



**An Examination of the Advanced Placement and
International Baccalaureate Exam Results
for 2004–2005**

Department of Shared Accountability

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Executive Summary

Advanced Placement (AP) and International Baccalaureate (IB) exams are two challenging and rigorous exams offered to Montgomery County Public Schools (MCPS) students. These exams assess material beyond the high school curriculum. Students who perform well on these exams can qualify for college credit or advanced standing in college. The growing number of MCPS students taking AP and IB exams and earning high scores speaks to MCPS students' interest in taking advantage of academic opportunities.

The number of MCPS students taking AP exams increased over the last five years. In 2004–2005, 10,389 MCPS students took at least one AP exam, up from 5,568 students in 2000–2001. The percentage of students taking AP exams increased from 14.6% in 2000–2001 to 23.6% in 2004–2005. This growth in AP exam taking occurred across racial/ethnic groups. As participation has increased, AP exam performance has remained stable. This contradicts research that suggests expanding participation in AP exams weakens overall school system performance (Rosenbaum, 2001). Among MCPS students taking AP exams in 2004–2005, 79.1% earned a score of 3 or higher.

Participation and performance vary by gender. In 2000–2001, female students' participation on the AP exams was 3.7 percentage points higher than their male peers. This difference increased to 6.5 percentage points in 2004–2005. Males slightly, but consistently, outperformed their female peers. The percentage of males earning a score of 3 or higher is more than 3 percentage points higher than females and occurred in each of the past five years. Also, male students are more likely to take multiple AP exams than their female peers.

Participation and performance differences by race/ethnicity also vary. As more students are taking AP exams across racial/ethnic groups, the differences among participation rates have increased. However, there has been a slight decrease in the exam performance difference. This suggests that as more students from different racial/ethnic groups take AP exams, these students perform better and the score differences are decreasing.

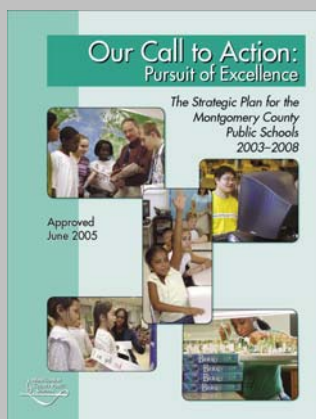
There was an earlier assumption that schools offering IB exams had lower college-level exam participation rates because students took IB instead of AP exams. The 2004–2005 school year was the first time electronic files were provided for these analyses, and it was discovered that 93.1% of seniors who took an IB exam also took an AP exam. When college-level exam participation rates are combined for AP and IB exams, these rates slightly increase for schools that offer both exams.

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Background



AP exam participation and performance are data points that measure MCPS' attainment of Goal 2 of *Our Call to Action: Pursuit of Excellence*—Provide an effective instructional program.

Goal 2 of the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*, is to provide an effective instructional program (MCPS, 2005). Students' performance on Advanced Placement (AP) exams is a data point for this goal. While not a data point, International Baccalaureate (IB) exams are another example of challenging exams offered to high school students that assess material and a rigor level that goes beyond the high school curriculum.

Completing challenging and rigorous courses in high school is essential to being well prepared for postsecondary education (Adelman, 1999). Schools can provide numerous opportunities and courses that can prepare students for college. MCPS encourages students to take AP and IB courses and provides information to students and parents throughout high school so the students will challenge themselves in these courses.

The Advanced Placement Exams

The AP program currently offers courses in over 30 subject areas. Each course is developed by a committee composed of college faculty and AP teachers, and covers the breadth of information, skills, and assignments found in the

corresponding college course (College Board, 2004).

The College Board requires that qualified teachers teach AP courses and use the *AP Course Descriptions* to guide instruction (College Board, 2005). The course description for each subject outlines the course content, describes the curricular goals of the subject, and provides sample examination questions. While the course descriptions are a significant source of information about the course content on which the AP exams are based, AP teachers have the flexibility to determine how this content is taught (College Board, 2005).

Each May, students may choose to take the College Board AP exams. Additionally, students may take an exam without enrolling in the AP course. The College Board recommends that students who score a 3 or higher (on a 1 to 5 scale) on an AP exam qualify for college credit or advanced placement in college courses. More than 90 percent of the colleges and universities in

the United States recognize these exam scores (College Board, 2005). Historically, MCPS has had over two-thirds of test takers scoring a 3 or higher.

The International Baccalaureate Exams

The International Baccalaureate (IB) program began in 1965, as an international education program based on three principles: the need for a broad base of knowledge and critical thinking skills, the development of international understanding and awareness, and the creation of a curriculum that could adapt to students' areas of interest. The liberal arts program works with 1,426 schools in 117 countries, serving over 28,000 students (International Baccalaureate Organization, 2004).

The IB program comprises a two-year curriculum and offers exams to Grades 11 and 12 students. IB exam scores of 4 or higher (1 to 7 scale) are recommended for college credit or advanced college course placement. Many colleges and universities offer college credit based on students' IB scores. Students who pass IB courses and the exams and complete additional program requirements may earn an IB diploma or certificate that is recognized by many colleges and universities worldwide (International Baccalaureate Organization, 2004).

The IB program is offered in five MCPS high schools. In the 2004–2005 school year, Bethesda-Chevy Chase (B-CC), Richard Montgomery, and Springbrook high schools offered IB exams to their juniors and seniors. This was the first year of IB program implementation at Albert Einstein and Watkins Mill high schools, and IB exams were offered to their junior classes only.

Methodology

This report provides an analysis of students' AP and IB exam results for 2004–2005. This section describes the key research questions addressed in this report and the data used in the analysis.

Key Research Questions

1. Who takes the AP exams in MCPS? Has it changed over time?
2. Who takes multiple AP exams? In what subjects do students take these exams?
3. How do students perform on the AP exams? How has this changed over time?
4. What are MCPS graduating classes' participation rates and performance levels on AP exams?
5. Who are the students participating in the IB program?
6. How do students perform on IB exams?
7. Among the seniors who took an IB exam, how many also took AP exams?

Data Used for Analysis

The College Board provided AP exam data to MCPS for those students who identified themselves as attending an MCPS high school. However, IB exam data are collected differently. High school staff downloaded data from the International Baccalaureate Organization Web site and sent the data to the Department of Shared Accountability; 2004–2005 is the first school year MCPS captured individual student level participation and performance on IB exams.

MCPS analyzed the AP and IB exam participation and performance data in two ways. First, data were reported for the school year in which exams were taken. Second, cohort analyses were conducted for the MCPS graduating classes. Students who received a diploma in June make up a graduating class. The cohort analyses provide exam information for students who took an AP exam at some point in their high school years. The AP and IB exam data were merged with MCPS enrollment, demographic, and course taking history files for analysis.

The data in this report may be slightly different from that reported by the College Board due to variations in calculations and reporting methods. Additionally, the data reported in previous reports (Connolly & Powell, 2005) may differ because the College Board provided additional 2003–2004 AP exam data.

All data are disaggregated by *No Child Left Behind* student subgroups. Variations between groups are reported as the difference between the highest and lowest racial/ethnic subgroups. American Indian students are included in overall totals, but are not disaggregated because of the small number of American Indian students.

Results

This section reports MCPS students' AP and IB exam participation and performance information to address the key research questions listed in the methodology. First, participation and performance on AP exams are discussed for each academic year. AP exam trends for the last five school years are presented with a focus on the 2004–2005 school year. Next is a review of participation and performance by cohorts of graduating classes. This is followed by IB exam participation and performance for 2004–2005. A final section examines seniors who took both IB and AP exams.

Students Who Took the AP Exams

The number of MCPS students taking AP exams increased over the past five school years. In 2004–2005, 10,389 MCPS students took at least one AP exam, up from 5,568 in 2000–2001 (Table 1). Similarly, the percentage of students who took AP exams increased from 14.6% in 2000–2001 to 23.6% in 2004–2005.

AP exam participation increased across racial/ethnic groups and among students receiving special services. In 2000–2001, 4.8% of African American students took at least one AP exam and participation increased to 9.1% in 2004–2005. A similar pattern is found among Hispanic students, of whom 6.1% took an AP exam in 2000–2001. This participation increased to 12.1% in 2004–2005. Since 2000–2001, the percentage of Asian American and White students taking an AP exam steadily increased, 22.3% to 37.5% and 18.7% to 30.5%, respectively (Figure 1). In 2000–2001, 3.2% of students receiving Free and Reduced-price Meals System (FARMS) services took an AP exam, increasing to 8.4% in 2004–2005. Similarly, 1.5% of students receiving limited English proficiency (LEP) services took at least one AP exam in 2000–2001, increasing to 7.1% in 2004–2005 (Table 1).

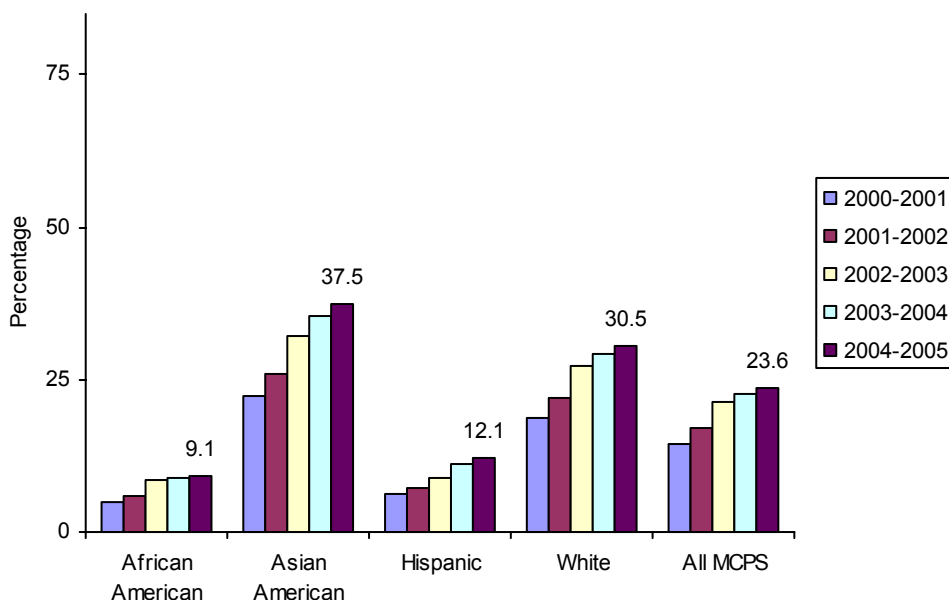


Figure 1. Percentage of MCPS students taking AP exams.

Table 1
Number and Percentage of Students Taking at Least One AP Exam
by Student Subgroups from 2000–2001 to 2004–2005

	2000–2001		2001–2002		2002–2003		2003–2004		2004–2005	
	N	%	N	%	N	%	N	%	N	%
Female	3,067	16.5	3,739	19.2	4,971	24.3	5,443	26.0	5,785	26.9
Male	2,501	12.8	3,031	14.9	3,844	18.4	4,294	19.7	4,604	20.4
Grade 9	10	0.1	65	0.6	149	1.3	259	2.2	265	2.2
Grade 10	381	3.8	615	6.0	1,546	14.6	1,871	16.9	2,077	18.4
Grade 11	2,371	26.6	2,888	30.3	3,543	36.3	3,824	38.2	4,020	37.6
Grade 12	2,806	32.6	3,202	36.0	3,577	37.9	3,783	39.0	4,027	40.9
African American	374	4.8	501	6.0	726	8.4	815	8.7	897	9.1
Asian American	1,224	22.3	1,503	25.8	1,962	32.3	2,216	35.5	2,387	37.5
Hispanic	322	6.1	410	7.1	560	9.0	760	11.1	896	12.1
White	3,636	18.7	4,346	21.9	5,554	27.4	5,936	29.4	6,193	30.5
FARMS	167	3.2	264	4.8	389	6.6	534	8.4	570	8.4
Special Education	98	2.2	120	2.6	170	3.6	173	3.5	186	3.6
LEP	36	1.5	69	2.6	103	3.9	165	5.9	226	7.1
All MCPS**	5,568	14.6	6,770	17.0	8,815	21.3	9,737	22.8	10,389	23.6

**Includes American Indian students.

There has been an increase in the percentage of students taking AP exams, yet differences exist across gender and racial/ethnic groups. In 2000–2001, there was a 3.7 percentage point difference between female (16.5%) and male (12.8%) students' AP exam taking. This difference increased to 6.5 percentage points in 2004–2005 as more female (26.9%) than male (20.4%) students took exams. During the same period, the difference between African American and Asian American students who took AP exams increased. In 2000–2001, there was a 17.5–percentage point difference between Asian American (22.3%) and African American (4.8%) students' participation. This difference increased to 28.4 percentage points in 2004–2005 with 37.5% of Asian American students and 9.1% of African American students taking AP exams. This pattern is similar by gender within racial/ethnic groups as African American and Hispanic males have the lowest AP participation percentage (Appendix A).

Students Taking Multiple AP Exams and AP Exam Subjects

In 2004–2005, slightly less than half (47.1%) of MCPS students took one exam, while over one quarter (27.1%) took two exams, and one quarter (25.7%) took three or more exams. Nearly two-thirds of students who took two or more exams were in Grade 11 (64.5%) or Grade 12 (67.2%). The findings show that a higher percentage of male students took multiple AP exams than did their female peers (Table 2).

There is some variation in multiple AP exam taking by students' racial/ethnic group. More than half of African American (56.9%) and Hispanic (57.9%) test takers took one AP exam. The racial/ethnic groups show fairly equal representation among students taking two AP exams; however, Asian American students were more likely to take three (19.1%), four (9.8%), or five

or more (6.6%) AP exams than the other racial/ethnic groups. Findings also show that students receiving special services are likely to take one or two AP exams (Table 2).

Table 2
Number and Percentage of 2004–2005 AP Exam Takers in MCPS High Schools
by Number of AP Exams Taken and Student Subgroups

	One		Two		Three		Four		Five or More	
	N	%	N	%	N	%	N	%	N	%
Female	2,792	48.3	1,628	28.1	877	15.2	361	6.2	127	2.2
Male	2,106	45.7	1,189	25.8	747	16.2	344	7.5	218	4.7
Grade 9	264	99.6	*	*	0	0	0	0	0	0
Grade 10	1,880	90.5	175	8.4	17	0.8	*	*	*	*
Grade 11	1,430	35.6	1,382	34.4	762	19.0	300	7.5	146	3.6
Grade 12	1,324	32.9	1,259	31.3	845	21.0	402	10.0	197	4.9
African American	510	56.9	243	27.1	110	12.3	26	2.9	8	0.9
Asian American	975	40.8	567	23.8	455	19.1	233	9.8	157	6.6
Hispanic	519	57.9	234	26.1	97	10.8	31	3.5	15	1.7
White	2,889	46.6	1,768	28.5	957	15.5	415	6.7	164	2.6
FARMS	326	57.2	159	27.9	64	11.2	13	2.3	8	1.4
Special Education	101	54.3	51	27.4	28	15.1	*	*	*	*
LEP	164	72.6	52	23.0	8	3.5	0	0	*	*
All MCPS**	4,898	47.1	2,817	27.1	1,624	15.6	705	6.8	345	3.3

* Fewer than 5 students. **Includes American Indian students.

The most commonly taken exams remain the same. MCPS students took AP exams in over 30 subject areas. In 2004–2005, the English Language-Composition was the most commonly taken AP exam, comprising 11.2% of all the MCPS AP exams taken. Other common AP exams include: Psychology (10.7%), World History (10.4%), and U.S. Government and Politics (10.3%) (Appendix B).

Students are increasing their AP exam participation by taking several exams across various subject areas. Although gaps persist by gender and racial/ethnic group, participation has increased across these groups. Expanding AP exams to additional students is one step in offering a rigorous and challenging curriculum to students. Now that more students are taking AP exams, a key issue is student performance on these exams.

MCPS Students' AP Exam Performance

In 2004–2005, 79.1% MCPS students scored a 3 or higher on at least one AP exam (Table 3). As the number of MCPS students taking AP exams has increased, the percentage of students earning at least one 3 on an AP exam has been fairly consistent. This challenges research that

suggests expanding AP exams to additional students would weaken school system performance (Rosenbaum, 2001). Appendix C lists the AP exam performance by MCPS high school.

Table 3
Number and Percentage of Students Tested Scoring 3 or Higher
on at Least One AP Exam from 2000–2001 to 2004–2005 by Student Subgroups

	2000–2001		2001–2002		2002–2003		2003–2004		2004–2005	
	N	%	N	%	N	%	N	%	N	%
Female	2,426	79.1	2,987	79.9	3,782	76.1	4,221	77.5	4,482	77.5
Male	2,075	83.0	2,538	83.7	3,105	80.8	3,481	81.1	3,734	81.1
Grade 9	10	100	51	78.5	111	74.5	214	82.6	239	90.2
Grade 10	324	85.0	531	86.3	1,126	72.8	1,393	74.5	1,558	75.0
Grade 11	1,890	79.7	2,371	82.1	2,866	80.9	3,124	81.7	3,259	81.1
Grade 12	2,277	81.1	2,572	80.3	2,784	77.8	2,971	78.5	3,160	78.5
African American	203	54.3	294	58.7	412	56.7	481	59.0	514	57.3
Asian American	994	81.2	1,205	80.2	1,514	77.2	1,699	76.7	1,886	79.0
Hispanic	239	74.2	311	75.9	413	73.8	597	78.6	648	72.3
White	3,055	84.0	3,707	85.3	4,537	81.7	4,917	82.8	5,154	83.2
FARMS	110	65.9	165	62.5	256	65.8	361	67.6	339	59.5
Special Education	64	65.3	101	84.2	122	71.8	126	72.8	141	75.8
LEP	32	88.9	56	81.2	87	84.5	143	86.7	176	77.9
All MCPS**	4,501	80.8	5,525	81.6	6,887	78.1	7,702	79.1	8,216	79.1

**Includes American Indian students.

Although there is a difference between African American and White students who score a 3 or higher on an AP exam, this difference decreased over time (Figure 2). In 2000–2001, a 29.7 percentage point difference existed between White (84.0%) and African American (54.3%) students scoring a 3 or higher on an AP exam. This difference decreased to 25.9 percentage points in 2004–2005 with 83.2% of White and 57.3% of African American students scoring a 3 or higher on an AP exam.

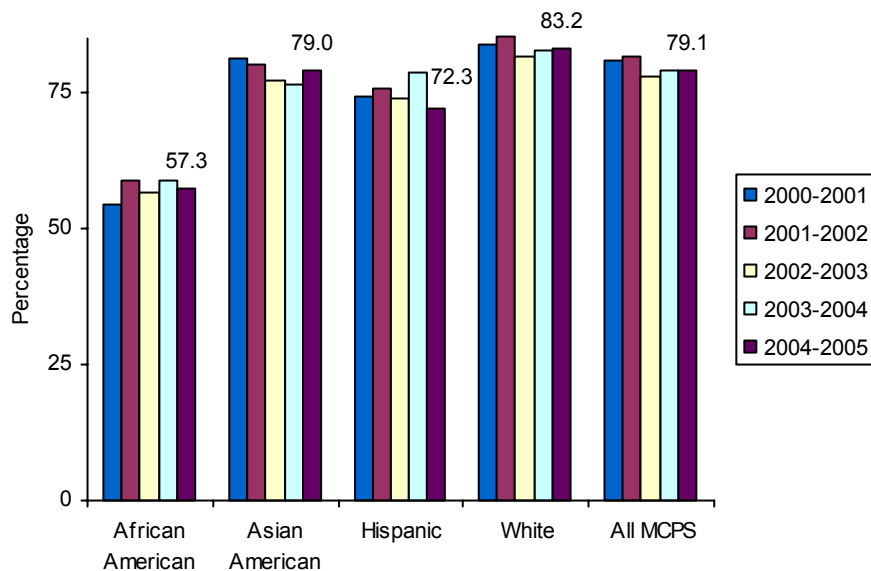


Figure 2. Percentage of students scoring 3 or higher on at least one AP exam.

Among the 2004–2005 AP exams, MCPS students scored their highest mean score (4.0) on the Physics C-Electricity and Magnetism AP exam (239 exam takers). Other AP exams in which students earned high scores included: 3.9 in Calculus BC (985 exam takers), 3.8 in Biology (880 exam takers), and 3.8 in Economics Macro (287 exam takers). Several exams had a 3.7-mean score, these included: Chemistry (612 exam takers), Physics C-Mechanics (437 exam takers), and Computer Science AB (195 exam takers) (Table 4).

Table 4
Mean Scores and Number of Student Test Takers for MCPS Students
in the 25 Most Commonly Taken AP Exams from 2000–2001 to 2004–2005

	2000–2001		2001–2002		2002–2003		2003–2004		2004–2005	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
English Lang.-Comp.	3.4	1,283	3.4	1,581	3.2	2,152	3.2	2,222	3.3	2,262
Psychology	3.5	1,420	3.6	1,558	3.5	2,026	3.6	2,033	3.4	2,145
World History	n/a	n/a	3.4	1,358	3.4	1,639	3.4	1,969	3.4	2,092
U.S. Govt. & Politics	3.1	367	3.1	538	3.1	1,529	3.2	1,793	3.3	2,067
English Lit.-Comp.	3.3	1,193	3.3	1,471	3.0	1,648	3.2	1,809	3.2	1,782
Calculus BC	3.9	675	3.8	775	3.7	819	3.8	957	3.9	985
Statistics	3.4	525	3.3	602	3.3	645	3.2	826	3.2	892
Calculus AB	3.5	406	3.6	473	3.5	717	3.3	738	3.4	886
Biology	3.2	629	3.5	625	3.5	619	3.7	854	3.8	880
Spanish Language	3.6	411	3.7	459	3.9	600	4.0	686	3.6	777
American History	3.5	752	3.6	816	3.3	849	3.4	863	3.3	732
Chemistry	3.4	423	3.5	518	3.4	530	3.6	552	3.7	612
Environmental Science	3.1	210	3.3	217	2.9	359	2.8	445	3.2	572
European History	3.7	479	3.5	418	3.5	376	3.5	501	3.4	494
Physics C Mechanics	3.8	266	3.5	295	3.7	382	3.6	442	3.7	437
Economics Macro	3.7	109	3.6	160	3.8	197	3.5	276	3.8	287
Comparative Govt.	3.0	305	3.4	455	3.3	235	3.6	205	3.6	284
Economics Micro	3.9	110	3.6	158	3.8	190	3.6	277	3.4	272
French Language	3.3	160	3.4	253	3.1	242	3.4	273	3.4	257
Physics C Elec. Mag.	3.7	165	3.7	171	3.6	204	3.6	245	4.0	239
Computer Science AB	3.6	263	3.8	231	4.0	245	3.6	210	3.7	195
Physics B	3.4	119	3.3	110	3.0	139	3.1	175	3.1	183
Spanish Literature	3.6	33	3.5	48	2.9	119	3.0	161	3.1	174
Human Geography	3.1	29	3.4	66	3.4	136	3.7	157	3.1	115
Computer Science A	3.0	44	3.1	70	3.3	65	3.4	117	3.3	99
All MCPS AP Exams*	3.4	10,644	3.5	13,690	3.4	16,925	3.4	19,113	3.4	20,109

* Includes all AP exams administered in MCPS and is not limited to the 25 most common exams.

AP Exam Participation and Performance for Graduating Classes

In MCPS graduating classes, there has been an increase in AP exam participation and performance. Over half (53.7%) of the MCPS Class of 2005 took at least one AP exam during their high school years. More students in the Class of 2005 took AP exams than in previous graduating classes (Figure 3). This increase in participation occurred across gender, racial/ethnic groups, and for students receiving special services (Table 5). However, the difference between African American and Asian American students' AP exam participation has increased (Figure 3). Among the Class of 2005 more Asian American (71.0%) students participated in AP exams than their African American (29.2%) classmates.

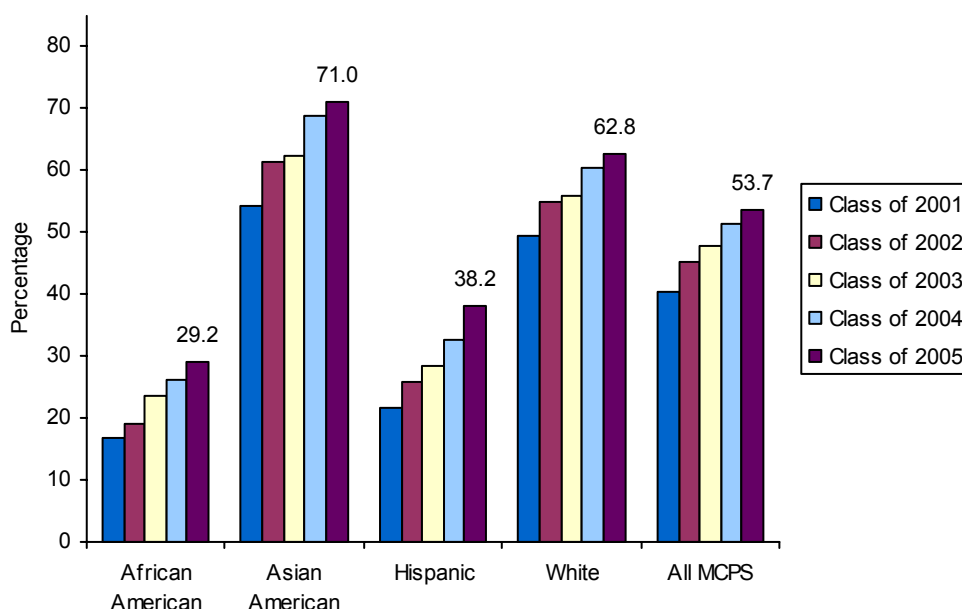


Figure 3. Percentage of graduates taking at least one AP exam.

Table 5
Number and Percentage of MCPS Graduating Students
Taking at Least One AP Exam by Student Subgroups

	Graduating Class									
	2001		2002		2003		2004		2005	
	N	%	N	%	N	%	N	%	N	%
Female	1,789	44.7	2,009	49.8	2,340	52.8	2,574	56.8	2,670	58.1
Male	1,383	36.0	1,679	41.0	1,788	42.3	1,948	45.7	2,183	49.2
African American	259	16.9	304	19.2	368	23.7	442	26.2	551	29.2
Asian American	642	54.4	809	61.5	832	62.5	956	68.8	1,015	71.0
Hispanic	204	21.5	255	25.9	302	28.4	366	32.5	458	38.2
White	2,059	49.5	2,314	54.8	2,619	55.9	2,756	60.3	2,818	62.8
FARMS	100	13.7	144	20.1	186	23.3	246	28.3	285	32.2
Special Education	55	8.5	78	12.1	97	13.7	86	12.6	108	15.7
LEP	26	9.3	37	11.4	31	10.4	68	24.0	115	27.4
MCPS Class Total*	3,172	40.4	3,688	45.4	4,128	47.7	4,522	51.5	4,853	53.7

*Includes American Indian students.

Graduates' AP exam performance has slightly increased as more students take AP exams. Among the MCPS Class of 2005, 43.6% of graduates scored a 3 or higher on at least one AP exam. Student performance on AP exams improved by gender and for each racial/ethnic group (Table 6).

Table 6
Number and Percentage of MCPS Graduates Scoring 3 or Higher on an AP Exam for the
Classes of 2001 to 2005 by Student Subgroups

	Graduating Class									
	2001		2002		2003		2004		2005	
	N	%	N	%	N	%	N	%	N	%
Female	1,448	36.2	1,594	39.5	1,849	41.7	2,053	45.3	2,138	46.5
Male	1,173	30.5	1,378	33.6	1,461	34.6	1,618	38.0	1,803	40.7
African American	162	10.5	169	10.7	208	13.4	278	16.5	325	17.2
Asian American	546	46.2	656	49.8	678	50.9	754	54.3	820	57.4
Hispanic	167	17.6	188	19.1	245	23.0	287	25.5	394	32.8
White	1,741	41.9	1,954	46.3	2,174	46.4	2,350	51.4	2,392	53.3
FARMS	75	10.3	88	12.3	122	15.3	177	20.4	195	22.1
Special Education	38	5.9	56	8.7	71	10.0	68	9.9	77	11.2
LEP	22	7.9	28	8.6	26	8.7	59	20.8	91	21.7
MCPS Class Total*	2,621	33.4	2,972	36.6	3,310	38.2	3,671	41.8	3,941	43.6

*Includes American Indian students.

However, the difference between African American and Asian American students who scored a 3 or higher on an AP exam increased. Among the Class of 2001, there was a 35.7 percentage point difference between Asian American (46.2%) and African American (10.5%) graduates

scoring a 3 or higher on an AP exam. This difference increased to 40.2 percentage points for the Class of 2005 with 57.4% of Asian American and 17.2% of African American graduates scoring a 3 or higher on an AP exam.

AP exams represent one area where MCPS students are increasing participation and performance levels in college-level work. This is clear across each school year and graduating class. Another example of students challenging themselves in high school and potentially earning college credit is participation and performance on the IB exams.

Students Who Take the IB Exams

A total of 646 MCPS students took 1,664 IB exams in 2004–2005. Of these, 253 students were from Bethesda-Chevy Chase High School and took 620 exams (a mean of 2.5 exams per student), 106 students from Springbrook High School took 307 exams (a mean of 2.9 exams per student), and 203 students took 596 exams from Richard Montgomery High School (a mean of 2.9 exams per student). In 2004–2005, the IB program was first introduced at Einstein and Watkins Mill high schools and only Grade 11 students participated. Einstein had 48 students taking 83 exams (a mean of 1.7 exams per student) and Watkins Mill had 36 students taking 58 exams (a mean of 1.6 exams per student).

IB exam participation varied by students' gender and among racial/ethnic groups. Among the 646 MCPS students who took IB exams, 375 were female (58.0%) and 271 were male (42.0%) students. Racial/ethnic group participation indicates there were 398 White (61.6%), 147 Asian American (22.8%), 59 African American (9.1%), and 38 Hispanic (5.8%) students taking IB exams (Table 7).

Table 7
Number and Percentage of MCPS IB Exam Participants
2004–2005 by Student Subgroups

	N	%
Female	375	58.0
Male	271	42.0
African American	59	9.1
Asian American	147	22.8
Hispanic	38	5.9
White	398	61.6
FARMS	22	3.4
Special Education	6	0.9
LEP	5	0.8
MCPS IB Exam Participants*	646	100.0

*Includes American Indian students.

MCPS Students' IB Exam Performance

In 2004–2005, 88.0% of MCPS students' IB exam scores were 4 or higher, qualifying students for college credit or advanced placement. Among MCPS high schools, the percentage of exams with a score of 4 or higher was 86.6% at Bethesda-Chevy Chase, 84.3% at Einstein, 95.5% at Richard Montgomery, 78.2% at Springbrook, and 82.8% at Watkins Mill high schools. This compares with the worldwide average of 84.0% of exams (International Baccalaureate Organization, 2005).

Students took the Math Studies IB exam most frequently among the one-year course exams and English A1 among the two-year course exams. Nearly all students scored a 4 or higher on both the Math Studies (92.1%) and English A1 (97.1%) exams (Table 8). Other frequently taken IB exams include History of Europe and Spanish B, in which over 90% of IB exam takers scored a 4 or higher. Appendix D contains all the IB exams MCPS students took in 2004–2005.

Table 8
Number of IB Exams Taken and the Percentage Scoring 4 or Higher
by Most Common IB Exam Subjects 2004–2005

	One-Year Courses		Two-Year Courses		Subject Total	
	N	% 4 or Higher	N	% 4 or Higher	N	% 4 or Higher
Math Studies	278	92.1	n/a	n/a	278	92.1
English A1	n/a	n/a	240	97.1	240	97.1
Hist. Europe	n/a	n/a	223	98.2	223	98.2
Physics	101	51.5	63	73	164	59.8
Spanish B	109	92.7	55	96.4	164	93.9
French B	78	93.6	32	96.9	110	94.5
Psychology	97	67	n/a	n/a	97	67
Biology	*	*	67	76.1	68	75
Chemistry	62	85.5	n/a	n/a	62	85.5
Math Methods	54	98.1	n/a	n/a	54	98.1
All MCPS IB Exams**	924	84.6	740	92.2	1,664	88.0

** Includes all IB exams administered and is not limited to the most common exams listed in the table.

* Fewer than 5 students.

n/a IB exam not taken.

To earn an IB diploma, students must complete IB courses, score a 4 on IB exams, as well as complete community service and other program requirements. In 2004–2005, 67.0% (185 of 276) MCPS candidates qualified for the IB diploma, compared to 78.0% of candidates around the world (International Baccalaureate Organization, 2005). At Bethesda-Chevy Chase, 64 of 135 students (47.4%) earned the IB diploma. At Springbrook, 39 of 46 students (84.8%) earned diplomas, while 82 of 95 students (86.3%) received their IB diplomas at Richard Montgomery.

Introducing the IB exams in several MCPS high schools has given students an additional opportunity to complete college-level work. Students are taking advantage of and performing well on these exams.

Seniors Who Took Both IB and AP Exams

Some high school principals were concerned that students who were taking IB exams did not take AP exams and hence were not captured in college-level exam participation. This is the first year MCPS can review individual student level IB data and identify students who took both IB and AP exams. Reviewing this data for 2004–2005 seniors reveals that students who took IB exams also likely took an AP exam. Nearly all seniors (93.1%) who took an IB exam also took at least one AP exam during their high school career (Table 9). Appendix D shows AP and IB exam participation for seniors by MCPS high school.

Table 9
Number and Percentage of Seniors Who Took
IB Exams and Also Took AP Exams

	N	% of IB Exam Takers
African American	21	84.0
Asian American	48	98.0
Hispanic	13	68.4
White	173	95.6
Female	148	94.3
Male	109	91.6
FARMS	*	*
Special Education	*	*
LEP	*	*
Overall**	257	93.1

* Fewer than 5 students.

**Includes American Indian students.

Discussion

AP and IB exam participation in MCPS is increasing. All MCPS high schools offer AP exams and a growing number of students are taking these exams each year. More students in the Class of 2005 took AP exams than in previous graduating classes. Over half (53.7%) of the MCPS Class of 2005 took at least one AP exam during their high school years, and nearly half (43.6%) of all students in the MCPS Class of 2005 scored a 3 or higher on at least one AP exam. This increase in participation and performance occurred across gender, racial/ethnic groups, and for students receiving special services.

The IB program is implemented in five MCPS high schools. In 2004–2005, Einstein and Watkins Mill high schools joined Bethesda-Chevy Chase, Richard Montgomery, and Springbrook to offer an IB program. In 2004–2005, 646 MCPS students in Grades 11 and 12 took 1,664 IB exams. MCPS students performed well on IB exams, as 88.0% of the exam scores were a 4 or higher.

Some high school principals were concerned that because the strategic plan reports only AP exam taking, their participation rates were artificially low. There was a belief that students who took IB exams did not take AP exams. The 2004–2005 school year was the first time electronic files were provided for these analyses. Nearly all seniors (93.1%) who took an IB exam also took an AP exam during high school. Combining both AP and IB exam participation rates slightly increases the schools' college-level exam participation. Bethesda-Chevy Chase High School's college level exam participation increased the most (71.4% to 75.9%) when including both AP and IB exam participation and performance (Table D1).

MCPS has increased students' participation and performance on AP and IB exams, yet differences remain between subgroups. In 2004–2005, 26.9% of female students took at least one AP exam, compared with 20.4% of male students. Males slightly, but consistently, outperform their female peers. The percentage of males earning a 3 or higher is more than 3 percentage points higher than females. The difference between African American and Asian American students' AP exam participation increased from 17.5 percentage points to 28.4 percentage points in 2004–2005, with Asian American students having the highest participation rate. Exam participation is lowest among African American and Hispanic male students. However, the performance difference between African American and White students decreased from a 29.7 to 25.9 percentage points.

MCPS continues to encourage students to take advantage of rigorous course work. While participation differences exist by gender and racial/ethnic groups, MCPS has expanded participation in AP and IB exams while maintaining students' levels of success. MCPS can do more to increase students' college-level exam participation and reduce differences by gender and racial/ethnic groups. These efforts can contribute to MCPS's ability to ensure success for every student.

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Appendix A: AP Participation and Performance by Gender, Race/Ethnicity, and Special Services Subgroup

Table A1
Number and Percentage of Students Taking at Least One AP Exam
By Gender and Race/Ethnicity and Special Service

	2000–2001		2001–2002		2002–2003		2003–2004		2004–2005	
	N	%	N	%	N	%	N	%	N	%
Total	5,568	14.6	6,770	17.0	8,815	21.3	9,737	22.8	10,389	23.6
Female	3,067	16.5	3,739	19.2	4,971	24.3	5,443	26.0	5,785	26.9
Male	2,501	12.8	3,031	14.9	3,844	18.4	4,294	19.7	4,604	20.4
African American	374	4.8	501	6.0	726	8.4	815	8.7	897	9.1
Female	238	6.1	331	7.9	516	11.6	558	11.7	592	11.8
Male	136	3.4	170	4.1	210	5.0	257	5.6	305	6.3
Asian American	1,224	22.3	1,503	25.8	1,962	32.3	2,216	35.5	2,387	37.5
Female	681	25.5	818	28.8	1,039	35.4	1,183	39.1	1,245	40.7
Male	543	19.3	685	23.0	923	29.4	1,033	32.2	1,142	34.5
Hispanic	322	6.1	410	7.1	560	9.0	760	11.1	896	12.1
Female	189	7.5	241	8.7	355	11.8	454	13.8	548	15.4
Male	133	4.9	169	5.6	205	6.3	306	8.6	348	9.1
White	3,636	18.7	4,346	21.9	5,554	27.4	5,936	29.4	6,193	30.5
Female	1,955	20.6	2,345	24.4	3,054	30.6	3,245	33.2	3,394	34.6
Male	1,681	16.8	2,001	19.6	2,500	24.3	2,691	25.8	2,799	26.7
FARMS	167	3.2	264	4.8	389	6.6	534	8.4	570	8.4
Female	96	3.9	161	6.0	261	9.1	329	10.5	354	10.7
Male	71	2.6	103	3.7	128	4.3	205	6.4	216	6.2
Special Education	98	2.2	120	2.6	170	3.6	173	3.5	186	3.6
Female	35	2.4	44	2.9	62	3.9	58	3.5	53	3.1
Male	63	2.1	76	2.5	108	3.4	115	3.5	133	3.8
LEP	36	1.5	69	2.6	103	3.9	165	5.9	226	7.1
Female	17	1.5	34	2.7	57	4.3	102	7.7	136	9.0
Male	19	1.6	35	2.6	46	3.4	63	4.3	90	5.4

Table A2
 Number and Percentage of MCPS Student Population
 Scoring 3 or Higher on at Least One AP Exam
 By Gender and Race/Ethnicity and Special Service

	2000–2001		2001–2002		2002–2003		2003–2004		2004–2005	
	N	%	N	%	N	%	N	%	N	%
Total	4,501	11.8	5,525	13.9	6,887	16.6	7,702	18.0	8,216	18.6
Female	2,426	13.0	2,987	15.3	3,782	18.5	4,221	20.2	4,482	20.8
Male	2,075	10.6	2,538	12.5	3,105	14.8	3,481	15.9	3,734	16.6
African American	203	2.6	294	3.5	412	4.8	481	5.2	514	5.2
Female	125	3.2	195	4.7	285	6.4	322	6.8	325	6.5
Male	78	2.0	99	2.4	127	3.0	159	3.5	189	3.9
Asian American	994	18.1	1,205	20.7	1,514	24.9	1,699	27.2	1,886	29.6
Female	541	20.3	647	22.7	797	27.1	887	29.3	967	31.6
Male	453	16.1	558	18.7	717	22.8	812	25.3	919	27.8
Hispanic	239	4.5	311	5.4	413	6.6	597	8.7	648	8.8
Female	137	5.4	176	6.3	257	8.5	349	10.6	393	11.0
Male	102	3.7	135	4.5	156	4.8	248	7.0	255	6.7
White	3,055	15.7	3,707	18.7	4,537	22.4	4,917	24.3	5,154	25.4
Female	1,620	17.1	1,966	20.4	2,436	24.4	2,661	27.2	2,792	28.4
Male	1,435	14.3	1,741	17.1	2,101	20.4	2,256	21.6	2,362	22.5
FARMS	110	2.1	165	3.0	256	4.4	361	5.7	339	5.0
Female	65	2.7	95	3.5	170	5.9	219	7.0	210	6.3
Male	45	1.7	70	2.5	86	2.9	142	4.4	129	3.7
Special Education	64	1.5	101	2.2	122	2.6	126	2.5	141	2.7
Female	19	1.3	35	2.3	44	2.7	38	2.3	36	2.1
Male	45	1.5	66	2.1	78	2.5	88	2.7	105	3.0
LEP	32	1.4	56	2.1	87	3.3	143	5.1	176	5.5
Female	14	1.3	29	2.3	52	4.0	89	6.7	112	7.4
Male	18	1.5	27	2.0	35	2.6	54	3.7	64	3.8

Appendix B: AP Exam Subjects

Table B1
Number and Percentage of Students Taking AP Exams by Subject
from 2000–2001 to 2004–2005

	2000–2001		2001–2002		2002–2003		2003–2004		2004–2005	
	N	%	N	%	N	%	N	%	N	%
English Lang.-Comp.	1,283	12.1	1,581	11.5	2,152	12.7	2,222	11.6	2,262	11.2
Psychology	1,420	13.3	1,558	11.4	2,026	12.0	2,033	10.6	2,145	10.7
English Lit.-Comp.	1,193	11.2	1,471	10.7	1,648	9.7	1,809	9.5	1,782	8.9
World History	n/a	n/a	1,358	9.9	1,639	9.7	1,969	10.3	2,092	10.4
U.S. Govt & Politics	367	3.4	538	3.9	1,529	9.0	1,793	9.4	2,067	10.3
Calculus BC	675	6.3	775	5.7	819	4.8	957	5.0	985	4.9
American History	752	7.1	816	6.0	849	5.0	863	4.5	732	3.6
Biology	629	5.9	625	4.6	619	3.7	854	4.5	880	4.4
Statistics	525	4.9	602	4.4	645	3.8	826	4.3	892	4.4
Calculus AB	406	3.8	473	3.5	717	4.2	738	3.9	886	4.4
Spanish Language	411	3.9	459	3.4	600	3.5	686	3.6	777	3.9
Chemistry	423	4.0	518	3.8	530	3.1	552	2.9	612	3.0
European History	479	4.5	418	3.1	376	2.2	501	2.6	494	2.5
Physics C Mech.	266	2.5	295	2.2	382	2.3	442	2.3	437	2.2
Environ Science	210	2.0	217	1.6	359	2.1	445	2.3	572	2.8
Comparative Govt	305	2.9	455	3.3	235	1.4	205	1.1	284	1.4
French Language	160	1.5	253	1.8	242	1.4	273	1.4	257	1.3
Computer Science AB	263	2.5	231	1.7	245	1.4	210	1.1	195	1.0
Economics Macro	109	1.0	160	1.2	197	1.2	276	1.4	287	1.4
Physics C Elec. Mag.	165	1.6	171	1.2	204	1.2	245	1.3	239	1.2
Economics Micro	110	1.0	158	1.2	190	1.1	277	1.4	272	1.4
Physics B	119	1.1	110	.8	139	.8	175	.9	183	.9
Spanish Literature	33	.3	48	.4	119	.7	161	.8	174	.9
Human Geography	29	.3	66	.5	136	.8	157	.8	115	.6
Computer Science A	44	.4	70	.5	65	.4	117	.6	99	.5
Art History	92	.9	73	.5	65	.4	50	.3	93	.5
Art Studio Drawing	27	.3	75	.5	52	.3	80	.4	86	.4
French Literature	55	.5	26	.2	66	.4	68	.4	65	.3
Art Studio 2-D	60	.6	41	.3	41	.2	52	.3	47	.2
Music Theory	16	.2	25	.2	25	.1	62	.3	65	.3
Latin Lit	*	*	12	.1	7	.02	*	*	11	.1
Art Studio 3-D	*	*	*	*	*	*	6	.01	17	.1
Latin Vergil/Catulus	13	.1	7	.02	*	*	5	.02	0	0
German Language	*	*	*	*	*	*	*	*	5	.02
All MCPS Exams**	10,644	100	13,690	100	16,925	100	19,113	100	20,109	100

* Fewer than 5 students. **Includes exams for Grade 8 students.

Table B2
Number and Percentage of AP Exams 2004–2005 by Student Subgroups

	2004–2005 All		African American		Asian American		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%
English Lang.-Comp.	2,262	11.2	181	12.3	543	10.3	132	8.9	1,402	11.8
Psychology	2,145	10.7	213	14.4	454	8.6	139	9.4	1,338	11.3
World History	2,092	10.4	154	10.4	490	9.3	145	9.8	1,299	11.0
U.S. Govt. & Politics	2,067	10.3	162	11.0	484	9.2	126	8.5	1,293	10.9
English Lit.-Comp.	1,782	8.9	183	12.4	414	7.9	89	6.0	1,091	9.2
Calculus BC	985	4.9	37	2.5	412	7.8	32	2.2	501	4.2
Statistics	892	4.4	64	4.3	237	4.5	44	3.0	544	4.6
Calculus AB	886	4.4	53	3.6	269	5.1	30	2.0	533	4.5
Biology	880	4.4	87	5.9	410	7.8	34	2.3	349	2.9
Spanish Language	777	3.9	27	1.8	79	1.5	346	23.3	324	2.7
American History	732	3.6	52	3.5	161	3.1	41	2.8	478	4.0
Chemistry	612	3.0	35	2.4	270	5.1	29	2.0	276	2.3
Environmental Science	572	2.8	34	2.3	107	2.0	25	1.7	405	3.4
European History	494	2.5	14	.9	79	1.5	27	1.8	372	3.1
Physics C Mech.	437	2.2	21	1.4	168	3.2	13	.9	234	2.0
Economics Macro	287	1.4	11	.7	124	2.4	6	.4	145	1.2
Comparative Govt.	284	1.4	22	1.5	50	1.0	14	.9	198	1.7
Economics Micro	272	1.4	9	.6	118	2.2	6	.4	138	1.2
French Language	257	1.3	51	3.5	43	.8	24	1.6	138	1.2
Physics C Elec.Mag.	239	1.2	5	.3	107	2.0	*	*	124	1.0
Computer Science AB	195	1.0	9	.6	77	1.5	7	.5	102	.9
Physics B	183	.9	11	.7	42	.8	7	.5	122	1.0
Spanish Literature	174	.9	2	.1	4	.1	128	8.6	40	.3
Human Geography	115	.6	11	.7	17	.3	8	.5	79	.7
Computer Science A	99	.5	*	*	32	.6	*	*	61	.5
Art History	93	.5	*	*	23	.4	*	*	66	.6
Art Studio Drawing	86	.4	7	.5	15	.3	6	.4	57	.5
Music Theory	65	.3	*	*	11	.2	5	.3	45	.4
French Literature	65	.3	10	.7	9	.2	*	*	43	.4
Art Studio 2-D	47	.2	*	*	6	.1	*	*	34	.3
Art Studio 3-D	17	.1	*	*	*	*	*	*	13	.1
Latin Lit.	11	.1	*	*	*	*	*	*	6	.1
German Language	5	.0	*	*	*	*	*	*	5	.0
MCPS Exams	20,109	100	1476	100	5259	100	1484	100	11,855	100

* Fewer than 5 students.

Appendix C: High School AP Participation and Performance

Table C1

Number of Students Taking AP Exams and Exams with a Score of 3 or Higher by High School

	2000–2001				2001–2002				2002–2003				2003–2004				2004–2005			
	Students		Exams		Students		Exams		Students		Exams		Students		Exams		Students		Exams	
	N	N	3 or Higher N	%	N	N	3 or Higher N	%	N	N	3 or Higher N	%	N	N	3 or Higher N	%	N	N	3 or Higher N	%
B.C.C.	256	377	284	75.3	323	467	382	81.8	452	740	568	76.8	557	976	776	79.5	557	951	753	79.2
M. Blair	378	794	755	95.1	487	1142	1047	91.7	511	1288	1166	90.5	588	1544	1340	86.8	661	1622	1443	89.0
J. Hubert Blake	163	297	192	64.6	202	375	267	71.2	323	571	404	70.8	365	648	491	75.8	400	713	534	74.9
Churchill	424	836	737	88.2	489	1059	935	88.3	619	1271	1121	88.2	667	1513	1306	86.3	727	1625	1453	89.4
Damascus	161	279	207	74.2	248	427	343	80.3	279	536	420	78.4	297	584	418	71.6	347	624	473	75.8
Einstein	157	273	148	54.2	153	315	200	63.5	244	492	326	66.3	326	636	390	61.3	260	462	301	65.2
Gaithersburg	159	292	169	57.9	236	435	254	58.4	361	677	354	52.3	290	508	296	58.3	347	616	349	56.7
W. Johnson	340	772	645	83.5	429	986	809	82.0	558	1069	890	83.3	604	1173	1002	85.4	707	1419	1200	84.6
Kennedy	204	362	147	40.6	241	432	225	52.1	286	559	239	42.8	229	427	195	45.7	237	408	220	53.9
Magruder	232	432	366	84.7	284	540	440	81.5	358	587	465	79.2	432	790	619	78.4	486	887	669	75.4
R. Montgom.	442	975	847	86.9	492	1129	946	83.8	640	1439	1211	84.2	762	1696	1357	80.0	795	1666	1397	83.9
Northwest Northwood**	154	239	167	69.9	225	410	267	65.1	244	426	298	70.0	281	536	393	73.3	315	613	460	75.0
Paint Branch	227	410	304	74.1	274	577	437	75.7	312	594	367	61.8	339	628	415	66.1	359	670	505	75.4
Poolesville	113	238	194	81.5	132	249	223	89.6	141	243	207	85.2	134	263	232	88.2	166	351	292	83.2
Quince Orchard	283	567	435	76.7	273	576	447	77.6	313	692	546	78.9	364	765	574	75.0	385	769	574	74.6
Rockville	140	231	165	71.4	154	292	188	64.4	200	378	223	59.0	215	413	229	55.4	211	413	246	59.6
Seneca Valley	142	228	166	72.8	127	248	178	71.8	211	361	222	61.5	241	429	273	63.6	216	395	279	70.6
Sherwood	188	330	261	79.1	308	613	466	76.0	403	702	507	72.2	431	742	585	78.8	492	804	597	74.3
Springbrook	310	541	314	58.0	326	609	392	64.4	438	710	409	57.6	419	701	414	59.1	439	748	415	55.5
Watkins Mill	204	358	280	78.2	249	436	346	79.4	262	465	365	78.5	287	564	420	74.5	298	539	332	61.6
Wheaton	46	83	56	67.5	75	136	75	55.1	133	245	133	54.3	222	372	183	49.2	247	425	159	37.4
Whitman	441	921	814	88.4	474	1029	944	91.7	645	1183	1055	89.2	663	1163	1051	90.4	741	1325	1180	89.1
Wootton	403	807	668	82.8	568	1207	984	81.5	882	1697	1308	77.1	1024	2040	1549	75.9	996	2063	1645	79.7
MCPS Total*	5567	10642	8321	78.2	6769	13689	10795	78.9	8815	16925	12804	75.7	9737	19111	14508	75.9	10389	20108	15476	77.0

* MCPS total includes only students enrolled in regular high schools. Special schools and students in Grade 8 are excluded. **Northwood opened in 2004–2005 with only Grade 9 students.

Appendix D: School Level AP/IB Exam Participation and Performance

Table D1

Participation and Performance Rates of Seniors on AP Exams and IB Exams
by MCPS High School 2004–2005

	<i>Taking AP Exam</i>	<i>AP Exam 3 or Higher</i>	<i>Taking IB Exam</i>	<i>IB 4 or Higher</i>	<i>Taking IB or AP</i>	<i>AP 3 or Higher or IB 4 or Higher</i>
Bethesda-Chevy Chase	71.4	62.7	37.8	36.1	75.9	69.2
Blair	48.8	42.4			48.8	42.4
Blake	50.0	42.8			50.0	42.8
Churchill	75.0	68.2			75.0	68.2
Damascus	46.5	37.6			46.5	37.6
Einstein	45.7	35.4			45.7	35.4
Gaithersburg	44.6	29.3			44.6	29.3
Kennedy	44.1	22.9			44.1	22.9
Magruder	46.4	40.9			46.4	40.9
Northwest	40.7	30.6			40.7	30.6
Northwood*						
Paint Branch	44.3	33.5			44.3	33.5
Poolesville	46.7	44.2			46.7	44.2
Quince Orchard	50.1	42.2			50.1	42.2
Richard Montgomery	66.1	59.9	23.7	23.5	66.3	60.2
Rockville	48.5	36.1			48.5	36.1
Seneca Valley	39.4	25.8			39.4	25.8
Sherwood	48.6	38.5			48.6	38.5
Springbrook	51.4	31.4	12.4	12.4	51.6	34.1
Walter Johnson	65.7	58.7			65.7	58.7
Watkins Mill	43.4	34.0			43.4	34.0
Wheaton	39.2	23.4			39.2	23.4
Whitman	69.1	62.7			69.1	62.7
Wootton	86.0	70.1			86.0	70.1
MCPS Seniors	53.7	43.6	3.1	3.0	53.9	44.0

*Northwood opened in 2004–2005 with only Grade 9 students.

Table D2
Number of IB Exams and the Percentage Scoring 4 or Higher

	Two-Year Courses		One-Year Course		Exam Total	
	N	% 4 or Higher	N	% 4 or Higher	N	% 4 or Higher
Biology	67	76.1	*	*	68	75.0
Chemistry	n/a	n/a	62	85.5	62	85.5
Computer Sc.	*	*	*	*	6	33.3
Economics	n/a	n/a	37	97.3	37	97.3
English A1	240	97.1	n/a	n/a	240	97.1
Environ. Syst.	n/a	n/a	25	100.0	25	100.0
French AB	n/a	n/a	*	*	*	*
French B	32	96.9	78	93.6	110	94.5
Hist. Europe	223	98.2	n/a	n/a	223	98.2
Information Technology	n/a	n/a	23	82.6	23	82.6
Mandarin AB	n/a	n/a	*	*	*	*
Mandarin B	*	*	*	*	6	100.0
Math Methods	n/a	n/a	54	98.1	54	98.1
Math Studies	n/a	n/a	278	92.1	278	92.1
Mathematics	19	68.4	n/a	n/a	19	68.4
Music	*	*	n/a	n/a	*	*
Music Comp.	n/a	n/a	*	*	*	*
Music Gr. Perf	n/a	n/a	*	*	*	*
Music So. Perf	n/a	n/a	12	100.0	12	100.0
Physics	63	73.0	101	51.5	164	59.8
Psychology	n/a	n/a	97	67.0	97	67.0
Spanish A2	*	*	n/a	n/a	*	*
Spanish AB	n/a	n/a	*	*	*	*
Spanish B	55	96.4	109	92.7	164	93.9
Theatre Arts	10	90.0	8	50.0	18	72.2
Visual Arts	20	100.0	n/a	n/a	20	100.0
Visual Arts Option A	n/a	n/a	15	73.3	15	73.3
Visual Arts Option B	n/a	n/a	6	100.0	6	100.0
All MCPS IB Exams	740	92.2	924	84.6	1,664	88.0

n/a IB exam not taken.

* Fewer than 5 students.