

# AP 2008 Exams Schedule

*Note: See information about the AP Program following this calendar.*

## Week 1

	<u>Morning Session</u> 8 a.m.*	<u>Afternoon Session</u> 12 noon*
Monday, May 5	Government and Politics: United States	Government and Politics: Comparative** French Language**
Tuesday, May 6	Computer Science A** Computer Science AB** Spanish Language**	Statistics
Wednesday, May 7	Calculus AB** Calculus BC**	Chinese Language and Culture
Thursday, May 8	English Literature** German Language**	Japanese Language and Culture** French Literature**
Friday, May 9	United States History	European History Studio Art (portfolios due)

## Week 2

	<u>Morning Session 8 a.m.*</u>	<u>Afternoon Session 12 noon*</u>	<u>Afternoon Session 2 p.m.</u>
Monday, May 12	Biology** Music Theory**	Physics B** Physics C: Mechanics**	Physics C: Electricity and Magnetism <sup>†</sup>
Tuesday, May 13	Environmental Science** Chemistry**	Psychology	
Wednesday, May 14	Italian Language and Culture** English Language**	Art History	
Thursday, May 15	Macroeconomics** World History**	Microeconomics	
Friday, May 16	Human Geography** Spanish Literature**	Latin Literature** Latin: Vergil**	

\* Schools in Alaska must begin the morning exam administration between 7 a.m. and 8 a.m. and the afternoon exam administration between 11 a.m. and 12 noon.

\*\* Coordinators should contact AP Services if a student would like to take exams that are scheduled for the same slot. .

<sup>†</sup> **This exam must begin between 2 and 3 p.m. In Alaska, the exam must begin between 1 p.m. and 2 p.m.**

Coordinators are responsible for notifying students when and where to appear for the exams. **Early testing is not permitted under any circumstances.**

**More information about the AP Program is included on the next pages.**

## The Program

The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.

The Program's success is rooted in the collaborative efforts of motivated students, dedicated teachers, and committed schools. By participating in the Program, secondary schools make the commitment to organize and support at least one class that is equivalent to a first-year college course.

There are currently more than 110,000 teachers leading AP courses in high schools worldwide. AP teachers are some of the world's finest. The Program is strengthened by their participation in professional development workshops and Summer Institutes and in the annual AP Reading where thousands of AP teachers and college faculty gather at college sites across the United States to score the AP Exams using rigorous guidelines.

## The Program's Role

The AP Program plays a creative role as well as a facilitative one. As an intermediary among participating institutions, the Program does the following:

- Chooses college faculty and AP secondary school teachers who develop college-level Course Descriptions and examinations, and facilitates this development process.
- Administers and scores examinations based on the learning goals described in the Course Descriptions.
- Sends AP Grade Reports to the students, their schools, and their designated colleges.
- Prepares publications, online materials, and other resources to supplement and support the Program's activities.
- Provides conferences, consultants, and curricular materials to help interested schools establish college-level courses.
- Assists schools and teachers in their efforts to prepare students through professional development initiatives such as AP Vertical Teams®.
- Conducts research and strives to develop new services and products that enhance quality education.

## AP Program Facts

- The AP Program offers 35 courses in 20 subject areas.
- Nearly 60 percent of U.S. high schools participate in the AP Program.
- In 2005, 2.1 million AP Exams were administered worldwide.
- More than 60,000 teachers worldwide attended AP workshops and institutes for professional development last year.
- Over 90 percent of the nation's colleges and universities have an AP policy granting incoming students credit, placement, or both, for qualifying AP Exam grades.

Not surprisingly, an increasing number of parents, students, teachers, and schools are turning to the AP Program as a model of educational excellence.

## A Commitment by the College Board

Recent studies by the U.S. Department of Education and the College Board, titled *Answers in the Tool Box* and *College Persistence, Graduation, and Remediation* respectively, indicate that students who take rigorous and high-quality coursework -- precisely the kind offered through Advanced Placement courses and exams -- are more likely to complete a bachelor's degree in four years or less. By expanding access to and increasing equity in AP, the College Board strives to give traditionally underserved and low-income students the opportunity to obtain the skills needed to succeed in college.

The Advanced Placement Program's Access and Equity Initiatives were created to support the College Board's mission to connect all students to college success and opportunity. Through financial resources, partnerships, sponsored events, publications, electronic discussion groups, and the Internet, the Access and Equity Initiatives reach out to groups that are not traditionally represented in the AP community.

## Access to AP

The Advanced Placement Program developed the following policy statement to assist schools in developing an open enrollment policy that reflects the College Board's commitment to expanding access to AP for all students:

*The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be given consideration for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.*