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The status of advanced placement English in North Carolina

Carroll, Dennis Gordon, Ed.D.

The University of North Carolina at Greensboro, 1987

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THE STATUS OF ADVANCED PLACEMENT ENGLISH
IN NORTH CAROLINA

by

Dennis Gordon Carroll

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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Approved by


Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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The purpose of this study was to determine the status of Advanced Placement English in North Carolina. A questionnaire was prepared and distributed to the Advanced Placement English teachers in the 146 high schools in North Carolina in which the examination was given in May, 1986.

Chapter I explained the major concepts, limitations, and definitions dealt with by the study.

The literature related to the Advanced Placement Program was examined in Chapter II. Special emphasis was given to the content of the Advanced Placement English Literature and Composition Examination and the Advanced Placement English Language and Composition Examination.

The focus of Chapter III was the dissemination and use of the questionnaire. The 18 concerns of the questionnaire dealt with personnel matters, curricular concerns, the relationship of the Advanced Placement Program to academically gifted programs, the selection of students, and general needs of Advanced Placement English teachers.

Chapter IV dealt with the analysis of the data collected from the questionnaires. The respondents indicated the strength of the Advanced Placement English program--that it motivates students, provides college credit for many deserving young people, and strengthens the remainder of the English curriculum. Respondents also indicated that they would like legislative recognition and support of the program.

Chapter V discussed the conclusions of the study--that Advanced Placement English is strong in North Carolina and that the program continues to grow. Chapter V also made recommendations for further study.

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CHAPTER I
INTRODUCTION

The Advanced Placement Program, a series of college-level courses and examinations for high school students, provides the ideal curriculum to meet the needs of advanced high school students. Administered since 1955 by the College Board, this program, like other College Board Programs, is national; its policies are determined by representatives of member institutions (public and private secondary schools, colleges, and universities); and its operational services are provided by Educational Testing Service. According to the College Board publication A SCHOOL ADMINISTRATOR'S GUIDE TO THE ADVANCED PLACEMENT PROGRAM (1985), 24 examinations in 13 academic disciplines are currently administered in May each year to over 177,000 candidates for college credit and/or placement (Table 1). Over 6,200 secondary schools have students taking one or more of the Advanced Placement examinations; over 2,100 colleges receive the grades and use them as the basis for granting credit and/or placement to entering students whose scores meet their requirements. These numbers increase each year, and a growing number of colleges offer sophomore standing to entering students who qualify in several subjects.

TABLE 1.

CURRENT ADVANCED PLACEMENT SUBJECT AREA

Art:	Art History
	Studio Art, General Portfolio
	Studio Art, Drawing Portfolio
Biology:	Biology
Chemistry:	Chemistry
Computer Science:	Computer Science
English:	English Language and Composition
	English Literature and Composition
French:	French Language
	French Literature
German:	German Language
History:	American History
	European History
Latin:	Vergil
	Catullus-Horace
Mathematics:	Calculus AB
	Calculus BC
Music:	Music Listening and Literature
	Music Theory
Spanish:	Spanish Language
	Spanish Literature

The underlying principle of the Advanced Placement Program is that "college-level courses can be successfully taught to high school students by high school teachers on high school campuses" (College Board, 1985). Advanced Placement courses are also often used as the means to serve the needs of high school gifted students, especially since gifted education is now mandated in several states (including North Carolina). The program, however, is not exclusively for the gifted:

Advanced Placement courses make it possible for academically talented students to upgrade the quality and increase the challenge of their studies, both in high school and in college. The students who are benefiting from the Advanced Placement Program are not, however, just the academically talented. The experience of schools that have been in the program for several years is that there are many good students--even some average students--well-motivated in one or more subjects--who can benefit from an AP course and can perform well enough on an AP exam to qualify for college credit, advanced placement, or exemption from certain academic requirements or prerequisites (College Board, 1985).

Further justification for the program lies in the fact that bright, academically motivated students do not need to be taught facts they already know or material they could learn on their own. The Advanced Placement courses provide a basic-type of education that is so often the core of a freshman's college schedule: composition, mathematics, foreign language, etc. Indeed, the Advanced Placement Program can save time and money since students are actually earning college credit while still in high school. Thousands of students benefit each year from this arrangement.

Students have been quick and eager to praise their Advanced Placement courses. One student said the following about his Advanced Placement course:

It was the first time I wasn't just learning facts and more facts that teachers hand out because they're safe and keep kids quiet. Facts that I'd forget just as soon as the test was over because they weren't meaningful to any larger super-structure. I thought and still do that if you can't teach the way that guy did, you shouldn't have school. He taught us the tools of scholarship so you could see what facts you need and how to get them (Casserly, 1968).

The Advanced Placement Program in North Carolina was introduced in the fall of 1960 when courses in European history and chemistry began at R. J. Reynolds High School in Winston-Salem. Since that time, the Advanced Placement Program has experienced steady growth in the state. In May of 1986, 5,302 students in 214 schools took 6,625 examinations, an increase of 671 examinations from 1985 (College Board Southern Regional Office, 1987). According to these same College Board Reports, North Carolina students took examinations in 23 subject areas (Table 2).

TABLE 2

ADVANCED PLACEMENT EXAMINATIONS
GIVEN IN NORTH CAROLINA IN 1986

<u>AP Subject Area</u>	<u>Number of Examinations</u>
American History	1429
Art History	8
Art - Studio Drawing	8
Art - Studio General	8
Biology	510
Chemistry	259
Computer Science	147
English Language and Composition	387
English Literature and Composition	2087
European History	457
French Language	70
French Literature	22
German Language	17
Latin - Vergil	22
Latin - Catullus/Horace	7
Mathematics - Calculus AB	812
Mathematics - Calculus BC	174
Music Theory	8
Physics B	61
Physics C	42
Physics C (Elec/Mag.)	17
Spanish Language	61
Spanish Literature	12

In effect, the only Advanced Placement examination not given in North Carolina in 1986 was Music Listening and Literature.

The Advanced Placement examinations in English continue to be the most popular in the United States, and North Carolina is no exception. According to College Board statistics, nationally, 15,055 students took the Advanced Placement English Language and Composition examination in 1986, and 75,182 students took the English Literature and Composition examination. On a scale of 0-5, the national mean grade was 3.04 on the English Language and Composition examination, and 3.08 on the English and Literature and Composition examination. In North Carolina, 387 students took the Language and Composition examination while 2,087 students took the Literature and Composition examination. The mean grade for the Language and Composition examination in North Carolina was 3.01, and 2.93 for the Literature and Composition examination.

PURPOSE OF THE STUDY

The primary purpose of this study was to investigate the status of Advanced Placement English in North Carolina. The following questions guided the study:

1. How does an Advanced Placement English Program affect the remainder of the English curriculum?

2. What are strengths of Advanced Placement Program schools in North Carolina?
3. What are weaknesses of Advanced Placement Programs in schools in North Carolina?
4. What would be the result of legislative involvement with the Advanced Placement Programs in North Carolina?
5. How do Advanced Placement English Programs in North Carolina relate to programs for gifted English students?
6. How are students chosen for Advanced Placement English classes?
7. What are the needs of the Advanced Placement English Program in North Carolina?

LIMITATIONS OF THE STUDY

A review of the literature on the status of Advanced Placement English in North Carolina revealed no such study. In addition, an examination of DISSERTATIONS ABSTRACT INTERNATIONAL and the computer data bases of ERIC resulted in the discovery of only a few research projects related to the Advanced Placement Program in general.

This research project was confined to Advanced Placement English in North Carolina to clarify the status of such programs and subsequently point out strengths and weaknesses of the program. This project can also serve as a basis for other researchers to use in studying Advanced Placement Programs in other states.

DEFINITIONS

Academically Gifted Student: one who meets the criteria determined by the North Carolina State Department of Public Instruction, Division of Exceptional Children. An identified student must have outstanding scores on tests of academic aptitude and achievement and must also demonstrate classroom achievement.

College Board: an organization of colleges, universities, private, and public schools which oversees the Advanced Placement examination as well as other national tests such as the SAT, the PSAT, etc.

ETS (Educational Testing Service): the agency that is contracted to design the tests of College Board including the Advanced Placement examinations.

High School: the public academic institution of grades 9-12 or 10-12 in which a student usually earns 5-6 credits a year.

Resource Program: the delivery of service for academically gifted elementary and middle school students. This instruction supplements the normal classroom program.

CHAPTER II

REVIEW OF THE LITERATURE

HISTORY OF THE ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program began in the early 1950's as a result of two detailed studies. First, the Three-School-Three College Study, which included prestigious private schools such as Lawrenceville and Exeter, and universities such as Harvard and Yale, determined the need for more challenging courses in the secondary schools. Harvard University Press published in 1952 a report entitled General Education in School and College. That report determined:

The last two years of secondary school and the first two years of college have a certain natural unity for the American student. Somewhere between the time his grounding in fundamentals is well advanced and the time he chooses a field of concentration in the later years of college, a candidate for a bachelor's degree gains most of his "general education." For most American school boys this happens between the ages of sixteen and twenty, while they are passing from the 11th through the 14th grades. Except at a very few institutions, the first two of these years are assigned to the school, the last two to the college as freshman and sophomore years. There is nothing inherently wrong about this pattern, and it is certainly not going to change much in the visible future. The danger is that the natural unity of these years will be lost in the break at the 12th grade between school and college ... Too frequently the result is repetition in college or work well done in school. For well-prepared students this means boredom, loss of intellectual momentum, and serious waste of time in moving towards academic and professional objectives ... The basic weakness, in the

judgment of many observers, is a failure of the school and college to view their jobs as parts of a continuous process, two halves of a common enterprise. The real need is a concerted attempt on the part of both schools and colleges to enable students to move steadily forward through a coherent and unified program of study, with a continuous desire to learn and at a rate commensurate with their ability (1952).

Then, the Kenyon Plan was based on 12 colleges, including Brown, Kenyon, Williams, M.I.T. and Oberlin, and 26 high schools, mostly from the Northeast. These high schools and colleges cooperated on a joint program of instruction (College Board, 1985).

In 1953, instructors from the various schools participating in the Kenyon Plan designed Advanced Placement Courses in 11 subjects: American history, biology, chemistry, English composition, English literature, French, German, Latin, mathematics, physics, and Spanish. The first Advanced Placement examinations were given in the spring of 1953.

In the fall of 1954, the College Entrance Examination Board voted to assume responsibility for the Advanced Placement Program. And from its inception, the program has continued to grow (Table 3). In addition, subject areas have been added to the program as needs and trends have mandated (College Board, 1985).

TABLE 3

GROWTH OF THE ADVANCED PLACEMENT PROGRAM

<u>Year</u>	<u>Schools</u>	<u>Students Taking AP Examinations</u>	<u>Examinations Taken</u>	<u>Colleges Receiving Grades</u>
1955-56	104	1,229	2,199	130
1960-61	1,126	13,283	17,603	617
1965-66	2,518	38,178	50,104	1,076
1970-71	3,342	57,850	74,409	1,382
1975-76	3,937	75,651	98,898	1,580
1980-81	5,253	133,702	178,159	1,955
1983-84	6,273	177,406	239,666	2,153

THE ADVANCED PLACEMENT EXAMINATIONS

The cooperative venture between schools and colleges that resulted in the establishment of Advanced Placement Programs has continued in many relationships, but none so visible as in the development and scoring of the exams. Each Advanced Placement examination is prepared by a committee of teachers who teach Advanced Placement Classes and college/university faculty who teach comparable college courses. Help is also provided by the staff of Educational Testing Service (College Board, 1985).

The development committee works on a given test for several years. Often, certain questions are "field tested" in university classes to insure the proper level of difficulty.

Almost every examination has a multiple-choice section and a "free-response" section. Although objective testing was originally not a part of the examination process, it was later added as a means of increasing the reliability of the examination grade. A complete copy of the 1982 Advanced Placement Language and Composition Examination and the Advanced Placement Literature and Composition Examination is found in the Appendix of this study to show the intensity of this program.

After the Advanced Placement examinations are given in May, they are mailed back to Princeton where the "free-response" section is scored in June by Readers from across the United States. According to Robert Jameson in his book An Informal History of the AP Readings, 1956-76, the readers of the examination are "central to the AP Program" (p. 5). The Readers are high school and college teachers. And because the examinations are at the college level, over one-half are from colleges. Readers generally sit at tables of seven and work under the direction of a Table Leader. A Reader seldom serves more than six years. Each examination essay is scored on a scale of 1-9, with 9 the top score. Then, these "free response" scores along with the multiple choice scores are computer-evaluated. Student scores are reported to colleges on a five point scale (Table 4). Individual colleges and universities then determine who is to get credit and/or placement (Jameson, 1980).

TABLE 4

SCORING SCALE FOR ADVANCED PLACEMENT EXAMINATIONS

5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly Qualified
1	No Recommendation

STARTING AN ADVANCED PLACEMENT COURSE

Every high school in the United States has the opportunity to begin an Advanced Placement program. Each year, College Board mails information to all high school principals. This information explains the program in detail and gives schools the opportunity to respond. Usually, an Advanced Placement coordinator is chosen (generally a guidance counselor). This coordinator orders examinations, provides appropriate curriculum materials to teachers, and serves as a liaison with colleges and universities to help students understand credit-granting procedures and policies.

Once interested schools have responded, College Board then sends materials to each school to help plan the courses. Although College Board has sample course syllabi, teachers can usually design their own programs and utilize their own strengths in curriculum planning. College Board also sends sample Advanced Placement examinations so that teachers can help familiarize students with the style of questions.

Since the work in Advanced Placement courses is really more thorough and rigorous than in other classes, extra materials may be needed. State adopted textbooks generally do not provide adequate material, and they must be supplemented. Consequently, schools must have available funds for these extra materials.

College Board also offers other means of introducing the program. There is a film which can be shown to students and parents, and one day workshops are held in each state every year to provide basic information for beginning teachers and in-depth, more specific curriculum planning for experienced teachers (College Board, 1985).

College Board also sponsors Summer Institutes for Advanced Placement teachers. These institutes, which are under the direction of colleges and universities, grant graduate credit to the participants. They are usually taught by experienced Advanced Placement teachers. These sessions are challenging as well as stimulating. One participant, David W. Stonebraker, speaks of his experience at Hebron Academy in Hebron, Maine:

At one session of the institute, each member nominates "the quintessential teaching text" for Advanced Placement English based upon its challenge, appropriateness, and richness of thought and language. Collectively, we are rather chagrined to realize how rich and appropriate our 17 nominations are, how utterly impossible to incorporate within a single course. As children in a candy store, we face the dilemma of decision! As teachers we must balance the perceived needs of students within a given school situation with the general directives of the Advanced

Placement course description. Even the prescriptions of curriculum committees and school boards must be weighed against one's own conception of the discipline, Ah, simplicity; ah, humanities (Stonebraker, 1985).

SELECTING STUDENTS AND TEACHERS FOR THE ADVANCED PLACEMENT PROGRAM

Motivation may be the key word in selecting Advanced Placement students. Motivated students seem to perform best in Advanced Placement courses. Obviously, past performance in courses of the same subject area is vital, and some schools even require a writing sample, but motivation of the student seems to be most important. Indeed, a student must be willing to spend time outside school to succeed in his Advanced Placement courses. Policies vary from state to state and even from school to school. Whereas some schools allow anyone willing to do the work to join an Advanced Placement class, some link enrollment to only those students who are identified as academically gifted.

College Board does not provide strict criteria for admission to an Advanced Placement course, but the agency does provide some general guidelines:

1. Does the student have the appropriate skills? Above average reading comprehension? Although AP students should not be identified solely on the basis of any test score, does the student have a verbal score of 45-50 or higher on the PSAT/NMSQT or an equivalent score on a test designed for senior high school students? Again, caution must be exercised in the use of test scores in selecting AP students since, as one AP teacher has said, some students who are not regarded as "stars" but have good work habits may benefit more from the course than their brighter classmates.

2. Do the student's grades indicate high achievement? Do teachers express interest in the student's abilities and admiration for his or her accomplishments?

3. In regular classes in the subject, does the student usually complete assignments ahead of others in the class? Does he or she meet all of the expectations of the regular classroom teacher and still seem unchallenged?

4. Is the student an avid reader? Does the student ask the teachers or the school librarian (who can often identify potential AP students) for reading suggestions?

5. Does the student have good writing habits? Does the student understand the need for standard written English and observe its conventions?

6. Can the student work without constant monitoring by a teacher? Can the student be assigned large blocks of work and be relied upon to complete them?

7. Is the student curious about academic pursuits? Is the student a self-starter, able to discern academic tasks for himself or herself?

8. Does the student understand exactly what is expected in the AP course; comprehend the personal commitment required? Has the student looked realistically at his or her activity schedule for the coming year and given AP a high priority?

9. Does the student have support at home? Does he or she receive parental encouragement? Do the parents understand that an AP course is demanding and requires uninterrupted study (College Board, 1985)?

Carl H. Haag's study (1978) explored the use of PSAT/NMSQT scores to help identify students likely to profit from an AP course. In effect, the study concluded that the verbal and quantitative abilities generally measured by the PSAT/NMSQT were indicative of a student's general ability and hence his ability to succeed on the Advanced Placement exam. The study insisted, however, that these scores should

never be the sole criterion for selecting or rejecting students for an Advanced Placement course. Adequate academic preparation and personal motivation are not measured by the PSAT/NMSQT.

Although Advanced Placement teachers have the privilege of teaching superior students, their job is not easy. Teaching Advanced Placement courses requires much time in planning and evaluating student work. Although College Board has no steadfast rules concerning the course loads of Advanced Placement teachers, the agency suggests that the teachers have no more than three classes a day in addition to Advanced Placement and no more than three preparations. College Board recognizes the teacher's need to meet with students individually and the need for planning and preparation. College Board also does not suggest degree requirements of the Advanced Placement teacher. However, the teacher must be bright enough to hold the respect of the students. Furthermore, College Board says the following concerning a graduate degree:

While the possession of a graduate degree in no way guarantees that a person will be a good AP teacher, it does suggest that the person has the academic interests, the motivation, the perspective of the subject, and the familiarity with methods of research that should be requisites for that role (College Board, 1985).

In an article in The College Board Review (1968), Patricia Lund Casserly reports the result of her study of what college students said about their Advanced Placement teachers:

They have an infectious enthusiasm for the broad area in which a specific course falls and can communicate the relationship of a particular course to the larger discipline.

They demand a great deal of competency from themselves and their students; they are continually increasing their own knowledge and skills and frequently expect students to do more than those students think is possible until they have tried it.

These teachers are not threatened by students who are brighter than they are. They can admit that a student may have greater knowledge in a particular area, or indeed, shows more academic potential in all areas than they themselves have demonstrated (Casserly, 1968).

Advanced Placement teachers, like all other educators, must be dedicated to the task of helping students.

ADVANCED PLACEMENT AND PROGRAMS FOR THE GIFTED

Special education for gifted and talented students is mandated in several states including North Carolina.

Whereas services for gifted elementary students are provided in a resource room setting where the students are exposed to enrichment activities that augment the regular classroom, gifted high school students often receive no such services and rely on honors courses to meet their needs. Advanced Placement courses are often another means of serving gifted students although Advanced Placement candidates do not have to be academically gifted. In his classic book, Teaching the Gifted Child (1975), James Gallagher cites the Advanced Placement program as "a popular method of stimulating high-aptitude students in high school."

One of the most significant academically gifted programs to utilize Advanced Placement examinations is the Duke University Talent Identification Program (TIP) which was begun in 1980 as a means to identify verbally and mathematically precocious youngsters (Sawyer, p. 13). The program's objectives are to:

- Identify the very bright among our youngsters at an early age (grade seven)
- Assist in the educational facilitation of these students
- Follow and nurture their talent through the very critical middle school and high school years
- Assist in their placement in colleges and universities that have programs of a quality matching the students' potential
- Assist the economically disadvantaged through scholarship aid for the Duke Summer Residential Program
- Develop an effective research effort to help understand the nature of gifted adolescents.

Students are identified for this program after taking the Scholastic Aptitude Test (SAT) in the seventh grade. They are later admitted to a summer residential program on the campus of Duke University where they take courses in American history, Arabic, biology, chemistry, computer science, French, German, Greek, humanities, international relations, Latin, literature, logic, mathematics, physics, psychology, Russian, Spanish, statistics, and writing.

After the fast-paced summer programs, many of the students are prepared for Advanced Placement classes. However, since many of the students come from schools with no Advanced Placement programs, Duke began a by-mail program which combined the efforts of the TIP staff and professors from various academic departments on campus. The students then take the Advanced Placement exam in May. In the initial year of the by-mail program in calculus, nine students sat for the Advanced Placement exam. Five students scored a grade of 5, and four students scored a grade of 4.

STUDENTS AND PARENTS' OPINIONS OF THE ADVANCED PLACEMENT PROGRAM

Patricia Lund Casserly's study "What College Students Say About Advanced Placement" (1968) reveals the significance of the program. More than 90 percent of the students she included in her study ranked the Advanced Placement courses as the most valuable courses they studied in high school. The students valued "learning how to learn" under the direction of teachers who were "inspired and inspiring." And one said, he was "grateful to be relieved of the 'pop' and 'busy work' and to be freed 'at last' to sink his teeth into 'something substantial' that had relevance either to a broad area of knowledge or to their lives and humanistic concerns" (p. 3).

Just as the Advanced Placement Program is popular with students, it is no less popular with parents. Joan B. Grady (1979) points out how some gifted students can receive college credit without leaving home. And these students can pursue advanced academic work and still stay among young people their age. Furthermore, Grady points out the substantial amount of money a parent can save if the student can place out of a semester of college or even achieve sophomore standing. In effect, parents of bright high school students like the Advanced Placement Program, for it provides their children a rigorous, challenging course of study while allowing them to remain under their supervision. Academic maturity and social maturity do not always correlate.

COLLEGES OPINION OF THE ADVANCED PLACEMENT PROGRAM

Patricia Lund Casserly's "What College Students Say About Advanced Placement" (cited earlier in this study) established the opinion of college students about the Advanced Placement Program. More elaborate studies, however, have investigated the success in college of Advanced Placement students. Haag's study (1980) involved analysis of Advanced Placement students at Harvard, Michigan, Pennsylvania, Stanford, Tulane, Virginia, and Yale. These students tended to outperform students of equal

ability who had not been in such a program. Other findings included:

1. The Advanced Placement students completed a greater number of course hours per semester;
2. They completed a greater number of course hours at the "junior and above" level;
3. Their grade point average was higher.

Still some colleges have been skeptical of granting credit and/or advanced placement to entering freshman.

Quentin Jones (1975) acknowledged the problem of the inconsistencies of credit-granting policies. He also noted that secondary education, while rapidly improving, "is still of uneven quality in relationship to student capability, student capacity, and college expectation" (p. 64). Jones goes on to say that the examination presents a challenge to the college teaching faculty who feel the student may miss a great deal from a specific course even though he may demonstrate by examination competence in the subject. Colleges also worry that Advanced Placement may affect enrollment and subsequently teaching positions.

Most often, however, colleges want Advanced Placement students on their campuses. When faculty members can identify former Advanced Placement students and become aware of the achievements of these students as a group, their skepticism usually tends to be replaced by enthusiastic support. Cornog (1980) noted the role of Advanced Placement

in strengthening the relationship of secondary schools and colleges:

...the advancement of American education demands the strengthening of secondary schools, especially in those divisions in which the ablest students are enrolled, and colleges can and should give a vote of confidence and encouragement to secondary schools that try to establish and maintain high standards of academic achievement...(p. 40).

Hanson (1980) reiterates that able students can find delight in college-level instruction while still in school and can then proceed to advanced collegiate studies on the basis of common external examinations. Indeed, many colleges have added themselves to the list of those that grant Advanced Placement credit, but few have taken their names off that list.

THE ADVANCED PLACEMENT ENGLISH EXAMINATION LITERATURE AND COMPOSITION

The Advanced Placement Literature and Composition examination is given at the conclusion of a course which emphasizes the development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. As is true of all Advanced Placement courses, it is for students capable of doing college-level work while they are in secondary school. Advanced Placement English is more rigorous and demanding than other courses for the college-bound student in that it requires more rigorous reading and writing and a commitment to scholarship that other courses lack.

Although College Board does not require a specific course syllabus or plan of study, the agency does provide a booklet, Teacher's Guide to Advanced Placement Courses in English Literature and Composition, which suggests literary works, methodology, bibliography, etc. Individual schools--even individual Advanced Placement teachers--often have the flexibility of organizing their courses as they wish.

Too, as with other Advanced Placement examinations, the students spend from 60-75 minutes answering multiple-choice questions and from 105-120 minutes responding to essay questions. These essays count for 60 percent of the total examination score; the multiple-choice, 40 percent.

College Board also does not provide strict guidelines as to who can be enrolled in an Advanced Placement course, but instead leaves decisions to individual schools. However, College Board does make recommendations about student placement and says, for example, that Advanced Placement English students should have some or all of these characteristics:

- the ability to read accurately (Though rate is a problem for some students, it often becomes less so when they are involved in a work; and since many accelerated students are over-concerned about their reading rate, perhaps the less said the better.)
- the ability to engage in intelligent discussion, involving active listening and constructive speaking
- the desire to learn more than the obvious or superficial

- a sense of personal and social responsibility sufficient to keep up with the individual workload and to contribute meaningfully to group efforts
- the willingness to accept criticism from both their teachers and their peers
- the patience to accept a variety of answers or unresolved questions as starting points for further thinking and exploring of ideas in works of literature (Teacher's Guide to Advanced Placement Courses in English Literature and Composition, p.4).

College Board also suggests that, for literature, the students should have abilities to:

- read critically, asking pertinent questions about what they have read, recognizing assumptions and implications, and evaluating ideas
- read with understanding a range of literature that is rich in quality and representative of different literary forms and historical periods
- read a literary text analytically, seeing relationships between form and content
- describe how language contributes both literally and figuratively to the meaning of a work: i.e., deal systematically with the "whats" and "hows" of a literary work
- respond actively and imaginatively to a literary work by describing its stylistic features, evaluating them in light of the theme, entertaining alternative approaches, or dramatizing the circumstances or effects of the work
- draw conclusions about the themes of a work, appraising them and speculating independently on related ideas
- think reflectively about what they have read and discussed and apply their findings to their own lives
- finally, value literature as an imaginative representation of truth or reality.

For the writing component, students should develop abilities to:

- view writing as a developed discipline that includes collecting information, formulating ideas and determining their relationships, drafting paragraphs and arranging them in an appropriate order with transitions between them, and revising what they have written
- write as a way of discovering and clarifying ideas
- respond directly and efficiently to questions that require a timed essay, organizing quickly and clearly, focusing on major points that provide a competent response to the question as asked and developing each major point fully
- write appropriately for different occasions, audiences, and purposes (persuading, explaining, describing, interpreting)
- use the conventions of standard written English with skill and assurance
- maintain a consistent tone and appeal (emotional, logical, or ethical) through precise syntax, phrasing, and diction
- summarize clearly and accurately the ideas of others
- collect data from secondary sources, use it judiciously, and document it accurately
- write creatively for their own enjoyment and the pleasure of others (Teacher's Guide to Advanced Placement Courses in English Literature and Composition, pp. 6-7).

Successful Advanced Placement English Literature courses are organized according to genre, theme, or chronological order. All methods of organization have proven successful. Because of the nature of the Advanced Placement English exam, however, the following activities are suggested by College Board:

Close Reading: explications of poems or selected prose passages; comprehension exercises and thematic analysis of works in all literary genres; and the rhetorical analysis of selected works or passages.

Survey Reading: background material on literary time periods, trends, authors, movements, etc.; multiple selections by the same author for individual or group projects or for library papers; and sometimes summer reading assignments prior to formal enrollment in the course.

In-class Writing: essay questions of two general types--impromptu, for which students cannot formally prepare, and planned, for which they can rehearse information they have read and/or discussed. Some questions are tied directly to prose passages or poems; others deal more generally with works the students have read outside class. Teachers frequently draw questions from former Advanced Placement Examinations to use both as practice exercises for the examination and as questions that allow the students to examine various strategies for answering them.

Out-of-class Writing: assignments also generally of two types--those for which teachers specify the topic and those for which students are expected to generate their own topic, frame a thesis, marshal evidence for it, and present it as effectively as possible. These assignments should cover a variety of aims (expressive, explicative, literary) and modes (narrative, analytical, persuasive). Whether students are asked to write a formal research paper is a matter of local policy, but they should at least be able to document informally from a primary or secondary source (Teacher's Guide to Advanced Placement Courses in English Literature and Composition, pp. 7-8).

LANGUAGE AND COMPOSITION

Begun in 1980, the English Language and Composition examination was developed for those students who have developed their writing skills and awareness of style and rhetoric outside a study of fiction. Their chief experience in composition has been in the writing of expository,

analytical, and argumentative essays. They have studied literature, which helps in the composition process, but their main strength is expository prose.

The Language/Composition examination has a multiple-choice section in which the students are required to read passages and answer questions dealing with such elements as diction, syntax, tone, structure, purpose, meaning, etc. The essays provide a direct measure of a student's writing skills. One question usually requires the analysis of the rhetoric and style of a prose passage; one usually requires a persuasive essay.

As with the Literature examination, College Board does not mandate a specific syllabus or course of study for the Advanced Placement Language examination. Teachers have the flexibility to design the course as they choose so long as they include instruction in discourse (being able to recognize aims and modes of writing), understanding the chain of coordination and subordination from levels of generality to the interrelationship of clauses and phrases, and in developing a broad working vocabulary about language and an interest in describing how language works. College Board provides the following chart as a summary of the objectives for Advanced Placement Language and Composition:

WritingReading

The Purpose and Modes of Discourse

- | | |
|--|--|
| <p>1. Employ a variety of rhetorical structures appropriate for various purposes and audiences.</p> <p>2. Subordinate parts to an effective whole and create appropriate transitions between them.</p> <p>3. Adopt the conventions of the appropriate discipline or community of discourse when writing for a particular audience.</p> | <p>1. Identify the purpose and modes of discourse and explain their relation to rhetorical structures.</p> <p>2. Explain how the parts of discourse are related to each other and to the whole.</p> <p>3. Recognize the conventions of different genres and periods of time, and identify the assumptions authors have made about their audiences.</p> |
|--|--|

The Development of Discourse

- | | |
|--|--|
| <p>1. Gather information and ideas, discover patterns, and develop a rationale.</p> <p>2. Select and arrange information and ideas effectively for given purposes and modes of discourse.</p> <p>3. Communicate ideas and experiences to an intellectually sophisticated audience.</p> | <p>1. Recognize the main ideas and purposes and explain inferences about an author's intentions.</p> <p>2. Evaluate the connections between ideas at different levels of generality, including the adequacy of evidence.</p> <p>3. Evaluate the value and validity of a writer's message in relation to its historical, social, or cultural context.</p> |
|--|--|

The Language of Discourse

- | | |
|--|--|
| <p>1. Shape language in a variety of rhetorical patterns so that sentence structure, diction, and figures of speech serve purpose, mode, and audience.</p> | <p>1. Discern and describe in an appropriate vocabulary how the arrangement of language creates a voice.</p> |
|--|--|

2. Explain how one's choices of language produce intended effects.

2. Identify the major devices that control tone and structure; show how they serve rhetorical purposes.

(Teacher's Guide to Advanced Placement Courses in English Language and Composition, pp. 7-8)

Modu and Wimmus (1981) studied the validity of the Advanced Placement English Language and Composition examination. They administered the Advanced Placement exam in Language to college students from non-Advanced Placement schools. They discovered no significant differences in the scores of the high school seniors and the college freshman. Indeed, all the students seemed to have been exposed to the same courses.

ADVANCED PLACEMENT ON THE INCREASE

At its inception, Advanced Placement was the College Board's idea to offer to a handful of the nation's ablest high-school students in order to give them a way to demonstrate superior proficiency that would permit them to skip entry-level college courses. Since that era, however, the "Baby Boom" and curricular shifts in high schools and colleges have bolstered both the need and the clientele for the tests.

According to Ranbom (1983), some educators suggest that the dilution of content in high school curricula and the recent reinstatement of required courses by colleges after a period of flexibility have combined to increase the

attractiveness of a system that certifies that some high school students successfully complete college-level work.

The Advanced Placement Program has indeed experienced phenomenal growth, and the English Literature and Language examinations have led the way.

The remainder of this study attempts to analyze the status of Advanced Placement English in North Carolina.

CHAPTER III
METHODS AND PROCEDURES

This study investigated a profile of typical Advanced Placement English teachers, their opinions of the Advanced Placement programs, an overview of the selection of Advanced Placement students, the designing of an Advanced Placement curriculum, and the relationship of Advanced Placement to programs for the gifted. The basic research technique in this descriptive study was the field study questionnaire and an analysis of data by Statistical Analysis System (SAS).

FIELD STUDY QUESTIONNAIRE

A pilot version of the questionnaire was field-tested with sample respondents (N=25). These respondents were participants in an institute for Advanced Placement English teachers on the campus of Wake Forest University in June, 1986. The questionnaire was then revised and given to school administrators, college personnel, and teachers (N=10) for review. After further revision and feedback, the final questionnaire was developed and mailed to Advanced Placement English teachers in North Carolina. A copy of the final revised questionnaire, "Advanced Placement English in North Carolina," is found in the Appendix. The questionnaire was constructed with the following concerns as

bases for the items:

1. Years as a classroom teacher
2. Years as an Advanced Placement teacher
3. Highest earned degree
4. Certification in gifted education
5. Ways the Advanced Placement English Program has affected the total English curriculum
6. Strengths of the Advanced Placement Program
7. Weaknesses of the Advanced Placement Program
8. Legislative support of the program
9. Methods of legislative assistance
10. Experiences of college students regarding Advanced Placement English
11. Percentage of Advanced Placement English students who received college credit
12. Average Advanced Placement English class size
13. Number of Advanced Placement English classes taught
14. Relationship of Advanced Placement Program to Academically Gifted Program
15. How Advanced Placement English students are chosen
16. Attendance at Advanced Placement Summer Institutes
17. Attendance at College Board's one-day Advanced Placement seminars
18. Needs of the Advanced Placement Program in North Carolina.

PROCEDURES FOR DISSEMINATION AND
USE OF THE QUESTIONNAIRE

The College Board's Southern Regional Office in Atlanta, Georgia, provided the names of public high schools in North Carolina that administered either the Advanced Placement Language and Composition or Literature and Composition exam in May, 1986. One hundred forty-six (146) schools had participated in the program. Questionnaires were mailed to the Advanced Placement English teachers in these 146 schools in November, 1986. The teachers were asked to return the questionnaires by mid-December. The names of these schools, and a copy of the cover letter, are included in the Appendix of this study.

Data from the returned questionnaires were then entered into a computer and analyzed using the Statistical Analysis System (SAS). Since this is a descriptive study, the SAS frequency procedure was used which produced frequency distributions for responses on the questionnaire.

In order to determine if responses were different based on characteristics of the teachers, the data were sorted by years experience as a classroom teacher, years experience as an Advanced Placement teacher, educational degree level of the teachers, and certification in academically gifted. The SAS frequency procedure was used to analyze the responses within each of these categories.

In any question in which a free-response was allowed, the data were reported by grouping similar responses.

CHAPTER IV

DATA ANALYSIS AND RESULTS

The questionnaire "Advanced Placement English in North Carolina" (see Appendix) was mailed to 146 Advanced Placement English teacher in December, 1986. One hundred two (102) completed questionnaires were returned. The high response rate of 69.9% was attributed to several factors. First, the topic was timely and important not only to the development and expansion of the Advanced Placement Program, but also to the teachers who, in many cases, had implemented the AP program in their respective high schools and have strong feelings about it. Second, the questionnaire was easy to understand and to complete.

PROCEDURE FOR DATA ANALYSIS

The SAS frequency procedure was used to analyze the data and to determine the status of Advanced Placement English in North Carolina.

Tables 5-8 report general characteristics of the respondents. Tables 9-11 report the responses concerning the Advanced Placement English curriculum. Tables 12 and 13 report the responses regarding legislative support. Tables 14 and 15 report the responses concerning the benefits of the programs for college students. Tables 16 and 17 report

information about Advanced Placement class size, and the number of Advanced Placement English classes taught by each respondent. Table 18 reports the relationship of the Advanced Placement Program to programs for the academically gifted. Table 19 reports the methods of selecting students for the Advanced Placement English classes. Tables 20 and 21 indicate attendance at College Board's Advanced Placement workshops and summer institutes. Table 22 lists general needs of the Advanced Placement Program in North Carolina.

RESULTS OF DATA ANALYSIS

As indicated in Table 5, the majority of respondents (64.7%) had more than fifteen (15) years experience as a classroom teacher. Twenty-four teachers (23.5%) had between 11 and 15 years experience, and only twelve teachers (11.8%) had ten or fewer years experience.

TABLE 5
YEARS AS A CLASSROOM TEACHER

<u>Years</u>	<u>Number</u>	<u>Percent</u>
0- 2 years	1	1.0
3- 5 years	4	3.9
6-10 years	7	6.9
11-15 years	24	23.5
16-20 years	35	34.3
21-25 years	24	23.5
more than 25 years	7	6.9

Table 6 reports that only 11 teachers (10.7%) had 11 or more years experience teaching Advanced Placement English. The majority of respondents (89.2%) had ten or fewer years experience in the Advanced Placement Program.

TABLE 6
YEARS AS AN ADVANCED PLACEMENT ENGLISH TEACHER

<u>Years</u>	<u>Number</u>	<u>Percent</u>
0- 2 years	25	24.5
3- 5 years	29	28.4
6-10 years	37	36.3
11-15 years	8	7.8
16-20 years	3	2.9
21-25 years	0	0.0
more than 25 years	0	0.0

Table 7 indicates that the majority of Advanced Placement English teachers in North Carolina (69.3%) reporting have a Master's Degree or more. Thirty teachers (29.7%) have only a Bachelor's Degree. Six teachers (5.9%) completed a six-year program, and 1 teacher (1%) has a doctorate.

TABLE 7

HIGHEST EARNED DEGREE

<u>Degree</u>	<u>Number</u>	<u>Percent</u>
B.A.	30	29.7
M.A.	64	63.4
6th Year	6	5.9
Doctorate	1	1.0

Table 8 shows that the majority of the teachers of Advanced Placement English in North Carolina (53.9%) reporting are not certified (or endorsed) as teachers of academically gifted students. Forty-seven teachers (46.1%) are certified in this area.

TABLE 8

ACADEMICALLY GIFTED CERTIFICATION

<u>Certified</u>	<u>Number</u>	<u>Percent</u>
Yes	47	46.1
No	55	53.9

Table 9 indicates that almost all respondents (95.0%) felt that the Advanced Placement Program in English had strengthened their total English curriculum. No respondents reported that the Advanced Placement Program had had a negative effect, and only 5 respondents (5.0%) reported that there had been no effect on the English curriculum in their high schools as a result of the implementation of the Advanced Placement Program.

TABLE 9

EFFECT OF ADVANCED PLACEMENT ENGLISH PROGRAM
ON ENGLISH CURRICULUM

<u>Effect</u>	<u>Number</u>	<u>Percent</u>
Strengthened curriculum	95	95.0
Not affected curriculum	5	5.0
Negative effect on curriculum	0	0.0

In the questionnaire, teachers were asked to indicate strengths of the program. They were given no limit on the number of items they could mark. Table 10 records these responses. The response most often reported was that the Advanced Placement English program challenges and motivates the students. Ninety-two respondents (90.2%) indicated this was a strength of the program. Over one-half of the respondents also reported that a sequential program beginning in the earliest grade in the school (51.0%) and manageable class size (54.9%) were also strengths.

TABLE 10

STRENGTHS OF ADVANCED PLACEMENT ENGLISH PROGRAM

<u>Strengths</u>	<u>Number</u>	<u>Percent</u>
Outstanding teachers	44	43.1
A sequential program (Honors, etc.) beginning in the earliest grade in our school	52	51.0
Sufficient teaching materials	34	33.3
It challenges and motivates the students	92	90.2
Strong support from principal	39	38.2
Central Office support	23	22.5
Managable class size	56	54.9
Other	8	7.8

The English teachers were also given the chance to address weaknesses of their Advanced Placement Programs. Table 11 records these weaknesses. Again, the teachers were given no limit on the number of items they could mark. The response most often reported was that there are insufficient materials for proper instruction. Thirty-eight respondents (37.3%) indicated this was a weakness in the program. Other weaknesses cited were large class size (30.0%) and unmotivated students (23.0%) who felt overwhelmed by all the required work.

TABLE 11

WEAKNESSES OF ADVANCED PLACEMENT ENGLISH PROGRAM

<u>Weaknesses</u>	<u>Number</u>	<u>Percent</u>
Non-sequential curriculum	18	17.6
Large classes	30	29.4
Insufficient materials	38	37.3
Unmotiyated students	23	22.5
Lack of challenging teaching strategies	10	9.8
Lack of support from the principal	11	10.8
Lack of support from the Central Office	13	12.7
Lack of support from parents	10	9.8
Other	11	10.8

In light of the fact that several southern states including South Carolina, Florida, and Alabama now mandate Advanced Placement Programs in all high schools and financially support them, the respondents were asked if they thought that legislative support of Advanced Placement was needed in North Carolina. Table 12 records these feelings. The majority of respondents, 83.3%, felt that this type of support is needed.

TABLE 12

NEED FOR LEGISLATIVE SUPPORT OF
ADVANCED PLACEMENT PROGRAM

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Yes	85	83.3
No	17	16.7

The respondents were then asked about specific areas in which they would like to see legislative assistance. They were given no limit on the number of areas they could mark. The response most often recorded was that there is a need for additional planning/conference time for teachers; therefore, teachers felt that the legislature should fund more teaching positions in Advanced Placement high schools so that their own teaching loads might be adjusted. Eighty-eight teachers, 86.3%, gave this response. The respondents also listed teacher scholarships to attend Advanced Placement Summer Institutes (67.6%) and the elimination of student fees (66.7%) as other ways in which legislative support could assist the Advanced Placement Program in North Carolina. Table 13 records this data.

TABLE 13

POTENTIAL AREAS OF LEGISLATIVE ASSISTANCE

<u>Area</u>	<u>Number</u>	<u>Percent</u>
Elimination of test fees for students	68	66.7
Supplemental teaching materials as needed	59	57.8
Additional planning period for the AP teacher	88	86.3
Allotment of one extra teacher per school with a viable AP Program	44	43.1
Teacher scholarships to attend AP Summer Institutes and workshops	69	67.6
Other	9	8.8

Table 14 records college students' opinions of the benefits of their Advanced Placement English Program as seen by the Advanced Placement teachers. The majority of teachers (87.8%) felt that their former students saw their high school Advanced Placement English class as being very beneficial. No respondents felt that their students received little or no benefit from the program.

TABLE 14

COLLEGE STUDENTS' OPINIONS OF THE BENEFITS OF THEIR ADVANCED PLACEMENT ENGLISH PROGRAM

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Very beneficial	79	87.8
Beneficial	11	12.2
Little or no benefit	0	0.0

Table 15 indicates the percent of Advanced Placement English students from the class of 1986 who received college credit; that is, in most cases, the percentage that made a score of 3 or better on the exam. The majority of students (55.0%), according to the respondents, received college credit.

TABLE 15

PERCENT OF ADVANCED PLACEMENT ENGLISH STUDENTS
IN CLASS OF 1986 WHO RECEIVED COLLEGE CREDIT

<u>Percent of Students</u>	<u>Number</u>	<u>Percent</u>
0%- 25%	31	34.8
26%- 50%	18	20.2
51%- 75%	24	27.0
76%-100%	16	18.0

The average size of Advanced Placement English classes is reported in Table 16. The largest group of respondents (35.7%) indicated that their classes contained between 21-25 students. The next largest group (29.6%) indicated their classes contained between 16-20 students.

TABLE 16

AVERAGE SIZE OF ADVANCED PLACEMENT
ENGLISH CLASSES

<u>Class Size</u>	<u>Number</u>	<u>Percent</u>
0- 5	0	0.0
6-10	4	4.1
11-15	18	18.4
16-20	29	29.6
21-25	35	25.7
26-30	11	11.2
31-35	1	1.0
36-40	0	0.0

Table 17 reports the number of Advanced Placement English classes taught. The majority of the respondents (66.7%) indicated that they taught only one Advanced Placement English class. The next largest group (26.3%) reported that they taught two Advanced Placement classes.

TABLE 17

NUMBER OF ADVANCED PLACEMENT
ENGLISH CLASSES TAUGHT

<u>Number of Classes</u>	<u>Number</u>	<u>Percent</u>
1	66	66.7
2	26	26.3
3	3	3.0
4	3	3.0
5	1	1.0
6	0	0.0

The relationship of the Advanced Placement English Program to the Academically Gifted Program is reported in Table 18. The majority of the respondents (74.7%) report that the Advanced Placement English classes serve Academically Gifted students as well as other students who elect to be in the class. Seventeen respondents (17.9%) report that the Advanced Placement English Program serves exclusively Academically Gifted Students.

TABLE 18

RELATIONSHIP OF ADVANCED PLACEMENT ENGLISH PROGRAM
TO ACADEMICALLY GIFTED PROGRAM

<u>Area of Relationship</u>	<u>Number</u>	<u>Percent</u>
It serves exclusively the AG students	17	17.9
It is offered in addition to an English course for the AG students	7	7.4
It serves AG students as well as other students who elect to be in the class	71	74.7

Table 19 indicates the methods of selecting students for the Advanced Placement English Program. Teachers were allowed to mark all areas that applied to their own particular programs. The largest group of respondents (69.6%) reported that students were selected on the basis of teacher recommendation. The next largest group (62.7%) reported that students were selected based on grades in previous English courses. Still another group (58.8%) indicated that students were placed in the Advanced Placement class based on self-nomination.

TABLE 19

METHODS OF SELECTING STUDENTS FOR THE
ADVANCED PLACEMENT CLASS

<u>Selection Methods</u>	<u>Number</u>	<u>Percent</u>
Self-nomination	60	58.8
Teacher recommendation	71	69.6
Grades in previous English courses	64	62.7
CAT Scores	38	37.3
IQ Test scores	22	21.6
Those who qualify as gifted under NC SDPI guidelines	41	40.2
Other	17	16.7

Table 20 reports the attendance at Advanced Placement Summer Institutes. The majority of the respondents (66.7%) have not attended Summer Institutes.

TABLE 20

ATTENDANCE AT ADVANCED PLACEMENT
SUMMER INSTITUTE

<u>Have Attended</u>	<u>Number</u>	<u>Percent</u>
Yes	34	33.3
No	68	66.7

Table 21 reports the attendance at College Board sponsored one-day Advanced Placement seminars held yearly in North Carolina. The majority of respondents (79.6%) have attended such a seminar.

TABLE 21

ATTENDANCE AT COLLEGE BOARD SPONSORED
ADVANCED PLACEMENT SEMINAR

<u>Have Attended</u>	<u>Number</u>	<u>Percent</u>
Yes	81	79.4
No	21	20.6

Table 22 reports the responses to the free response question which asked the respondents to list what they saw as needs of the Advanced Placement Program in North Carolina. The most commonly stated need, given by 16.6% of the respondents, was that of the need for additional planning/conference time. The next most common need, given by 12.7% of the respondents, was that of additional materials. Another need, given by 10.7% of the respondents, was that of a clarification of university policies regarding Advanced Placement English credit.

TABLE 22

NEEDS OF THE ADVANCED PLACEMENT ENGLISH PROGRAM
IN NORTH CAROLINA

<u>Need</u>	<u>Number</u>
Additional Planning/Conference Time	17
Additional Teaching Materials	13
Clarification of University Policies	11
State Assistance for Fees	10
Better Public Relations/More Visibility/ More Recognition by Lay People	10
Standard Curriculum Guide	9
Standard Screening of Students Who Want to Take the Course	6
More Workshops and Payment of These Workshops by the State	5
Smaller Classes	5
Training to Grade Essays	4
A "Sharing Network" for Teachers Across the State	3
A Way to Ease the rigidity of the Basic Education Plan for Advanced Placement English Students to Allow for flexible Curriculum Design	2
Better informed Guidance Counselors to Help Place Students	2
Teachers Who Are Committed and are Writers	1
Informed Administrators	1
To Eliminate Exclusive AG Entrance Requirements	1
Education of Non-Advanced Placement English Teachers	1
Identify Students Early - As Early as Middle School	1

DIFFERENCES WHEN DATA WERE SORTED BY VARIABLES

The data were also sorted and analyzed by the variables: (1) years as a classroom teacher, (2) years as an Advanced Placement English teacher, (3) highest earned degree, and (4) academically gifted certifications. There were no major differences between the total group and years as a classroom teacher, or between the total group and highest earned degree.

When the data were sorted by years as an Advanced Placement English teacher, there were differences in two areas. These data are reported in Tables 23 and 24. Seventy-six percent (76.0%) of the respondents who have taught Advanced Placement English 0-2 years indicated that a strength of the program was that it challenged and motivated the students. In the total group, 90.2% reported this as a strength. Another difference was that 24.0% of the teachers who have taught Advanced Placement English 0-2 years indicated that lack of challenging teaching strategies was a weakness of the program. Only 9.8% of the total group reported this as a weakness.

TABLE 23

DIFFERENCE IN STRENGTHS OF ADVANCED PLACEMENT
ENGLISH PROGRAM AS NOTED BY TOTAL GROUP AND
ADVANCED PLACEMENT TEACHERS OF 0-2 YEARS

<u>Strength</u>	<u>Total Group</u>		<u>AP Teachers of 0-2 Years</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
It challenges and motivates the students	92	90.2	19	76.0

TABLE 24

DIFFERENCE IN WEAKNESSES OF ADVANCED PLACEMENT
ENGLISH PROGRAM AS NOTED BY TOTAL GROUP AND
ADVANCED PLACEMENT TEACHERS OF 0-2 YEARS

<u>Weakness</u>	<u>Total Group</u>		<u>AP Teachers of 0-2 Years</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Lack of challenging teaching strategies	10	9.8	6	24.0

When the data were sorted by certification as teachers of academically certified students, differences were noted in two areas. Tables 25 and 26 report these differences. Only 25.6% of the teachers who have academically gifted certification reported that only 0%-25% of their students in the class of 1986 received college credit, compared with 43.5% of the non-academically certified teachers and 34.8% of the total group. Also, 27.9% of the academically gifted certified teachers indicated that 76%-100% of their students received college credit, while only 8.7% of the non-academically gifted certified teachers and 18.0% of the

total group reported that 76%-100% of their students received credit.

Another area of difference was in the criteria for students for the Advanced Placement English class. Only 59.6% of the academically gifted certified teachers used teacher recommendation for selection for the program, compared to 78.2% of the non-academically gifted certified and 69.6% of the total group. Grades in previous English classes were used by only 46.8% of the academically gifted certified teachers, while 76.4% of the non-academically gifted certified and 62.7% of the total group reported the use of this criterion. A big difference was in the use of CAT scores. Only 19.1% of the academically certified teachers used this criterion, compared with 52.7% of the non-academically certified and 37.3% of the total group. Another major difference was whether or not the students qualify as gifted under North Carolina State Department of Public Instruction guidelines. Of the academically gifted certified teachers, 55.3% reported this criterion was used. Only 27.3% of the non-academically gifted certified and 40.2% of the total group reported using this criterion.

TABLE 25

DIFFERENCES IN PERCENT OF ADVANCED PLACEMENT
 ENGLISH STUDENTS IN CLASS OF 1986 WHO
 RECEIVED COLLEGE CREDIT AS NOTED BY
 TOTAL GROUP, ACADEMICALLY GIFTED
 CERTIFICATION, AND NON-
 ACADEMICALLY GIFTED
 CERTIFICATION

<u>Percent of Students</u>	<u>Total Group</u>		<u>AG Certified</u>		<u>Non-AG Certified</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
0%- 25%	31	34.8	11	25.6	20	43.5
26%- 50%	18	20.2	9	20.9	9	19.6
51%- 75%	24	27.0	11	25.6	13	28.3
76%-100%	16	18.0	12	27.9	4	8.7

TABLE 26

DIFFERENCES IN CRITERIA FOR SELECTING STUDENTS
FOR THE ADVANCED PLACEMENT ENGLISH CLASS AS
NOTED BY TOTAL GROUP, ACADEMICALLY GIFTED
CERTIFICATION, AND NON-ACADEMICALLY
GIFTED CERTIFICATION

<u>Selection Criteria</u>	<u>Total Group</u>		<u>AG Certified</u>		<u>Non-AG Certified</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Self- nomination	60	58.8	25	53.2	35	63.6
Teacher recommen- dation	71	69.6	28	59.6	43	78.2
Grades in previous English classes	64	62.7	22	46.8	42	76.4
CAT scores	38	37.3	9	19.1	29	52.7
IQ Test scores	22	21.6	8	17.0	14	25.5
Those who qualify as gifted under under NC SDPI guidelines	41	40.2	26	55.3	15	27.3
Other	17	16.7	8	17.0	9	16.4

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Advanced Placement Program is a series of college-level courses and examinations for secondary school students. The program has been administered by the College Board since 1955. Advanced Placement Programs have been available in North Carolina since 1960, and the program continues to grow each year. In 1986, 5,302 students in 214 schools took 6,625 examinations, an increase of 671 examinations from 1985 (College Board Southern Regional Office, 1987).

The Advanced Placement English Examinations in Literature and Composition and in Language and Composition continue to be the most popular examinations both nationally and in North Carolina. In North Carolina, 387 students took the Literature and Composition Examination in 1986 while 2,087 students took the Language and Composition Examination.

The purpose of this study was to investigate the status of Advanced Placement English in North Carolina. The following questions guided this study:

1. How does an Advanced Placement English Program affect the English curriculum in general?

2. What are strengths of Advanced Placement Program in schools in North Carolina?
3. What are weaknesses of Advanced Placement Programs in schools in North Carolina?
4. What would be the result of legislative involvement with the Advanced Placement Programs in North Carolina?
5. How do Advanced Placement English Programs in North Carolina relate to programs for gifted English students?
6. How are students chosen for Advanced Placement English classes?
7. What are the needs of the Advanced Placement English Program in North Carolina?

The data for this study were obtained by a questionnaire. The questionnaires were mailed to the Advanced Placement English teachers in the 146 public high schools that had participated in the program in 1986. One hundred two (102) completed questionnaires were returned.

SUMMARY

The majority of the respondents reported that they had been teaching for over ten years (Table 5), but that they had been teaching Advanced Placement English fewer than 10 years (Table 6). The majority of respondents also reported that they had a Master's Degree or better (Table 7), yet only 47% of the respondents reported that they were certified to teach academically gifted students (Table 8).

Research Question Number One

Research question number one was "How does an Advanced Placement English Program affect the English curriculum in general?" The majority of respondents (95.0%) indicated that the Advanced Placement English Program had strengthened their total curriculum (Table 9).

Research Question Number Two

Research question number two was "What are strengths of the Advanced Placement Program in North Carolina?" The most frequent responses indicated by the Advanced Placement English Teachers who responded were (1) the program challenges and motivates the students (90.2%), (2) manageable class size (54.9%), and (3) the program often involves a sequential English curriculum in the school (51.0%). (Table 10).

Research Question Number Three

Research question number three was "What are the weaknesses of Advanced Placement Programs in North Carolina?" Of the weaknesses indicated, the most frequent responses were (1) insufficient materials (37.3%), and (2) large classes (29.4%). (Table 11).

Research Question Number Four

Research question number four was "What would be the result of legislative involvement with the Advanced

Placement Program in North Carolina?" The majority of the respondents (83.3%) indicated that they felt that legislative involvement is needed (Table 12). When asked about potential areas of legislative assistance, the most frequent responses given were (1) hiring more teachers so that Advanced Placement teachers could be given more planning/conference time (86.3%), (2) granting scholarships to send Advanced Placement teachers to workshops and to summer institute (67.6%), (3) eliminating test fees for students (66.7%), and (4) providing supplemental teaching materials (57.8%). (Table 13).

Research Question Number Five

Research question number five was "How do Advanced Placement English Programs in North Carolina relate to programs for gifted English students?" The majority of respondents (74.7%) indicated that the Advanced Placement English Programs serve academically gifted students as well as other students who elect to be in the class (Table 18).

Research Question Number Six

Research question number six was "How are students chosen for Advanced Placement English classes?" The most frequently reported responses were that students were selected based on (1) teacher recommendation (69.6%), (2) grades in previous English courses (62.7%), and (3) self-nomination (58.8%). (Table 19).

Research Question Number Seven

Research question number seven was "What are the needs of the Advanced Placement English Program in North Carolina?" The most frequently given responses were (1) additional planning/conference time (18 respondents), (2) additional materials (13 respondents), (3) clarification of university policies regarding the granting of Advanced Placement credits (11 respondents), (4) state assistance to provide materials and to pay for the cost of the tests (10 respondents), and (5) a public relations-type program to educate parents, other educators, and people in general about Advanced Placement English (10 respondents).

(Table 22).

CONCLUSIONS

Based on the findings of this study, the following conclusions are made:

1. The status of Advanced Placement English in North Carolina is good. The program is growing in volume and in quality, and teachers are challenged by the rigors it entails.
2. Advanced Placement English teachers in North Carolina appear to be highly qualified and motivated to become more knowledgeable of their area by attending in-service workshops and summer institutes. Advanced Placement English teachers view their students as motivated and challenged as

well; however, newer teachers (those with less than 2 years experience) did not feel their students were so motivated. Their experience and subsequent self-confidence will help them to recognize more motivated students.

3. Advanced Placement English teachers are in favor of legislative support. They would like to have an additional planning period. This could be accomplished by hiring more English teachers to ease their course load. Other areas for legislative support would be to provide monies to purchase more teaching materials, to pay the examination fee, and to hire a state-wide director of Advanced Placement to oversee the program in the state.

4. Although the Advanced Placement English Programs are not necessarily tied to academically gifted programs, it appears that most academically gifted high school English students are served in Advanced Placement English courses.

5. Advanced Placement English students in North Carolina are obtaining a substantial amount of credit hours and/or advanced placement by taking and passing the examination. There seems to be a need, however, for colleges to clarify their Advanced Placement policies for students, school personnel, and parents.

6. There appear to be a number of methods by which students are chosen for Advanced Placement Programs. The most common methods are teacher recommendation, grades in previous English courses, and self-nomination.

7. Advanced Placement English teachers feel that the course motivates and challenges the students and also strengthens the remainder of the English program. Advanced Placement English teachers also indicate that teaching the course is both professionally and personally gratifying.

RECOMMENDATION FOR FURTHER STUDY

Based on the findings and conclusions of this study, the following recommendations for further study are made:

1. To study the philosophy of academically gifted programs and correlate this philosophy with Advanced Placement English Programs. Since the identification of and services for gifted students are mandated in North Carolina schools, it seems logical that the Advanced Placement Program should be closely tied to the academically gifted program.
2. To study the feasibility of both financial and program support at the State Department of Public Instruction. This is particularly important for schools which do not offer Advanced Placement Programs. Also related to this is the need to develop an Advanced Placement network for the exchange of ideas and as a resource for new Advanced Placement teachers. There is also a need to educate and promote the Advanced Placement Program throughout the state.
3. To study the possibility of an implementation of an Advanced Placement "feeder" program beginning as early as middle school in order to help prepare students for the

examination as well as to broaden their knowledge of literature and writing.

4. To study the correlation of Advanced Placement English courses and Freshman English courses and to clarify college policies and procedures in granting credit and/or placement in an upper level course.

5. To study the status of other Advanced Placement Programs in North Carolina.

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APPENDIX A



SOME QUESTIONS AND ANSWERS ABOUT THE ADVANCED PLACEMENT PROGRAM 1985-86

1. What is the Advanced Placement (AP) Program?

It is a program of college-level courses and exams for secondary school students. Over 90 percent of the colleges that most AP candidates have attended give credit and/or advanced placement to students whose AP Examination grades are considered acceptable.

2. What courses are offered in the AP Program?

English (two courses)	Music (two courses)
American History	Studio Art (two courses)
European History	History of Art
Calculus (two courses)	Latin (two courses)
Computer Science	French (two courses)
Biology	German
Chemistry	Spanish (two courses)
Physics (three courses)	

Individual Course Description booklets describing the essential content of each course are prepared by committees of college professors and AP teachers. These booklets also contain sample exam questions.

3. Does every secondary school offer all these courses?

No, but about 29 percent of the nation's 23,000 secondary schools offer some college-level AP course work; the average is three or four courses. Ask your counselor which courses are available at your school.

4. What is an AP course like?

It is a special college-level learning experience that most often takes a full academic year. It may not be called an "AP course," and it may not even be a course. It can take the form of an honors class, a strong regular course, a tutorial, or independent study. It is usually challenging and stimulating and—compared to other high school courses—often takes more time, requires more work, gives greater opportunity for individual progress and accomplishment, and goes into greater depth.

In a study of 400 former AP students interviewed at their colleges, more than 90 percent ranked their AP experiences as the most valuable of their high school studies. As one student said: "I wasn't just learning facts and more facts. . . he [the AP teacher] taught us the tools and techniques of scholarship so you could see what facts you need and how to get them. . . ." To get your own idea, ask other students about their experiences with AP.

5. What are AP Exams like? When are they given?

All AP Exams (except Studio Art) contain both multiple-choice questions and free-response questions that require essay writing, problem solving, and other skills. In Studio Art, students submit portfolios of their work instead of taking an exam. History of Art has questions based on projected color slides. Tape recordings are used with cer-

tain portions of the music and most foreign language exams.

Most of the examinations are three hours long, but some take only an hour and a half or two hours. They are given every year during two weeks in May, at any school that wishes to order and administer them.

6. Are the exams hard? How are they graded?

Probably the best way to describe the exams is "tough but fair." Each one is carefully developed to match the AP Course Description by a committee of examiners made up of college professors and AP teachers who specialize in the field. It ordinarily takes from one to two years to develop a single AP Examination.

The multiple-choice answer sheets are scored by special scoring equipment. The essays are evaluated by more than 900 carefully selected professors and AP teachers who spend a week each June grading answers in the more than 280,000 essay booklets. Each answer in a booklet is graded by a separate person who has been especially trained to assess this question; the typical booklet is evaluated by four professors and teachers. No grader knows the scores given by another grader or whose booklet is being graded.

Every examination receives an overall grade on a five-point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified), and 1 (no recommendation). AP Grade Reports are sent in early July to each student's home address, school, and, if the student has requested it, to his or her college.

7. How many students pass the AP Exams each year?

That depends on what is meant by "pass." Each college decides what AP Examination grades it will accept for credit and/or advanced placement. The great majority of colleges and universities accept grades of 3 and above, and quite a few consider grades of 2. If you want to know what AP grades are considered acceptable by the colleges you are interested in, write to the Director of Admissions of the college.

Approximately 205,000 students took the AP Exams this past year, and while the percentages varied from subject to subject, a rough breakdown of the grades received follows:

90 percent of AP students got a grade of 2 or higher
 67 percent of AP students got a grade of 3 or higher
 35 percent of AP students got a grade of 4 or higher
 13 percent of AP students got a grade of 5

In the multiple-choice sections of the examinations, a student must answer about 60 percent of the questions correctly in order to obtain a part score comparable to a total grade of 3. Of course, he or she also must do qualifying work on the broader questions in the free-response section to get a total grade of 3 or higher.

8. What do AP Exams cost?

The fee is \$49 for each exam taken. (A limited number of fee reductions that reduce the cost to as little as \$27 per exam are available to students with financial need.)

9. That seems expensive. What do I get out of it?

The benefits that go with advanced placement and credit are numerous. Advanced placement in college allows you to avoid repeating work you've already done. You can also take advanced courses in your AP subject, explore other subjects that interest you, and join honors and other special programs. If you earn the required grade on an AP Exam, you may receive the equivalent of 6-8 semester hours or 10-12 quarter hours of credit, probably worth between \$125 and \$1,500. If you're granted a full year of college credit, the savings could be from \$3,000 to \$13,000.

10. Can I really get a year of college credit for AP work?

Definitely. Some of the most selective colleges are among the over 800 institutions that consider acceptable grades on three or more AP Exams as evidence that the student has done work comparable to a year's academic program at college. More than 24,000 AP students are potentially eligible for sophomore standing each year.

11. Why are colleges interested in AP candidates?

Studies undertaken by individual colleges have shown repeatedly that AP students who take advanced courses in their first year of college do as well as or better than upperclassmen. Most AP students do extremely well throughout their college careers, and a good number graduate with honors.

12. If I take AP, am I going to hurt my chances of being admitted to college?

It's unlikely that an AP course or an AP Exam could work against you—regardless of the grade you get in either—for the following reasons.

At many secondary schools the grades received in AP courses are weighted to reflect the quality of work undertaken; for example, a "B" in an AP or honors course counts for more in a student's grade point average than the same grade in a regular course.

Even if no adjustment is made to a grade, college admissions officials know the value of AP-level work and judge students accordingly.

Remember, too, that if you take an AP Exam, your AP Grade Report is usually sent to a college *after* you are admitted, and *only* if you request it. Even so, it is improbable that you would be disadvantaged by having any AP grade, no matter how low, reported to the college you plan to attend.

Finally, it is generally to your benefit to submit all evidence of your college-level work to the colleges you're interested in.

13. Why bother with AP Exams if my college doesn't grant recognition for AP grades in my subject?

For two reasons: The college may change its mind, or you may change yours. Colleges continually update their policies, or you may decide to attend a different college. It is generally in your interest to accumulate all the academic credentials you can. Because AP grades are always kept on file by the College Board, you can use them not only now but also in the future—for example, if you transfer to another college.

Also, although it may be hard to believe, students often report that they have found taking an AP Exam in a subject they've studied in depth to be a worthwhile experience in itself.

14. Why take AP Exams rather than other college placement tests?

While several studies show that AP Exams are generally the most accepted college-level examinations, they are not the only good tests around. Certain colleges have their own placement tests, and the College-Level Examination Program (CLEP) of the College Board offers a number of tests, many covering subjects not included in AP. Whatever test you choose, you should plan to take it as close to the end of your course as possible. Remember, however, that you have only one chance at the AP Exams each year.

AP Exams differ from these other tests in two major ways: (1) They are based on the content of specific courses, which may make your preparation easier than for a college placement test; and (2) they offer essay components that are graded under controlled conditions. Further, AP Examination grades are nationally recognized and are, therefore, widely transferable among institutions.

If you decide to explore alternatives to the AP Exams, the first thing to do is ask the colleges that interest you about their placement and credit-by-examination policies. (Your counselor or AP Coordinator can give you an idea of the kinds of questions to ask.) After you have the facts, compare the various options and choose the one that offers the best credit and placement opportunities.

15. How can I get involved in AP?

Your principal, department chairman, teacher, counselor, AP Coordinator—whoever knows about AP at your school—can fill you in on the AP Program and help you decide which AP courses may be for you. It's a good idea to plan ahead—even in the ninth or tenth grade—so you will have the appropriate background courses for the AP experience in your junior or senior year. You don't have to take an AP course to take an AP Exam but, however you prepare, you should be sure your study fits the appropriate AP Course Description.

If you want further information about AP, write to the address given below and request a free copy of the *Guide to the Advanced Placement Program* and the *Bulletin for Students*.

Advanced Placement Program
CN 6670
Princeton, NJ 08541-6670

APPENDIX B

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

69-84 Advanced Placement Exam, English Literature and Composition

86-102 Advanced Placement Exam, English Language And Composition

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APPENDIX C

APPENDIX D

PO Box 614
Jamestown, NC 27282
December 5, 1986

Dear AP English Teacher:

My name is Dennis Carroll, and I teach AP English at Ragsdale High School in Jamestown. I am also a doctoral student at the University of North Carolina at Greensboro. As part of my doctoral program, I am writing my dissertation on the status of Advanced Placement English in North Carolina.

I would appreciate your completing the enclosed survey to help me with my research. I have also enclosed an addressed and stamped envelope to use in returning the survey to me. I would appreciate your returning the survey before December 20.

Having been an AP English consultant in the southeast, I am especially interested in looking at North Carolina programs and hope to use the results of your survey to make recommendations to improve Advanced Placement English in our state.

I will be happy to send to you the results of the survey if you include your name and address on the last page. Otherwise, the survey is anonymous.

Thank you very much for your help with this project.

Sincerely,

Dennis Carroll

enclosure

ADVANCED PLACEMENT ENGLISH IN NORTH CAROLINA
TEACHERS' SURVEY

1. How many years have you been a classroom teacher?
- A. 0-2 years
 - B. 3-5 years
 - C. 6-10 years
 - D. 11-15 years
 - E. 16-20 years
 - F. 21-25 years
 - G. more than 25 years
2. How many years have you taught Advanced Placement English?
- A. 0-2 years
 - B. 3-5 years
 - C. 6-10 years
 - D. 11-15 years
 - E. 16-20 years
 - F. 21-25 years
 - G. more than 25 years
3. What is your highest earned degree?
- A. B.A.
 - B. M.A.
 - C. 6th Year
 - D. Doctorate
4. Does your NC Teaching Certificate include AG (Academically Gifted) certification?
- Yes
 - No
5. In what ways do you think the Advanced Placement English Program has affected your English Curriculum?
- A. The AP Program has strengthened our curriculum.
 - B. The AP Program has not affected our curriculum.
 - C. The AP Program has had a negative effect on our curriculum.

OVER

6. What do you see as strengths of your Advanced Placement English Program? (You may give more than one response.)

- A. Outstanding Teachers
- B. A sequential program (Honors, etc.) beginning in the earliest grade in our school.
- C. Sufficient teaching materials
- D. It challenges and motivates the students
- E. Strong support from principal
- F. Central Office support
- G. Manageable class size
- H. _____

7. What do you see as weaknesses of your Advanced Placement English Program?

- A. Non-sequential curriculum
- B. Large classes
- C. Insufficient materials
- D. Unmotivated students
- E. Lack of challenging teaching strategies
- F. Lack of support from the principal
- G. Lack of support from the Central Office
- H. Lack of support from Parents
- I. _____

8. Do you think legislative support of the Advanced Placement Program in North Carolina would be beneficial to the Advanced Placement Program in your school?

- Yes
- No

9. Check areas in which you would like to see AP legislative assistance.

- Elimination of test fees for students
- Supplemental teaching materials as needed
- Additional planning period for the AP teacher
- Allotment of one extra teacher per school with a viable AP Program
- Teacher scholarships to attend AP Summer Institutes and workshops
- Other: _____

OVER

10. What has been the response of the majority of your former AP students regarding their college English experience?
- A. High School AP English Program was very beneficial.
 - B. High School AP English Program was beneficial.
 - C. High School AP English Program was of little or no benefit.
11. What percentage of your Senior AP English students in the Class of 1986 received college credit?
- A. 0% - 25%
 - B. 26% - 50%
 - C. 51% - 75%
 - D. 76% - 100%
12. What is your average AP English class size?
- A. 0 - 5
 - B. 6 - 10
 - C. 11 - 15
 - D. 16 - 20
 - E. 21 - 25
 - F. 26 - 30
 - G. 31 - 35
 - H. 36 - 40
13. How many AP English classes do you teach?
- A. 1
 - B. 2
 - C. 3
 - D. 4
 - E. 5
 - F. 6
14. How does your Advanced Placement Program relate to the Academically Gifted (AG) Program in your school?
- A. It serves exclusively the AG students.
 - B. It is offered in addition to an English course for the AG students.
 - C. It serves AG students as well as students who elect to be in the class.

OVER

15. How do you choose the students who will be in the AP Class? Check all that are used.

- A. Self-nomination
- B. Teacher recommendation
- C. Grades in previous English courses
- D. CAT scores
- E. IQ Test scores
- F. Those who qualify as gifted under NC SDPI guidelines
- G. _____

16. Have you ever attended an Advanced Placement Summer Institute?

- Yes
- No

17. Have you ever attended a one day College Board-sponsored Advanced Placement Seminar?

- Yes
- No

18. What do you see as needs of the Advanced Placement Program in North Carolina?

If you would like a copy of the survey results, please write your name and address below.

APPENDIX E

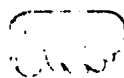
PUBLIC SCHOOLS IN NORTH CAROLINA THAT OFFERED
THE ADVANCED PLACEMENT ENGLISH EXAMINATION
IN MAY, 1986

Ahoskie High School	Ahoskie
Apex High School	Apex
Southwest Randolph High School	Asheboro
A. C. Reynolds High School	Asheville
Clyde A. Erwin High School	Asheville
Asheville High School	Asheville
Southern Nash High School	Bailey
Carrituck High School	Barco
East Carteret High School	Beaufort
East Duplin High School	Beulaville
Watauga High School	Boone
Pender High School	Burgaw
Hugh M. Cummings High School	Burlington
Walter M. Williams High School	Burlington
Mountain Heritage High School	Burnsville
North Duplin High School	Calypso
Pisgah High School	Canton
Chapel Hill High School	Chapel Hill
East Mecklenburg High School	Charlotte
Garinger High School	Charlotte
Independence Senior High School	Charlotte
Myers Park High School	Charlotte
Olympic High School	Charlotte
South Mecklenburg High School	Charlotte
Concord High School	Concord
Central Cabarrus High School	Concord
Northwest Cabarrus High School	Concord
South Granville High School	Creedmore
North Gaston Senior High School	Dallas
South Lenoir High School	Deep Run
Southern Wayne High School	Dudley
C. E. Jordan High School	Durham
Northern High School	Durham
John A. Holmes High School	Edenton
Northeastern High School	Elizabeth City
Enka High School	Enka
Triton High School	Erwin
Cape Fear High School	Fayetteville
E. E. Smith High School	Fayetteville
Terry Sanford High School	Fayetteville
Douglas Byrd High School	Fayetteville
Pine Forest Senior High School	Fayetteville
Seventy-First High School	Fayetteville
Westover Senior High School	Fayetteville
Chase City High School	Forest City
East Rutherford High School	Forest City

South Johnson High School	Four Oaks
Franklin High School	Franklin
Garner High School	Garner
Ashbrook Senior High	Gastonia
Hunter Huss High School	Gastonia
Goldsboro High School	Goldsboro
Eastern Wayne High School	Goldsboro
Southeast Guilford Senior High School	Greensboro
Ben L. Smith High School	Greensboro
Grimsley Senior High School	Greensboro
James B. Dudley High School	Greensboro
Northwest Guilford Senior High School	Greensboro
Southern Guilford Senior High School	Greensboro
Walter Hines Page High School	Greensboro
Western Guilford High School	Greensboro
D. H. Conley High School	Greenville
J. H. Rose High School	Greenville
Vance Senior High School	Henderson
Hendersonville High School	Hendersonville
Hickory High School	Hickory
Central High School	High Point
Southwest Guilford High School	High Point
T. Wingate Andrews High School	High Point
Orange High School	Hillsboro
South View Senior High School	Hope Mills
North Mecklenburg High School	Huntersville
Jacksonville High School	Jacksonville
Southwest High School	Jacksonville
White Oak High School	Jacksonville
Ashe Central High School	Jefferson
A. L. Brown High School	Kannapolis
Kings Mountain High School	Kings Mountain
Kinston High School	Kinston
North Lenoir High School	La Grange
Scotland High School	Laurinburg
Burns High School	Lawndale
Lexington Senior High School	Lexington
North Davidson High School	Lexington
Lincolnton High School	Lincolnton
Manteo High School	Manteo
McDowell County High School	Marion
Madison High School	Marshall
Northeast Guilford High School	McLeansville
Polk Central High School	Mill Spring
Monroe High School	Monroe
Union County Career Center	Monroe
East Burke High School	Morganton
Freedom High School	Morganton
Mount Airy Senior High School	Mount Airy
North Surry High School	Mount Airy

Avery County High School	Newland
Fred T. Foard High School	Newton
Newton Conover High School	Newton
Hobbton High School	Newton Grove
West Stanley High School	Oakboro
J. F. Webb High School	Oxford
Northwood High School	Pittsboro
Plymouth High School	Plymouth
Athens Drive High School	Raleigh
N. B. Broughton High School	Raleigh
William G. Enloe High School	Raleigh
Millbrook High School	Raleigh
Jesse O. Sanderson High School	Raleigh
Reidsville Senior High School	Reidsville
Roanoke High School	Robersonville
Richmond Senior High School	Rockingham
Northern Nash High School	Rocky Mount
Rocky Mount High School	Rocky Mount
Person Senior High School	Roxboro
Rutherfordton/Spindale High School	Rutherfordton
Salisbury High School	Salisbury
East Rowan High School	Salisbury
West Brunswick High School	Salisbury
Shelby Senior High School	Shelby
Jordan Matthews High School	Siler City
T. C. Roberson High School	Skyland
Smithfield/Selma High School	Smithfield
Greene Central High School	Snow Hill
Pinecrest High School	Southern Pines
South Brunswick High School	Southport
Alleghany High School	Sparta
Statesville Senior High School	Statesville
Tarboro High School	Tarboro
Wallace Rose Hill High School	Teachey
Thomasville Senior High School	Thomasville
Trinity Senior High School	Trinity
Anson Senior High School	Wadesboro
Northwest Ashe High School	Warrensville
James Kenan High School	Warsaw
Washington Senior High School	Washington
Tuscola Senior High School	Waynesville
Rockingham County Senior High School	Wentworth
Beaver Creek High School	West Jefferson
Williamston High School	Williamston
John C. Hoggard High School	Wilmington
E. A. Laney High School	Wilmington
New Hanover High School	Wilmington
Bertie High School	Windsor
The Career Center	Winston-Salem
Bartlett Yancey High School	Yanceyville

APPENDIX F



The College Board

45 Columbus Avenue, New York, New York 10023 6917
(212) 713-8000

August 20, 1986

Mr. Dennis G. Carroll
Post Office Box 614
Jamestown, NC 27282

Dear Mr. Carroll:

Many thanks for your heartening letter of August twelfth. It is good to note that you are surviving the summer; even better to know that you completed your doctoral examinations; and best of all to learn about your thesis.

Of course we have material on the AP Program's early years. And of course I shall be happy to help in whatever manner you suggest. In the meantime I enclose a set of statistics valid through 1985 and a promise to send you updates for 1986 if you want them.

About materials: A range of doctoral dissertations on various aspects of the Program have sketched its earlier years. (Bowers at Ohio State a couple years ago was especially good.) Donald Elwell's at Teachers College, Columbia (1967) was devoted to the Program's first ten years, but is probably more than you wish to read right now. (We have a copy here.)

A signal work in the Program's pre-natal history was Alan Blackmer's General Education in School and College, Harvard, 1952. It's a real classic. Indeed, we quote from it (on page 5) in our School Administrator's Guide, pages 5 through 8 of which may also serve you well.

You know better than I how alive and well AP is in North Carolina, where the Program grew by over 11% last year (and by more than 30% in the last two years). Of course there is still ample room for growth; but you should also note that 28 states have lower per capita uses of the Program than North Carolina's, including such otherwise civilized places as Michigan, Ohio, Pennsylvania, and Washington.

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Indeed, I well recall helping state authorities sketch out a plan for AP growth in North Carolina perhaps twelve years ago, with volumetric targets about one-tenth our current figures in the state. Much has happened since, both in the state and elsewhere. Especially remarkable in our eyes has been the emergence of the Solid South. Note, for instance, that the ten Southern states (by our definition) uniformly increased their per capita rates of AP use by truly meaningful, double-digit amounts. The average of their per capita increments in just one year (21.4) is what West Virginia has achieved in the Program's entire life.

And so on, and so on. It will be interesting -- and I hope fun -- to see where it all goes from here. In the meantime, I thank you for your willingness to help in other ways. For it is clear -- at least to me -- that the Program has only now begun to grow and, thus, that we have a built-in need for good and willing hands. So please accept my thanks both for your letter and your service, my congratulations on the examinations, and my warmest wishes for a pleasant fall.

Sincerely,

Harlan Hanson /ss

Harlan P. Hanson
Director
Advanced Placement Program

HPH:sjs
enclosures

cc. G. Freer