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THE ADVANCED PLACEMENT PROGRAM IN IDAHO

by

GORDON VERN ZOLLINGER

A professional paper submitted to the Graduate Faculty in partial  
fulfillment of the requirements for the degree

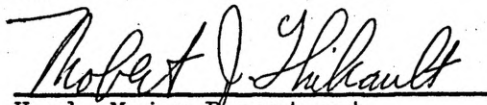
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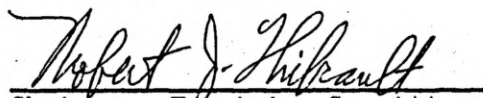
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## ABSTRACT

The purpose of this study was to determine the status of the Advanced Placement Program of the College Entrance Examination Board. To be determined were: the extent to which high schools are preparing able students for Advanced Placement examinations, the methods used to prepare the students, why schools are not participating in Advanced Placement, and the type of credit or placement being offered successful Advanced Placement students by colleges and universities in Idaho.

Two questionnaires were mailed to principals of high schools throughout Idaho. One questionnaire was designed for use of schools participating in the Advanced Placement Program, the other for schools not participating. All colleges and universities in the State were contacted to obtain their policies on Advanced Placement.

It was found that few Idaho schools are participating in the Advanced Placement Program. Schools which do participate usually prepare students in ways other than special Advanced Placement classes, the most common being Honors or enriched courses. All but one of the participating schools felt the program was of value or significant value. Schools are not participating in the Advanced Placement Program for various reasons, according to the principals, the most common one being lack of funds. The next most important reason for not participating is that the Program is not well understood. Other important reasons given were too few students and lack of interest on the part of students. All but two colleges and universities in the State of Idaho honor the Advanced Placement Program and the two colleges have policies which make it possible for well prepared students to receive credit.

It was concluded that the Advanced Placement Program is working well in Idaho schools where it has been accepted and could be of benefit in many more of the schools. Large schools which are not making other adequate provisions for able students should seriously consider offering Advanced Placement courses and smaller schools should consider offering Advanced Placement through enriched courses as a way of providing for their academically gifted.

It is recommended that schools and colleges continually evaluate Advanced Placement and that schools follow through with their Advanced Placement students to be sure a reasonable number of students are able to complete examinations with satisfactory scores and receive proper college recognition. It is further recommended that some type of leadership be provided to stimulate and help those schools where the offering of Advanced Placement work could be of value.

## Chapter 1

### INTRODUCTION

It is widely accepted among educators that special efforts should be made to meet the needs of gifted and talented students. Many studies dealing with high ability students have been conducted over the years. As a result of some of these studies and the desire to present a valuable program for the academically talented, the Advanced Placement Program, developed in 1954, was taken over and sponsored by the College Entrance Examination Board in 1955. (Franklin 1965)

The Advanced Placement Program of today offers able and ambitious students the opportunity to take college level courses while still in high school. Upon entering college, the students are given college credit and/or advanced placement in college courses, depending on their Advanced Placement test scores and the individual college policies.

(CEEB 1970a)

Those who have had experience with the Advanced Placement Program have generally found it to be of significant value in providing stimulating education for the able and ambitious students. The growth of the program is an indication of its value. Well over a thousand colleges and universities are now involved. Over 53,000 students took Advanced Placement tests in May of 1969. (Hochman 1970)

The Program is very flexible in nature and adapts well to formal Advanced Placement courses, enriched courses, and individualized

tutorial study. Highly motivated, able students have also done well studying on their own. (Casserly 1968) It appears that the Program can work in large schools through special courses and in smaller schools through enrichment of regular courses or tutorial study.

Idaho high schools are generally not participating in the Advanced Placement Program. The College Entrance Examination Board reports that only five of Idaho's 128 high schools offered Advanced Placement students for examination in the spring of 1970. (Appendix D, page 60) It is believed that many of the non-participating schools can offer Advanced Placement work to greatly benefit their able students.

Schools which are considering Advanced Placement will want to know what the participating schools are doing and what kind of success they are having. Since colleges vary in their Advanced Placement policies, it is necessary to know which colleges will accept the Advanced Placement work and the type of credit that can be expected.

In reviewing their own reasons for non-involvement in Advanced Placement work, schools which could profitably sponsor such programs may be stimulated into doing so.

#### STATEMENT OF PROBLEM

The purpose of this study was to determine the status of the Advanced Placement Program in the State of Idaho. Questions to be answered were: "To what extent are high schools preparing able students

for the Advanced Placement tests?", "How are they preparing students?", "Why are those schools which are not preparing students for the Advanced Placement tests, not doing so?", and "What type of credit or placement is being offered Advanced Placement students by the colleges and universities in the State of Idaho?"

#### PROCEDURES

Two questionnaires were sent to high school principals and superintendents directly in charge of high schools in the State of Idaho. One questionnaire was to be returned by high schools which participated in the Advanced Placement Program and the other questionnaire by high schools which did not participate. Colleges and Universities in Idaho were asked for their policies regarding Advanced Placement work presented to them. The results of the questionnaires and the college policies are presented in tabular form in this study.

#### LIMITATIONS

The survey was limited to Idaho high schools which had, according to the 1968-69 Idaho Educational Directory, a total student body enrollment of 100 or more for grades nine through twelve. In some cases the directory gave the enrollment of schools for grades seven through twelve. Questionnaires were also mailed these schools if two-thirds of the six-grade enrollment (an approximation of a four-grade enrollment)

was a hundred or more.

Questionnaires were sent only to administrators directly in charge of a high school. All eleven institutions of higher learning in the State of Idaho were asked for their policies regarding Advanced Placement work.

#### DEFINITION OF TERMS

Advanced Placement Participation Form - Early in October of each year the College Entrance Examination Board mails a form to all secondary school principals, upon which the principals indicate the schools' intentions to offer candidates for examination in the following spring. (CEEB 1970a)

AP - Advanced Placement.

APP - Advanced Placement Program of the College Entrance Examination Board.

CEEB - an abbreviation for College Entrance Examination Board.

College Board - refers to the College Entrance Examination Board.

College Entrance Examination Board - a board which was organized in 1900 by a group of colleges and universities to consider problems involved in the preparation and administration of entrance examinations for students entering college. The board offices are located in Princeton, New Jersey. (Good 1959)



## Chapter 2

### REVIEW OF LITERATURE

The literature related to the Advanced Placement Program is presented according to subject areas. A general explanation of the Program is presented, followed by topics relating the Advanced Placement Program with high schools, student response, college response, selection and preparation of students, teachers, and criticism and status of the Program. A brief summary is also given.

### THE ADVANCED PLACEMENT PROGRAM

The recognition and education of gifted students has been a subject of attention for many years. The development and utilization of human resources can hardly be overlooked in a space age such as ours, or in any age for that matter. Indeed, Plato, over 2,000 years ago, observed that the state's gifted leaders were its most valuable asset. (Hildreth 1966:1) The problem of presenting challenging, worthwhile programs for high ability students has been the object of much research and innovation. The decade of the 1950's saw a renaissance of interest in the education of academically talented students. (NEA 1961:80)

Students entering college vary greatly in their abilities and their preparation. Franklin (1965:349) writes, "Avoiding duplication in high school and college curricula and providing a continuous sequence between the two institutions have long been major problems in

education." He further writes that these problems were recognized long ago by such groups as the 1893 Committee of Ten, the 1899 Committee on College Entrance Requirements, the 1934 Eight Year Study and the Buffalo Study of the early 1930's.

Franklin (1965) records that in 1954, the Kenyon Plan, titled "The School and College Study of Admission with Advanced Standing," supplemented with the Buffalo Study and the Andover study which were also concerned with improvement of education for the academically talented, developed into the Advanced Placement Program. The Program has been sponsored by the College Entrance Examination Board since 1955.

Since its conception, the Advanced Placement Program has grown rapidly and in the spring of 1969 over 53,000 students took more than 69,000 Advanced Placement examinations, an increase of 14 per cent over 1968. The scores were sent to more than 1200 colleges and universities. (Hochman 1970:16)

"The Advanced Placement Program is based on the belief that many students can complete college-level courses while they are still in secondary school, and on the desire of participating colleges to encourage and recognize this achievement." (CEEB 1970a:10)

According to the College Entrance Examination Board (CEEB 1970a) the Advanced Placement Program provides course descriptions and professional assistance to help schools establish college level courses in high school. It sets up, administers, and grades final examinations in these courses. The examinations, along with the grades and other



Bergeson 1966, Kerr 1964, Casserly 1968) Those schools wishing to present candidates for Advanced Placement (AP) examinations do not need the permission of the College Entrance Examination Board to do so. There is no formal membership in the Program, but the schools should be sure they understand the Advanced Placement Program. (CEEB 1970a) Early in October the Board mails a Participation Form to principals of all secondary schools. The form is to be returned by those schools that will be qualifying students for the examination. The candidates' fees are \$5 for registration, and an additional \$15 for each examination. (CEEB 1970a) Teachers wishing to set up college level courses in high school can get help from several sources: the CEEB publication Advanced Placement Course Descriptions, other teachers from schools that offer advanced work, the appropriate department in a college which students will be attending, or from experienced Advanced Placement consultants provided by the College Entrance Examination Board. (CEEB 1970a)

Schools should gain support from the community—an essential item to the success of the AP Program. It is important that parents, the school board, and the interested public, as well as the school staff and students, understand the purpose of the Program and have a belief in its importance, if it is to succeed. Local boards are beginning to share the examination costs so that able students will not be deprived of the opportunity for advanced work. (CEEB 1970a)

Kerr (1964) has formulated guidelines for school personnel in

establishing an Advanced Placement Program. Some of his conclusions follow. The Advanced Placement Program is the most extensive program for gifted secondary schools. It should be considered by all secondary schools, though some schools have other commitments which should be fulfilled first. Schools should make an effort to keep the Advanced Placement students' programs in balance with other curricular and non-curricular activities. Schools should be in a continuous and careful state of evaluation of the Program in terms of their own philosophies and student body needs. The schools should know the purposes underlying Advanced Placement, the sociological context from which it developed, and its implications for future secondary education. "Out of this knowledge should come better control and better long-term management." (Kerr 1964:5788)

#### STUDENT RESPONSE TO ADVANCED PLACEMENT

The response of students who have taken Advanced Placement courses is more than favorable. Patricia Lund Casserly (1968), under the auspices of the College Entrance Examination Board, has done much followup work with Advanced Placement (AP) students after they have entered college. She interviewed 400 AP students from 252 high schools at 20 colleges and found very positive reactions toward the Advanced Placement Program (APP). Ralston (1961) also states, "The general feelings of students regarding their Advanced Placement experience were

overwhelmingly favorable." Brubacker (1967) likewise writes, "A great majority of APP students reacted in a very positive manner with respect to the effect of the APP upon their academic experience in high school and college." Lefkowitz (1966) found in a study of AP math that 89.6 per cent of her sample which had taken AP math would recommend the Program to others. Only 5.5 per cent said they would not.

Most Advanced Placement students prepare in only one or two subjects. Few plan to graduate from college in less than four years. Students generally enrich rather than accelerate their college programs. Studies in major universities have shown "that the qualified candidates take undergraduate programs of real strength (CEEb 1970a:14)." Lefkowitz (1966) reports enrichment rather than early graduation. Ralston (1961) found that Advanced Placement students, once in college, tend to major in those subjects which were part of their AP experience.

#### COLLEGE RESPONSE TO ADVANCED PLACEMENT

The first half of this century was marked by the assumption that secondary education was necessary for all. This attitude is now being followed by a strong determination and expectation that education, at least through the fourteenth grade will be made available to most American youth. The Advanced Placement Program, supporting college level courses especially appropriate for the secondary schools, has thus found a new and broader place in a widening educational scene. For as

the high schools becoming more college preparatory, the problem of appropriate education and later placement in college becomes the concern of not only the schools but also districts, regions, and even states. (Hanson 1968)

Because of the great variety in programs offered by colleges, no attempt is made on the part of the College Board to recommend how the scores should be used by the colleges. The College Advanced Placement Policies, 1970 (CEEB 1970b) lists over 1000 institutes which recognize, in various ways, AP work. Table 1 gives the Advanced Placement policies of several colleges and universities selected from the publication. The CEEB recommends that the colleges review their own programs to determine what credit and placement should be given the AP students. (Hanson 1968) Colleges, in general, are responding favorably. Increasing numbers of colleges and universities are studying their policies on Advanced Placement through research on the AP candidates who enter their schools. In colleges where proper placement is not given, students are not happy. Brubacker (1967) found that a high percent of APP students who had not received credit in college reported inappropriate placement which resulted in duplication and boredom.

Almost 50 per cent of the college students interviewed by Casserly (1968) were placed in the first year college curriculum as if they had not participated in AP courses. Seventy-five per cent of these students expressed general unhappiness and disappointment with their

Table 1

## Advanced Placement Scores Accepted by Various Colleges and Universities

| Colleges<br>and<br>Universities | American History | Biology | Chemistry | English | European History | French | German | Latin  |        |       |       | Mathematics |             | Physics   |           |   | Spanish |
|---------------------------------|------------------|---------|-----------|---------|------------------|--------|--------|--------|--------|-------|-------|-------------|-------------|-----------|-----------|---|---------|
|                                 |                  |         |           |         |                  |        |        | Vergil | Comedy | Lyric | Prose | Calculus AB | Calculus BC | Physics B | Physics C |   |         |
|                                 |                  |         |           |         |                  |        |        |        |        |       |       |             |             |           |           |   |         |
| Boise State College             | x                | x       | x         | x       | x                | x      | x      | x      | x      | x     | x     | x           | x           | x         | x         | x | x       |
| Brigham Young University        | 3                | 2       | 3         | 2       | 3                | 3      | 3      | 3      | 3      | 3     | 3     | 3           | 3           | 3         | 3         | 3 | 3       |
| College of Idaho                | 3                | 3       | 3         | 3       | 3                | 3      | 3      | 3      | 3      | 3     | 3     | 3           | 3           | 3         | 3         | 3 | 3       |
| Colorado State University       | 2                | 2       | 2         | 2       | 2                | 2      | 2      | 2      | 2      | 2     | 2     | 2           | 2           | 2         | 2         | 2 | 2       |
| Idaho State University          | 3                | 3       | 3         | 3       | 3                | 3      | 3      | x      | x      | x     | x     | 3           | 3           | 3         | 3         | 3 | 3       |
| Montana State University        | 3                | 3       | 3         | 3       | 3                | 3      | 3      | x      | x      | x     | x     | 3           | 3           | 3         | 3         | 3 | 3       |
| Stanford University             | 4                | 4       | 4         | 4       | 4                | 4      | 3      | 4      | 4      | 4     | 4     | 4           | 3           | 3         | 3         | 3 | 3       |
| University of Idaho             | 3                | 3       | 3         | 3       | 3                | 3      | 3      | x      | x      | x     | x     | 3           | 3           | 3         | 3         | 3 | 3       |
| University of Utah              | 3                | 3       | 3         | 3       | 3                | 3      | 3      | 3      | 3      | 3     | 3     | 3           | 3           | 3         | 3         | 3 | 3       |
| University of Wyoming           | 3                | 3       | 3         | 3       | 3                | 3      | 3      | 3      | 3      | 3     | 3     | 3           | 3           | 3         | 3         | 3 | 3       |
| Utah State University           | 3                | 3       | 3         | 3       | 3                | 3      | 3      | 3      | 3      | 3     | 3     | 3           | 3           | 3         | 3         | 3 | 3       |
| University of Washington        | 3                | 3       | 3         | 3       | 3                | 3      | 3      | 2      | 2      | 2     | 2     | 4           | 3           | 3         | 3         | 5 | 3       |

Note:—Lowest scores are given which are normally accepted as evidence of college work already done. An "x" means that the college declines to offer assurance of normal recognition; in some cases no recognition is given, in others it may be given upon further evaluation.

introduction to study in college in their AP field. One of the sources of discontent was repetition of material. Ninety per cent of those students who were placed ahead found themselves well prepared for the advanced sequence courses in which they were enrolled, with 80 per cent of them earning A's or B's. Casserly also found that under-placement leads to under-achievement. The students she interviewed in college at the time of her research, entered the AP Program fairly early in its development. Since then many more colleges have recognized the Program.

Colleges which have had experience with Advanced Placement students are favorably impressed. Harvard College has experimented with admission of advanced high school graduates to sophomore standing since 1956. In 1960, approximately 42 per cent of Harvard freshmen applied for Advanced Placement in one or more courses. A seven year study of Harvard College students who took college-level courses in high school and consequently gained as much as a year's time in college, showed that almost half of them earned degrees with high honors or highest honors.

Brubacker (1967) feels the most important conclusion of his research is that the APP appears to be succeeding in achieving its various objectives at the University of Michigan, where he conducted his research. He believes that the University's continued active involvement in the program seems highly warranted.

John Fackler (1969), in preparing a report for a meeting of the College Board in the field of Chemistry, surveyed forty research-



oriented universities and technical schools to find how they handled Advanced Placement. Fackler found that most schools offered credit for a general chemistry course based on text material similar to the level of Chemistry by Sienko and Plane (a very popular general chemistry text of medium level). He warned that AP teachers must not assume that their courses will universally substitute for a freshman chemistry course, particularly for science majors. Students should not expect to receive credit for freshman chemistry in schools which do not offer a general survey course in chemistry.

Fackler found that the greatly changing nature of freshman chemistry courses at major universities further complicates the problem of teaching a college chemistry course in high school. Those technical schools which did not accept AP were the ones which had a program that did not include general chemistry. Of the schools surveyed, 27 granted a full year of credit in general chemistry and three gave one semester of credit for a placement score of five. A score of four earned a year's credit at 22 schools. A score of three was given a year's credit at five schools, a semester's credit in seven schools, while six schools required a special exam at this score level.

Bruce Lockerbie, of the Stony Brook School, (1970) writes that most secondary school teachers do not care, for the most part, about the placement of their high school graduates in college. The student is counseled in the selection of colleges and prepared for admission, but



what happens once he gets there is mostly his problem. Advanced Placement teachers, on the other hand, do become involved in the efforts of their students to obtain credit for the AP work. The design of the Program is such that a bridge between the eleventh grade and the college sophomore year is attempted. Lockerbie learned that one of his students with an AP score of four in English was not given credit for his work by a western university. The university was informed it was being removed from the high school's list of recommended institutions because of its disagreeable policy on Advanced Placement. "Happily the university recanted, gave both credit and placement,. . . (Lockerbie 1970:25)."

Lockerbie (1970) writes that some colleges are requiring courses labeled as "Fundamentals of" and "Introduction to" as prerequisites to further study and in many cases these courses are taught by less experienced faculty or graduate students, in contrast to the more experienced twelfth grade teacher. As a result the student becomes dulled to the potential excitement of scholarship in a particular discipline. The college that treats the freshman year as though all its newcomers had spent the previous four years doing little deserves strong upbraiding from the teachers and counselors of the schools from which these students come. "The cost of containing unnecessarily the mind of a college freshman, for the sake of adherence to a static curriculum or for the want of a daring imagination, seems like a price far too heavy to pay." (Lockerbie 1970:26)

## SELECTION AND PREPARATION OF STUDENTS

An important problem in Advanced Placement is the selection of students who are to participate. Many different items are taken into consideration such as past school grades, test scores, the student's desire to participate, and special track courses in which he may have been placed earlier. There are indications that the selection process in many schools may be too selective. Many students whom Casserly (1968) interviewed expressed this feeling. According to Hochman (1970) high school teachers testify again and again that the most important qualities of success in the AP Program are student interest and motivation. These are more important than aptitude as measured by tests. The teachers feel, too, that more students should be allowed to participate in AP courses.

The CEEB prescribes no required method of student preparation to qualify for the AP exams. The AP examinations "are open to any student, wherever he may be and whether he achieved his knowledge and understanding through special courses, through tutorial assistance or through his own efforts." (CEEb 1962) The most common method of preparation, however, is through regular AP courses, which follow the general course outlines of the CEEB. Casserly (1968) found that seventy per cent of AP students she interviewed had taken regular AP courses, ten per cent had been in honors or enriched programs, and five per cent had prepared by independent study.

Formalized courses are not necessary for the success of students in advanced placement, according to Hochman (1970). Individualization of instruction and independent study fit well into the AP program. Independent study and tutorial AP study have always been arranged by some high school teachers. Hochman recommends that these types of study be encouraged. Thomas and Crecimbeni (1966) also feel that it should be possible for all exceptionally talented students to take AP examinations in any area of study where they feel especially competent regardless of whether they have taken part in Honors programs or the Advanced Placement Program.

Bergeson (1967) studied the claim by critics of the Advanced Placement Program that the academic performance of students in subject fields in which acceleration through the AP Program has been given, is somewhat less than could be expected from academically talented students. Over a three year period he studied the areas of English, mathematics, the sciences (chemistry, physics, biology), American and European history.

Pairs of students were matched according to sex, academic ability as measured by SAT scores, and course grades. One member of each pair had been given advanced placement as a result of participation in the Advanced Placement Program. The other member of each pair had taken a comparative college freshman course. The members were then compared on the basis of grades received in subsequent, related courses.

It was found that the Advanced Placement students did equally as well as their regular progress counterparts. Bergeson concludes that academically talented high school students should not refrain from taking AP courses for fear of lower grades. He also concludes that other colleges similar to Northwestern University where this research was conducted, should consider offering credit to AP students who qualify on the Program's proficiency examinations, and that high schools not presently offering AP courses should do so.

#### TEACHERS AND ADVANCED PLACEMENT

Selection of qualified teachers for Advanced Placement Programs is an important consideration. Casserly (1968) writes:

"The teacher is very important. To a great extent it is he who communicates the objectives and relevance of his course to students. And it is he who chooses the method of instruction, what shall be demanded of the students and how they themselves shall be evaluated."

She found great interest on the part of teachers. Nearly 25 per cent of them met with classes outside of school hours. Teachers who have been selected for the AP courses are generally of top quality and are highly motivated. They enjoy working in greater subject depth with interested, able students.

Arlotto (1968) points out that even though the AP Program presents major problems for teachers, and even though much work is required, they seem willing to be involved with the Program.

## CRITICISMS AND STATUS OF ADVANCED PLACEMENT

Thomas and Crecimbeni (1966) summarize major criticism of the program as follows:

"The lack of uniformity in the policies and practices of the participating colleges and universities.

'The reluctance of some colleges to grant credit or advanced placement for work done in the secondary school.

'The lack of publicity informing secondary schools about these programs.

'The lack of communication and assistance between the participating secondary schools and colleges."

The lack of understanding of AP by both colleges and high schools seems to be the major problem associated with its growth and implementation. The literature on Advanced Placement has declined markedly in the last few years. For the two year period, July 1961-1963, The Education Index lists 27 articles under the subheading of Advanced Placement. It also lists 27 articles for the period July 1959-June 1961. But for the period July 1968-June 1970 it gives only three articles. Schools which are not currently informed will get little help from recent publications. Hochman (1970) reports that ten years ago, Advanced Placement was a very promising development in secondary education. At the time that the Advanced Placement Program was founded, the nation was intensely concerned about the education of gifted students. Today the mood of the country has changed. The AP Program remains as valuable as ever, but today central attention is focused on other issues, such as the quality

of education in inner-city schools and the "dehumanizing impersonality of vast educational institutions (Hochman 1970:16)." Our long overdue concern with defects and distortions in American education now claims attention and energy that was once given to the education of the gifted. Hochman feels that there has been some loss in the stature of AP today because of the change in educational emphasis. "The change in attitude has occurred in part because of the very success of the program; AP is no longer a controversial issue among people who are informed about it." (Hochman 1970:16) The Program has grown more slowly in 1970, but there has still been a significant increase in the number of students enrolling in AP courses.

#### SUMMARY

The Advanced Placement Program, sponsored by the College Entrance Examination Board, offers academically able students the opportunity to do college level work while still in high school. Not only does this provide enrichment for the students while still in high school, but it allows more time to pursue interests when they reach college. Students have been enthusiastic about their Advanced Placement experiences. Colleges which have had the most to do with Advanced Placement are the strongest supporters of the Program. While the earlier AP students had some trouble in getting college recognition for their work, it has become much easier to get both credit and



advanced placement in college courses. Many colleges and universities are now accepting Advanced Placement.

Students are generally selected for Advanced Placement work on the basis of test scores, past school achievement and student desire to participate. Students generally prepare for Advanced Placement tests by taking special Advanced Placement courses, though some have prepared by tutorial or independent study. Teachers of AP courses are usually select teachers and become highly interested in the Program.

A major problem with Advanced Placement is the lack of understanding of the Program, on the college, as well as high school, level. Some colleges still have policies which are not favorable to the recognition of Advanced Placement work. High schools are not aware of the benefits of the Program. Gradually the problems of Advanced Placement are being overcome and the Program has continually enjoyed growth since its conception. There are many indications that the Program should be considered by all high schools for adoption.

## Chapter 3

### PRESENTATION AND DISCUSSION OF DATA

Data collected is presented in three divisions. The first division contains the results of the questionnaire returned by schools which are participating in the Advanced Placement Program. Also included is the CEEB's list of Idaho schools (Appendix D, page 62) which participated in the 1970 examinations. In the second division, the results of the questionnaires returned by schools not participating in the Advanced Placement Program are presented. The third section contains a summary of Advanced Placement participation of each of the colleges and universities in the State of Idaho and their policies toward the Program.

Table 2 shows the number of questionnaires mailed out and the number returned. Each school was mailed two questionnaires, one for schools which participate in the Advanced Placement Program and one for schools which do not participate. The schools were asked to return the particular form which applied to their case. Table 2 shows that only nine questionnaires were returned by schools which participate in the Advanced Placement Program. Of the 106 schools mailed questionnaires, 93 responded, for a total return of 88 per cent. Of the 93 returned questionnaires only nine or 10 per cent were from schools which participate in the Advanced Placement Program. The 88 per cent return was the result of two mailings. The first mailing was to all principals of the sample and the second, two weeks later, was to the principals who had

not yet responded.

Table 2  
Questionnaires Sent Out and Returned

|                         | Participating<br>Form | Non-Participating<br>Form | Totals |
|-------------------------|-----------------------|---------------------------|--------|
| Questionnaires Sent out | 106                   | 106                       | —      |
| Questionnaires Returned | 9                     | 84                        | 93     |
| Per cent Returned       | 9%                    | 79%                       | 88%    |

SCHOOLS WHICH PARTICIPATE IN THE  
ADVANCED PLACEMENT PROGRAM

The College Entrance Examination Board, in a letter (Appendix D, page 60), has given an analysis of Idaho High schools that participated in the Advanced Placement Program by presenting candidates for examination in May of 1970. Only five schools for the whole state are listed:

|                                          |                                                                   |
|------------------------------------------|-------------------------------------------------------------------|
| Boise Senior High School<br>Boise, Idaho | Total = 2 candidates from 12th grade<br>level                     |
|                                          | Total = 2 examinations in English                                 |
| Capital High School<br>Boise, Idaho      | Total = 8 candidates in 12th grade<br>level                       |
|                                          | Total = 10 examinations (8 English,<br>2 mathematics Calculus AB) |
| Caldwell Senior High School              | Total = 6 candidates from 12th grade<br>level                     |
|                                          | Total = 6 examinations in English                                 |
| Mountain Home Senior<br>High School      | Total = 1 candidate from 12th grade<br>level                      |
| Mountain Home, Idaho                     | Total = 1 examination in English                                  |

Preston Senior High School  
Preston, Idaho

Total = 15 candidates from 12th  
grade level

Total = 15 examinations in English

Total for State: 5 high schools participated, with a total of 32 candidates, taking 34 examinations, 32 in English, 2 in mathematics calculus AB.

It is clear that participation in the 1970 examinations was very limited in Idaho and confined almost entirely to English.

Nine principals returned the questionnaires for schools which participate in the Advanced Placement Program. Four of the responding schools are just beginning AP work this year. Two of the schools reporting participation in the spring exams of 1970, were not listed by the CEEB. It is possible the schools misinterpreted the question asking how many students took exams in the spring of 1970, to mean how many will take them next year. Also, the schools may have other programs which they have reported as Advanced Placement. All but one school listed by the CEEB responded. One school which participated last year is not participating this year.

A summary of the results of the questionnaires (Appendix B, page 56) returned by schools participating in Advanced Placement follows:

1. The current senior class enrollments of the high schools are: 49, 102, 170, 204, 483, 486, 487, 508, 650.
2. The schools are preparing students for the Advanced Placement exams as shown in Table 3.

A study of Table 3 reveals that eight of the nine schools

preparing Advanced Placement students are using Honors or enriched courses, either alone or in combination with other methods. Only two of the schools have special Advanced Placement courses.

Table 3

Methods or Combinations of Methods Used  
In Preparing Students

| Methods Used<br>In<br>Preparing Students | Number of Schools |   |   |   |
|------------------------------------------|-------------------|---|---|---|
|                                          | 1                 | 5 | 2 | 1 |
| Advanced Placement Courses               | x                 |   |   | x |
| Honors or Enriched Courses               |                   | x | x | x |
| Independent Study                        |                   |   | x | x |

Table 4

Criteria Used to Select Students for AP Work

| Criteria                | Number of Schools |   |   |   |
|-------------------------|-------------------|---|---|---|
|                         | 5                 | 1 | 2 | 1 |
| Test Scores             | x                 | x |   |   |
| Past School Achievement | x                 | x |   | x |
| Student Motivation      | x                 |   | x |   |

3. How students are selected to participate in the Advanced

Placement Program is summarized in Table 4. Note that most schools use a combination of factors. Five schools select participants using test scores, the past school achievement of the student, and student motivation or desire. Two schools rely on the motivation of students only.

4. Table 5 shows the areas in which schools are participating in the Advanced Placement Program.

Table 5  
Subject Areas of Advanced Placement Work Offered

| Courses     | Number of Schools Offering |   |   |   |   |   | Total No. of Schools Offering |
|-------------|----------------------------|---|---|---|---|---|-------------------------------|
|             | 4                          | 1 | 1 | 1 | 1 | 1 |                               |
| Biology     |                            | x | x |   |   |   | 2                             |
| Chemistry   |                            |   | x |   | x |   | 2                             |
| English     | x                          | x |   |   |   | x | 4                             |
| Mathematics | x                          | x | x | x | x |   | 7                             |
| Physics     |                            |   | x |   | x |   | 2                             |

Note—Schools offer different combinations of courses. For example, there are four schools which offer both English and mathematics and one school which offers biology, English and mathematics.

From Table 5 we see that the most popular areas of Advanced Placement are mathematics and English. One school has students preparing in four subjects, biology, chemistry, mathematics and physics.

5. Only one school reported having laboratory sessions longer



than one class period each. The lab periods are 120 minutes long, but the school did not state how this was arranged into the schedule.

6. The schools rated the success of the Advanced Placement Program in terms of value to the participating students as follows: of significant value - 3, valuable - 4, of doubtful value - 1. One school did not respond.

7. One school gave the number of students participating in the AP exams in the spring of 1970 as twelve, one school had ten, two schools had two, and one school had one participant. The total number of students who had participated was 27, according to the schools reporting. There are four schools that are just entered into the Program this year and consequently had no students taking the exams last spring.

8. Three schools commented about Advanced Placement. One school was of the opinion that colleges seem indefinite about their utilization of the Placement tests. A second school reported that their students participating in Advanced Placement were doing so in a college preparatory English class. A third school reported that its AP math students have been in accelerated math since junior high, and that their AP English students are exceptionally good in English and are taking a humanities course their senior year, which prepares them well enough for the Advanced Placement English test.

SCHOOLS WHICH DO NOT PARTICIPATE IN THE  
ADVANCED PLACEMENT PROGRAM

Table 2, page 23, has shown that 84 of the 93 responding schools do not offer Advanced Placement work. The results of the questionnaire (Appendix C, page 58) for the schools now follow:

The 84 schools responding in the non-participating category range in Senior Class enrollment from 17 to 460 with 64 being the median.

Table 6 presents a general summary of the responses to questions number 2, 3, and 5 by the principals which returned the form for non-participating schools.

Table 6

Principals' Responses to Questions 2, 3, and 5  
for Non-Participating Schools

| Questions                                                          | Yes | No  | Not<br>Sure | No<br>Answer |
|--------------------------------------------------------------------|-----|-----|-------------|--------------|
| 2. Are you acquainted with the AP Program?                         | 64  | 20  |             |              |
| Per cent of the 84 responses                                       | 76% | 24% |             |              |
| 3. Did your school receive the AP Participation Form this October? | 55  | 20  | 9           |              |
| Per cent of the 84 responses                                       | 65% | 24% | 11%         |              |
| 5. Are you considering offering Advanced Placement work?           | 9   | 67  |             | 8            |
| Per cent of the 84 responses                                       | 11% | 80% |             | 9%           |

In Table 6, question 2, it is shown that 76 per cent of the principals checked yes to the question asking if they were acquainted with the Advanced Placement Program. Unfortunately, the question gave only two choices, yes and no, so there was no way of determining to what degree the principals are familiar with the AP Program. Three respondents qualified their answers by writing in "not well." Comments on some returned questionnaires seem to be irrelevant to Advanced Placement, or otherwise indicate little actual knowledge of the Program. Seventeen, or approximately 29 per cent of those who were acquainted with Advanced Placement indicated on question 4 (Table 10, page 33) that one reason they do not offer AP work is that the Program is not well understood. It would appear from all evidence that the high school administrators who understand the AP Program well is somewhat less than the 76 per cent answering yes to question 2. On question 3, Table 6, 20 or fully 24 per cent of the respondents stated they did not receive the Advanced Placement Participation Form and nine or 11 per cent were not sure. However, the CEEB states, "This form is mailed in early October to the principals of all secondary schools (CEEb 1970:23)." The wide disparity may partially be explained if the principals who did not understand the program unknowingly let the Form slip by them. Table 6 also shows that nine schools are considering Advanced Placement work.

Table 7 shows the relationship between administrators' acquaintance with the AP Program and whether or not they received the Participa-

tion Form. Excluded from the table are those who were not sure if they received the Form.

Table 7  
Principals Who Did or Did Not Receive  
The AP Participation Form

| Principals                                         | Form Received | Form Not Received |
|----------------------------------------------------|---------------|-------------------|
| Acquainted with the Advanced Placement Program     | 49 or 83%     | 10 or 17%         |
| Not acquainted with the Advanced Placement Program | 6 or 38%      | 10 or 62%         |

Table 7 shows a distinct relationship between those who are acquainted with the Advanced Placement Program and those who received the AP Form. The Form may serve to acquaint administrators with the AP Program, or, if the administrators were already familiar with the Program, it would be easier for them to remember receiving the Form.

Table 8 shows the areas which the nine non-participating schools in question 5, Table 6, page 28, are considering for Advanced Placement work. Some schools are considering more than one area, and some schools indicate only that they are considering Advanced Placement.

English and Mathematics are the two subject areas which draw the most attention for Advanced Placement courses, according to Table 8. The two schools that reported science as an area of consideration were

not specific as to type of science.

Table 8

## Subject Areas Under Consideration for AP Offerings

| No. of Schools | Subject          | No. of Schools | Subject   |
|----------------|------------------|----------------|-----------|
| 5              | English          | 1              | Chemistry |
| 4              | Mathematics      | 1              | Physics   |
| 2              | Science          | 1              | Biology   |
| 1              | Foreign Language |                |           |

Table 9 presents an analysis of responses to questions 2 and 3 on the basis of enrollment. The schools were arranged according to reported senior class enrollments and then arbitrarily broken down into seven equal groups of twelve for comparison purposes.

Table 9

## Responses to Questions 2 and 3 Compared With Senior Class Enrollment

| Senior Class Enrollment | Question 2. Principal Acquainted With AP |    | Question 3. Principal Received AP Participation Form |   |    |
|-------------------------|------------------------------------------|----|------------------------------------------------------|---|----|
|                         | Yes                                      | No | Yes                                                  | ? | No |
| 17-28                   | 8                                        | 4  | 6                                                    | 3 | 3  |
| 29-42                   | 5                                        | 7  | 8                                                    | 0 | 4  |
| 43-60                   | 9                                        | 3  | 7                                                    | 1 | 4  |
| 61-76                   | 10                                       | 2  | 7                                                    | 0 | 5  |
| 77-106                  | 9                                        | 3  | 8                                                    | 1 | 3  |
| 107-228                 | 11                                       | 1  | 8                                                    | 3 | 1  |
| 229-460                 | 12                                       | 0  | 11                                                   | 1 | 0  |

Note in Table 9, that as size of schools increases, the number of principals who reported acquaintance with Advanced Placement increases. Likewise the number of principals who reported receiving the AP Participation Form also increases. All principals of the largest group of schools reported being acquainted with AP and receiving the AP Participation Form.

Table 10 gives a summary of the items chosen by schools to indicate why they do not participate in the Advanced Placement Program. Data is broken down according to those acquainted and those not acquainted with the AP Program. The average number of responses by administrators who are acquainted with the Program is 2.3 compared to 2.8 for those not acquainted with the Program.

For those acquainted with the Program, Table 10, lack of funds accounts for 26 of the responses. The second reason for the acquainted group, claiming 19 of the responses, is too few students, and the third reason, with 18, is that students show no interest in the Program. In the group not acquainted with AP, the number one response, with 16 of the total reasons for not offering Advanced Placement, is "The Program is not well understood." The second reason is lack of funds, receiving 10 responses. Third is a tie with 7 between too few students and lack of student interest.

By choosing, "Qualified instructors are not available," the administrators did not necessarily display lack of confidence in their



Table 10

Reasons for not Participating in the AP Program Selected by  
Principals Who Are Acquainted and Who Are Not  
Acquainted with the Program

| Acquainted |    |       | Reasons                                                                                       |
|------------|----|-------|-----------------------------------------------------------------------------------------------|
| Yes        | No | Total |                                                                                               |
| 19         | 7  | 26    | We have too few students.                                                                     |
| 26         | 10 | 36    | Lack of Funds.                                                                                |
| 14         | 5  | 19    | Qualified instructors are not available.                                                      |
| 1          | 1  | 2     | Other schools have found the Advanced Placement Program unsuccessful.                         |
| 17         | 1  | 18    | The Advanced Placement Program is not of significant value to us.                             |
| 17         | 16 | 31    | The Program is not well understood.                                                           |
| 12         | 4  | 16    | There is too much uncertainty as to how the colleges will accept the Advanced Placement work. |
| 9          | 4  | 13    | The faculty shows no interest in the Advanced Placement Program.                              |
| 18         | 7  | 25    | The students show no interest in the Advanced Placement Program.                              |
| 11         | 0  | 1     | Parent or community opposition.                                                               |
| 0          | 0  | 0     | A proposed program has been turned down.                                                      |

faculties to handle AP courses. Some schools mentioned that their teachers were overloaded and not available to handle an increase in work.

That students show little interest in the Program may be due to their not understanding AP as much as any factor. There is no indication in this research as to how well students are acquainted with the

Program other than indirectly through the lack of understanding on the part of administrators. If administrators don't understand AP, how can the students be expected to understand it?

Other reasons given by schools for not participating in Advanced Placement are: The \$5 registration fee and \$15 test fee preclude some students. Other problems compete for the time and attention of school personnel. A program has never been set up certifying courses and teachers for Advanced Placement work. The ACT test is already required by many colleges; AP would then require an additional test. For college placement in Idaho, ACT is used over CEEB college entrance tests. Some schools have a relatively small percentage of students going on to college, in which case vocational training is more important than enriched college courses for credit, or that their top students can enroll in college courses while still in high school. Advanced Placement will perhaps be effective when states change attendance requirements. "When offered Advanced Placement there is no interest in high school subjects." "We do not feel that it is in the best interests of our students to be pushed toward college at too early an age." And, "Why should high schools do college work for them?"

Three schools answered number six on the questionnaire, that they had participated in the Advanced Placement Program but discontinued. One school cited a change of instructors and administrators as the reason they no longer were engaged in AP work. One school believed the

Program was not of significant value to their students; cost was also involved in their decision not to participate. The third school, a relatively small one, was no longer offering AP work because of lack of interest on the part of students. One school had been offering Advanced Placement courses but students had not taken the CEEB examinations.

The letter of transmittal to the questionnaires (Appendix A, page 54) made an offer to schools to send information on Advanced Placement or the results of the study. Only eight of the 93 responding principals were interested.

Table 11 presents an analysis of question 4 on the basis of size of senior class enrollment. Of the 84 questionnaires from non-participating schools, seven had no answers checked on question 4, leaving a convenient 77 useable returns. The schools were arbitrarily divided into seven equal groups of eleven, according to size, with the smallest schools in the first group and the largest schools in the last group. No school reported that a proposed program had been turned down, so this choice is not included in Table 11.

The most important reason for small schools not participating in Advanced Placement is the lack of understanding of the Program. Only one of the largest schools reported that lack of understanding was a reason for them. For the next to smallest group, lack of students is the most important reason, but it is no problem for the largest schools, of course. Funding is a problem regardless of school size and this is

Table 11

Reasons Given by Principals for Not Participating in the Advanced  
Placement Program Compared with Senior Class Enrollment

| Reasons for<br>Not Participating             | 17-30<br>No. | 17-30<br>% | 31-42<br>No. | 31-42<br>% | 43-60<br>No. | 43-60<br>% | 61-76<br>No. | 61-76<br>% | 77-108<br>No. | 77-108<br>% | 109-232<br>No. | 109-232<br>% | 232-460<br>No. | 232-460<br>% |
|----------------------------------------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|---------------|-------------|----------------|--------------|----------------|--------------|
| Too few students                             | 6            | 15         | 6            | 23         | 7            | 29         | 3            | 15         | 2             | 7           | 2              | 8            | 0              | 0            |
| Lack of funds                                | 8            | 20         | 5            | 19         | 2            | 8          | 4            | 20         | 8             | 28          | 4              | 16           | 6              | 24           |
| Instructors not<br>available                 | 7            | 18         | 1            | 4          | 2            | 8          | 0            | 0          | 5             | 17          | 1              | 4            | 4              | 16           |
| APP not of significant<br>value              | 1            | 2          | 2            | 8          | 1            | 4          | 4            | 20         | 2             | 7           | 4              | 16           | 4              | 16           |
| APP not well understood                      | 9            | 23         | 4            | 9          | 4            | 17         | 4            | 20         | 6             | 20          | 3              | 12           | 1              | 4            |
| Uncertainty how colleges<br>will accept work | 4            | 10         | 1            | 4          | 3            | 13         | 1            | 5          | 2             | 7           | 4              | 16           | 2              | 8            |
| No interest - faculty                        | 1            | 2          | 2            | 8          | 1            | 4          | 1            | 5          | 2             | 7           | 2              | 8            | 4              | 16           |
| No interest - students                       | 2            | 5          | 5            | 19         | 4            | 17         | 3            | 15         | 2             | 7           | 5              | 20           | 3              | 12           |
| Parent or community<br>opposition            |              |            |              |            |              |            |              |            |               |             |                |              | 1              | 4            |
| TOTALS                                       | 40           | 100        | 26           | 100        | 24           | 100        | 20           | 100        | 29            | 100         | 25             | 100          | 25             | 100          |

the number one item in the group of largest schools. Qualified instructors not available, Program not of significant value, and lack of faculty and student interest are other important reasons for not offering AP work, according to principals of the largest group of high schools.

The point where senior enrollment becomes a minimal factor is in the 61-76 group, the group which also contains the median senior class enrollment.

#### COLLEGE ADVANCED PLACEMENT PARTICIPATION AND POLICIES

The College Entrance Examination Board letter (Appendix D, page 61) lists the Idaho colleges and universities which participated in the AP Program for 1970. Six of Idaho's ten Colleges and Universities accepted AP candidates.

|                           |                                                                                                                                   |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Boise College             | Total = 3 candidates<br>Total = 3 examinations (All in English)                                                                   |
| College of Idaho          | Total = 6 candidates<br>Total = 7 examinations (1 American History,<br>6 English)                                                 |
| Idaho State<br>University | Total = 2 candidates<br>Total = 2 examinations (1 Biology, 2 English)                                                             |
| Northwest Nazarene        | Total = 2 candidates<br>Total = 2 examinations (English)                                                                          |
| Ricks College             | Total = 9 candidates<br>Total = 9 examinations (1 American History<br>8 English)                                                  |
| University of Idaho       | Total = 9 candidates<br>Total = 10 examinations (1 American History,<br>7 English, 1 Mathematics Calculus AB,<br>and 1 Physics B) |

State Totals: 6 colleges participated with a total of 31 candidates and 33 examinations: 3 in American History, 1 in Biology, 27 in English, 1 in Mathematics Calculus AB, and 1 Physics B.

Only six of Idaho's ten institutions of higher learning, or 60%, actually received AP candidates last year. This is not, however, an indication of the number that currently will give some recognition for Advanced Placement work.

The Advanced Placement Policies of Idaho colleges and universities follow. Unless otherwise stated, all policies are taken from information submitted by the schools in response to requests.

Boise State College. The Advanced Placement Program is not recognized directly. Students who have a high grade point average or ACT scores, or who pass a departmental placement examination may take courses without taking the prerequisite courses. Upon completion of a course with a "C" or better, credit will be given with a grade of "S" for the prerequisite course(s) not taken. The department chairmen, division chairmen and deans determine for which prerequisite course(s) this credit is appropriate and in some cases an examination covering the content of the prerequisite course(s) must be passed by the student.

College of Idaho. Advanced Placement scores of 5, 4, and 3 are recognized. Advanced placement in college courses is given, plus credit for the area (English Composition, History, etc.) No grades are given.

College of Southern Idaho. The lowest score recognized is three. "We follow the recommended grade and give our course credit equivalents,



although we have not had many requests as we use the ACT."

College of St. Gertrude. No one who has taken Advanced Placement tests has applied here so far. Advanced Placement tests would definitely be recognized. Students are permitted to challenge courses by examination in language areas.

Idaho State University. The University accepts APP scores of 3, 4, and 5. "College credit will be given at the discretion of the departmental faculty concerned but no grade will be entered on the student's record for these courses." (Idaho State University Bulletin, Vol. 24, no. 2, May 1970, p. 17)

Lewis-Clark Normal School. Placement is up to the individual departments. The student is given credit for courses bypassed upon completion of a more advanced course with a grade of "C" or better. For example, a student placed in Math 52, 4 credits, could be given credit for Math 9, 5 credits, Math 50, 5 credits and Math 51, 4 credits if he passed Math 52 with at least a "C".

North Idaho Junior College. This school does not recognize the Advanced Placement Program, per se. Students are placed in the following courses on the basis of ACT scores and the high school courses completed: English composition, typing, shorthand, accounting, mathematics and chemistry. A student with four years of high school math, good grades and a high ACT math score may be placed directly into calculus, for example, skipping two courses that are usually prerequisites.

Northwest Nazarene College. Credit for AP work is given for scores of 5, 4, and 3. Six semester hours of credit are given with a neutral grade of S.

Ricks College. Credit and advanced placement are given for scores of 3, 4 and 5 with grades of C, B, and A, respectively. Credit given for the course taken in high school is the same as for the College's equivalent course. An AP score of 2 is referred to the department for evaluation. (Interview with College Registrar)

University of Idaho. The lowest score recognized is 3. Advanced placement and college credit are both given. For scores of 5, 4, and 3, college credit will be given at the discretion of the department faculty concerned, but no grade will be entered on the students record for these courses.

All colleges and universities in Idaho either accept Advanced Placement work directly or upon evaluation by the individual departments. An Advanced Placement score of three is the lowest generally accepted score. It appears that both credit and advanced placement can be received at all the colleges and universities in Idaho by the Advanced Placement student who has done well in his AP courses. Specific subjects accepted by four of the above colleges are given by the College Advanced Placement Policies, 1970 (CEEb, 1970b) and are presented in Table 1, page 12.

## Chapter 4

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In determining the status of the Advanced Placement Program in the state of Idaho, principals of Idaho high schools were contacted by questionnaire. Information was sought relative to the number of high schools involved in Advanced Placement, how students are being prepared for Advanced Placement exams, and reasons why the non-participating schools are not offering Advanced Placement work. All colleges and universities in Idaho were asked for their policies on Advanced Placement to discover the credit students can expect from their AP work.

### FINDINGS

The Advanced Placement Program is finding much acceptance in high schools and colleges throughout the nation, and is no longer the novelty of ten or twelve years ago. It has become an accepted method of providing challenging education for the academically talented student. The involvement of Idaho's high schools in the Program, however, probably does not exceed ten schools. One source reports that only five of the State's schools participated in the AP examinations in the spring of 1970, but if the schools' responses to the questionnaires are correct, this figure should be increased to seven. Nine schools, currently offering AP work, have responded. Six of the nine have senior class enrollments of over 480 students.

The colleges and universities of Idaho are accepting Advanced Placement work. Eight of the ten colleges recognize the Program directly, while the other two have policy provisions which also permit granting credit and advanced placement.

While the Advanced Placement Program is generally considered to be for high ability students, there are indications that some schools have been too selective and that motivation is as important for success as academic ability. A majority of the schools of Idaho involved in AP choose students to participate by using a combination of factors such as test scores, past school achievement and student motivation. Most students prepare for the exams by taking special Advanced Placement courses and honors or enriched courses, though some have prepared by individual or tutorial study.

Students who have received advanced placement in college as a result of their AP work, do just as well or even better than equally talented students who take the regular preparatory courses. Rather than graduate early from college, they tend to enrich their programs.

Students and faculty involved with AP are very positively in favor of it. Principals from Idaho's schools offering AP work report it to be of value or of significant value in eight of the nine cases.

English and mathematics are the most popular AP courses in Idaho. Most schools involved in Advanced Placement offer work in two or more subject areas.

Approximately three-fourths of the principals indicated they were familiar with the Advanced Placement Program, though a few stated they were not well acquainted with it. Principals who reported being familiar with AP also reported receiving the CEEB Advanced Placement Participation Form, by a ratio of four to one over those who were not familiar with the Program. The percentage of principals who reported receiving the Participation Form was greater in the larger schools.

The number one reason given by principals for not participating in the Advanced Placement Program is lack of funds, followed by not understanding the Program well, and too few students. Fourth in importance is that students show no interest in the Advanced Placement Program, followed by, qualified instructors not available, and uncertainty as to how the colleges will accept the advanced placement work.

It was found that as the size of schools change so do the reasons for not offering AP work. Principals of large schools cited lack of funds as most important for them in not offering Advanced Placement work. This was followed by a three way tie of qualified instructors not available, the Program is not of significant value to them, and lack of faculty interest. The smallest schools listed, in decreasing order of response: the Program is not well understood, lack of funds, qualified instructors not available, too few students. The group of schools, next to smallest in size, gave too few students first, followed by lack of funds, student interest, and Program not well understood.

Only one of the group comprising largest schools indicated that the Program is not well understood by them, but all nine of the smallest schools gave this as a reason. Lack of funds is a problem regardless of size.

### CONCLUSIONS

The Advanced Placement Program has proven itself throughout the nation as an effective method of providing for able and highly motivated students. The Program has worked well in the few Idaho schools where it has been accepted and could be of benefit in many more of the State's schools.

That the Advanced Placement Program has received little acceptance in the State is partially due to the Program not being well understood. This is the number two reason given by the schools for not participating. In addition, there were principals not giving this as a reason, who wrote comments which are somewhat irrelevant to Advanced Placement and indicate that they do not, in fact, have a good understanding of the Program.

Principals of large schools claim that a shortage of funds is the major reason preventing them from offering Advanced Placement work. If these larger schools have enough academically talented students to make up one or more AP classes, they can hardly afford to allow their top talent to remain unchallenged and underdeveloped in regular courses.



Student boredom and discipline problems come as bi-products. Less meaningful classes could be dropped, thus freeing teachers and making room in the schedule for Advanced Placement courses.

This study has shown that throughout the nation, teachers and students involved in Advanced Placement are enthusiastic. Lack of student and teacher interest in Advanced Placement in Idaho can be readily accepted as fact if the Program is not understood, as the principals indicate. As knowledge of the Program and its goals increase, interest also increases.

The reasons given by principals of the larger schools for not participating in the Advanced Placement Program do not appear to be adequate grounds for allowing the States's mental resources to go undeveloped. It cannot be concluded from this study, however, that the gifted are being overlooked. Schools have mentioned that students have prepared for Advanced Placement examinations through the Honors program or through enriched programs. Students involved in an Honors course are not being ignored. College policies have made provisions for advanced placement of well prepared students who score highly on entrance tests, whether they have had AP preparation or not. Also students of the high school Honors program may choose to follow through with the Honors program in college. Schools should carefully weigh the benefits and different aims of the available programs.

As the size of schools increased, the number of principals who

reported they were not familiar with Advanced Placement decreased. The reasons for this are not clear but may be an indication of more experience or better preparation of administrators of larger high schools. It may also indicate that administrators of large high schools have been more concerned with providing for the larger number of able students they most likely have. There is a slight increase in the number of larger schools over the smaller schools who feel Advanced Placement is not of significant value for them. Many of the larger schools may have other provisions for academically able students, a point to which this study was not directed. It should be noted, however, that very few principals volunteered that other provisions had been made for their able students as a reason for not offering Advanced Placement work.

The situation is different in smaller schools. Unable to find enough qualified students to offer a special Advanced Placement course, the smaller schools should consider giving enrichment to the individual student. Here is an advantage of Advanced Placement over Honors courses. An able student can specialize in his area of interest and prepare for the Advanced Placement examinations, usually by enrichment of a course he is taking, or even by individual or tutorial study in the case of highly motivated capable students. Eight of the nine schools reporting involvement with the Advanced Placement Program prepare students by Honors or enriched programs. Unfortunately, this was a combined item on the questionnaire and does not lend to analysis of how many school

prepare AP students by Honors programs and how many use enriched programs.

It is interesting to note that many more administrators who are acquainted with the Advanced Placement Program reported receiving the AP Participation Form than did those not acquainted with the Program. Since the CEEB sends the Form to all high schools, those not familiar with the Program have more than likely let the Form slip by unnoticed. That more administrators from larger schools reported receiving the Form does tend to verify as fact that these administrators have a better understanding of Advanced Placement.

The schools not participating in the Advanced Placement Program did not show much interest in becoming more familiar with it. The offer contained in the cover letter of the questionnaires, to send the schools information on Advanced Placement or the results of this study was accepted by few schools—in any category. Schools which could offer Advanced Placement work to the benefit of their students must somehow be stimulated if they are ever to become involved.

The Advanced Placement Program has much to recommend it and should be carefully considered by all secondary schools.

#### RECOMMENDATIONS

As a result of this study, it is recommended that each school carefully evaluate its provisions for the academically gifted. While it

is readily recognized that some schools have adequate provisions for the gifted, and that some schools have commitments which must be met first, it is recommended that each secondary school in the State of Idaho, in terms of the school's philosophy, seriously consider the merits of the Advanced Placement Program, for possible adoption as a way of more adequately meeting the needs of their able students.

Specific recommendations are:

1. Large schools without adequate provisions for academically talented students should provide Advanced Placement courses.
2. Smaller schools should provide Advanced Placement work through enriched courses.
3. Schools offering Advanced Placement work should keep their courses under constant evaluation to be sure students are adequately prepared for the Advanced Placement exams and to follow through with the Advanced Placement students to insure they receive proper college recognition.
4. That some type of leadership be provided on a state wide level to stimulate and help those schools where the offering of Advanced Placement work could be of value. Suggested possibilities are:
  - (a) A director or consultant for gifted education be appointed by the State Board of Education or at least this function be assigned to an existing director or consultant.
  - (b) A state wide committee be formed of college and high school

representatives to promote and coordinate Advanced Placement work.

- (c) The Association of Secondary Principals in Idaho form a committee to further evaluate the education of able students.

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APPENDIXES

APPENDIX A

College of Education  
Montana State University  
Bozeman, Montana 59715  
October 30, 1970

In connection with the College of Education at Montana State University, and under the direction of Dr. Robert J. Thibeault, I am doing a study of the Advanced Placement Program in Idaho high schools. I am a teacher from Idaho doing graduate work at this institution and have an interest in Idaho's education system. A few minutes of your time will be greatly appreciated.

The Advanced Placement Program of the College Entrance Examination Board is a nation wide program which offers able and ambitious high school students the opportunity to do college work while still in high school. The students are given college credit or advanced placement in college courses, depending on the individual college policies and the scores the students earn on the final examinations given by the College Entrance Examination Board in May.

Enclosed please find two forms, one for schools which participate in the Advanced Placement Program and one for schools which do not. It will be most helpful if you will fill out the form that applies to your high school and return it within the next day or so.

If you are interested in the results of this survey, or if I can help you find information on the Advanced Placement Program, give me your name and interest, either on the bottom of the form or under separate cover. Thank you again for your help.

Sincerely yours,

Gordon V. Zollinger

LETTER OF TRANSMITTAL

APPENDIX B



## ADVANCED PLACEMENT QUESTIONNAIRE

For Schools Which Participate in the Advanced Placement Program

1. Current Senior Class enrollment in this high school \_\_\_\_\_
2. How are your students being prepared for the Advanced Placement exams?
  - \_\_\_\_\_ Special Advanced Placement courses
  - \_\_\_\_\_ Honors or enriched programs
  - \_\_\_\_\_ Independent study
  - Other \_\_\_\_\_
3. On what basis are students selected to participate in your Advanced Placement Program?
  - \_\_\_\_\_ Test scores
  - \_\_\_\_\_ Past school achievement
  - \_\_\_\_\_ Student motivation
  - Other \_\_\_\_\_
4. Please check the areas in which this high school participates in the Advanced Placement Program.
 

|                        |                        |                   |
|------------------------|------------------------|-------------------|
| _____ American History | _____ European History | _____ Mathematics |
| _____ Biology          | _____ French           | _____ Physics     |
| _____ Chemistry        | _____ German           | _____ Spanish     |
| _____ English          | _____ Latin            |                   |
5. If you offer courses which require laboratory experience, such as chemistry, are individual lab periods more than one class period long? Yes \_\_\_\_\_ No \_\_\_\_\_  
 If so, how do you arrange to have longer periods? \_\_\_\_\_
6. How would you rate the success of the Advanced Placement Program in terms of value to the participating students? Of significant value \_\_\_\_\_ Valuable \_\_\_\_\_ Of doubtful value \_\_\_\_\_
7. How many students from your school took Advanced Placement exams in the spring of 1970? \_\_\_\_\_
8. Comments about your Advanced Placement Program that may be helpful  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you very much for your participation. It will be greatly appreciated if you will return this form within the next few days.

APPENDIX C

## ADVANCED PLACEMENT QUESTIONNAIRE

For Schools Which Do Not Participate in the Advanced Placement Program

1. Current Senior Class enrollment in this high school \_\_\_\_\_
2. Are you acquainted with the Advanced Placement Program of the College Entrance Examination Board? Yes \_\_\_\_\_ No \_\_\_\_\_
3. Did your school receive the Advanced Placement Participation Form, mailed out by the College Entrance Examination Board this October? Yes \_\_\_\_\_ No \_\_\_\_\_
4. In determining why schools are not offering the Advanced Placement Program, we ask that you select those items below which best indicate why your school is not participating in the Advanced Placement Program.

- ☐ We have too few students.  
☐ Lack of funds.  
☐ Qualified instructors are not available.  
☐ Other schools have found the Advanced Placement Program unsuccessful.  
☐ The Advanced Placement Program is not of significant value to us.  
☐ The Program is not well understood.  
☐ There is too much uncertainty as to how the colleges will accept the Advanced Placement work.  
☐ The faculty shows no interest in the Advanced Placement Program.  
☐ The students show no interest in the Advanced Placement Program.  
☐ Parent or community opposition.  
☐ A proposed program has been turned down, for the following reasons \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Reasons, not listed above, which indicate why we do not participate in the Advanced Placement Program: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Are you currently considering plans to offer Advanced Placement work? Yes \_\_\_\_\_ No \_\_\_\_\_. If yes, in which subject areas? \_\_\_\_\_
6. If you have offered one or more Advanced Placement courses in the past, but have discontinued, why did you discontinue? \_\_\_\_\_  
 \_\_\_\_\_
7. Comments \_\_\_\_\_

Thank you very much for your participation. It will be greatly appreciated if you will return this form in the next few days.

**APPENDIX D**

CEEB

College Entrance Examination Board  
Midwestern Regional Office  
990 Grove Street  
Evanston, Illinois 60201  
(312) 869-1840

Mr. Gordon V. Zollinger  
1115 Roskie Hall  
Montana State University  
Bozeman, Montana 59715

Dear Mr. Zollinger:

Your recent letter has been received and we are pleased to know of your interest in the Advanced Placement Program as it relates to Idaho. Enclosed is a Guide to the Advanced Placement Program, 1970-71 as you requested. We are also enclosing a list of the Idaho schools which have participated in the Advanced Placement Program in 1970.

You may be assured that I will be extremely interested in your findings, and will greatly appreciate receiving a copy of your paper. In the meantime if I may be of other assistance, please do not hesitate to let me know.

Sincerely yours,

Charles B. Bedford  
Assistant Director

CBB:lm  
Enclosures (2)

Idaho colleges participating in Advanced Placement Program, 1970

|                        |                                                                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Boise College          | Total = 3 candidates<br>Total = 3 examinations (All in English)                                                                                                                       |
| College of Idaho       | Total = 6 candidates<br>Total = 7 examinations (1 American History,<br>6 English)                                                                                                     |
| Idaho State University | Total = 2 candidates<br>Total = 2 examinations (1 Biology, 1 English)                                                                                                                 |
| Northwest Nazarene     | Total = 2 candidates<br>Total = 2 examinations (English)                                                                                                                              |
| Ricks College          | Total = 9 candidates<br>Total = 9 examinations (1 American History,<br>8 English)                                                                                                     |
| University of Idaho    | Total = 9 candidates<br>Total = 10 examinations (1 American History,<br>7 English, 1 Mathematics Calculus AB, and<br>1 Physics B)                                                     |
| State Totals:          | 6 colleges participated with a total of 31 candidates<br>and 33 examinations: 3 in American History, 1 in<br>Biology, 27 in English, 1 in Mathematics Calculus<br>AB, and 1 Physics B |

Idaho high schools participating in Advanced Placement Program, 1970

|                                                                                                                                                         |                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Boise Senior High School                                                                                                                                | Total = 2 candidates from 12th grade level                                        |
| Boise, Idaho                                                                                                                                            | Total = 2 examinations in English                                                 |
| Capital High School                                                                                                                                     | Total = 8 candidates in 12th grade level                                          |
| Boise, Idaho                                                                                                                                            | Total = 10 examinations (8 English, 2 Mathematics Calculus AB)                    |
| Caldwell Senior High School, Caldwell, Idaho                                                                                                            | Total = 6 candidates from 12th grade level<br>Total = 6 examinations in English   |
| Mountain Home Senior High School, Mountain Home, Idaho                                                                                                  | Total = 1 candidate from 12th grade level<br>Total = 1 examination in English     |
| Preston Senior High School                                                                                                                              |                                                                                   |
| Preston, Idaho                                                                                                                                          | Total = 15 candidates from 12th grade level<br>Total = 15 examinations in English |
| Total for State: 5 high schools participated, with a total of 32<br>candidates, taking 34 examinations, 32 in English, 2 in mathematics<br>Calculus AB. |                                                                                   |