



AP[®] Cohort Data Report

GRADUATING CLASS OF 2024



About the Data

This report offers a measure of participation and performance that shows success on the Advanced Placement® (AP®) Exam in the overall context of equity and access. It looks at students' entire experience with AP—including all AP Exams taken by graduates of the class of 2024 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, 2020).
3. Students in the graduating class of 2024 experienced 2 years 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 2020, 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 is 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 2024, those numbers had grown to over 2.6 million students in over 16,000 U.S. public high schools sitting for over 4.8 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.



“I’m really grateful to have AP courses at my school. I feel I learn a lot, not just the material, but also skills that are applicable to all aspects of my life and future career and further education.”

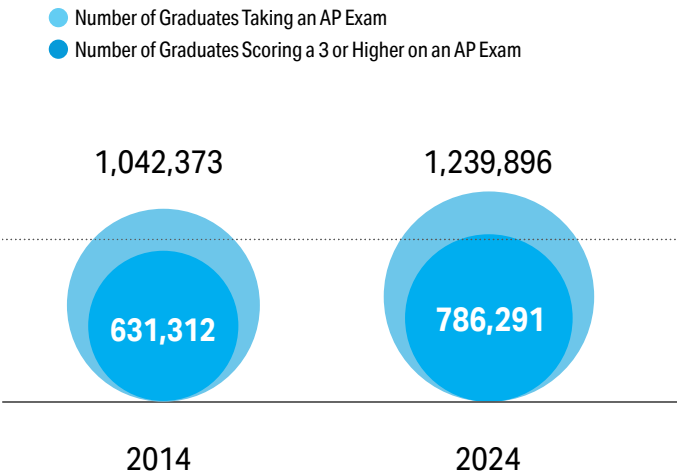
—ALLISON, AP STUDENT, CLASS OF 2024

Celebrating the Class of 2024

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.

- 1,239,896 students in the class of 2024 (35.7% of U.S. public high school graduates), took at least 1 AP Exam, up from 32.8% of the class of 2014.
- 786,291 students in the class of 2024 (22.6% of U.S. public high school graduates), scored a 3 or higher on at least 1 AP Exam, up from 19.9% of the class of 2014.

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



National Highlights

- **Over 1.2 million students in the class of 2024 took more than 4.3 million AP Exams** in public high schools nationwide, as educators across the country continue to enable a wider and more diverse population of students to participate in AP.
- **35.7% of 2024 U.S. public high school graduates took at least 1 AP Exam during high school**, and 22.6% 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 2.7 percentage points**.
- **460,387 traditionally underrepresented students**—including Black/African American, Hispanic/Latino, and American Indian/Alaska Native students—graduated in 2024 from U.S. public high schools having taken at least 1 AP Exam, up 154,097 students from 2014.

The Best Measure of AP Success

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

The measure 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 2024 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 2024 Scoring a 3 or Higher on an AP Exam During High School, by State

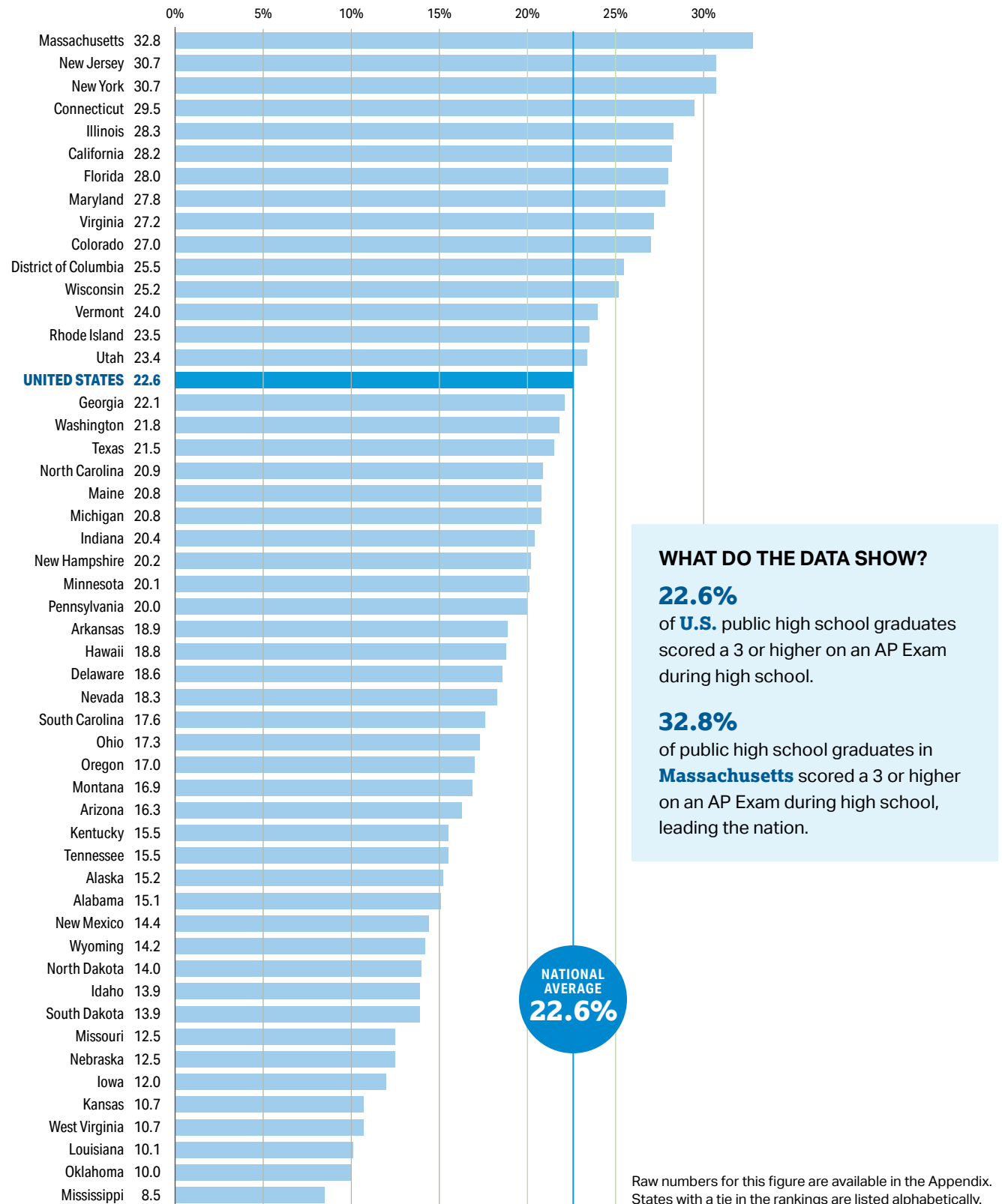


FIGURE 3

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 | 2.0 | -0.4 | 1.5 | 12.5 |
| New Jersey | 2.1 | 1.7 | 2.4 | 7.2 |
| Rhode Island | 1.9 | 0.8 | 2.7 | 7.1 |
| Illinois | 0.8 | 1.5 | 0.4 | 6.7 |
| Hawaii | 1.8 | 2.4 | 1.3 | 6.4 |
| New York | 1.8 | 0.3 | 2.7 | 6.2 |
| Massachusetts | 1.5 | 1.7 | 0.4 | 5.5 |
| Tennessee | 1.1 | 2.1 | 2.0 | 5.2 |
| North Dakota | -0.3 | -0.2 | 0.5 | 5.0 |
| Alabama | 1.0 | 1.1 | 2.2 | 4.5 |
| Louisiana | -0.4 | 0.8 | 1.5 | 4.1 |
| Indiana | 0.8 | 0.4 | 1.7 | 4.0 |
| Arkansas | 0.2 | 1.2 | 2.2 | 3.8 |
| Mississippi | 0.6 | 1.7 | 2.0 | 3.8 |
| Wyoming | 0.5 | 0.7 | 1.5 | 3.8 |
| Montana | 1.8 | 2.6 | 2.8 | 3.7 |
| Pennsylvania | 0.9 | 0.3 | 0.3 | 3.7 |
| New Mexico | 1.6 | 1.1 | 1.0 | 3.5 |
| California | 1.6 | -0.6 | -1.2 | 3.2 |
| Texas | 0.8 | 0.3 | 0.2 | 3.1 |
| North Carolina | 0.5 | 0.2 | 1.1 | 2.9 |
| Nebraska | 0.7 | 0.7 | 0.4 | 2.8 |
| New Hampshire | 0.6 | 1.4 | -0.3 | 2.7 |
| UNITED STATES | 0.9 | 0.1 | 0.2 | 2.7 |
| Missouri | 0.4 | 0.0 | 0.2 | 2.5 |
| Michigan | 1.3 | 0.5 | 0.7 | 2.3 |
| Wisconsin | 1.0 | 0.2 | -0.7 | 2.3 |
| Ohio | 0.5 | -0.1 | 0.5 | 2.1 |
| Arizona | 1.2 | 0.8 | -0.3 | 2.0 |
| Oregon | 1.4 | 0.9 | -0.1 | 2.0 |
| Colorado | 0.5 | -0.6 | -1.0 | 1.9 |
| Connecticut | 1.6 | -1.2 | -0.9 | 1.6 |
| Alaska | 2.8 | 2.5 | 2.0 | 1.5 |
| Georgia | 1.1 | 1.1 | 1.4 | 1.5 |
| Delaware | 1.7 | 0.8 | 1.2 | 1.4 |
| Washington | 1.6 | 0.5 | -1.1 | 1.4 |
| Utah | 0.2 | 0.7 | 0.6 | 1.3 |
| South Dakota | 2.5 | 2.2 | 1.7 | 1.2 |
| West Virginia | 0.6 | 0.3 | -0.5 | 1.2 |
| Idaho | 0.1 | 0.3 | 0.5 | 1.1 |
| Florida | -0.4 | -2.1 | -0.1 | 0.7 |
| Iowa | 0.6 | -0.4 | -0.9 | 0.3 |
| Kansas | 1.0 | 0.5 | 0.2 | 0.2 |
| Nevada | 0.5 | -0.6 | -3.8 | -0.3 |
| Kentucky | 0.3 | -0.8 | -1.2 | -0.4 |
| South Carolina | -0.3 | -1.1 | -0.7 | -0.5 |
| Virginia | 1.7 | 0.3 | -0.5 | -0.5 |
| Minnesota | 0.7 | -1.2 | -2.0 | -0.6 |
| Maine | 0.9 | 0.1 | -2.7 | -0.7 |
| Oklahoma | 0.2 | 0.4 | -0.9 | -1.3 |
| Vermont | 1.4 | -0.8 | -2.8 | -1.4 |
| Maryland | 0.4 | -2.4 | -3.1 | -2.1 |

WHAT DO THE DATA SHOW?**2.7-point increase**

since 2014 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 **10-year increase** in the percentage of graduates scoring a 3 or higher on an AP Exam during high school.

Montana

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

Alaska

had the largest **1-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 2014, 2019, 2021, 2023, and 2024 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 | | | | |
|----------------------|--|-------------|-------------|-------------|-------------|
| | 2014 | 2019 | 2021 | 2023 | 2024 |
| District of Columbia | 13.0 | 24.0 | 25.9 | 23.5 | 25.5 |
| New Jersey | 23.5 | 28.3 | 29.0 | 28.6 | 30.7 |
| Rhode Island | 16.4 | 20.8 | 22.7 | 21.6 | 23.5 |
| Illinois | 21.6 | 27.9 | 26.8 | 27.5 | 28.3 |
| Hawaii | 12.4 | 17.5 | 16.4 | 17.0 | 18.8 |
| New York | 24.5 | 28.0 | 30.4 | 28.9 | 30.7 |
| Massachusetts | 27.3 | 32.4 | 31.1 | 31.3 | 32.8 |
| Tennessee | 10.3 | 13.5 | 13.4 | 14.4 | 15.5 |
| North Dakota | 9.0 | 13.5 | 14.2 | 14.3 | 14.0 |
| Alabama | 10.6 | 12.9 | 14.0 | 14.1 | 15.1 |
| Louisiana | 6.0 | 8.6 | 9.3 | 10.5 | 10.1 |
| Indiana | 16.4 | 18.7 | 20.0 | 19.6 | 20.4 |
| Arkansas | 15.1 | 16.7 | 17.7 | 18.7 | 18.9 |
| Mississippi | 4.7 | 6.5 | 6.8 | 7.9 | 8.5 |
| Wyoming | 10.4 | 12.7 | 13.5 | 13.7 | 14.2 |
| Montana | 13.2 | 14.1 | 14.3 | 15.1 | 16.9 |
| Pennsylvania | 16.3 | 19.7 | 19.7 | 19.1 | 20.0 |
| New Mexico | 10.9 | 13.4 | 13.3 | 12.8 | 14.4 |
| California | 25.0 | 29.4 | 28.8 | 26.6 | 28.2 |
| Texas | 18.4 | 21.3 | 21.2 | 20.7 | 21.5 |
| North Carolina | 18.0 | 19.8 | 20.7 | 20.4 | 20.9 |
| Nebraska | 9.7 | 12.1 | 11.8 | 11.8 | 12.5 |
| New Hampshire | 17.5 | 20.5 | 18.8 | 19.6 | 20.2 |
| UNITED STATES | 19.9 | 22.4 | 22.5 | 21.7 | 22.6 |
| Missouri | 10.0 | 12.3 | 12.5 | 12.1 | 12.5 |
| Michigan | 18.5 | 20.1 | 20.3 | 19.5 | 20.8 |
| Wisconsin | 22.9 | 25.9 | 25.0 | 24.2 | 25.2 |
| Ohio | 15.2 | 16.8 | 17.4 | 16.8 | 17.3 |
| Arizona | 14.3 | 16.6 | 15.5 | 15.1 | 16.3 |
| Oregon | 15.0 | 17.1 | 16.1 | 15.6 | 17.0 |
| Colorado | 25.1 | 28.0 | 27.6 | 26.5 | 27.0 |
| Connecticut | 27.9 | 30.4 | 30.7 | 27.9 | 29.5 |
| Alaska | 13.7 | 13.2 | 12.7 | 12.4 | 15.2 |
| Georgia | 20.6 | 20.7 | 21.0 | 21.0 | 22.1 |
| Delaware | 17.2 | 17.4 | 17.8 | 16.9 | 18.6 |
| Washington | 20.4 | 21.9 | 21.3 | 20.2 | 21.8 |
| Utah | 22.1 | 22.8 | 22.7 | 23.2 | 23.4 |
| South Dakota | 12.7 | 12.2 | 11.7 | 11.4 | 13.9 |
| West Virginia | 9.5 | 11.2 | 10.4 | 10.1 | 10.7 |
| Idaho | 12.8 | 13.4 | 13.6 | 13.8 | 13.9 |
| Florida | 27.3 | 28.1 | 30.1 | 28.4 | 28.0 |
| Iowa | 11.7 | 12.9 | 12.4 | 11.4 | 12.0 |
| Kansas | 10.5 | 10.5 | 10.2 | 9.7 | 10.7 |
| Nevada | 18.6 | 22.1 | 18.9 | 17.8 | 18.3 |
| Kentucky | 15.9 | 16.7 | 16.3 | 15.2 | 15.5 |
| South Carolina | 18.1 | 18.3 | 18.7 | 17.9 | 17.6 |
| Virginia | 27.7 | 27.7 | 26.9 | 25.5 | 27.2 |
| Minnesota | 20.7 | 22.1 | 21.3 | 19.4 | 20.1 |
| Maine | 21.5 | 23.5 | 20.7 | 19.9 | 20.8 |
| Oklahoma | 11.3 | 10.9 | 9.6 | 9.8 | 10.0 |
| Vermont | 25.4 | 26.8 | 24.8 | 22.6 | 24.0 |
| Maryland | 29.9 | 30.9 | 30.2 | 27.4 | 27.8 |

WHAT DO THE DATA SHOW?**Massachusetts**

had the highest percentage of graduates in the classes of 2019, 2021, 2023, and 2024 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. However, new evidence shows that students benefit from taking AP courses and exams, regardless of their exam scores.

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 four-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 2024 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 2024 taking an AP Exam.

To read "A Broader View of College Readiness," visit:

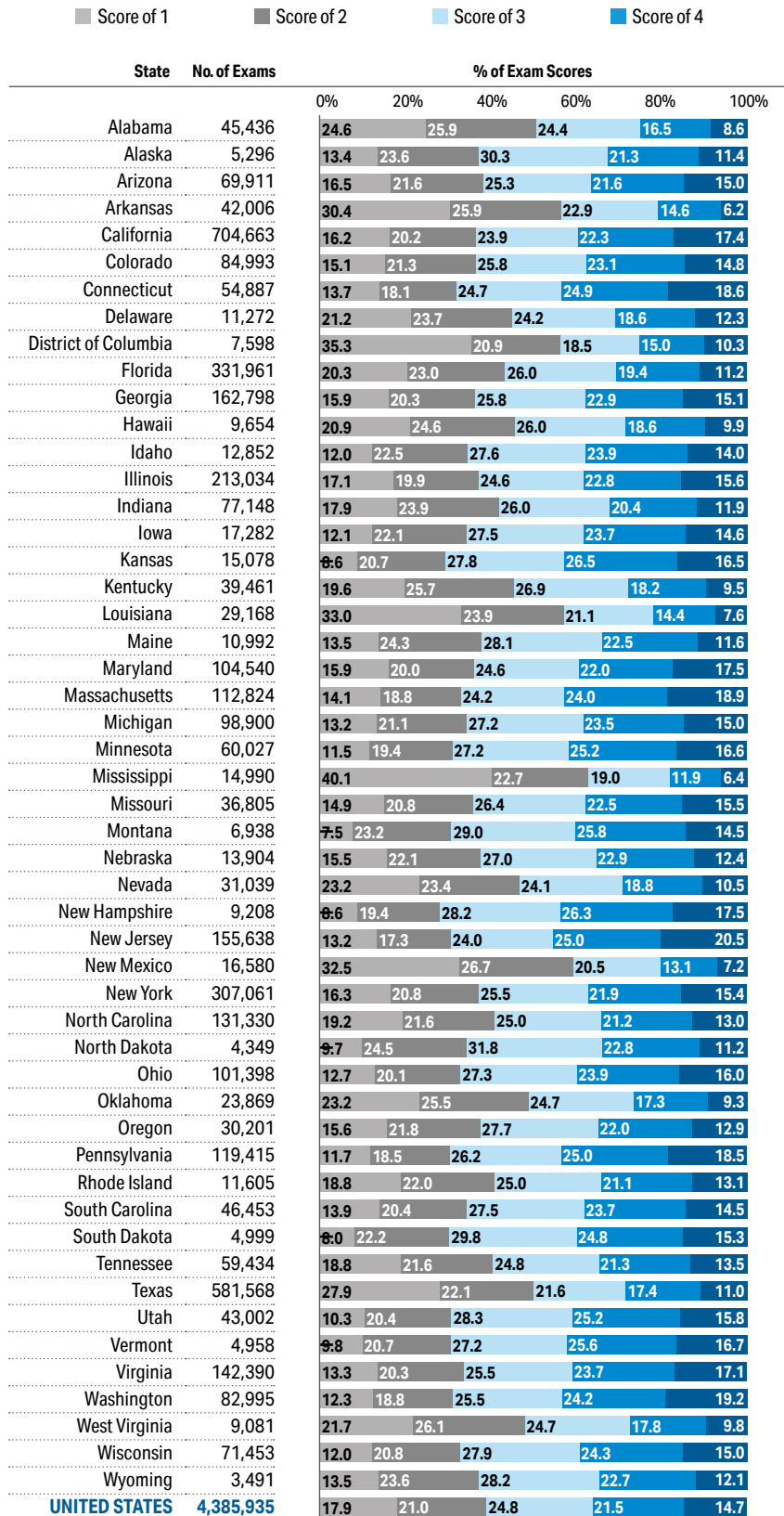
elective.collegeboard.org/broader-view-college-readiness

To see the research, visit:

research.collegeboard.org/pdf/new-analyses-ap-scores-1-and-2.pdf

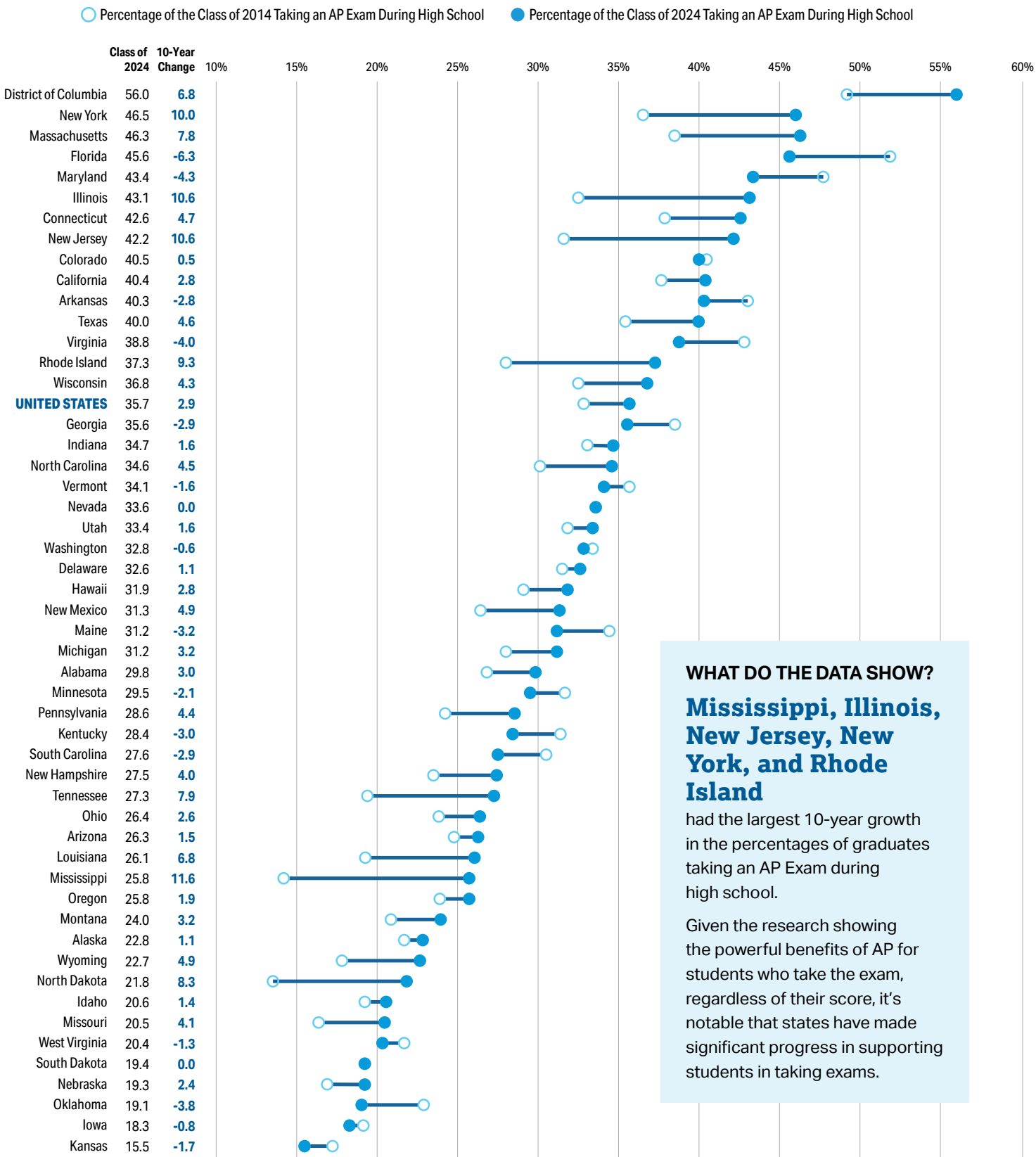
FIGURE 5

Score Distributions of AP Exams Taken by the Class of 2024 During High School



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 2024



Raw numbers for this figure are available in the Appendix. States with a tie in the ranking for percentage of the class of 2024 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 historically underrepresented students. Closing the equity 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 equitable 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 racial/ethnic and socioeconomic groups that have been traditionally underrepresented.
- Making every effort to ensure their AP classes reflect the diversity of 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 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 taking an AP Exam should match the proportion of the population for each demographic group in the school.

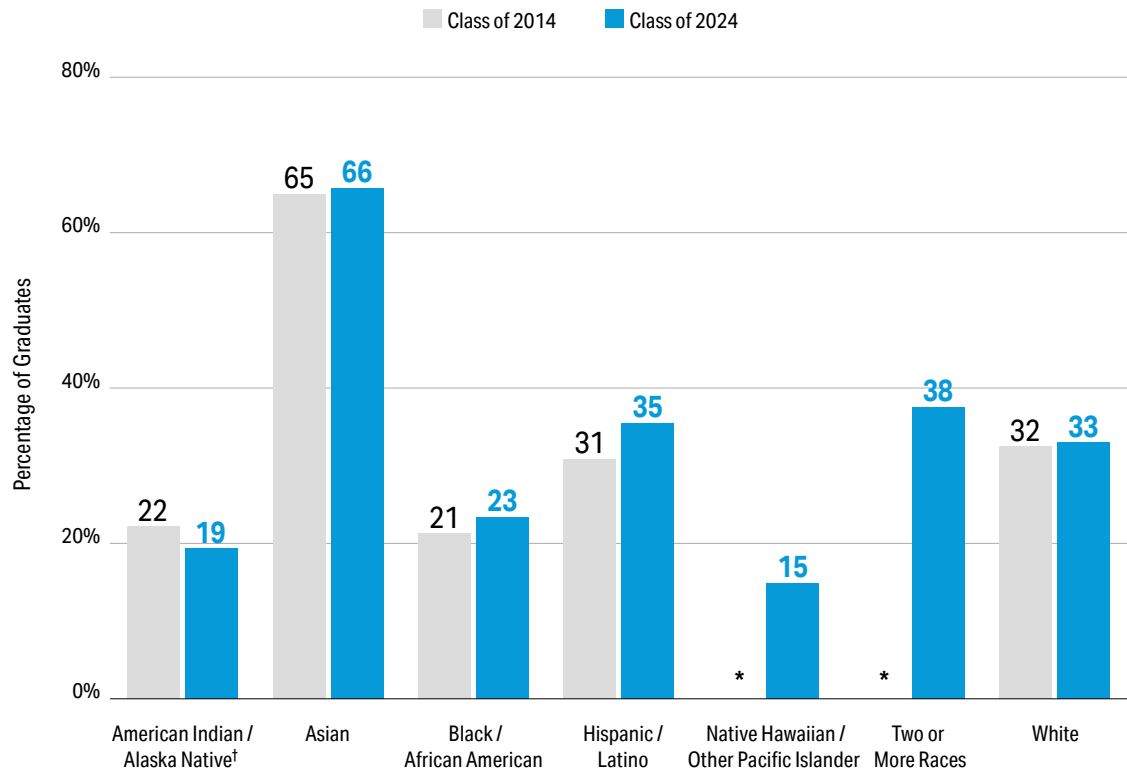
AP strongly encourages states and districts to make equitable access a guiding principle for their AP programs and to commit to giving all students the opportunity to experience academically challenging coursework, even before they enroll in AP classes.

Figure 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 2024 taking an AP Exam, by race/ethnicity and state, as well as the percentages and changes from the class of 2014.

FIGURE 7

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



The number of graduates in the classes of 2014 and 2024 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 that and subsequent years.

FIGURE 8

Percentage of **Black/African American** Graduates Taking an AP Exam During High School, Ranked by the Percentage for the Class of 2024

| | 2014 | 2024 | Change |
|----------------------|-------------|-------------|------------|
| District of Columbia | 38.5 | 43.3 | 4.8 |
| New York | 20.5 | 35.6 | 15.1 |
| Massachusetts | 25.2 | 33.9 | 8.7 |
| Maryland | 31.1 | 31.2 | 0.1 |
| Illinois | 22.9 | 28.4 | 5.5 |
| Texas | 25.2 | 28.1 | 2.9 |
| Washington | 28.5 | 27.2 | -1.3 |
| Arkansas | 28.2 | 27.0 | -1.2 |
| Rhode Island | 19.8 | 27.0 | 7.2 |
| Florida | 38.0 | 26.7 | -11.3 |
| Connecticut | 20.2 | 26.1 | 5.9 |
| South Dakota | 11.5 | 25.5 | 14.0 |
| California | 22.8 | 24.5 | 1.7 |
| Georgia | 28.5 | 23.8 | -4.7 |
| New Jersey | 14.4 | 23.8 | 9.4 |
| UNITED STATES | 21.2 | 23.3 | 2.1 |
| Mississippi | 9.3 | 22.3 | 13.0 |
| Virginia | 26.9 | 22.3 | -4.6 |
| Oregon | 19.5 | 21.6 | 2.1 |
| Nevada | 23.9 | 21.1 | -2.8 |
| Indiana | 19.7 | 21.0 | 1.3 |
| North Carolina | 15.4 | 21.0 | 5.6 |
| Utah | 24.0 | 20.0 | -4.0 |
| Tennessee | 13.2 | 19.5 | 6.3 |
| Louisiana | 12.9 | 19.4 | 6.5 |
| Minnesota | 17.0 | 19.4 | 2.4 |
| New Mexico | 23.9 | 19.4 | -4.5 |
| Delaware | 16.6 | 19.1 | 2.5 |
| Montana | 23.3 | 18.9 | -4.4 |
| Hawaii | 36.9 | 18.6 | -18.3 |
| Arizona | 18.2 | 18.3 | 0.1 |
| Maine | 17.2 | 18.0 | 0.8 |
| Kentucky | 17.8 | 17.6 | -0.2 |
| Vermont | 24.4 | 17.3 | -7.1 |
| Michigan | 9.8 | 16.9 | 7.1 |
| Wisconsin | 14.5 | 16.9 | 2.4 |
| Ohio | 14.9 | 16.7 | 1.8 |
| Missouri | 10.8 | 16.4 | 5.6 |
| Alaska | 11.9 | 16.3 | 4.4 |
| Alabama | 18.0 | 16.1 | -1.9 |
| Pennsylvania | 13.0 | 16.0 | 3.0 |
| Nebraska | 9.6 | 15.8 | 6.2 |
| Oklahoma | 17.1 | 15.1 | -2.0 |
| North Dakota | 5.3 | 14.8 | 9.5 |
| West Virginia | 12.0 | 14.6 | 2.6 |
| Idaho | 23.1 | 13.9 | -9.2 |
| New Hampshire | 11.8 | 13.1 | 1.3 |
| South Carolina | 14.6 | 12.1 | -2.5 |
| Wyoming | 12.7 | 12.0 | -0.7 |
| Iowa | 13.6 | 11.5 | -2.1 |
| Colorado | 33.9 | 11.2 | -22.7 |
| Kansas | 13.0 | 7.8 | -5.2 |

WHAT DO THE DATA SHOW?

New York, South Dakota, Mississippi, North Dakota, and New Jersey

had the largest 10-year gains in the percentage of Black/African American graduates taking an AP Exam during high school.

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 2024

| | 2014 | 2024 | Change |
|----------------------|-------------|-------------|------------|
| District of Columbia | 80.5 | 57.2 | -23.3 |
| Hawaii | 23.5 | 54.1 | 30.6 |
| Florida | 54.7 | 49.7 | -5.0 |
| Arkansas | 61.4 | 49.0 | -12.4 |
| New York | 29.0 | 47.8 | 18.8 |
| Illinois | 35.2 | 46.9 | 11.7 |
| Maine | 45.0 | 46.5 | 1.5 |
| Massachusetts | 25.2 | 39.7 | 14.5 |
| Texas | 32.9 | 38.8 | 5.9 |
| Mississippi | 18.5 | 38.7 | 20.2 |
| Vermont | 37.1 | 36.8 | -0.3 |
| New Jersey | 23.1 | 36.5 | 13.4 |
| Georgia | 37.0 | 35.5 | -1.5 |
| California | 30.8 | 35.4 | 4.6 |
| UNITED STATES | 30.8 | 35.4 | 4.6 |
| Alaska | 20.2 | 35.3 | 15.1 |
| Maryland | 43.3 | 33.6 | -9.7 |
| New Mexico | 22.3 | 33.6 | 11.3 |
| Virginia | 37.8 | 33.2 | -4.6 |
| Connecticut | 24.9 | 33.0 | 8.1 |
| Michigan | 32.3 | 31.8 | -0.5 |
| Indiana | 25.9 | 31.6 | 5.7 |
| Nevada | 26.9 | 31.6 | 4.7 |
| Alabama | >99* | 31.3 | * |
| Louisiana | 23.3 | 30.7 | 7.4 |
| Wisconsin | 21.5 | 30.3 | 8.8 |
| Utah | 18.4 | 30.1 | 11.7 |
| Delaware | 24.2 | 29.5 | 5.3 |
| Montana | 13.1 | 29.1 | 16.0 |
| North Carolina | 23.1 | 28.8 | 5.7 |
| South Carolina | 30.1 | 27.6 | -2.5 |
| Tennessee | 22.3 | 27.0 | 4.7 |
| West Virginia | 30.6 | 27.0 | -3.6 |
| Kentucky | 34.0 | 26.1 | -7.9 |
| Ohio | 22.7 | 25.5 | 2.8 |
| Missouri | 16.0 | 24.9 | 8.9 |
| Minnesota | 18.1 | 24.6 | 6.5 |
| Arizona | 20.3 | 24.4 | 4.1 |
| Wyoming | 13.7 | 22.8 | 9.1 |
| Washington | 21.9 | 22.7 | 0.8 |
| Oklahoma | 19.0 | 22.2 | 3.2 |
| Oregon | 15.2 | 22.2 | 7.0 |
| Rhode Island | 25.0 | 21.4 | -3.6 |
| Pennsylvania | 16.2 | 21.1 | 4.9 |
| New Hampshire | 17.9 | 20.9 | 3.0 |
| North Dakota | 8.5 | 18.4 | 9.9 |
| Iowa | 15.5 | 17.1 | 1.6 |
| Idaho | 9.4 | 16.2 | 6.8 |
| Nebraska | 9.9 | 16.1 | 6.2 |
| South Dakota | 14.0 | 16.0 | 2.0 |
| Colorado | 24.6 | 10.4 | -14.2 |
| Kansas | 12.0 | 9.8 | -2.2 |

WHAT DO THE DATA SHOW?**Hawaii, Mississippi, New York, Montana, and Alaska**

had the largest 10-year gains in the percentage of Hispanic/Latino graduates taking an AP Exam during high school.

States with a tie in the rankings are listed alphabetically.

* A greater number of graduates in the state's class of 2024 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 2024

| | 2014 | 2024 | Change |
|----------------------|-------------|-------------|------------|
| District of Columbia | 88.0 | 83.4 | -4.6 |
| Maryland | 53.6 | 47.3 | -6.3 |
| Connecticut | 41.2 | 47.0 | 5.8 |
| Florida | 50.5 | 45.4 | -5.1 |
| Massachusetts | 39.0 | 44.6 | 5.6 |
| Rhode Island | 28.0 | 42.1 | 14.1 |
| New Jersey | 32.2 | 40.3 | 8.1 |
| New York | 38.2 | 39.4 | 1.2 |
| North Carolina | 36.5 | 39.2 | 2.7 |
| Virginia | 44.3 | 39.2 | -5.1 |
| Arkansas | 44.2 | 39.0 | -5.2 |
| Georgia | 41.0 | 38.7 | -2.3 |
| Illinois | 29.9 | 38.6 | 8.7 |
| Wisconsin | 34.7 | 38.5 | 3.8 |
| California | 36.2 | 38.4 | 2.2 |
| Texas | 36.7 | 37.9 | 1.2 |
| Delaware | 37.6 | 37.8 | 0.2 |
| Indiana | 34.7 | 35.5 | 0.8 |
| South Carolina | 37.4 | 34.3 | -3.1 |
| Alabama | 28.8 | 33.9 | 5.1 |
| Nevada | 36.1 | 33.7 | -2.4 |
| Utah | 33.2 | 33.3 | 0.1 |
| UNITED STATES | 32.4 | 32.9 | 0.5 |
| Michigan | 29.6 | 32.2 | 2.6 |
| Washington | 32.7 | 31.3 | -1.4 |
| Vermont | 34.2 | 31.2 | -3.0 |
| New Mexico | 30.2 | 30.6 | 0.4 |
| Minnesota | 32.8 | 29.6 | -3.2 |
| Pennsylvania | 24.8 | 29.4 | 4.6 |
| Maine | 32.2 | 29.0 | -3.2 |
| Kentucky | 31.4 | 27.8 | -3.6 |
| Alaska | 26.6 | 27.1 | 0.5 |
| Louisiana | 21.4 | 27.1 | 5.7 |
| Arizona | 26.6 | 26.9 | 0.3 |
| Tennessee | 19.4 | 26.5 | 7.1 |
| Ohio | 24.0 | 26.1 | 2.1 |
| Oregon | 24.2 | 25.0 | 0.8 |
| New Hampshire | 22.1 | 24.8 | 2.7 |
| Mississippi | 16.6 | 24.7 | 8.1 |
| Montana | 21.8 | 24.7 | 2.9 |
| Hawaii | 32.3 | 24.5 | -7.8 |
| North Dakota | 13.5 | 22.3 | 8.8 |
| Wyoming | 18.0 | 21.6 | 3.6 |
| Idaho | 19.8 | 20.2 | 0.4 |
| West Virginia | 21.0 | 19.9 | -1.1 |
| South Dakota | 20.6 | 19.3 | -1.3 |
| Nebraska | 18.1 | 18.8 | 0.7 |
| Missouri | 16.1 | 18.5 | 2.4 |
| Oklahoma | 25.7 | 18.4 | -7.3 |
| Iowa | 18.7 | 17.5 | -1.2 |
| Kansas | 17.3 | 16.3 | -1.0 |
| Colorado | 44.1 | 11.1 | -33.0 |

WHAT DO THE DATA SHOW?

Rhode Island, North Dakota, Illinois, Mississippi, and New Jersey

had the largest 10-year gains in the percentage of White graduates taking an AP Exam during high school.

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 2024

| | 2014 | 2024 | Change |
|----------------------|-------------|-------------|------------|
| Florida | 91.7 | 76.7 | -15.0 |
| Georgia | 80.2 | 75.7 | -4.5 |
| Illinois | 70.9 | 75.6 | 4.7 |
| Texas | 76.1 | 75.6 | -0.5 |
| Delaware | 73.5 | 75.2 | 1.7 |
| Alabama | 70.4 | 74.9 | 4.5 |
| New Jersey | 61.6 | 74.1 | 12.5 |
| North Carolina | 69.1 | 74.1 | 5.0 |
| Arkansas | 79.6 | 73.0 | -6.6 |
| New York | 51.6 | 72.5 | 20.9 |
| Maryland | 82.3 | 72.1 | -10.2 |
| Virginia | 77.6 | 71.3 | -6.3 |
| Massachusetts | 68.3 | 71.0 | 2.7 |
| Connecticut | 66.2 | 68.9 | 2.7 |
| South Carolina | 85.8 | 68.4 | -17.4 |
| District of Columbia | >99* | 67.5 | * |
| UNITED STATES | 64.8 | 65.6 | 0.8 |
| California | 66.3 | 65.1 | -1.2 |
| Tennessee | 50.5 | 64.7 | 14.2 |
| Maine | >99* | 63.8 | * |
| Missouri | 48.6 | 62.4 | 13.8 |
| West Virginia | 73.4 | 62.1 | -11.3 |
| Michigan | 61.0 | 61.8 | 0.8 |
| Pennsylvania | 56.2 | 61.4 | 5.2 |
| New Mexico | 63.5 | 60.7 | -2.8 |
| Washington | 64.3 | 60.3 | -4.0 |
| Oklahoma | 69.5 | 59.1 | -10.4 |
| Nevada | 70.3 | 59.0 | -11.3 |
| Arizona | 61.0 | 58.8 | -2.2 |
| Ohio | 68.1 | 57.9 | -10.2 |
| Kentucky | 72.2 | 55.9 | -16.3 |
| Indiana | 71.3 | 55.6 | -15.7 |
| Mississippi | 49.4 | 54.7 | 5.3 |
| New Hampshire | 45.4 | 52.8 | 7.4 |
| Utah | 73.1 | 51.9 | -21.2 |
| Rhode Island | 54.8 | 50.6 | -4.2 |
| Louisiana | 51.7 | 50.2 | -1.5 |
| Oregon | 60.1 | 47.5 | -12.6 |
| Wisconsin | 39.1 | 43.8 | 4.7 |
| Kansas | 50.9 | 43.6 | -7.3 |
| Idaho | 56.9 | 43.5 | -13.4 |
| Nebraska | 41.1 | 42.5 | 1.4 |
| Iowa | 46.8 | 41.0 | -5.8 |
| Hawaii | 45.2 | 40.1 | -5.1 |
| Minnesota | 37.4 | 39.7 | 2.3 |
| Vermont | 75.4 | 39.0 | -36.4 |
| Montana | 56.8 | 36.7 | -20.1 |
| South Dakota | 28.1 | 32.4 | 4.3 |
| North Dakota | 33.0 | 30.6 | -2.4 |
| Alaska | 38.9 | 30.4 | -8.5 |
| Wyoming | 47.8 | 23.3 | -24.5 |
| Colorado | 73.5 | 12.8 | -60.7 |

WHAT DO THE DATA SHOW?

**New York, Tennessee,
Missouri, New Jersey,
and New Hampshire**

had the largest 10-year gains in the percentage of Asian graduates taking an AP Exam during high school.

States with a tie in the rankings are listed alphabetically.

* A greater number of graduates in the state's class of 2024 identified as Asian than are estimated to have been in the state's graduating class.

Preparing a Wider Range of Students to Succeed

Research suggests many high school students are underprepared for college-level math, often requiring remedial math courses that don't count toward college credits or degree requirements (U.S. Department of Education, 2023¹). Placement in these courses can discourage students from participating in STEM (Park & Ngo, 2021²). Additionally, the need to take precalculus in college is associated with a higher likelihood of not continuing in STEM fields.

With this in mind, College Board launched AP Precalculus to encourage a broader and more diverse group of students to take precalculus before college.

In 2023-24, AP Precalculus had the largest course launch in the history of the AP Program. There were nearly 185,000 exam takers worldwide. The course was offered in nearly 5,000 schools and taught by a little over 5,600 teachers. Overall, students performed well on the exam, and 76% of these students earned a college credit-granting score of 3 or higher.

1

AP Precalculus is expanding opportunities.

Compared to other AP math courses, a more diverse student population took the AP Precalculus Exam. Exam takers included 31% Black/African American or Hispanic/Latino students and 27% first-generation college students.

2

AP Precalculus opens the door to college-level STEM in high school.

53% of AP Precalculus Exam takers haven't taken a prior AP STEM exam. In comparison, 32% of AP Statistics Exam takers and 31% of AP Calculus AB Exam takers haven't taken a prior AP STEM exam.

3

Students are succeeding in AP Precalculus.

The percentage of students earning a score of 3 or higher in AP Precalculus, 76%, is higher than the rate in AP Calculus AB, 64%, the most widely taken AP math course, and higher than the average rate across **all** AP subjects.

4

AP Precalculus is expanding opportunities and opens the door to STEM for seniors.

When looking at just 12th-grade exam takers, we can see that an even more diverse student population took the AP Precalculus Exam. Exam takers included 50% Black/African American or Hispanic/Latino students and 43% first-generation college students. In addition, more than half, **56%**, of 12th-grade AP Precalculus Exam takers haven't taken a prior AP STEM exam.

In addition, nearly 90% of 2023-24 AP Precalculus teachers are expected to teach the course again in 2024-25.

**“The content is rigorous and appropriate.
I think it does a good job of showing students what
a college-level precalculus class entails.”**

—2023-24 AP PRECALCULUS TEACHER

1. U.S. Department of Education, National Center for Education Statistics (June 2023). *Percentage of first-year undergraduate students who reported taking remedial education courses, by selected student and institution characteristics: Selected academic years, 2003-04 through 2019-20*. Retrieved from: https://nces.ed.gov/programs/digest/d22/tables/dt22_311.40.asp

2. Park, E. S., & Ngo, F. (2021). The Effect of Developmental Math on STEM Participation in Community College: Variation by Race, Gender, Achievement, and Aspiration. *Educational Evaluation and Policy Analysis*, 43(1), 108-133. <https://doi.org/10.3102/0162373720973727>

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 1,400 teachers have participated in the PBL Series since its launch in 2021-22. The AP Program is also developing PBL curricula and resources for AP Human Geography and AP Statistics.

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 Project Based Learning Series helped me completely revamp my course, and I found this new spirit; it gave me my second wind.”

—PAST PBL PARTICIPANT

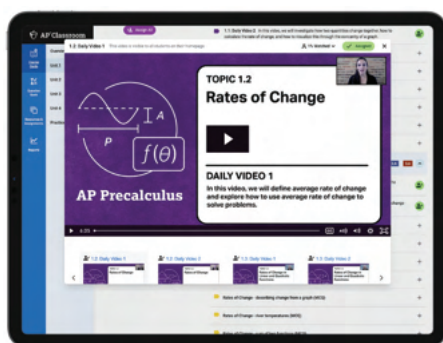


Supports for All Students

AP Classroom is a free online platform that provides teachers with flexible instructional resources for each 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.

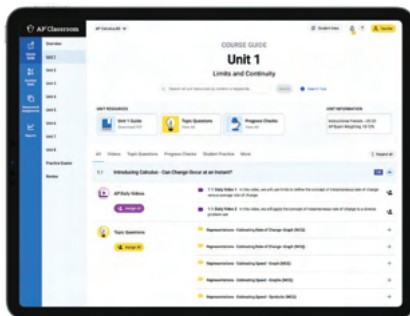
Teaching and Learning: Anytime, Anywhere



AP DAILY

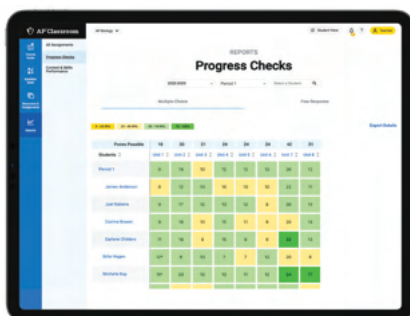
AP Daily is a series of on-demand, short videos—led by experienced AP teachers and faculty—that cover every topic and skill outlined in the AP Course and Exam Description. They help educators use class time for focused discussions and collaboration and are available for students to watch anytime, anywhere.

Checks for Understanding



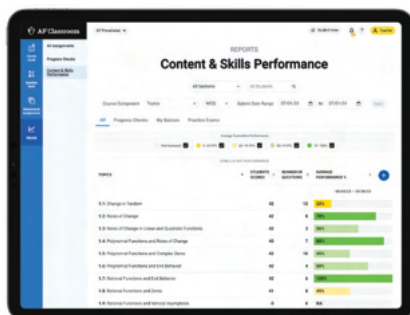
TOPIC QUESTIONS

Topic questions are formative assessment questions that provide students with practice applying the content and skills for each topic within a unit. Teachers can assign these questions, which give them just-in-time feedback and insights into student misunderstandings. Students get valuable practice applying course content and skills in every topic, while teachers get checks for understanding early and often that inform individual and class-level supports.



PROGRESS CHECKS

Progress Checks provide unit-wide formative assessment opportunities with multiple-choice and free-response questions that assess students' progress in learning content and skills for each unit, as well as rationales and scoring guidelines that give reasoning for correct and incorrect responses. Multiple-choice questions are scored automatically and include rationales that explain correct and incorrect responses. Free-response questions are accompanied by complete scoring guidelines that teachers can use to evaluate student responses.



REPORTS

The Progress Checks report displays individual as well as class-level performance on each Progress Check as they are completed throughout the school year. This report also helps teachers identify trends in student achievement so that they can prioritize additional focus on specific course content and skills.

The Content & Skills Performance report shows performance over a specified date range by different course components—like topics, skills, and units—to identify areas where students may need additional support and practice. Teachers can use it to identify whole-class gaps in understanding and where to differentiate instruction for smaller groups and individual students.

The All Assignments report is a gradebook-style summary of every quiz and resource assigned. Teachers can download the data as a .csv file to be opened in any spreadsheet application.

More than 81% of AP teachers took advantage of these free resources and assigned formative assessments to their students.

“Adding AP Seminar to my teaching load reinvigorated my career. The variety of subjects and skills in the course make for fun and exciting lessons and class discussions. Seeing the students develop their skills and their confidence reminds me just how important my job is and how much we need to get people to think deeply about the problems of the world and consider multiple perspectives and possible solutions.”

—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 2024, a total of 34 states and the District of Columbia recognized the importance of providing AP access to students by giving them the financial support they needed, including:

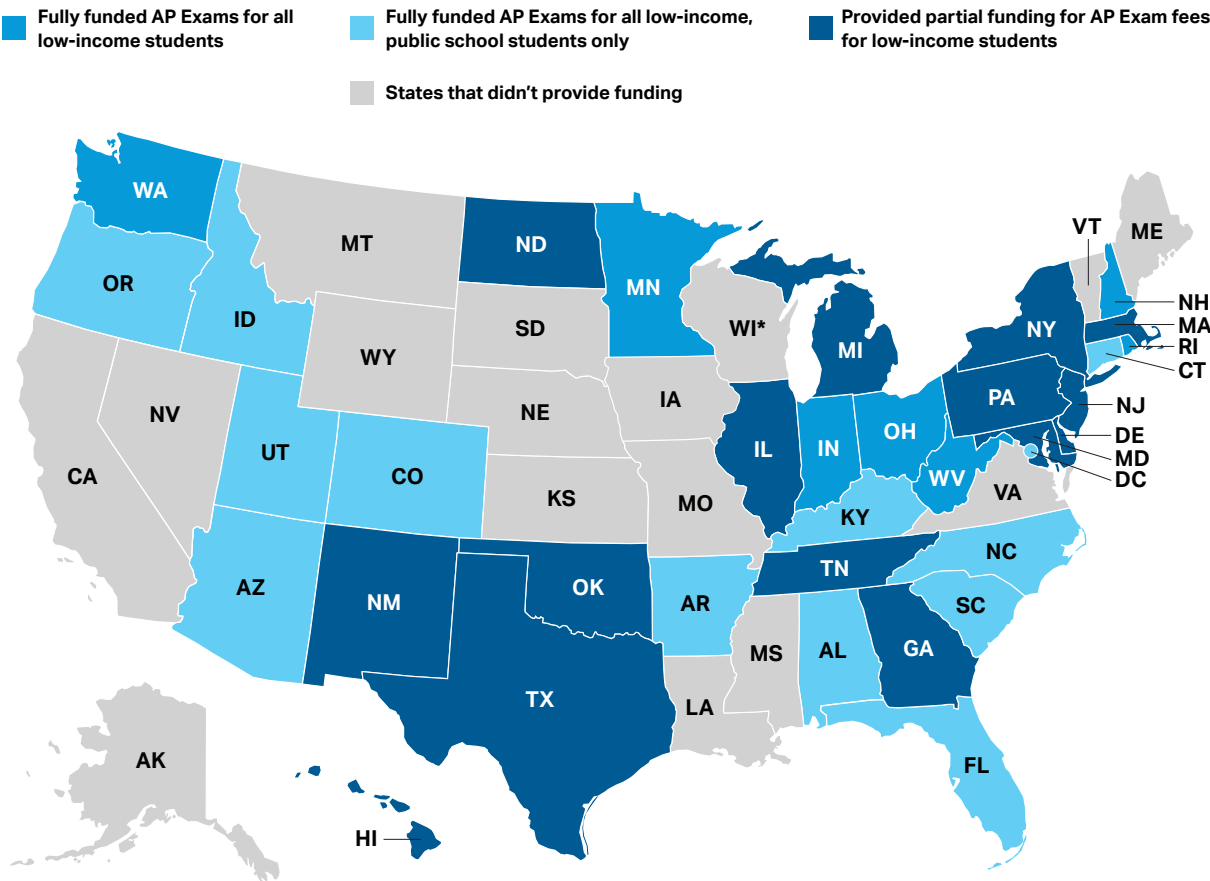
- 7 states that fully funded AP Exams for all low-income students.
- 12 states and the District of Columbia that fully funded AP Exams for all low-income, public school students.
- 15 states that provided partial funding for AP Exams for low-income students.

In states that provided funding, students received on average a \$48 per-exam state subsidy in 2024—up by \$3 over 2023. Alongside the \$36 AP Fee Reduction, the average remaining fee charged to students was \$5 per exam.

State and district leaders are encouraged to announce financial support for the 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 equity gaps.

Figure 12 highlights the states that provided funding for AP Exams in 2024.

FIGURE 12
States That Provided Funding for 2024



* 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.

- **Elementary and Secondary School Emergency Relief Funds**

Congress provided Elementary and Secondary School Emergency Relief (ESSER) funds in 3 legislative packages passed in 2020 and 2021 that total almost \$190 billion to help states and districts as they address challenges associated with covid-19. States and districts may use ESSER funding to cover AP Exam fees for low-income students. Funds have to be obligated by September 2024 but can be used to pay for 2025 AP Exams.

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 four-year 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.¹

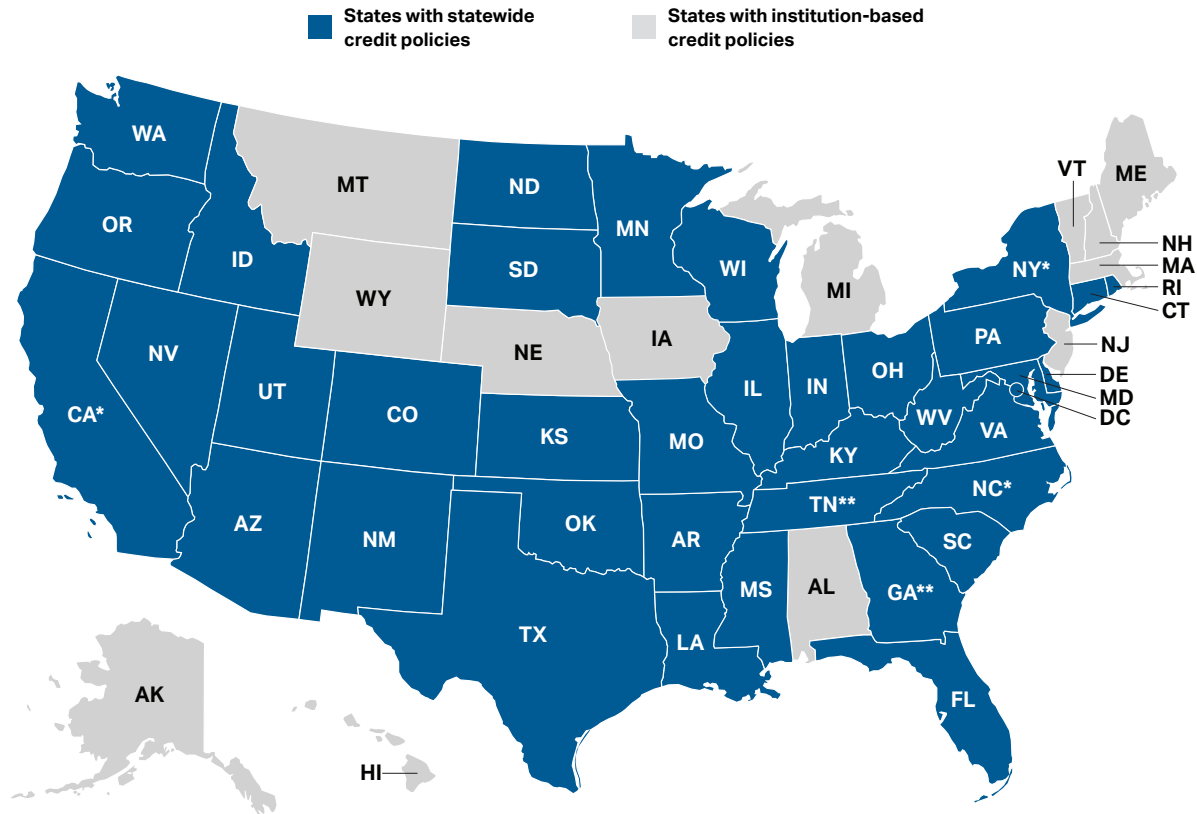
A record number of state higher education systems have adopted uniform policies on AP credit. Over the past nine years, adoption of statewide credit policies has more than doubled.

As of fall 2024, 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. AP policies that grant credit for scores of 3 have grown 24% since 2015, and the number of policies for credit overall has grown 15%. 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.

1. Murphy, D. and Dodd, B. (2009). *A Comparison of College Performance of Matched AP and Non-AP Student Groups*. New York: The College Board.

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.²

- 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.

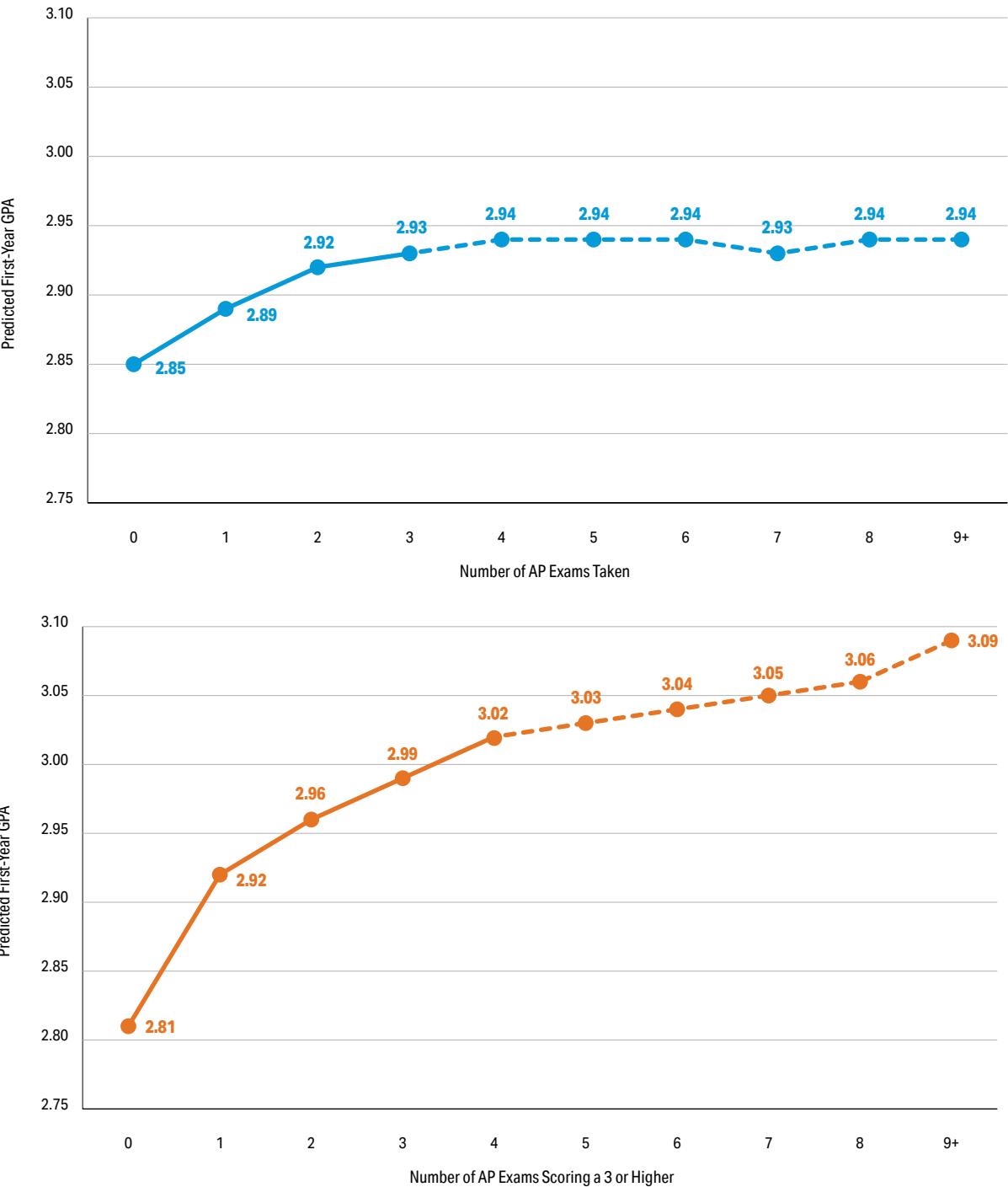
Given these results, ensuring students have access to and are enrolled in at least one AP course is likely to have the largest return on college outcomes. And because even better performance in college is associated with success on a student's first five AP Exams, schools that offer at least five AP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

2. 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

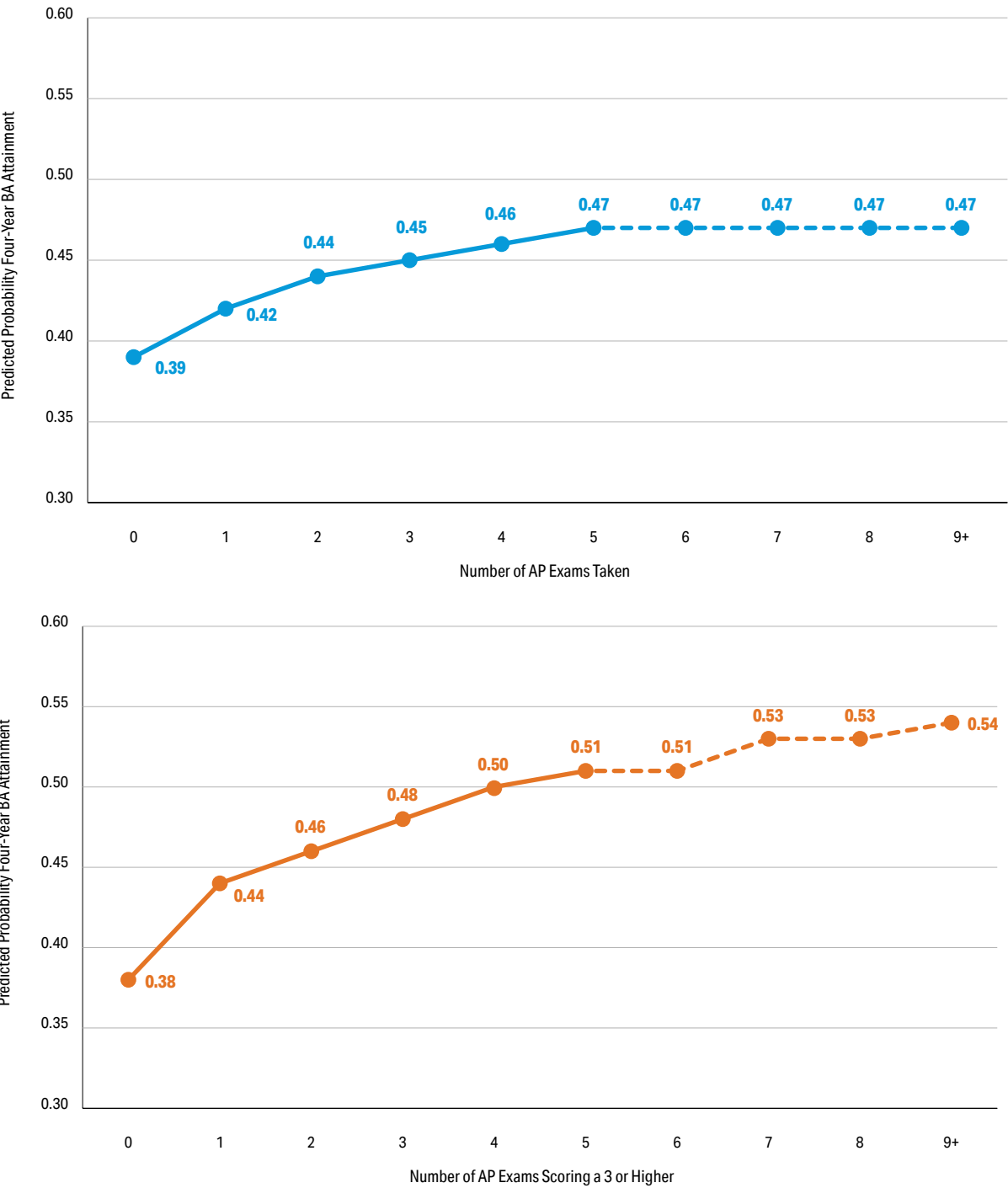


Solid lines denote statistically significant relative to one fewer AP Exam.

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).

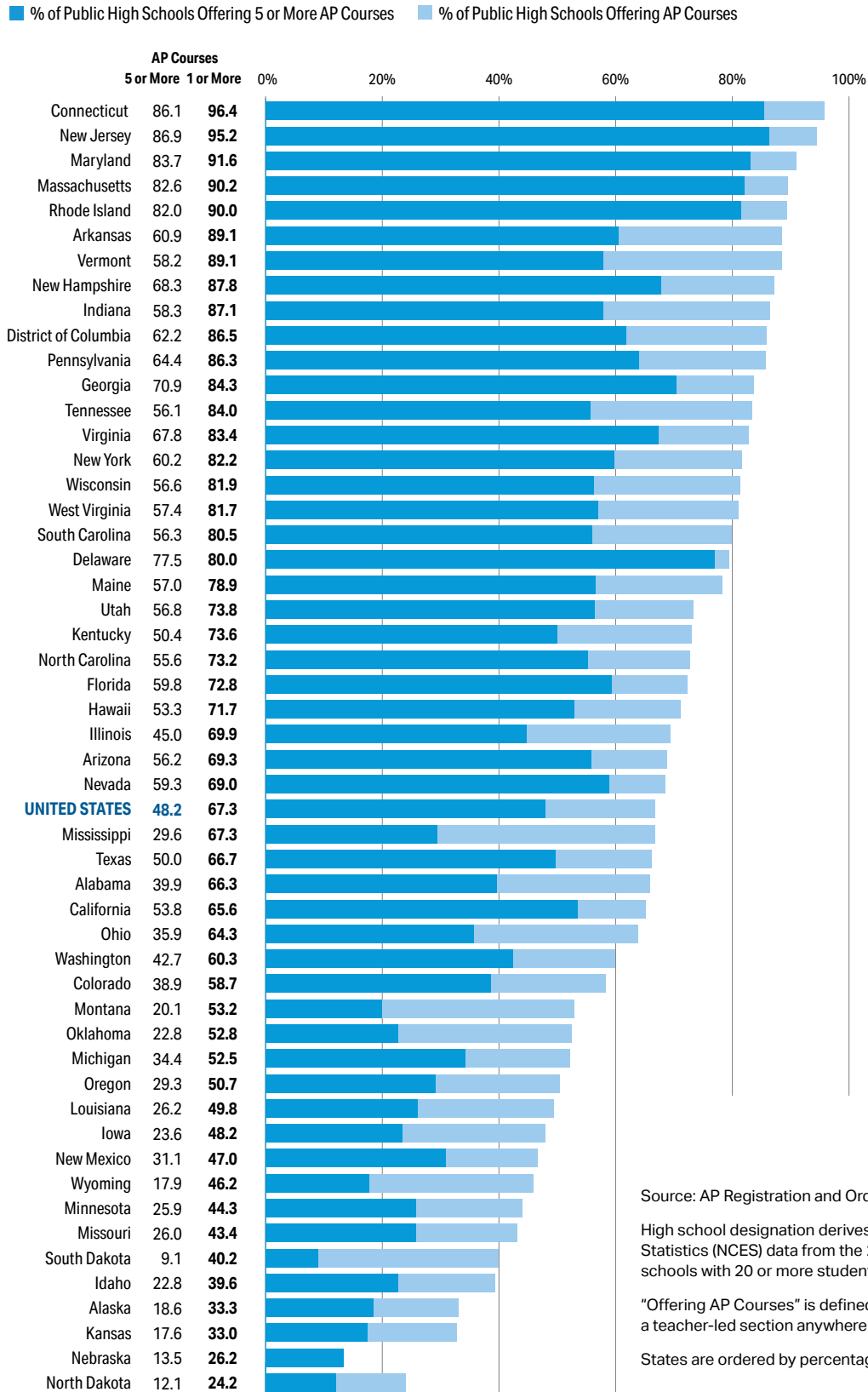
FIGURE 15
Predicted **College Degree Completion**, by AP Exam Participation and Performance



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 2023-24 Academic Year**

Source: AP Registration and Ordering (2023-24).

High school designation derives from National Center for Education Statistics (NCES) data from the 2021-22 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

Pre-AP Sets Students Up for Success in AP

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

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.

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

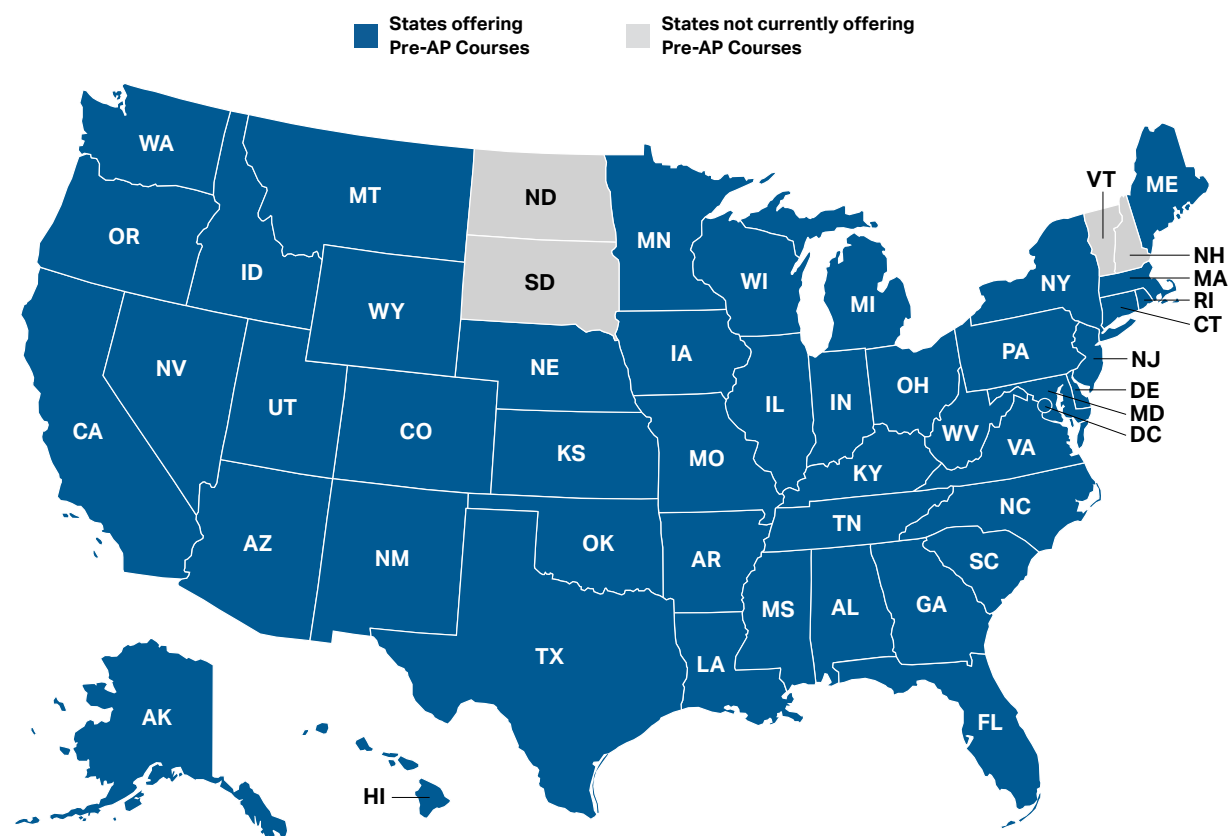
Pre-AP Reach

Schools in 30 countries offer Pre-AP courses, and the number of schools is growing year over year. In the 2023-24 academic year, Pre-AP was offered to students in over 1,500 schools. This represented a 17% increase from the 2022-23 school year.

Pre-AP is offered in nearly every state.

FIGURE 17

States Offering Pre-AP Courses: 2023-24



**Four Pre-AP courses
enrolled over 100,000
students each last year.**

Pre-AP English 1 (167,506)

Pre-AP English 2 (138,244)

Pre-AP Biology (100,299)

Pre-AP Algebra 1 (101,140)

Educators Believe in Pre-AP

In 2024, Pre-AP professional learning has proven highly effective, and 96% of teachers feel confident that the content and skills gained will help students succeed in future AP courses. Additionally, 98% of teachers left professional learning with new skills, ideas, or beliefs to apply in their classrooms. The Pre-AP professional learning is also well received by administrators, and 91% of administrators find it helpful and informative. Furthermore, 96% of teachers felt confident in their ability to plan Pre-AP instruction, and 98% of administrators felt confident in leading Pre-AP initiatives in their schools or districts.

“[It’s] really clear how multiple Pre-AP courses and the skills built in them could help students be successful in the more rigorous AP course.”

**—PAIGE DERBAS, ASSISTANT DIRECTOR OF CURRICULUM & INSTRUCTION,
BRADLEY-BOURBONNAIS COMMUNITY HIGH SCHOOL, ILLINOIS**



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. Schools on the AP School Honor Roll may also earn the AP Access Award, which honors schools that demonstrate a clear and effective commitment to equitable access to advanced coursework.

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](#).






Schools can earn the additional AP Access Award if the percentage of AP Exam takers who are underrepresented minority and/or low-income students mirrors the school's overall student demographics.

Overview of 2024 AP School Honor Roll Recipients

Of the 15,887 eligible schools, 5,061 schools (32%) earned a place on the 2024 AP School Honor Roll.³

3. Note that schools had the choice to "opt out" of being publicly recognized on the AP School Honor Roll and/or AP Access Award, 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
2024 AP School Honor Roll Recipients

| Award | | Percent of all Eligible Schools: U.S. and Canada |
|---|--|---|
|  | AP School Honor Roll Bronze | 9% |
|  | AP School Honor Roll Silver | 10% |
|  | AP School Honor Roll Gold | 7% |
|  | AP School Honor Roll Platinum | 7% |
|  | In addition, 39% of schools on the Honor Roll earned the AP Access Award . | |

To see the full list of recipients of the 2023-24 AP School Honor Roll, including a summary of recipients by state, territory, and province, please visit [AP Central®](#).



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 | | | |
| | | | | | 2014 | 2019 | 2023 | 2024 | 2014 | 2019 | 2023 | 2024 |
| Alabama | 46,009 | 49,638 | 47,420 | 47,730 | 12,340 | 15,313 | 13,590 | 14,243 | 26.8 | 30.8 | 28.7 | 29.8 |
| Alaska | 7,668 | 8,471 | 8,110 | 8,210 | 1,667 | 1,819 | 1,643 | 1,869 | 21.7 | 21.5 | 20.3 | 22.8 |
| Arizona | 63,550 | 71,757 | 76,370 | 78,280 | 15,769 | 20,240 | 18,950 | 20,611 | 24.8 | 28.2 | 24.8 | 26.3 |
| Arkansas | 30,800 | 32,361 | 31,780 | 31,940 | 13,273 | 13,881 | 12,762 | 12,868 | 43.1 | 42.9 | 40.2 | 40.3 |
| California | 421,636 | 438,650 | 444,010 | 454,190 | 158,572 | 189,482 | 173,750 | 183,583 | 37.6 | 43.2 | 39.1 | 40.4 |
| Colorado | 51,511 | 58,031 | 60,520 | 61,870 | 20,607 | 24,981 | 23,858 | 25,056 | 40.0 | 43.0 | 39.4 | 40.5 |
| Connecticut | 38,822 | 38,318 | 37,340 | 37,030 | 14,708 | 16,594 | 15,344 | 15,764 | 37.9 | 43.3 | 41.1 | 42.6 |
| Delaware | 8,308 | 9,420 | 10,020 | 10,340 | 2,614 | 2,986 | 2,937 | 3,368 | 31.5 | 31.7 | 29.3 | 32.6 |
| District of Columbia | 3,430 | 3,275 | 3,690 | 3,840 | 1,689 | 2,172 | 2,120 | 2,150 | 49.2 | 66.3 | 57.5 | 56.0 |
| Florida | 158,109 | 190,326 | 187,890 | 197,390 | 82,106 | 92,945 | 86,645 | 90,059 | 51.9 | 48.8 | 46.1 | 45.6 |
| Georgia | 93,127 | 112,968 | 113,090 | 116,110 | 35,862 | 40,935 | 37,956 | 41,317 | 38.5 | 36.2 | 33.6 | 35.6 |
| Hawaii | 11,216 | 10,853 | 11,450 | 11,630 | 3,269 | 4,096 | 3,483 | 3,711 | 29.1 | 37.7 | 30.4 | 31.9 |
| Idaho | 17,649 | 19,569 | 21,700 | 21,960 | 3,382 | 4,473 | 4,737 | 4,532 | 19.2 | 22.9 | 21.8 | 20.6 |
| Illinois | 139,112 | 136,726 | 132,760 | 132,580 | 45,271 | 56,459 | 55,315 | 57,089 | 32.5 | 41.3 | 41.7 | 43.1 |
| Indiana | 68,269 | 71,960 | 69,560 | 71,070 | 22,591 | 25,627 | 23,870 | 24,631 | 33.1 | 35.6 | 34.3 | 34.7 |
| Iowa | 32,939 | 33,750 | 35,230 | 36,120 | 6,298 | 7,003 | 6,393 | 6,604 | 19.1 | 20.7 | 18.1 | 18.3 |
| Kansas | 31,572 | 33,324 | 33,480 | 33,990 | 5,426 | 5,397 | 5,071 | 5,279 | 17.2 | 16.2 | 15.1 | 15.5 |
| Kentucky | 43,554 | 46,121 | 45,320 | 46,080 | 13,656 | 14,805 | 12,765 | 13,066 | 31.4 | 32.1 | 28.2 | 28.4 |
| Louisiana | 38,047 | 42,918 | 41,760 | 42,590 | 7,351 | 10,888 | 10,646 | 11,125 | 19.3 | 25.4 | 25.5 | 26.1 |
| Maine | 13,209 | 11,679 | 12,060 | 11,890 | 4,539 | 4,478 | 3,624 | 3,712 | 34.4 | 38.3 | 30.0 | 31.2 |
| Maryland | 58,284 | 57,409 | 60,730 | 62,370 | 27,799 | 26,418 | 25,516 | 27,090 | 47.7 | 46.0 | 42.0 | 43.4 |
| Massachusetts | 66,359 | 67,914 | 67,070 | 67,850 | 25,575 | 31,090 | 30,310 | 31,411 | 38.5 | 45.8 | 45.2 | 46.3 |
| Michigan | 103,002 | 103,688 | 97,510 | 98,460 | 28,811 | 32,066 | 28,955 | 30,677 | 28.0 | 30.9 | 29.7 | 31.2 |
| Minnesota | 57,287 | 61,160 | 62,760 | 63,970 | 18,118 | 20,380 | 18,386 | 18,862 | 31.6 | 33.3 | 29.3 | 29.5 |
| Mississippi | 26,320 | 29,133 | 27,410 | 27,400 | 3,726 | 5,773 | 6,804 | 7,063 | 14.2 | 19.8 | 24.8 | 25.8 |
| Missouri | 61,278 | 61,491 | 60,970 | 62,050 | 10,049 | 12,782 | 12,394 | 12,706 | 16.4 | 20.8 | 20.3 | 20.5 |
| Montana | 9,474 | 9,252 | 9,410 | 9,950 | 1,972 | 1,927 | 2,076 | 2,384 | 20.8 | 20.8 | 22.1 | 24.0 |
| Nebraska | 20,426 | 21,389 | 22,700 | 23,100 | 3,444 | 4,186 | 4,094 | 4,454 | 16.9 | 19.6 | 18.0 | 19.3 |
| Nevada | 23,152 | 28,190 | 30,810 | 31,740 | 7,780 | 10,872 | 9,958 | 10,668 | 33.6 | 38.6 | 32.3 | 33.6 |
| New Hampshire | 14,263 | 12,785 | 12,360 | 12,420 | 3,356 | 3,684 | 3,400 | 3,419 | 23.5 | 28.8 | 27.5 | 27.5 |
| New Jersey | 96,389 | 98,061 | 96,910 | 98,300 | 30,489 | 38,135 | 39,252 | 41,506 | 31.6 | 38.9 | 40.5 | 42.2 |
| New Mexico | 19,516 | 19,775 | 20,250 | 20,220 | 5,149 | 6,292 | 5,599 | 6,325 | 26.4 | 31.8 | 27.6 | 31.3 |
| New York | 185,588 | 182,799 | 177,470 | 180,330 | 67,751 | 79,463 | 81,618 | 83,937 | 36.5 | 43.5 | 46.0 | 46.5 |
| North Carolina | 96,140 | 108,368 | 106,340 | 109,560 | 28,955 | 38,027 | 36,674 | 37,953 | 30.1 | 35.1 | 34.5 | 34.6 |
| North Dakota | 6,797 | 6,850 | 7,300 | 7,630 | 920 | 1,596 | 1,659 | 1,660 | 13.5 | 23.3 | 22.7 | 21.8 |
| Ohio | 118,435 | 123,414 | 116,430 | 118,780 | 28,217 | 33,091 | 30,801 | 31,371 | 23.8 | 26.8 | 26.5 | 26.4 |
| Oklahoma | 37,542 | 43,464 | 42,700 | 45,070 | 8,585 | 9,758 | 7,927 | 8,620 | 22.9 | 22.5 | 18.6 | 19.1 |
| Oregon | 35,076 | 38,738 | 39,170 | 40,570 | 8,393 | 10,577 | 9,323 | 10,480 | 23.9 | 27.3 | 23.8 | 25.8 |
| Pennsylvania | 128,042 | 125,515 | 124,540 | 126,530 | 30,934 | 36,884 | 34,976 | 36,139 | 24.2 | 29.4 | 28.1 | 28.6 |
| Rhode Island | 9,483 | 9,798 | 9,760 | 9,880 | 2,658 | 3,647 | 3,469 | 3,688 | 28.0 | 37.2 | 35.5 | 37.3 |
| South Carolina | 39,492 | 49,290 | 50,730 | 52,340 | 12,034 | 15,309 | 14,250 | 14,470 | 30.5 | 31.1 | 28.1 | 27.6 |
| South Dakota | 8,252 | 8,231 | 9,190 | 9,370 | 1,600 | 1,493 | 1,497 | 1,819 | 19.4 | 18.1 | 16.3 | 19.4 |
| Tennessee | 60,620 | 64,946 | 65,200 | 66,940 | 11,790 | 16,400 | 16,719 | 18,285 | 19.4 | 25.3 | 25.6 | 27.3 |
| Texas | 303,109 | 355,615 | 369,600 | 374,320 | 107,419 | 142,119 | 140,534 | 149,822 | 35.4 | 40.0 | 38.0 | 40.0 |
| Utah | 36,325 | 42,555 | 46,310 | 47,870 | 11,561 | 13,902 | 14,979 | 16,009 | 31.8 | 32.7 | 32.3 | 33.4 |
| Vermont | 6,403 | 5,710 | 5,630 | 5,430 | 2,285 | 2,141 | 1,797 | 1,849 | 35.7 | 37.5 | 31.9 | 34.1 |
| Virginia | 82,521 | 88,300 | 88,260 | 89,630 | 35,317 | 35,353 | 33,892 | 34,796 | 42.8 | 40.0 | 38.4 | 38.8 |
| Washington | 66,085 | 73,121 | 72,130 | 74,600 | 22,084 | 25,967 | 22,590 | 24,477 | 33.4 | 35.5 | 31.3 | 32.8 |
| West Virginia | 17,605 | 17,914 | 17,050 | 16,790 | 3,817 | 4,303 | 3,465 | 3,426 | 21.7 | 24.0 | 20.3 | 20.4 |
| Wisconsin | 60,985 | 61,503 | 60,610 | 61,180 | 19,828 | 22,979 | 21,680 | 22,500 | 32.5 | 37.4 | 35.8 | 36.8 |
| Wyoming | 5,429 | 5,692 | 6,050 | 6,140 | 967 | 1,332 | 1,423 | 1,393 | 17.8 | 23.4 | 23.5 | 22.7 |
| UNITED STATES | 3,178,216 | 3,402,185 | 3,406,920 | 3,475,630 | 1,042,373 | 1,242,520 | 1,181,476 | 1,239,896 | 32.8 | 36.5 | 34.7 | 35.7 |

| 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 | | | | |
| 2014 | 2019 | 2023 | 2024 | 2014 | 2019 | 2023 | 2024 | |
| 4,881 | 6,415 | 6,691 | 7,226 | 10.6 | 12.9 | 14.1 | 15.1 | Alabama |
| 1,048 | 1,117 | 1,007 | 1,244 | 13.7 | 13.2 | 12.4 | 15.2 | Alaska |
| 9,063 | 11,910 | 11,534 | 12,779 | 14.3 | 16.6 | 15.1 | 16.3 | Arizona |
| 4,654 | 5,417 | 5,952 | 6,038 | 15.1 | 16.7 | 18.7 | 18.9 | Arkansas |
| 105,357 | 128,973 | 118,187 | 127,873 | 25.0 | 29.4 | 26.6 | 28.2 | California |
| 12,913 | 16,267 | 16,022 | 16,713 | 25.1 | 28.0 | 26.5 | 27.0 | Colorado |
| 10,830 | 11,641 | 10,413 | 10,936 | 27.9 | 30.4 | 27.9 | 29.5 | Connecticut |
| 1,429 | 1,635 | 1,696 | 1,922 | 17.2 | 17.4 | 16.9 | 18.6 | Delaware |
| 446 | 787 | 868 | 978 | 13.0 | 24.0 | 23.5 | 25.5 | District of Columbia |
| 43,115 | 53,527 | 53,399 | 55,359 | 27.3 | 28.1 | 28.4 | 28.0 | Florida |
| 19,183 | 23,417 | 23,724 | 25,669 | 20.6 | 20.7 | 21.0 | 22.1 | Georgia |
| 1,394 | 1,897 | 1,950 | 2,184 | 12.4 | 17.5 | 17.0 | 18.8 | Hawaii |
| 2,256 | 2,623 | 2,988 | 3,056 | 12.8 | 13.4 | 13.8 | 13.9 | Idaho |
| 30,001 | 38,209 | 36,517 | 37,513 | 21.6 | 27.9 | 27.5 | 28.3 | Illinois |
| 11,183 | 13,469 | 13,606 | 14,505 | 16.4 | 18.7 | 19.6 | 20.4 | Indiana |
| 3,854 | 4,344 | 4,002 | 4,345 | 11.7 | 12.9 | 11.4 | 12.0 | Iowa |
| 3,305 | 3,500 | 3,235 | 3,634 | 10.5 | 10.5 | 9.7 | 10.7 | Kansas |
| 6,940 | 7,706 | 6,884 | 7,137 | 15.9 | 16.7 | 15.2 | 15.5 | Kentucky |
| 2,275 | 3,686 | 4,380 | 4,311 | 6.0 | 8.6 | 10.5 | 10.1 | Louisiana |
| 2,834 | 2,750 | 2,394 | 2,470 | 21.5 | 23.5 | 19.9 | 20.8 | Maine |
| 17,444 | 17,725 | 16,630 | 17,332 | 29.9 | 30.9 | 27.4 | 27.8 | Maryland |
| 18,138 | 21,986 | 20,997 | 22,251 | 27.3 | 32.4 | 31.3 | 32.8 | Massachusetts |
| 19,027 | 20,855 | 19,013 | 20,494 | 18.5 | 20.1 | 19.5 | 20.8 | Michigan |
| 11,839 | 13,531 | 12,196 | 12,831 | 20.7 | 22.1 | 19.4 | 20.1 | Minnesota |
| 1,248 | 1,883 | 2,154 | 2,336 | 4.7 | 6.5 | 7.9 | 8.5 | Mississippi |
| 6,102 | 7,594 | 7,387 | 7,759 | 10.0 | 12.3 | 12.1 | 12.5 | Missouri |
| 1,254 | 1,301 | 1,422 | 1,683 | 13.2 | 14.1 | 15.1 | 16.9 | Montana |
| 1,991 | 2,593 | 2,668 | 2,891 | 9.7 | 12.1 | 11.8 | 12.5 | Nebraska |
| 4,304 | 6,216 | 5,470 | 5,807 | 18.6 | 22.1 | 17.8 | 18.3 | Nevada |
| 2,490 | 2,619 | 2,425 | 2,504 | 17.5 | 20.5 | 19.6 | 20.2 | New Hampshire |
| 22,650 | 27,787 | 27,759 | 30,214 | 23.5 | 28.3 | 28.6 | 30.7 | New Jersey |
| 2,128 | 2,658 | 2,591 | 2,903 | 10.9 | 13.4 | 12.8 | 14.4 | New Mexico |
| 45,551 | 51,223 | 51,234 | 55,314 | 24.5 | 28.0 | 28.9 | 30.7 | New York |
| 17,338 | 21,511 | 21,716 | 22,858 | 18.0 | 19.8 | 20.4 | 20.9 | North Carolina |
| 611 | 928 | 1,041 | 1,068 | 9.0 | 13.5 | 14.3 | 14.0 | North Dakota |
| 18,028 | 20,703 | 19,618 | 20,527 | 15.2 | 16.8 | 16.8 | 17.3 | Ohio |
| 4,239 | 4,751 | 4,192 | 4,488 | 11.3 | 10.9 | 9.8 | 10.0 | Oklahoma |
| 5,275 | 6,643 | 6,098 | 6,905 | 15.0 | 17.1 | 15.6 | 17.0 | Oregon |
| 20,832 | 24,761 | 23,836 | 25,250 | 16.3 | 19.7 | 19.1 | 20.0 | Pennsylvania |
| 1,556 | 2,036 | 2,113 | 2,322 | 16.4 | 20.8 | 21.6 | 23.5 | Rhode Island |
| 7,158 | 9,027 | 9,068 | 9,189 | 18.1 | 18.3 | 17.9 | 17.6 | South Carolina |
| 1,050 | 1,008 | 1,051 | 1,304 | 12.7 | 12.2 | 11.4 | 13.9 | South Dakota |
| 6,224 | 8,752 | 9,417 | 10,368 | 10.3 | 13.5 | 14.4 | 15.5 | Tennessee |
| 55,654 | 75,837 | 76,673 | 80,570 | 18.4 | 21.3 | 20.7 | 21.5 | Texas |
| 8,037 | 9,714 | 10,743 | 11,200 | 22.1 | 22.8 | 23.2 | 23.4 | Utah |
| 1,624 | 1,532 | 1,275 | 1,304 | 25.4 | 26.8 | 22.6 | 24.0 | Vermont |
| 22,870 | 24,489 | 22,486 | 24,392 | 27.7 | 27.7 | 25.5 | 27.2 | Virginia |
| 13,504 | 16,042 | 14,573 | 16,227 | 20.4 | 21.9 | 20.2 | 21.8 | Washington |
| 1,677 | 2,009 | 1,719 | 1,797 | 9.5 | 11.2 | 10.1 | 10.7 | West Virginia |
| 13,945 | 15,911 | 14,673 | 15,439 | 22.9 | 25.9 | 24.2 | 25.2 | Wisconsin |
| 563 | 721 | 831 | 872 | 10.4 | 12.7 | 13.7 | 14.2 | Wyoming |
| 631,312 | 763,636 | 738,518 | 786,291 | 19.9 | 22.4 | 21.7 | 22.6 | UNITED STATES |

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