honor Roll, it must be located within the United States (including U.S. territories) or Canada and:

- Meet each of the following criteria anchored in research-based relationships between AP and college outcomes:
  - **College Culture:** 40% or more of the graduating cohort took at least 1 AP Exam during high school.
  - **College Credit:** 25% or more of the graduating cohort scored a 3 or higher on at least 1 AP Exam during high school.
  - **College Optimization:** 2% or more of the graduating cohort took 5 or more AP Exams during high school. At least 1 of those exams was taken in 9th or 10th grade, so that students are spreading their AP experience across grades rather than feeling disproportionate pressure in any single year.
- Have full-time grade-12 enrollments. AP coordinators can update this information online in **AP Registration and Ordering**.

Overview of 2025 AP School Honor Roll Recipients

Of the 16,068 eligible schools, 5,723 schools (36%) earned a place on the 2025 AP School Honor Roll.[6]

6. Note that schools had the choice to "opt out" of being publicly recognized on the AP School Honor Roll, so the number of schools listed in this report may not match the number of schools that met the award requirements and received the award.

FIGURE 18
2025 AP School Honor Roll Recipients

	Award	Percent of all Eligible Schools: U.S. and Canada
	**AP School Honor Roll Bronze**	**10%**
	**AP School Honor Roll Silver**	**11%**
	**AP School Honor Roll Gold**	**7%**
	**AP School Honor Roll Platinum**	**8%**

To see the full list of recipients of the 2024-25 AP School Honor Roll, including a summary of recipients by state, territory, and province, please visit **AP Central®**.

Appendix

	Total Number of Graduates				Participation: Number of Graduates Who Took an AP Exam During High School				Participation: Percentage of Graduates Who Took an AP Exam During High School			
	2015	2020	2024	2025	2015	2020	2024	2025	2015	2020	2024	2025
Alabama	46,030	49,569	47,821	50,339	13,666	13,991	14,243	14,758	29.7	28.2	29.8	29.3
Alaska	8,253	8,009	8,216	8,417	1,867	1,730	1,869	2,252	22.6	21.6	22.7	26.8
Arizona	65,798	72,793	78,710	79,570	17,126	19,369	20,611	22,195	26.0	26.6	26.2	27.9
Arkansas	30,338	33,021	32,217	34,779	14,192	13,665	12,868	14,243	46.8	41.4	39.9	41.0
California	426,950	427,981	443,550	431,230	168,104	184,852	183,563	189,722	39.4	43.2	41.4	44.0
Colorado	51,951	59,127	60,331	61,291	22,131	24,565	25,050	25,847	42.6	41.5	41.5	42.2
Connecticut	37,955	38,319	37,774	39,535	15,129	16,320	15,764	16,498	39.9	42.6	41.7	41.7
Delaware	8,293	9,363	9,778	10,491	2,767	2,913	3,368	3,413	33.4	31.1	34.4	32.5
District of Columbia	3,263	3,464	3,564	3,976	1,909	2,191	2,150	2,510	58.5	63.3	60.3	63.1
Florida	164,230	196,309	197,988	201,814	86,211	90,612	90,061	95,707	52.5	46.2	45.5	47.4
Georgia	103,578	113,226	115,071	120,711	38,277	38,364	41,317	44,990	37.0	33.9	35.9	37.3
Hawaii	10,832	11,398	11,117	11,516	3,487	3,851	3,711	3,990	32.2	33.8	33.4	34.6
Idaho	16,923	19,891	21,235	22,073	3,351	4,590	4,532	4,561	19.8	23.1	21.3	20.7
Illinois	138,997	137,917	130,607	133,001	48,377	55,051	57,094	59,773	34.8	39.9	43.7	44.9
Indiana	67,818	71,858	69,941	72,245	23,146	24,268	24,631	25,372	34.1	33.8	35.2	35.1
Iowa	32,822	34,250	35,244	36,094	6,342	6,804	6,605	7,205	19.3	19.9	18.7	20.0
Kansas	32,084	33,468	34,433	35,478	5,484	5,213	5,279	5,648	17.1	15.6	15.3	15.9
Kentucky	43,609	46,152	45,416	47,613	14,818	14,346	13,066	13,928	34.0	31.1	28.8	29.3
Louisiana	37,882	43,522	42,268	46,267	8,692	10,499	11,137	11,525	22.9	24.1	26.3	24.9
Maine	12,660	11,402	11,373	11,548	4,491	4,045	3,712	3,901	35.5	35.5	32.6	33.8
Maryland	57,560	60,642	58,377	63,946	27,609	26,587	27,084	30,108	48.0	43.8	46.4	47.1
Massachusetts	65,540	68,405	66,542	68,859	27,634	29,325	31,445	33,060	42.2	42.9	47.3	48.0
Michigan	102,998	98,891	96,373	96,641	29,520	31,016	30,677	32,763	28.7	31.4	31.8	33.9
Minnesota	57,844	60,606	62,818	63,975	18,852	19,715	18,877	19,630	32.6	32.5	30.1	30.7
Mississippi	27,029	29,667	28,063	29,871	4,144	5,213	7,004	7,338	15.3	17.6	25.0	24.6
Missouri	60,984	60,213	61,752	63,349	11,141	12,493	12,706	13,508	18.3	20.7	20.6	21.3
Montana	9,346	9,243	9,836	9,913	1,978	1,971	2,384	2,464	21.2	21.3	24.2	24.9
Nebraska	20,281	21,360	21,997	21,658	3,510	4,163	4,454	4,728	17.3	19.5	20.2	21.8
Nevada	23,843	31,358	32,253	33,456	8,576	10,415	10,668	12,021	36.0	33.2	33.1	35.9
New Hampshire	13,428	12,640	11,978	12,191	3,451	3,703	3,419	3,672	25.7	29.3	28.5	30.1
New Jersey	97,337	95,989	96,093	99,224	32,413	38,258	41,509	42,909	33.3	39.9	43.2	43.2
New Mexico	17,832	19,033	19,080	20,181	5,311	6,227	6,325	6,601	29.8	32.7	33.1	32.7
New York	180,937	190,038	178,623	179,467	69,670	81,912	83,932	86,868	38.5	43.1	47.0	48.4
North Carolina	98,846	108,389	105,972	113,403	32,828	36,342	37,950	40,145	33.2	33.5	35.8	35.4
North Dakota	6,744	6,856	7,390	7,683	1,038	1,658	1,660	1,690	15.4	24.2	22.5	22.0
Ohio	118,639	124,444	137,883	131,850	29,995	32,242	31,371	31,900	25.3	25.9	22.8	24.2
Oklahoma	38,754	44,002	45,666	47,750	9,211	8,951	8,621	9,132	23.8	20.3	18.9	19.1
Oregon	35,429	39,818	39,726	40,519	8,931	10,188	10,480	11,453	25.2	25.6	26.4	28.3
Pennsylvania	123,788	125,228	120,439	123,106	32,625	35,283	36,139	37,115	26.4	28.2	30.0	30.1
Rhode Island	9,449	9,834	9,321	9,836	2,720	3,704	3,688	3,853	28.8	37.7	39.6	39.2
South Carolina	44,334	48,534	50,103	53,604	12,923	15,056	14,469	15,008	29.1	31.0	28.9	28.0
South Dakota	8,265	8,264	8,984	9,485	1,594	1,430	1,819	1,920	19.3	17.3	20.2	20.2
Tennessee	61,493	64,427	63,594	66,014	12,897	15,743	18,285	19,249	21.0	24.4	28.8	29.2
Texas	313,397	360,220	369,829	391,702	116,345	139,402	149,822	162,556	37.1	38.7	40.5	41.5
Utah	37,449	44,030	47,530	49,154	12,173	14,271	16,010	17,003	32.5	32.4	33.7	34.6
Vermont	6,322	5,072	4,823	5,041	2,331	2,018	1,849	1,911	36.9	39.8	38.3	37.9
Virginia	81,937	92,722	91,213	95,937	35,205	34,573	34,796	36,539	43.0	37.3	38.1	38.1
Washington	73,985	74,591	75,924	78,147	23,542	24,987	24,480	26,138	31.8	33.5	32.2	33.4
West Virginia	17,820	17,521	16,482	17,605	4,236	4,059	3,426	3,473	23.8	23.2	20.8	19.7
Wisconsin	59,983	60,750	60,750	62,691	20,821	22,237	22,501	23,660	34.7	36.6	37.0	37.7
Wyoming	5,445	5,673	6,139	6,324	1,105	1,278	1,393	1,328	20.3	22.5	22.7	21.0
UNITED STATES	**3,217,304**	**3,419,499**	**3,442,207**	**3,530,570**	**1,103,896**	**1,211,659**	**1,239,874**	**1,307,781**	**34.3**	**35.4**	**36.0**	**37.0**

Performance								
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				
2015	2020	2024	2025	2015	2020	2024	2025	
5,493	6,219	7,226	8,163	11.9	12.5	15.1	16.2	Alabama
1,171	1,133	1,244	1,512	14.2	14.1	15.1	18.0	Alaska
9,782	11,756	12,779	14,456	14.9	16.1	16.2	18.2	Arizona
5,004	5,698	6,038	7,097	16.5	17.3	18.7	20.4	Arkansas
111,739	129,624	127,858	137,215	26.2	30.3	28.8	31.8	California
13,896	16,302	16,709	18,061	26.7	27.6	27.7	29.5	Colorado
10,901	12,049	10,936	12,253	28.7	31.4	29.0	31.0	Connecticut
1,425	1,741	1,922	2,134	17.2	18.6	19.7	20.3	Delaware
534	953	978	1,245	16.4	27.5	27.4	31.3	District of Columbia
46,001	55,344	55,359	62,509	28.0	28.2	28.0	31.0	Florida
20,593	23,148	25,669	30,108	19.9	20.4	22.3	24.9	Georgia
1,441	1,949	2,184	2,425	13.3	17.1	19.6	21.1	Hawaii
2,140	2,754	3,056	3,045	12.6	13.8	14.4	13.8	Idaho
32,020	38,474	37,514	41,761	23.0	27.9	28.7	31.4	Illinois
11,541	13,325	14,505	15,808	17.0	18.5	20.7	21.9	Indiana
4,038	4,243	4,346	5,001	12.3	12.4	12.3	13.9	Iowa
3,295	3,363	3,634	4,008	10.3	10.0	10.6	11.3	Kansas
7,463	7,472	7,137	8,029	17.1	16.2	15.7	16.9	Kentucky
2,731	3,873	4,312	4,932	7.2	8.9	10.2	10.7	Louisiana
2,853	2,563	2,470	2,838	22.5	22.5	21.7	24.6	Maine
17,259	18,284	17,332	19,652	30.0	30.2	29.7	30.7	Maryland
19,269	21,940	22,276	24,667	29.4	32.1	33.5	35.8	Massachusetts
19,384	20,528	20,494	22,911	18.8	20.8	21.3	23.7	Michigan
12,382	13,152	12,836	13,628	21.4	21.7	20.4	21.3	Minnesota
1,396	1,950	2,336	2,793	5.2	6.6	8.3	9.4	Mississippi
6,602	7,635	7,759	8,871	10.8	12.7	12.6	14.0	Missouri
1,231	1,309	1,683	1,820	13.2	14.2	17.1	18.4	Montana
2,165	2,584	2,891	3,219	10.7	12.1	13.1	14.9	Nebraska
4,733	6,023	5,807	6,858	19.9	19.2	18.0	20.5	Nevada
2,625	2,765	2,504	2,832	19.5	21.9	20.9	23.2	New Hampshire
23,687	28,992	30,215	32,901	24.3	30.2	31.4	33.2	New Jersey
2,330	2,797	2,903	3,074	13.1	14.7	15.2	15.2	New Mexico
46,333	55,754	55,313	61,758	25.6	29.3	31.0	34.4	New York
18,517	21,391	22,858	26,301	18.7	19.7	21.6	23.2	North Carolina
722	939	1,068	1,119	10.7	13.7	14.5	14.6	North Dakota
18,817	21,007	20,527	22,756	15.9	16.9	14.9	17.3	Ohio
4,490	4,312	4,489	5,106	11.6	9.8	9.8	10.7	Oklahoma
5,642	6,440	6,905	7,734	15.9	16.2	17.4	19.1	Oregon
21,854	24,620	25,250	27,420	17.7	19.7	21.0	22.3	Pennsylvania
1,632	2,306	2,322	2,611	17.3	23.4	24.9	26.5	Rhode Island
7,626	9,107	9,189	10,160	17.2	18.8	18.3	19.0	South Carolina
1,027	977	1,304	1,432	12.4	11.8	14.5	15.1	South Dakota
6,903	8,500	10,368	11,564	11.2	13.2	16.3	17.5	Tennessee
59,943	76,486	80,570	93,303	19.1	21.2	21.8	23.8	Texas
8,433	9,756	11,201	12,277	22.5	22.2	23.6	25.0	Utah
1,638	1,492	1,304	1,478	25.9	29.4	27.0	29.3	Vermont
22,960	24,366	24,392	26,857	28.0	26.3	26.7	28.0	Virginia
14,295	15,650	16,230	17,881	19.3	21.0	21.4	22.9	Washington
1,764	1,856	1,797	1,948	9.9	10.6	10.9	11.1	West Virginia
14,566	15,540	15,440	17,336	24.3	25.6	25.4	27.7	Wisconsin
613	696	872	911	11.3	12.3	14.2	14.4	Wyoming
664,899	**771,137**	**786,311**	**875,778**	**20.7**	**22.6**	**22.8**	**24.8**	**UNITED STATES**

About College Board

College Board reaches more than 7 million students a year, helping them navigate the path from high school to college and career. Our not-for-profit membership organization was founded more than 120 years ago. We pioneered programs like the SAT® and AP® to expand opportunities for students and help them develop the skills they need. Our BigFuture® program helps students plan for college, pay for college, and explore careers. Learn more at **cb.org**.