OMAHA Public Schools

RESEARCH DIVISION

Omaha Public School District 2024-25 Post-Secondary Readiness Report

Contents

Executive Summary/Key Findings 2
Introduction 3
Advanced Placement (AP) 4
AP Trends 4
AP Participation by Subject 5
AP Participant Demographics 5
AP Performance 7
AP Scholars 8
International Baccalaureate (IB) 9
IB Trends 9
IB Participant Demographics 9
IB Course and Exam Performance 10
Cambridge International 12
Cambridge Participation 12
Cambridge Participant Demographics 12
Cambridge Course and Exam Performance 13
Dual Enrollment (DE) 15
Dual Enrollment Participation Trends 15
Dual Enrollment Participant Demographics 17
Dual Enrollment Course Performance 18
Conclusion 19
Appendix A: Breakdowns by School 20
Appendix B: Course and Exam Information by Year 23

Executive Summary/Key Findings

- Omaha Public Schools continues to expand access to advanced learning opportunities, with notable growth across Advanced Placement, Cambridge International, and Dual Enrollment opportunities in recent years.
- Participation in AP courses and exams has increased substantially, coinciding with the district's decision to cover AP exam costs, reducing financial barriers for students.
- During 2024-25, nearly 3,300 OPS high school students participated in almost 6,300 AP courses and over 2,400 students participated in over 4,500 AP exams.
- Student performance in AP courses remained strong in 2024-25, with nearly 70% of students earning As or Bs. A four percentage point increase in students earning a passing score on AP exams has led to over one-third of AP exam takers achieving this outcome.
- Over the past four years the overall number of AP Scholars has increased substantially while the number of AP Scholars with Distinction has nearly tripled.
- The International Baccalaureate (IB) program at Central High School continues to provide a rigorous academic pathway for 11th and 12th grade students, with stable participation and impressive course and exam performance.
- 2024–25 marked OPS's first implementation of Cambridge International coursework, expanding advanced learning opportunities for 10th through 12th grade students at four OPS high schools. Over 350 students completed the English General Paper course and over 200 took their first Cambridge exam for a 62% pass rate.
- Overall, student participation in courses offered for dual enrollment has grown substantially in the past four years. Additionally, the percentage of course enrollments where dual credit was earned nearly doubled from 32% to 58%.
- Academic and Career Education dual enrollment opportunities serve somewhat different student populations, collectively broadening access to college-level coursework and career-aligned credentials.
- Overall, female students, students who were not eligible for educational benefits, White and sometimes Asian students, students without an IEP, and students who were not English learners, tended to be overrepresented in the advanced learning opportunities student population.

Introduction

This report provides an in-depth overview of advanced learning opportunities available to students in Omaha Public Schools over the past four years with an emphasis on the 2024-25 school year. Its purpose is to document participation trends, student demographics, and performance outcomes across multiple advanced learning opportunities. This report focuses on both advanced academics including Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International, as well as other advanced learning opportunities including Dual Enrollment (DE).

The report was developed to support district leadership, school administrators, educators, and others in understanding how advanced learning opportunities are evolving and how effectively they serve OPS students. By examining multiple years of data where available, the report highlights patterns of growth, identifies areas of strength, and illuminates considerations related to access and outcomes.

Each section of the report focuses on a specific advanced learning opportunity, beginning with an overview of the program and followed by analyses of participation trends, demographic representation, and student performance. Collectively, these sections are intended to provide a clear picture of how OPS supports rigorous academic and career-focused learning experiences and how those opportunities contribute to student readiness for college, careers, and post-secondary success.

While this report details several advanced learning opportunities throughout OPS, it does not include all opportunities available to students. Future iterations of this report may include several more opportunities such as the Early College program at Northwest High School, Career Education (CE) Concentrators, work-based learning opportunities, and the Seal of Biliteracy. All of the learning opportunities discussed here and proposed for future reporting will also be included in a postsecondary readiness indicator in the AQuESTT accountability and classification system used by the Nebraska Department of Education. This new indicator will be included in AQuESTT beginning with the 2025-26 school year and will measure the percentage of students in the graduating cohort of a school or district meeting one or more of five possible experiences that include successful completion of two or more AP/IB/Cambridge/Dual Enrollment courses, earning the Seal of Biliteracy, earning the CE Concentrator designation, successful completion of a work-based learning experience, or achieving the advanced threshold in ELA, math, and science on the statewide ACT assessment. A similar metric will be used by OPS to help measure the Moonshot at the high school level by understanding the proportion of high school students who experience one of these advanced learning opportunities that support the overall literacy and postsecondary readiness of students.

Advanced Placement (AP)

OPS has a long history of offering Advanced Placement (AP) courses and exams to its students. These opportunities allow students to gain higher-level academic skills and the chance to earn college credit while in high school. AP courses are developed and taught by teachers whose expertise and experience in their subject enhance the learning experience for students. The curriculum and expectations in AP courses follow the College Board AP guidelines. Additionally, AP teachers are encouraged and supported by the district to attend course-specific training from the College Board. Historically, students voluntarily participated in AP exams at a cost to the student, however, in 2022-23 the district began covering the cost of the AP exams for all students. Successful completion of AP exams (at most colleges a score of 3, 4, or 5) offers students the opportunity to earn advanced academic college credit. All OPS high schools offer AP courses and exams to their students across multiple subject areas, including English and Literature, Sciences, Social Studies, Mathematics, World Languages, and the Arts. See Appendix A for more school-specific information regarding AP participation and performance by school, and Appendix B for course and exam participation by subject and course.

AP Trends

Over the past four years, participation in both AP courses and exams has increased dramatically. Figure 1 shows the sharp increase in the number of AP course completions and individual students taking AP courses beginning in 2023-24. Almost 3,300 OPS high school students took part in almost 6,300 AP courses during the 2024-25 school year. Figure 2 shows the continued growth in AP exam participation over the past four years, with the most pronounced increase occurring after the district began covering exam costs.

Figure 1: District Level Number of AP Course Completions and Individual Students Taking AP Courses: 2021-22 to 2024-25

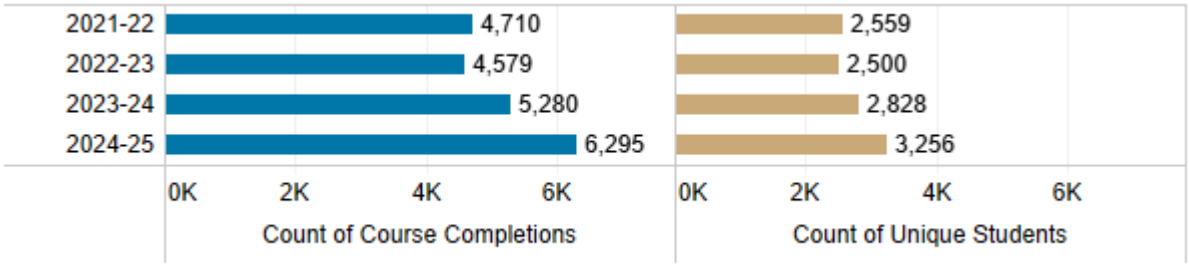
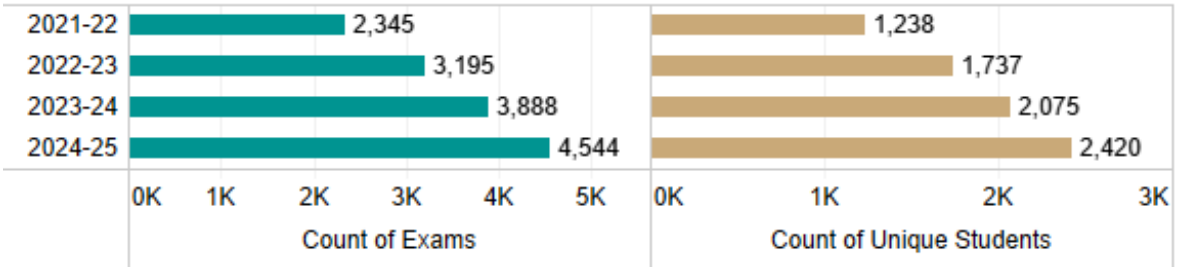


Figure 2: District Level Number of AP Exams and Individual Students Taking AP Exams: 2021-22 to 2024-25



AP Participation by Subject

Figures 3 and 4 below illustrate the number of AP course and exam completions by subject area. In both course completions and exams, Social Studies and English & Literature are by far the most popular subjects.

Figure 3: 2024-25 Number of AP Course Completions by Subject Area

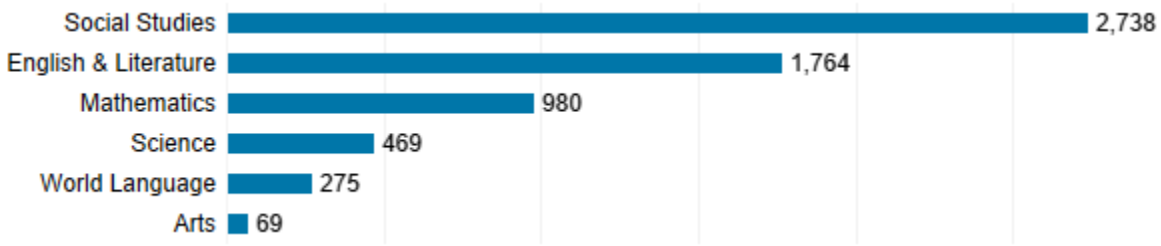
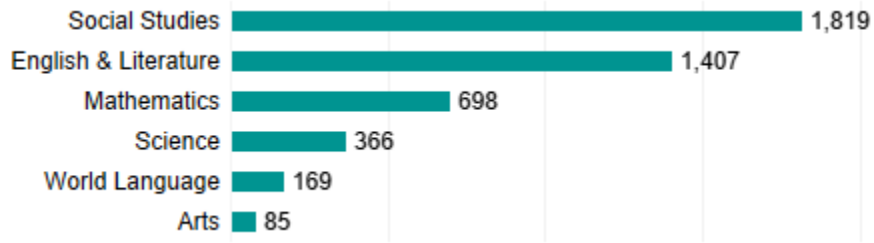


Figure 4: 2024-25 Number of AP Exams Completions by Subject Area

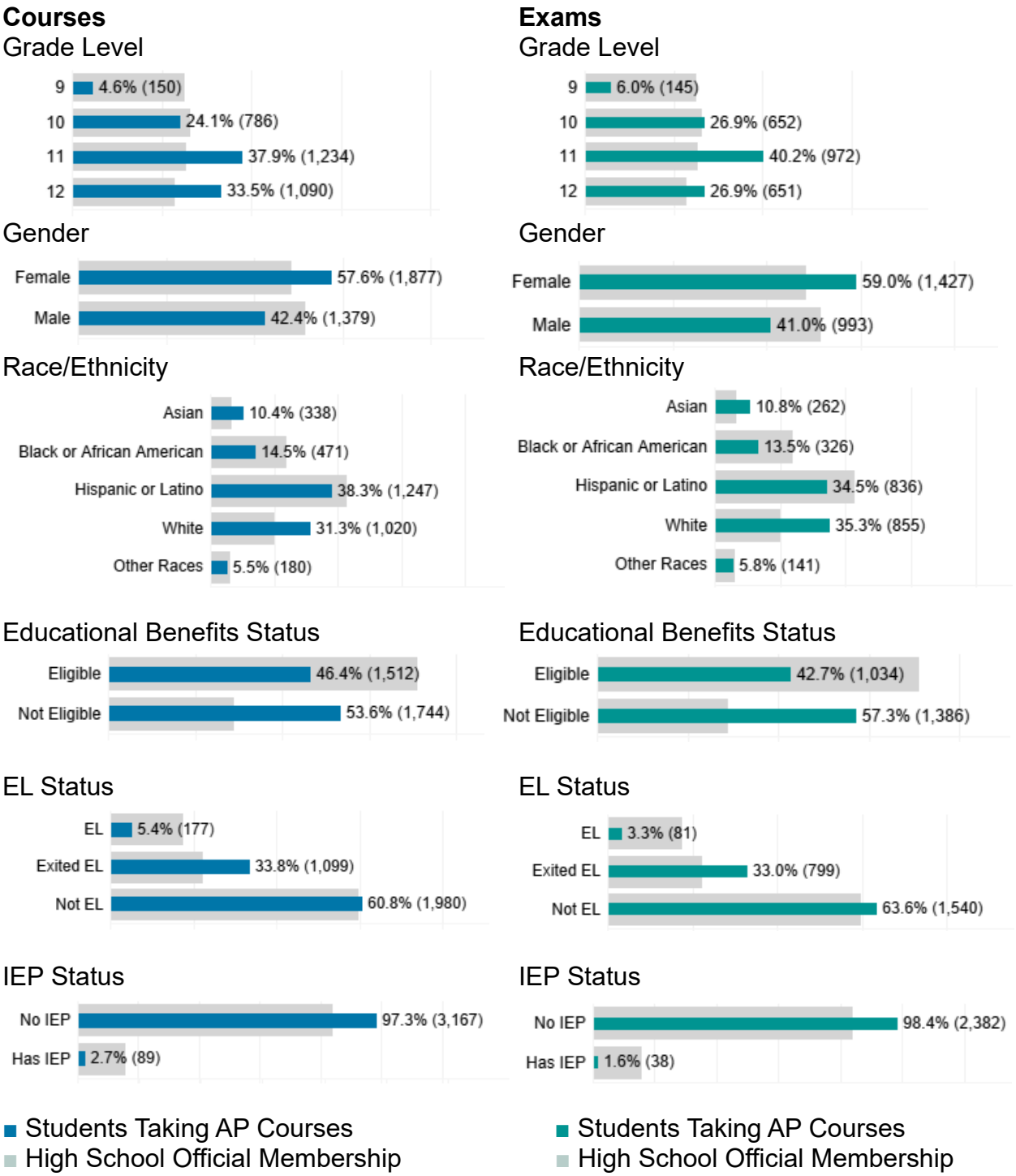


AP Participant Demographics

Figure 5 compares the demographics of students taking AP courses (blue bars) and exams (teal bars) to the demographics of all OPS high school students (grey bars). Male students were underrepresented in the AP student population while female students were overrepresented. Black or African American and Hispanic students were underrepresented while White and Asian students were overrepresented. Students eligible for educational benefits and students with IEPs were underrepresented, while students not eligible for educational benefits and who did not have IEPs were overrepresented. EL students were underrepresented, while Exited EL students were

overrepresented and Not EL students were slightly overrepresented. In general, the differences in representation are more significant in exam participation than in course participation.

Figure 5: 2024-25 AP Student Demographics



AP Performance

Historically, a majority of AP students have earned As and Bs in their AP courses while only about one-third of students earned passing grades (3, 4, or 5) on their AP exams. Figures 6 and 7 show that both the percentage of students earning As and Bs in their AP course and the percentage of students earning a passing score on their AP exam have increased in recent years. This is especially true for AP exams in 2024-25.

Figure 6: Students Earning As and Bs in AP Courses: 2021-22 to 2024-25

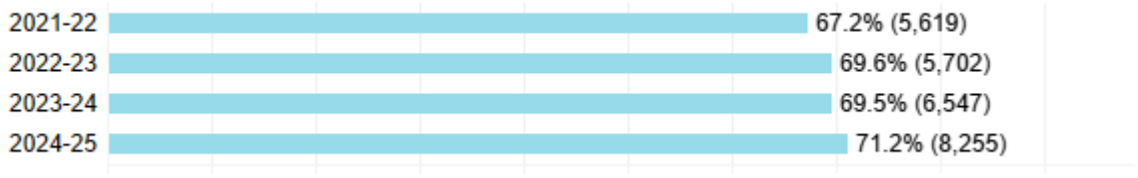


Figure 7: Students Earning Passing Scores in AP Exams: 2021-22 to 2024-25

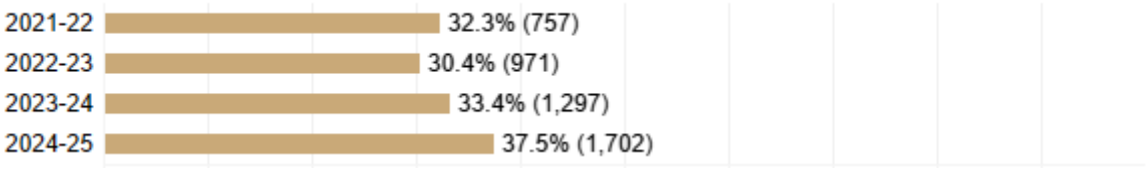
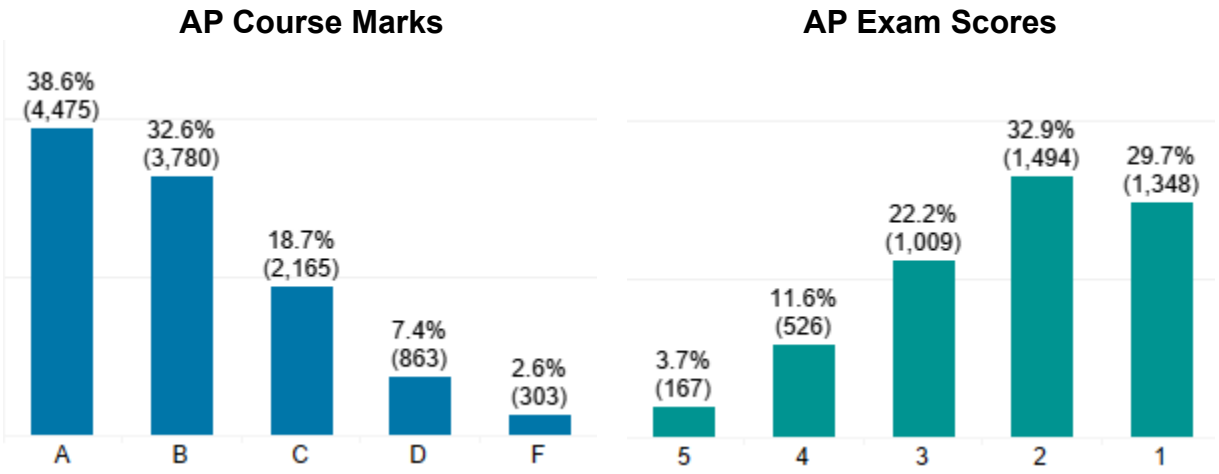


Figure 8 (below) illustrates 2024-25 AP course and exam performance in greater detail. Over 71% of students earned an A or B in their AP courses, while nearly 38% earned a 3, 4, or 5 on their AP exam.

Figure 8: 2024-25 AP Course and Exam Performance



AP Scholars

Many OPS AP students complete multiple AP exams throughout their high school careers, and the College Board recognizes successful students with AP Scholar awards. Over the past four years, OPS students have earned three different levels of AP Scholar awards. The criteria for earning these awards are as follows:

- AP Scholar – Granted to students who earned a score of 3 or higher on three or more AP exams
- AP Scholar with Honor – Granted to students who earned a score of 3 or higher on four or more AP exams AND an average score of 3.25 on all their AP exams
- AP Scholar with Distinction – Granted to students who earned a score of 3 or higher on five or more AP exams AND an average score of 3.5 on all their AP exams

Table 1 illustrates the growth in the number of OPS students earning the AP Scholar awards over the past four years. The overall number of AP Scholars has increased substantially while the number of AP Scholars with Distinction has nearly tripled.

Table 1: The Number of OPS AP Scholars: 2021-22 to 2024-25

Award	2021-22	2022-23	2023-24	2024-25
AP Scholar	130	114	151	229
AP Scholar with Honor	23	21	42	37
AP Scholar with Distinction	22	21	27	65
Total	**175**	**156**	**220**	**332**

International Baccalaureate (IB)

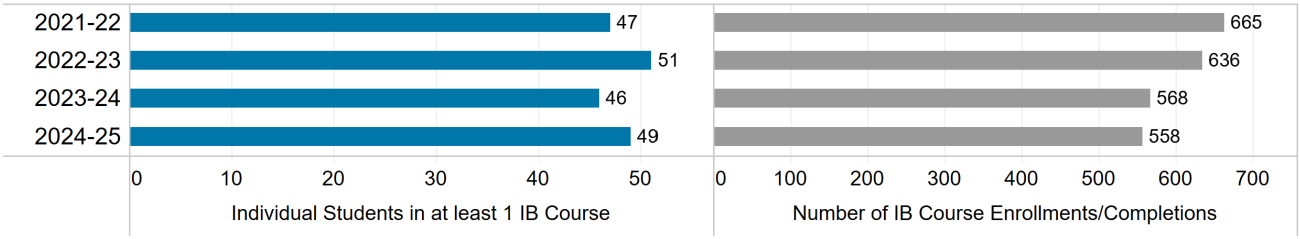
The International Baccalaureate (IB) program provides a comprehensive and rigorous education that emphasizes analytical thinking, strong reading, and writing skills, and an international perspective. Its mission is to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. Students may pursue the full IB Diploma Program to earn an IB diploma, enroll in the IB Career-related Program to earn a certificate, or take individual IB courses, which may lead to college credit based on exam scores and successful completion of course requirements. The IB Diploma and Career-related Programs are two-year programs for 11th and 12th grade students. Central High School has offered the IB Diploma Program for more than 10 years and is now in its second year of offering the IB Career-related Program. Central is currently the only school in the state of Nebraska authorized to offer the IB Career-related Program.

If students choose to pursue the full IB Diploma Program, they must successfully complete six exams in six subject areas: Language A (English), Language B (world language), Individuals and Society (Social Studies), Science, Mathematics, and the Arts (or another IB elective). Exam scoring includes teacher assessments as well as external assessments constructed and graded by educators from throughout the world. These exams assess student work as direct evidence of achievement against the stated goals of the Diploma Program courses. In addition to the IB exams, students must also complete the Core for each program. For the IB Diploma Program students must complete an Extended Essay, the Theory of Knowledge class, and CAS (Creativity, Activity, Service) requirements. For the IB Career-related Program students must complete a Reflective Project, participate in Community Engagement, and complete a Language and Cultural Studies portfolio.

IB Trends

The number of students participating in at least one IB course has fluctuated slightly from 46 to 51 over the past four years. The number of IB courses completed has decreased slightly from 665 in 2021-22 to 558 in 2024-25.

Figure 9: IB Student Participation and IB Course Completion: 2021-22 to 2024-25

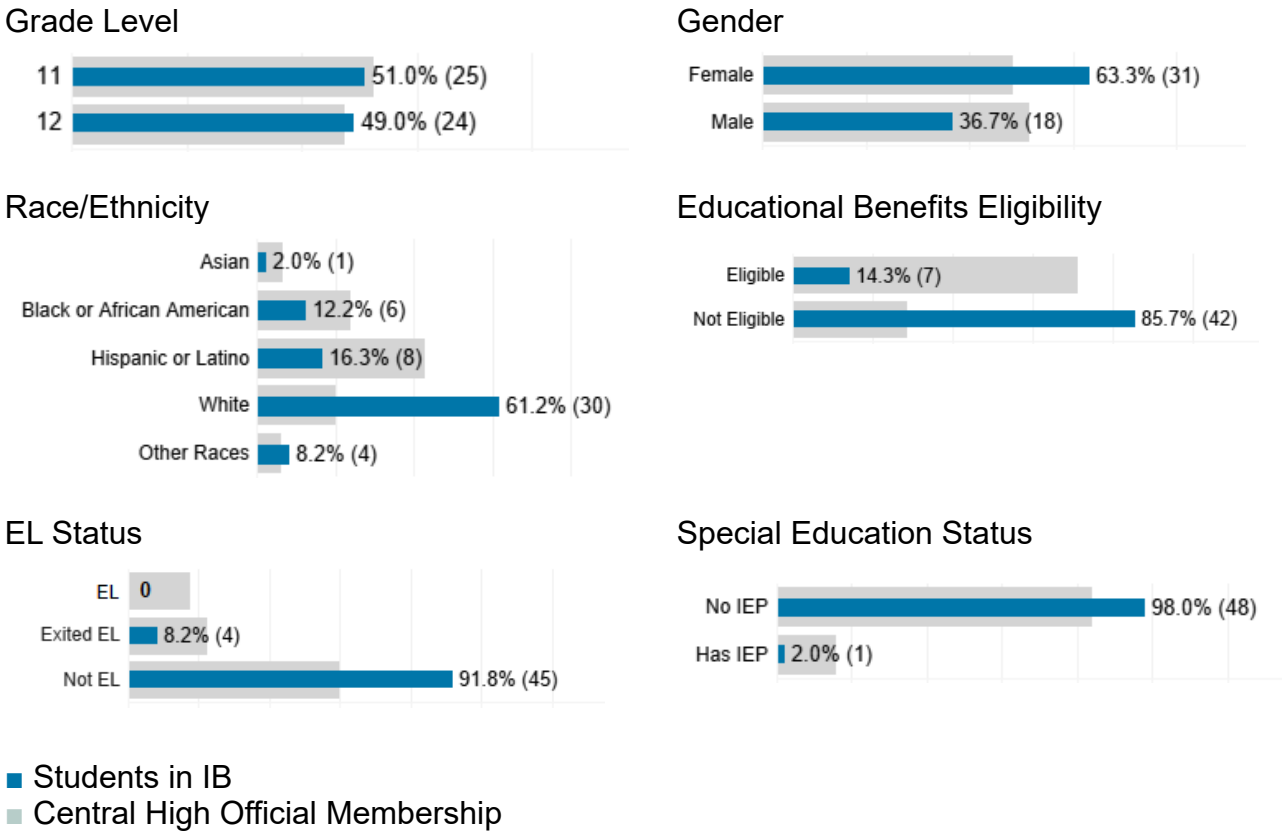


IB Participant Demographics

Figure 10 compares the demographics of the 2024-25 IB students (blue bars) to the demographics of Central High School (grey bars). Male students were

underrepresented in the IB student population while female students were overrepresented. African American and Hispanic students, along with students eligible for educational benefits, were underrepresented in the IB student population while White students and students who were not eligible for educational benefits were overrepresented. English Learners (EL), Exited EL students, and students with IEPs were underrepresented in the IB student population while students who were not EL and students without an IEP were overrepresented.

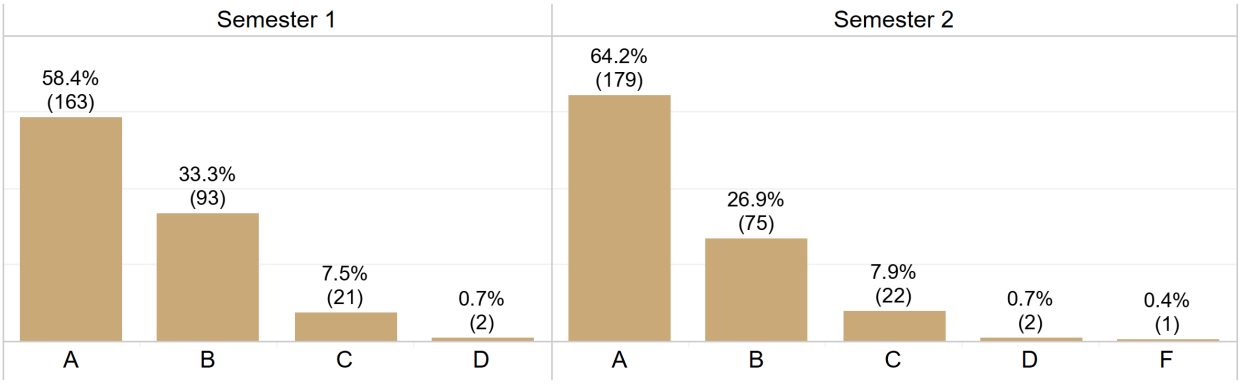
Figure 10: Demographics of the 2024-25 Individual Students Completing at Least One IB Course



IB Course and Exam Performance

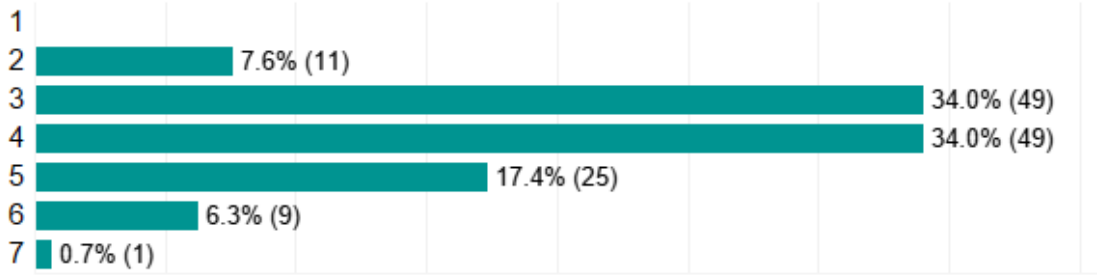
The majority of 2024-25 IB students earned As or Bs in their IB courses in both semester 1 (91.7%) and semester 2 (91.1%). Failure rates were also extremely low (or nonexistent) in both semesters.

Figure 11: Course Mark Distributions in All IB Courses Combined



The May 2025 IB exam session produced strong outcomes, particularly in terms of student achievement at or above the internationally recognized benchmark of a score of 4 or higher (Scores range from 1 to 7). At Central High School, 45 students were registered to take IB exams, including 23 grade 12 diploma candidates, 17 grade 11 diploma candidates with one year left to pursue their diploma, and 5 course-only students. Together these students completed 144 IB exams and earned a score of 4 or above on 84 exams for a passing rate of 58.3%. See Figure 12 below. Of those 12th grade students pursuing the full Diploma Program, 10 candidates (43.5%) successfully earned their IB Diploma, with an average of 29 out of 45 diploma points, with the highest score being 38 points. Most notably, the average subject grade among diploma earners was 4.66, which is well above the passing standard and demonstrates consistent performance at level 4 and higher across their courses. See Appendix B for counts of students taking IB exams in each subject/IB course.

Figure 12: 2024-25 IB Exam Performance



Cambridge International

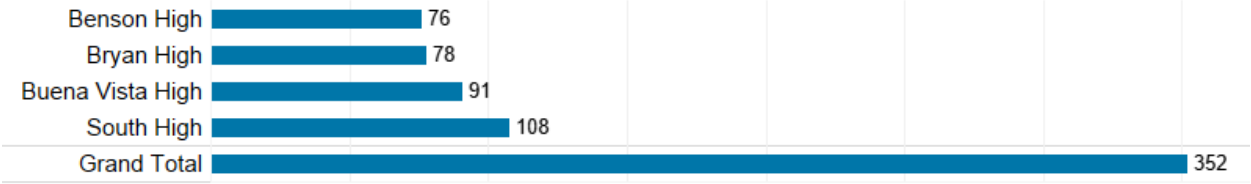
The Cambridge International program is intended to prepare students for life beyond high school while helping them develop an informed curiosity and a lasting passion for learning. Cambridge programs and qualifications are a global standard for international education. It is a part of the Cambridge University Press & Assessment – an organization that provides world-leading academic research, learning, and assessment. The program emphasizes critical thinking, research, analysis, and communication, aligned with the knowledge and skills needed to meet college and university academic expectations. The 2024-25 school year was the first year OPS offered Cambridge courses and started by offering the English General Paper course, primarily to 10th grade students. The schools offering the Cambridge course were Benson, Bryan, Buena Vista, and South High Schools. Over 350 OPS students completed the English General Paper course during the 2024-25 school year across these four high schools.

In addition to individual courses, Cambridge International offers the Advanced International Certificate of Education (AICE) Diploma to students who earn passing scores on seven exams in four content areas. The diploma is awarded at the Pass, Merit, or Distinction level. Earning the AICE Diploma typically involves participating in a three-year program. The 2026-27 school year will be the first year OPS students can earn the diploma.

Cambridge Participation

Three hundred fifty-two students began their Cambridge journey in 2024-25 by completing the English General Paper course. Figure 13 illustrates the number of students completing this course at each high school offering the Cambridge program.

Figure 13: 2024-25 Students* Completing the Cambridge English Course



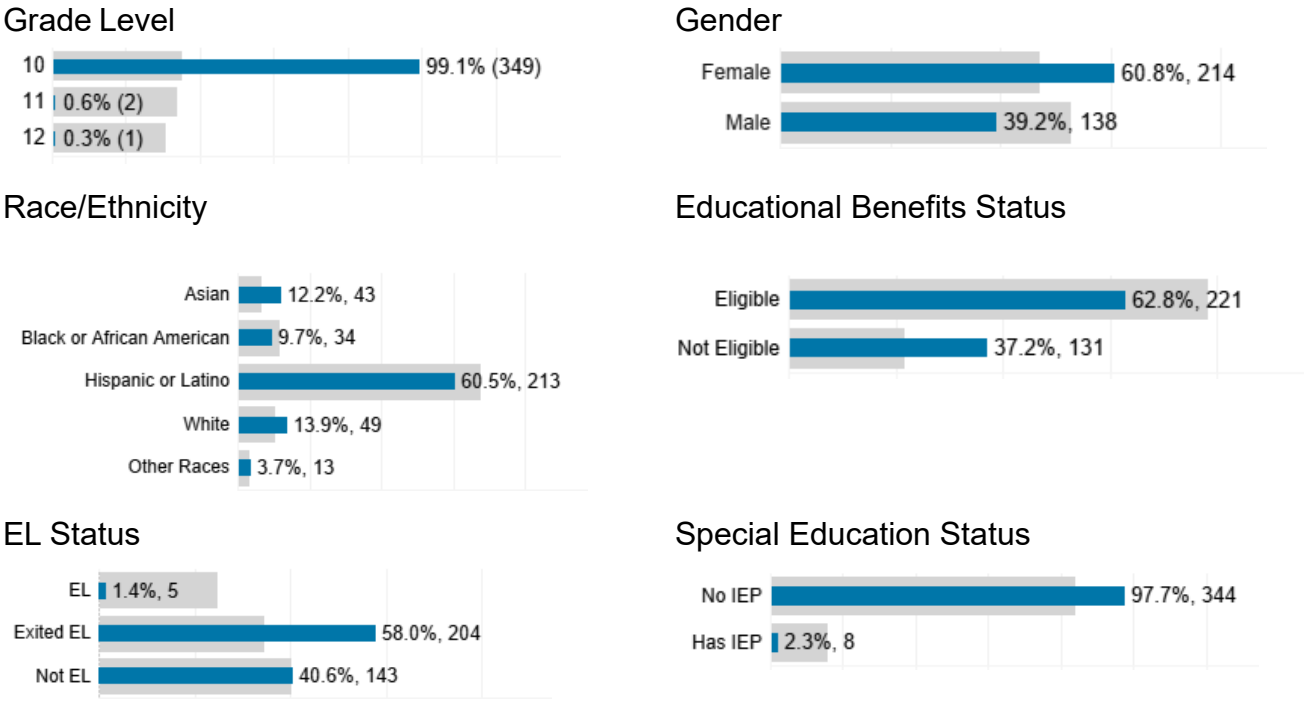
**One student is counted at two schools because they completed ½ the course at each school. They are counted only once in the Grand Total.*

Cambridge Participant Demographics

Figure 14 compares the demographics of the 2024-25 Cambridge students (blue bars) to the 2024-25 combined demographics of Benson, Bryan, Buena Vista, and South High Schools (grey bars). Male students were slightly underrepresented in the Cambridge student population while female students were overrepresented. African American and Hispanic students were slightly underrepresented in the Cambridge student population while Asian and White students were overrepresented. Students who were eligible for educational benefits, and students who had an IEP were underrepresented in the Cambridge student population while students who were not eligible for educational benefits, and students without an IEP were overrepresented. English Learners (EL)

were underrepresented in the Cambridge student population while exited EL students were overrepresented.

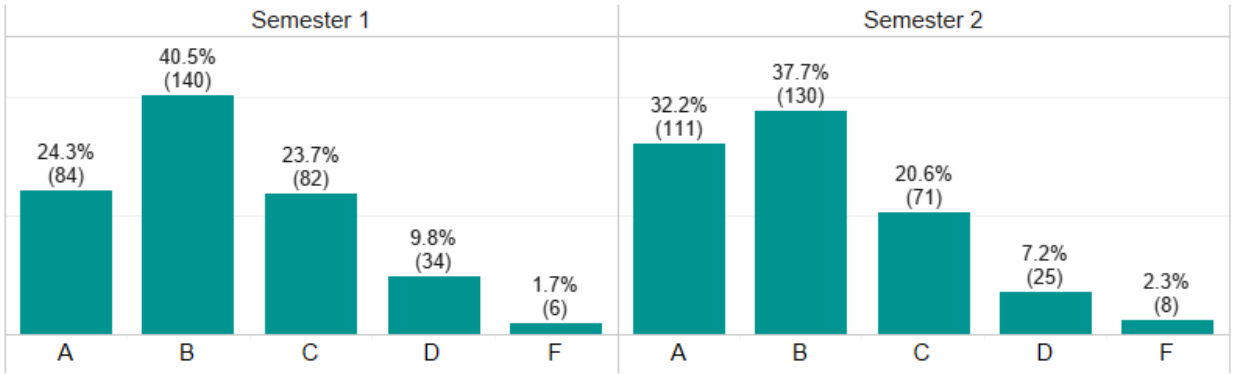
Figure 14: 2024-25 Individual Cambridge Student Demographics



Cambridge Course and Exam Performance

The majority of Cambridge students earned As or Bs in their English General Paper course in both semester 1 (64.8%) and semester 2 (69.9%). Failure rates were also very low in both semesters.

Figure 15: 2024-25 Cambridge English Course Mark Distributions



A subset of students enrolled in the Cambridge English General Paper course opted to take part in the Cambridge examination. Exam participation is a key component of the program, as Cambridge examinations provide an externally validated measure of student learning and the opportunity for students to demonstrate college-level proficiency. Table 2 shows the number of students who participated in the Cambridge exam experience at each school and the district as a whole. This table also shows the number and percentage of students who passed their first Cambridge exam and took the first step toward earning their Cambridge AICE Diploma.

Table 2: 2024-25 Cambridge Exam Participation and Performance

School	Took the Exam	Passed the Exam	Pass Rate
Benson High	53	21	39.6%
Bryan High	54	35	64.8%
Buena Vista High	26	22	84.6%
South High	92	62	67.4%
OPS District Total	**225**	**140**	**62.2%**

Dual Enrollment (DE)

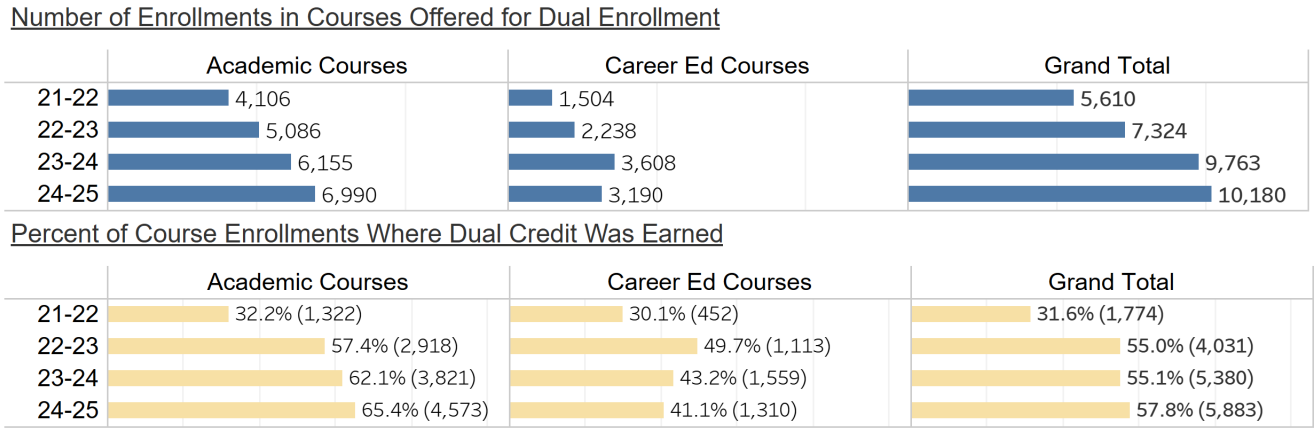
Dual enrollment (DE) provides college-ready high school students with the opportunity to take college credit-bearing courses taught by college-approved high school teachers. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning college credit and high school credit at the time they successfully pass the course. Dual enrollment also facilitates effective partnerships between high schools and postsecondary institutions, fostering alignment of secondary and post-secondary curriculum. OPS has long standing partnerships with several local postsecondary institutions including Metropolitan Community College, University of Nebraska Omaha, and Midland University. Dual enrollment opportunities have been offered to students at all OPS high schools for more than 10 years.

Dual enrollment offers advanced learning opportunities to satisfy a wider range of student interests and future plans. Dual enrollment opportunities are available in both academic courses (predominantly Advanced Placement) and career education courses. For a list of academic courses and career education courses offered for dual enrollment, see Appendix B.

Dual Enrollment Participation Trends

Over the past four years, student enrollments in DE courses (academic and career education combined) have increased dramatically from 5,610 course enrollments in 2021-22 to 10,180 course enrollments in 2024-25. Additionally, the percentage of DE course enrollments where dual credit was earned has also increased from 31.6% in 2021-22 to 57.8% in 2024-25. Figure 16 (below) illustrates the four-year trend for academic courses and career education courses separately. Both the number of course enrollments and the percentages of enrollments where dual credit was earned increased for academic DE courses over the last four years. The trend for career education courses over the last four years shows a general increase in course enrollments, with a modest decrease in the 2024-25 school year, and a decrease in the percentage of DE course enrollments where dual credit was earned. See Appendix A for 2024-25 school level dual enrollment data.

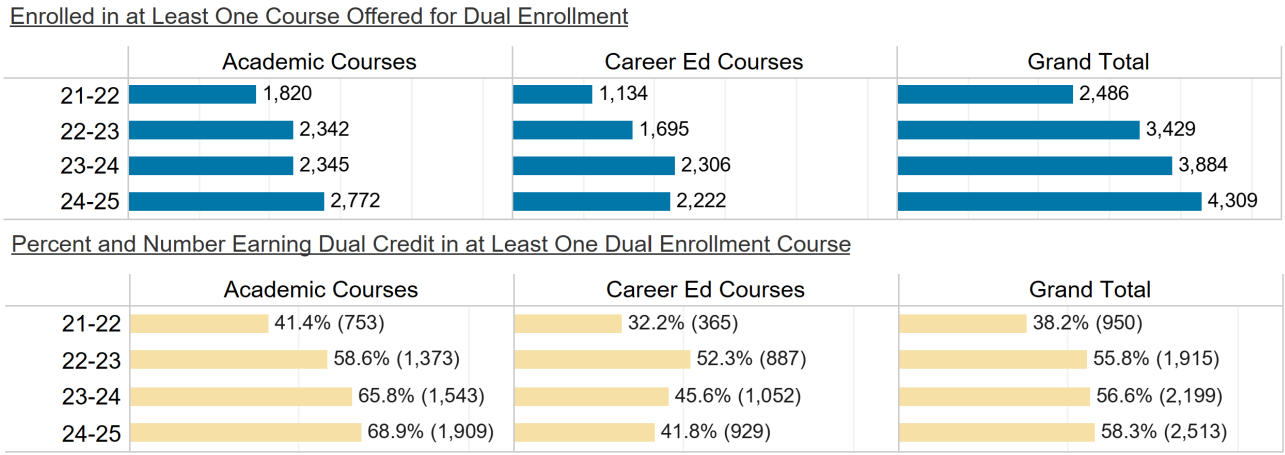
Figure 16: Student Enrollments in Courses Offered for Dual Enrollment and the Number and Percent* in Which Dual Credit Was Earned: 2021-22 to 2024-25



**It is important to note that many students who do not earn dual credit do not opt to pursue dual credit.*

Over the past four years, the number of individual students enrolling in at least one DE course (academic and career education combined) has also increased dramatically from 2,486 students in 2021-22 to 4,309 students in 2024-25. Additionally, the percentage of students earning dual credit in at least one of their DE courses increased from 38.2% in 2021-22 to 58.3% in 2024-25. Figure 17 (below) illustrates the four-year trend for academic courses and career education courses separately. Both the numbers of students enrolling in at least one DE course and the percentages of students earning dual credit in at least one of their DE courses increased for academic DE courses over the last four years. The trend for career education DE courses shows a general increase in the number of students enrolling in at least one DE course, with a small decrease in 2024-25, and a decrease in the percentage of students earning dual credit in at least one of their DE courses.

Figure 17: Individual Students Enrolling in at Least One Course Offered for Dual Enrollment and the Percentage Who Earn Dual Credit: 2021-22 to 2024-25



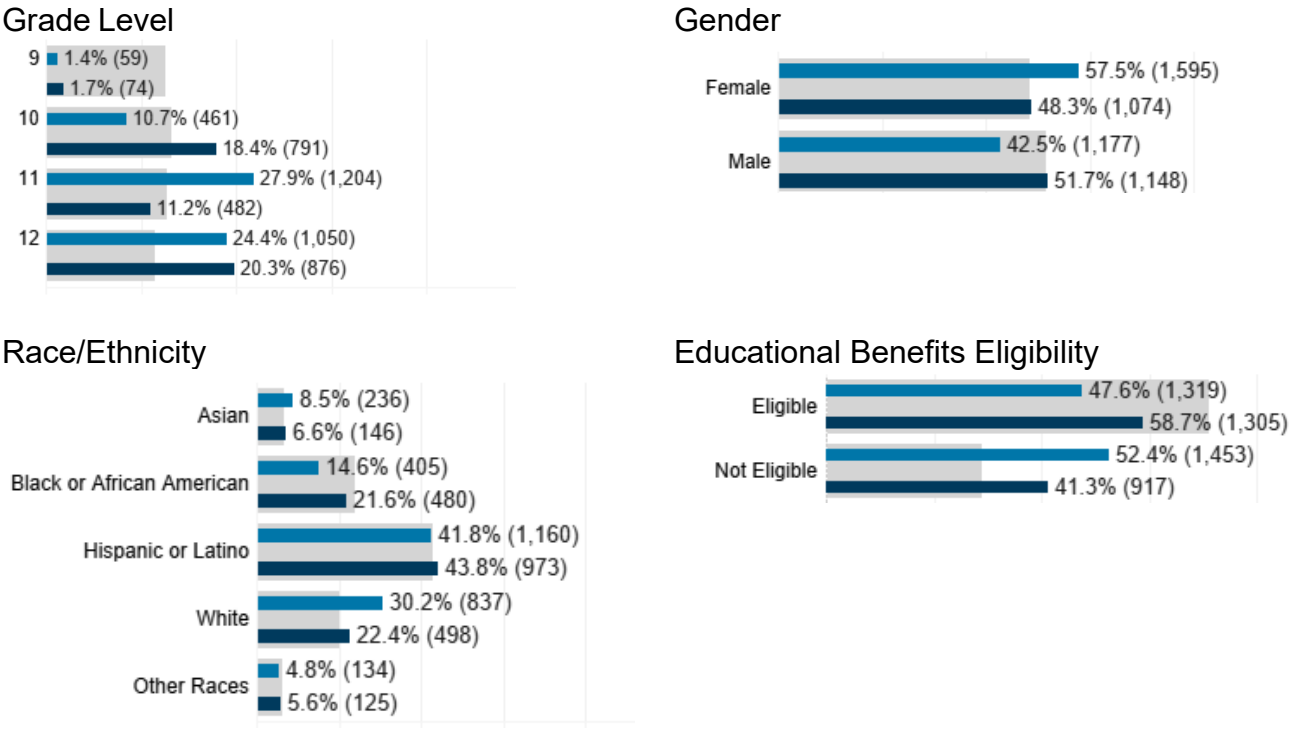
Every year multiple students participate in both academic and career education DE courses and earn dual credit in both types of courses as well. In 2024-25, 685 students

participated in both academic and career education DE courses and 325 students earned dual credit in both academic and career education courses. See Figure 17.

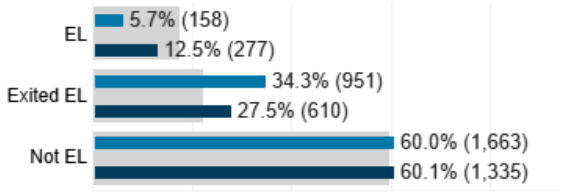
Dual Enrollment Participant Demographics

Figure 18 compares the demographics of the 2024-25 students who completed at least one academic or career education DE course (blue and dark blue bars respectively) to the demographics of all high schools (grey bars). Male students were underrepresented in the academic DE course student population while female students were overrepresented. African American students were underrepresented in both academic and career education DE courses while White students were overrepresented. Students who were eligible for educational benefits, and students who had an IEP were underrepresented in both academic and career education DE courses while students who were not eligible for educational benefits, and students without an IEP were overrepresented. English Learners (EL) were underrepresented in both academic and career education DE courses while exited EL students were overrepresented. The over and under representations for race/ethnicity, educational benefits eligibility, special education status, and EL status were more drastic for academic DE courses. Levels of participation may differ because of variations in student interests, prerequisites, and program structures, among other factors.

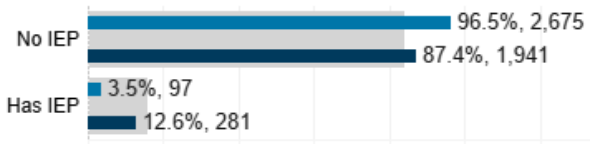
Figure 18: Demographics of the 2024-25 Individual Dual Enrollment Students



EL Status



Special Education Status

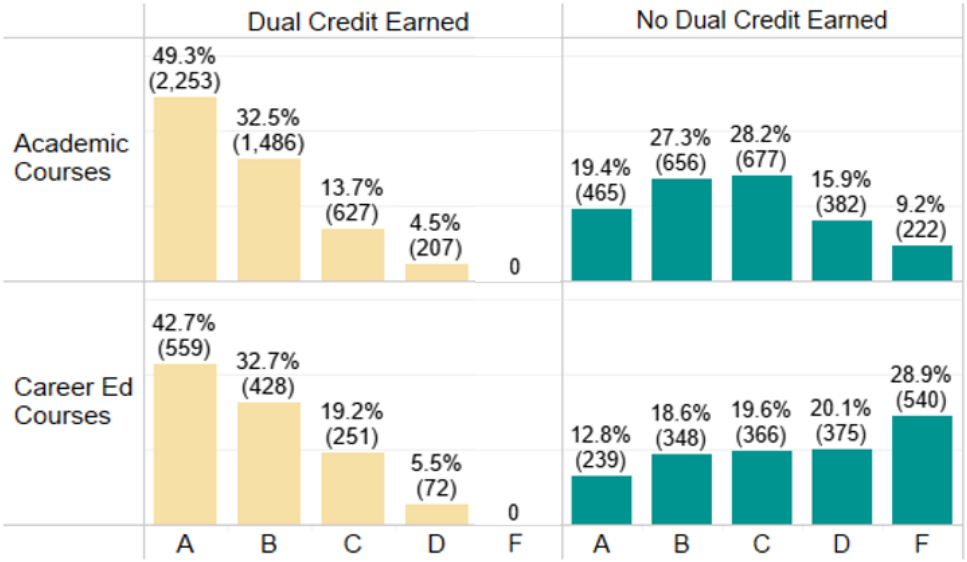


- Students in Academic Courses
- Students in Career Ed Courses
- High School Official Membership

Dual Enrollment Course Performance

2024-25 students who earned dual credit were much more likely to earn As or Bs in their DE course. This pattern was evident for both academic courses (81.8% Vs. 46.3%) and career education courses (75.4% Vs. 31.2%). It is important to note that some students choose to take the high school course without enrolling for college credit due to factors such as perceived college readiness, future plans, institutional enrollment requirements, and effects on future post-secondary grade point averages.

Figure 19: Mark Distributions for Courses Where Dual Credit Was and Was Not Earned

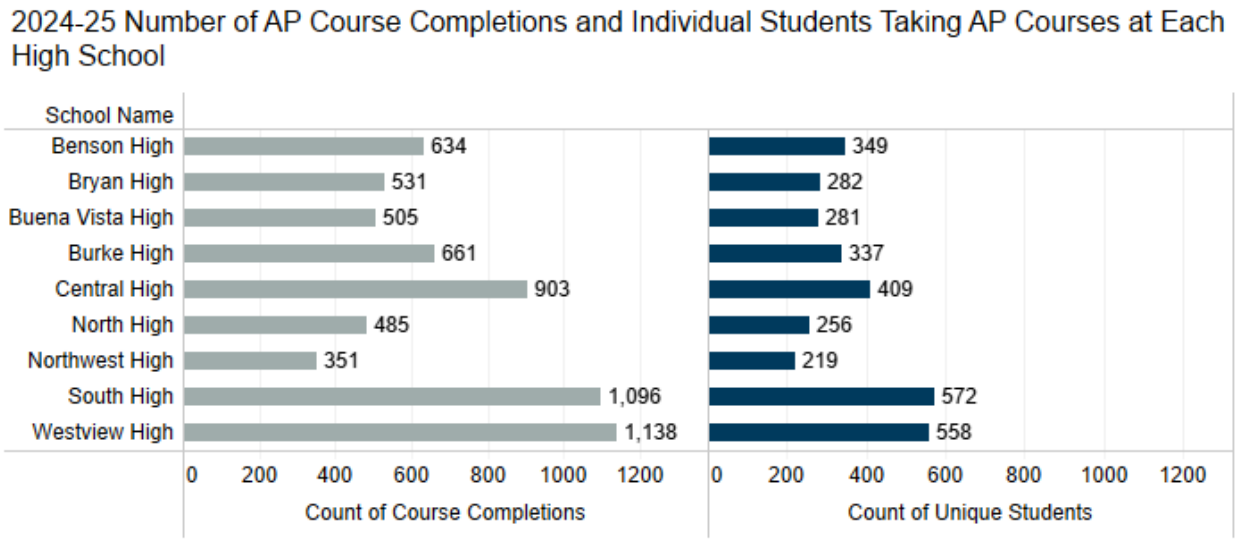


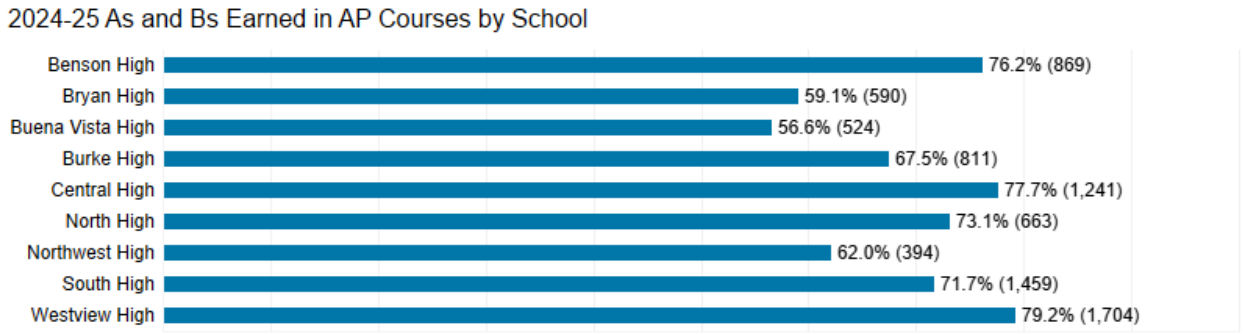
Conclusion

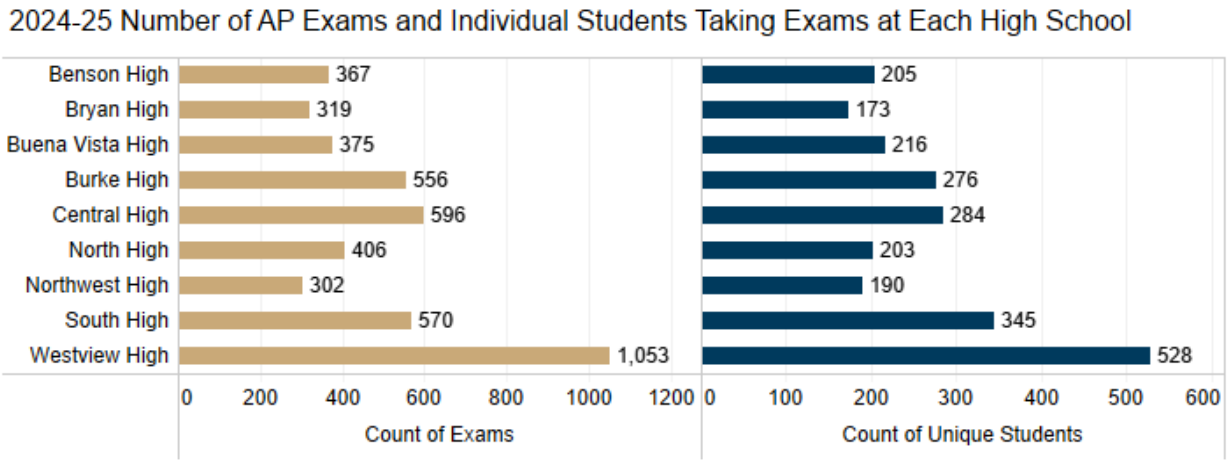
The 2024–25 Post-Secondary Readiness Report demonstrates that Omaha Public Schools has made meaningful progress in expanding the availability of and participation in advanced learning opportunities. Growth in AP and Dual Enrollment participation, as well as the introduction of Cambridge International coursework, reflects a districtwide commitment to offering multiple, high-quality options that prepare students for post-secondary education and the workforce. This report showed when students access advanced learning opportunities available in OPS high schools, they frequently achieve successful outcomes, such as earning impressive course marks and exam scores, and earning college course credit while in high school.

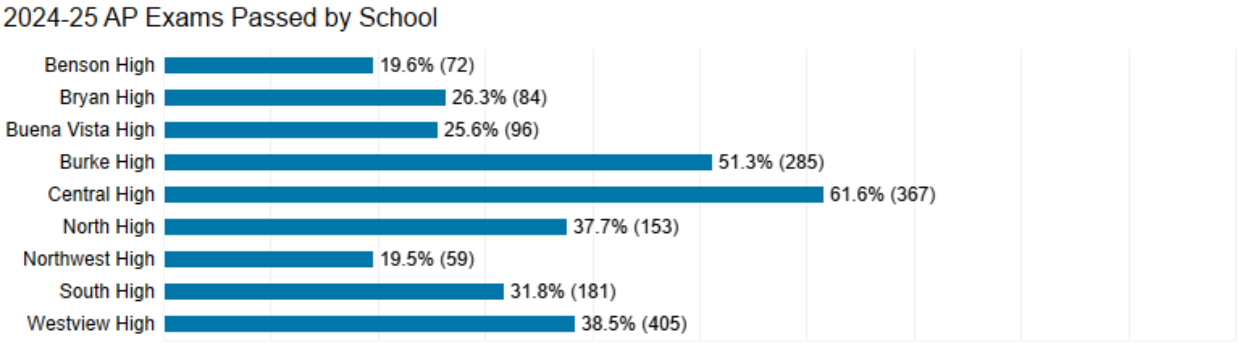
Appendix A: Breakdowns by School

Advanced Placement (AP)



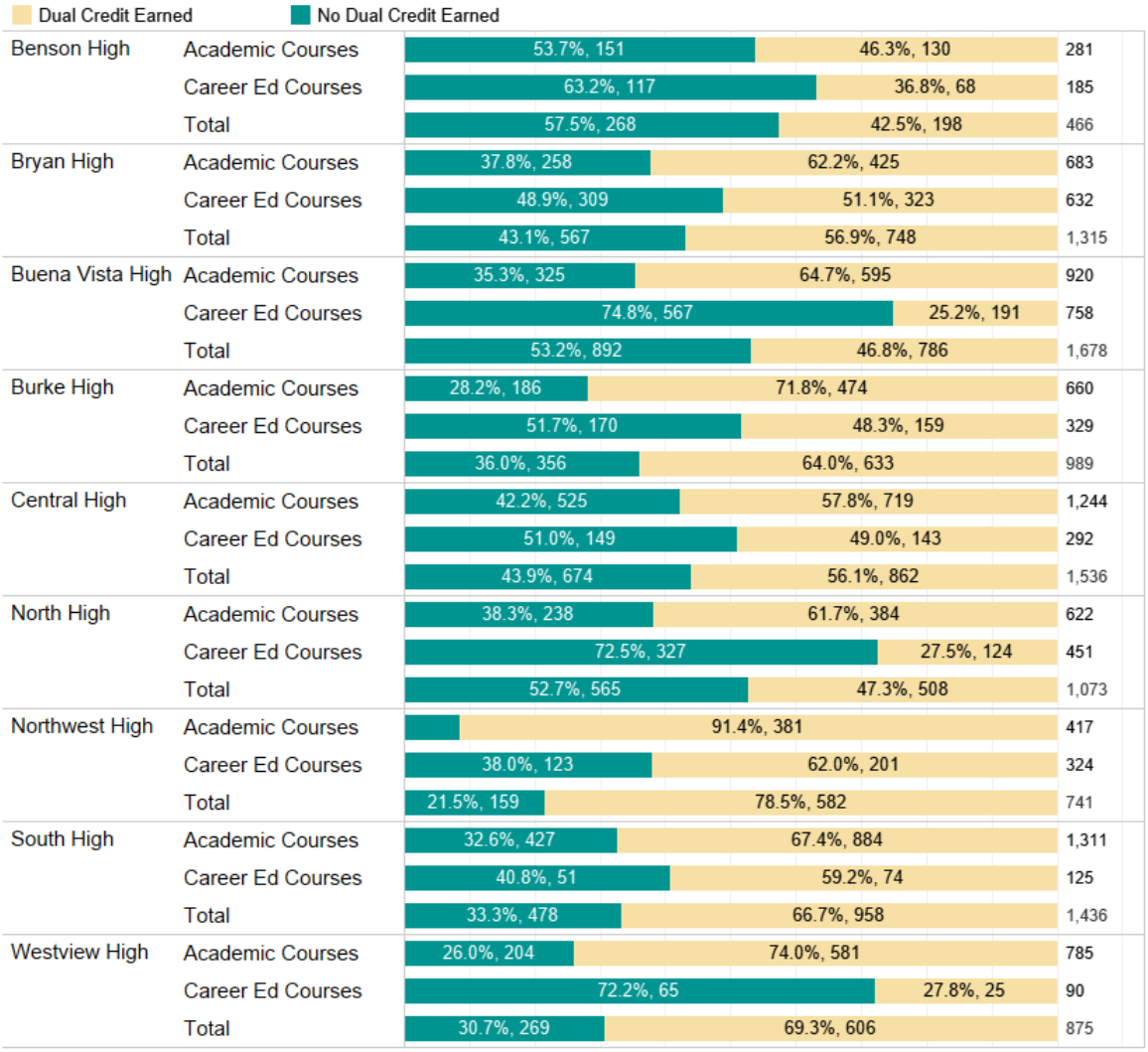





2024-25 AP Exams Passed by School
Benson High
19.6% (72)
Bryan High
26.3% (84)
Buena Vista High
25.6% (96)
Burke High
51.3% (285)
Central High
61.6% (367)
North High
37.7% (153)
Northwest High
19.5% (59)
South High
31.8% (181)
Westview High
38.5% (405)

Dual Enrollment

2024-24 Student Enrollments in Courses Offered for Dual Enrollment for Each High School



		Dual Credit Earned	No Dual Credit Earned	
Benson High	Academic Courses	53.7%, 151	46.3%, 130	281
	Career Ed Courses	63.2%, 117	36.8%, 68	185
	Total	57.5%, 268	42.5%, 198	466
Bryan High	Academic Courses	37.8%, 258	62.2%, 425	683
	Career Ed Courses	48.9%, 309	51.1%, 323	632
	Total	43.1%, 567	56.9%, 748	1,315
Buena Vista High	Academic Courses	35.3%, 325	64.7%, 595	920
	Career Ed Courses	74.8%, 567	25.2%, 191	758
	Total	53.2%, 892	46.8%, 786	1,678
Burke High	Academic Courses	28.2%, 186	71.8%, 474	660
	Career Ed Courses	51.7%, 170	48.3%, 159	329
	Total	36.0%, 356	64.0%, 633	989
Central High	Academic Courses	42.2%, 525	57.8%, 719	1,244
	Career Ed Courses	51.0%, 149	49.0%, 143	292
	Total	43.9%, 674	56.1%, 862	1,536
North High	Academic Courses	38.3%, 238	61.7%, 384	622
	Career Ed Courses	72.5%, 327	27.5%, 124	451
	Total	52.7%, 565	47.3%, 508	1,073
Northwest High	Academic Courses		91.4%, 381	417
	Career Ed Courses	38.0%, 123	62.0%, 201	324
	Total	21.5%, 159	78.5%, 582	741
South High	Academic Courses	32.6%, 427	67.4%, 884	1,311
	Career Ed Courses	40.8%, 51	59.2%, 74	125
	Total	33.3%, 478	66.7%, 958	1,436
Westview High	Academic Courses	26.0%, 204	74.0%, 581	785
	Career Ed Courses	72.2%, 65	27.8%, 25	90
	Total	30.7%, 269	69.3%, 606	875

Appendix B: Course and Exam Information by Year

AP Course Completions for the District by Subject by Year

Subject	Course	2021-22	2022-23	2023-24	2024-25
Arts	Art History	16	31	18	11
	Music Theory	5	28	15	21
	Studio Art-2-D Design Portfolio	24	18	19	19
	Studio Art-3-D Design Portfolio	7	4	6	6
	Studio Art-Drawing Portfolio	17	28	20	12
	Total	69	109	78	69
English & Literature	English Language & Composition	605	536	651	767
	English Literature & Composition	497	469	475	577
	Research	7	2	9	10
	Seminar	8	12	297	266
	Spanish Literature	55	45	78	144
	Total	1,172	1,064	1,510	1,764
Mathematics	Calculus AB	198	147	139	101
	Calculus BC	62	43	45	43
	Computer Science A	19	37	28	35
	Computer Science AB	9			
	Computer Science Principles	72	85	71	101
	Precalculus				463
	Statistics	208	218	193	237
	Total	568	530	476	980
Science	Biology	114	125	155	154
	Chemistry	67	76	86	87
	Environmental Science	64	56	64	95
	Physics 1	138	108	83	114
	Physics 2	18	8	9	13
	Physics C-Electricity & Magnetism	8	4		1
	Physics C-Mechanics	9	12	8	5
	Total	418	389	405	469
Social Studies	African American Studies			56	11
	European History	18	45	42	
	Government & Politics: Comparative	171	149	191	155
	Government & Politics: US	566	569	647	588
	Human Geography	500	449	483	630
	Macroeconomics	31	18	26	13
	Microeconomics	30	18	26	13
	Psychology	194	219	275	278
	United States History	76	138	110	164
	World History	723	675	734	886
	Total	2,309	2,280	2,590	2,738
World Language	French Language & Culture	41	10	16	9
	Geman Language & Culture	4	3		1
	Spanish Language & Culture	129	194	205	265
	Total	174	207	221	275
Grand Total		4,710	4,579	5,280	6,295

AP Exams for the District by Subject by Year

Subject Area	Exam Title	2021-22	2022-23	2023-24	2024-25
Arts	Art History	13	25	16	10
	Music Theory	3	17	9	18
	Aural Subscore	3	17	9	18
	Non-Aural Subscore	3	17	9	18
	Studio Art-2-D Design Portfolio	10	17	14	11
	Studio Art-3-D Design Portfolio	2	3	7	5
	Studio Art-Drawing Portfolio	7	12	15	5
	Total	41	108	79	85
English & Literature	English Language & Composition	307	407	552	656
	English Literature & Composition	245	305	301	411
	Research	7	1	9	9
	Seminar	6	12	267	239
	Spanish Literature	12	19	40	92
	Total	577	744	1,169	1,407
Mathematics	Calculus AB	135	112	104	82
	Calculus BC	43	34	44	36
	AB Subscore	43	34	44	36
	Computer Science A	12	24	19	14
	Computer Science Principles	30	63	50	67
	Precalculus			61	302
	Statistics	124	167	131	161
	Total	387	434	453	698
Science	Biology	65	94	117	111
	Chemistry	47	65	68	80
	Environmental Science	43	38	49	71
	Physics 1	53	88	71	84
	Physics 2	12	8	10	12
	Physics C-Electricity & Magnetism	5		1	2
	Physics C-Mechanics	7	11	6	6
	Total	232	304	322	366
Social Studies	African American Studies			24	7
	European History	14	32	24	
	Government & Politics: Comparative	7	39	49	41
	Government & Politics: US	192	266	309	299
	Human Geography	262	357	381	509
	Macroeconomics	17	17	25	10
	Microeconomics	26	17	26	9
	Psychology	84	150	178	104
	United States History	64	124	96	147
	World History	355	466	568	693
	Total	1,021	1,468	1,680	1,819
World Language	French Language & Culture	20	8	15	4
	German Language & Culture				1
	Japanese Language & Culture	1			2
	Spanish Language & Culture	66	129	170	162
	Total	87	137	185	169
Grand Total		2,345	3,195	3,888	4,544

2024-25 Number of International Baccalaureate (IB) Exams in Each Course/Subject

IB Course / Subject	Number of Exam Completed
English A: Literature HL	23
History of Americas HL	23
History of Americas SL (*IBCP)	1
French B SL	10
Spanish B HL	3
Spanish B SL	10
Environmental Systems and Societies SL	2
Social Cultural Anthropology HL	2
Social Cultural Anthropology SL	9
Biology HL	5
Biology SL	4
Chemistry HL	2
Chemistry SL	1
Computer Science HL	3
Physics HL	7
Physics SL	7
Math: Analysis & Approaches HL	6
Math: Analysis & Approaches SL	7
Math: Applications & Interpretations SL	9
Visual Arts HL	6
Visual Arts SL	4
Total	**144**

Academic Courses Offered for Dual Enrollment

	21-22	22-23	23-24	24-25
ALGEBRA 1 & 2				5
AMER GOVERNMENT	2			9
ANATOMY & PHYSIOLOGY 1 & 2	12	74	169	236
AP ART HISTORY	32	61	18	22
AP BIOLOGY 1 & 2	133	155	221	180
AP CALCULUS AB 1 & 2	91	118	182	165
AP CALCULUS BC 1 & 2	75	63	88	70
AP CHEMISTRY 1 & 2	34	58	86	117
AP DL GOVT & POL: US	41	63		
AP DUAL LANG CALCULUS AB 2		19		
AP ENG LANG & COMP	628	377	717	503
AP ENG LIT & COMP	542	534	712	738
AP ENVIRO SCI 1 & 2	49	12	45	90
AP EUROPEAN HISTORY 1 & 2		88	84	
AP FRENCH LANG 1 & 2	33	5	23	2
AP GERMAN LANG 2				1
AP GOVT & POL: US	277	479	638	544
AP GOVT & POL:COMP	74	149	190	155
AP HUMAN GEOG 1 & 2	610	490	540	647
AP MUSIC THEORY	4	22	15	17
AP PHYS C:ELEC&MAG		3		
AP PHYS C:MECHANIC	6	3		
AP PHYSICS 1 & 2	5	29	43	119
AP PHYSICS C MECHANICS 1 & 2		8	13	5
AP PRECALCULUS 1 & 2				235
AP PSYCHOLOGY 1 & 2	52	82	170	276
AP SPANISH LANG 1 & 2	96	161	166	250
AP SPANISH LIT 2	35	13	68	88
AP STATISTICS 1 & 2	52	186	231	267
AP STUDIO ART	18	32	26	12
AP STUDIO ART 2-D				24
AP US HISTORY 1 & 2	22	102	32	22
AP WORLD HIST 1 & 2	869	901	950	1,467
BIOLOGY 1 & 2		2		
COLLEGE ALGEBRA 2				49
CREATIVE WRITING 1	15			
DANCE 5 & 6		7	35	
DANCE 7 & 8	15	14	28	10
ENGLISH 2		12		
ENGLISH 3 & 4		47		3
ENGLISH 5 & 6	6	4	5	19
ENGLISH 7 & 8	14		8	9

	21-22	22-23	23-24	24-25
H ADV CREATIVE - 1 & 2	8	12	23	3
H ADV DRAMA 3 & 4				34
H ADV DRAMA 5 & 6				7
H ADV DRAMA 7 & 8				12
H ANATOMY & PHYSIOLOGY 1 & 2	48		72	54
H BIOLOGY 2				65
H BIOLOGY 4	24	29	11	10
H CALCULUS 3	6	15	11	8
H CHEMISTRY 1 & 2		78	114	86
H DIFF EQUATIONS	6	14	5	8
H ECONOMICS		46		
H FRENCH 8		8		
H INTRO TO THE WORLD RELIGIONS		19	48	21
H TECHNICAL COMMUNICATION	60	43	22	
H US HISTORY 2				50
HUMAN GEOGRAPHY				1
HUMAN GROWTH HS		1		
IB BIOLOGY HL 1 & 2				7
IB BIOLOGY SL 1				4
IB CHEMISTRY HL 3 & 4			6	
IB CHEMISTRY SL 1 & 2				2
IB ENGLISH HL 1 & 2			46	19
IB ENGLISH HL 3 & 4			38	23
IB ENV SYSTEMS SOCIETIES SL 1 & 2			16	2
IB FRENCH SL 3 & 4		6	10	10
IB PHYSICS 1-2 HL		8	8	
IB PHYSICS 3-4 HL			8	4
IB PHYSICS SL 2				7
LAW-JUV JUSTICE	15			
MATH ESSENTIALS 1 & 2		2		
MCC BUSINESS MATH 1220 1 & 2		157	51	99
MCC MODULAR MATH 0910	12			12
MCC MODULAR MATH 0930	2			
MCC MODULAR MATH 1220		1		
MCC MODULAR MATH 1240	6			
MCC TECHNICAL MATH 1240 1 & 2		94	33	78
MODERN WLD HIST 1 & 2	54	5	1	3
PHYSICAL SCIENCE 1			9	
PRE-ALGEBRA 1		1		
SOCIOLOGY		173	113	
SPEECH 1	1			
US HISTORY 1 & 2	11	1		
WRITING SKILL ENG1	11		7	5

Career Education Courses Offered for Dual Enrollment

	21-22	22-23	23-24	24-25
ACCOUNTING 1 & 2				53
ADV ROBOTICS CONCEPTS 5-6		4	2	2
ADVANCED DIGITAL DESIGN	21			
ANIMAL SCIENCE			102	
AP COMPUTER SCI PRINCIPLES 1 & 2	12	55	61	22
AP H COMP SCI A 1 & 2	24	21	43	28
ARCHITECTURE DESIGN ENG 1, & 2		271	128	86
ARCHITECTURE DESIGN ENG 3 & 4			143	81
AVENUE SCHOLARS	133			
AVIATION SAFETY	21	19	12	21
BEHAVIORAL HEALTH 1 & 2				83
CAD/DESIGN ENG 1 & 2	72	228	104	169
CAD/DESIGN ENG 6		6		
CAREER FOUND 1	18	1		
CISCO INTRO TO NETWORKS		11	7	2
CISCO ROUTING AND SWITCHING		8	7	2
CIVIL DESIGN ENGINEERING 1 & 2		62	101	
CIVIL DESIGN ENGINEERING 3 & 4			53	
CNA		1		
COLLEGE AND CAREER STRATEGIES			2	
COMP GRPH DES 5 & 6		13	29	
CONSTRUCTION 3 & 4			55	61
CONSTRUCTION DOUBLE BLOCK 5 & 6				21
CONSTRUCTION PART 1 & 2			63	58
CONSTRUCTION PART 3 & 4		1	13	22
DIGITAL VIDEO PRODUCTION 1 & 2	20	14		
EMERGENCY MEDICAL TECHNICIAN	8	2		
EMPLOYABILITY SKIL	6			
ENERGY AND POWER 1 & 2		119	57	69
ENERGY AND POWER 3 & 4			14	30
ENERGY AND POWER 5 & 6				18
ENERGY AND POWER FOUNDATIONS 1 & 2				97
FOUN OF HEALTH CARE 1 & 2	263		466	118
H BUSINESS LAW				17
H CAD DESIGN ENG 8		1		
H CAREER ACADEMY CAPSTONE 1 & 2	27			
H CHILD DEVELOP 1 & 2		22	47	58
H CHILD DEVELOP 3 & 4	25	24		
H CYBERSECURITY 2	33			
H ENT AND SPORTS MARKETING 3 & 4				29
H INTRO TO AERO AND SPACE 1		6	22	14
H INTRO TO BUS			8	
H INTRO TO EDUCATION	69	8		
H MANAGEMENT AND LEADERSHIP 2	22		13	46
H MARKETING 3 & 4		28	25	8
H PERSONAL FINANCE	426	477	480	655

	21-22	22-23	23-24	24-25
H PROGRAMMING II	25			
H SPORTS MEDICINE 1 & 2			85	
HISTORY OF AVIATION	23	21	19	11
HON PRINC OF BUS, MKTG & MGMT		8		
HONORS FASHION MARKETING		3		
HUMAN RELATIONS		56	95	
IB COMPUTER SCIENCE HL 1 & 2			7	
IB COMPUTER SCIENCE SL 1 & 2			9	
INDUSTRIAL ROBOTICS 3 & 4			30	
INFO TECHNOLOGY APPS 1		3		
INTRO MED TERM 1	62		267	363
INTRO TO CONSTRUCTION 1 & 2		51	85	117
INTRO TO EXERCISE SCIENCE				72
INTRO TO GAME DESIGN 1	18			
INTRO TO POWERED FLIGHT	9	22	19	35
INTRODUCTION TO FILM STUDIES 2			55	
IT ESSENTIALS 1		1		
IT ESSENTIALS PC REPAIR 1 & 2		46	37	45
LIFESPAN DEVELOPMENT		14		
LOGISTICS SUPPLY CHAIN MGMT 1 & 2		57	88	60
LOGISTICS SUPPLY CHAIN MGMT 3 & 4		32	36	38
LOGISTICS SUPPLY CHAIN MGMT 5 & 6			45	8
MACHINE TOOL 1 & MACHINE TOOL 2	30	42	48	21
MACHINE TOOL 3 & MACHINE TOOL 4	21	7	17	8
MARKETING 4		15		
MCC FIRE SCIENCE TECH 1 YR & 2 YR	2			
MCC FIRE SCIENCE TECH 3 YR & 4 YR		2		
MCC WEB DEVELOPMENT 1 YR 1	1			
MECHANICAL BLUEPRINT READING 1		39	38	15
MECHANICAL DESIGN 2		2	36	26
MECHANICAL ELECTRICAL 1 & 2			81	72
MECHANICAL ELECTRICAL 3 & 4			22	40
MECHANICAL ELECTRICAL 5 & 6				17
MEDICAL ETHICS	70			
NETWORKING ESSENTIALS 1 & 2				8
PERSONAL FINANCE		2		1
PLTW AP COMP SCI PRINCIPLES 1 & 2			27	36
PLTW AP COMPUTER SCIENCE A 2				8
PLTW H CYBERSECURITY 1 & 2			17	49
PRINC OF BUS, MKTNG & MGMT		93	168	58
PRINCIPLES OF EDUC AND TRAININ	12	262	182	197
PRINCIPLES OF MACHINING 1	8		38	15
SPORTS MEDICINE OF ATHLETIC TR	16			
SPORTS OFFICIATING		34		
TDL 5 LOGISTICS		22		
WEB DESIGN 2	7			