



**2003 United States Student Survey of High School Seniors
Participating in the
International Baccalaureate Program**

Executive Summary

Research Purpose

The purpose of this research was to:

- Evaluate test performance of participants in the IB Diploma Program on the Scholastic Assessment Test (SAT) and American College Test (ACT).
- Determine which universities in the United States receive the highest number of applications from participants in the IB Diploma Program and IB acceptance rates into these institutions.
- Investigate student performance on IB subject exams and Advanced Placement (AP) exams measuring understanding of similar concepts.
- Assess recognition of participants in the IB Diploma Program by certain national scholarship competitions.

Methodology

A survey was sent via email to all coordinators of IB Diploma Programs in the United States. Responses from thousands of Diploma and Certificate candidates throughout the United States were collected and analyzed.

Results

- Respondents obtained a mean SAT score of 1274. This score is significantly higher than the average SAT score of the total SAT test-taking population.
- The Diploma candidates' mean SAT score of 1300 was significantly higher than the mean SAT score of 1220 obtained by Certificate candidates.
- Respondents obtained a mean ACT score of 27.1. This score is significantly higher than the average ACT score of the total ACT test-taking population.

Results (continued)

- The Diploma candidates' mean ACT score of 27.8 was significantly higher than the mean ACT score of 25.3 obtained by Certificate candidates.
- A majority of respondents (98.5%) applied to a university or college, and IB acceptance rates into universities and colleges were higher than acceptance rates of the total applicant population.
- A considerable number of participants in the IB Diploma Program received recognition from the National Merit Scholar, National Achievement Scholar, and National Hispanic Scholar programs.
- Respondent scores on IB and AP exams that measured understanding of similar concepts were comparable.

Conclusion

Although additional research is needed, initial results seem to indicate that participants in the IB Diploma Program perform quite well on standardized tests, are accepted into colleges and universities at high rates, frequently receive national recognition for their academic performance and receive comparable scores on IB and AP exams measuring understanding of similar concepts. This seems to indicate that the IB Diploma Program provides quality curriculum to young adults and further implementation and government funding of the program should be considered.

2003 United States Student Survey of High School Seniors Participating in the International Baccalaureate Program

Since its inception, the International Baccalaureate (IB) Diploma Program (DP) has provided a multitude of students in their final years of secondary education with quality curriculum and rigorous, comprehensive assessment measures. “The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills” (A Basis for Practice, 2002). To obtain a diploma from the International Baccalaureate Organization, students must demonstrate thorough understanding of each of six subject areas: language A1, second language, individuals and societies, experimental sciences, mathematics and computer science and the arts. After completion of coursework in each of the six subject areas, students are expected to take the concurrent IB subject exam. “Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). In order to be awarded the diploma, a student must meet defined standards and condition, including a minimum total of 24 points and satisfactory completion of three diploma requirements” (Schools’ Guide to the Diploma Programme, 2002). Although all students are encouraged to participate in the full DP, those who do not meet all the requirements are awarded certificates for successfully completed classes and exams.

It is widely recognized that participation in a rigorous high school curriculum, like that of the IB DP, is one of the best predictors of whether a student will graduate from college (Answers in the Toolbox, 1999). For many years, universities and colleges throughout the world have demonstrated understanding of the educational value of the DP by recognizing the IB diploma as a secondary-school leaving certificate that effectively prepares students for post-secondary coursework. In addition, anecdotal evidence that participants in the DP perform well on various standardized assessments and are accepted to post-secondary institutions at higher rates than their peers has existed for years. “College-admissions officers at many schools say that . . . IB [has] acquired the status of [a] backstage pass at a rock concert. Selective universities begin to

ask questions if they see that applicants have not taken the tests available at their high school” (Mathews, 2003).

Although statements like these are encouraging, they are supported by little comprehensive quantitative research. In an effort to gather information about which post-secondary institutions IB students in the United States of America are applying, their acceptance rates into these institutions, their scores on the Scholastic Assessment Test (SAT) and American College Test (ACT) and the frequency in which students received national achievement awards, the International Baccalaureate North America (IB North America) developed and administered the IB North America Voluntary Data Form 2003 for Schools in the USA. This form was also administered in the United States in 2002. This report will focus on results from the 2003 form and provide basic comparisons with the 2002.

Method

Participants

Six thousand three hundred ninety two graduating high school seniors (2508 men, 3779 women, 105 refused to answer, mean age = 18.21) from 131 schools in 29 states submitted responses. Both full IB Diploma candidates and Certificate candidates submitted responses (4018 diploma candidates, 2369 certificate candidates, 5 refused to answer). An IB teacher or coordinator administered surveys to students in class. All students were informed that their participation in the survey was voluntary.

Materials

The survey contained two pages of questions. The first page asked participants to indicate their IB candidate number, assigned to all students that participate in the IB DP, gender, date of birth, ethnicity, highest ACT score, highest SAT math score, highest SAT verbal score and the university they would be attending. In addition, a chart requiring students to indicate the universities they had applied to and if they were denied admission, granted admission or granted early admission to these universities was included on the first page.

The second page contained questions that asked students to indicate if they had been recognized by the as a National Merit Scholar, National Achievement Scholar and/or National Hispanic Scholar. The National Merit Scholar program is an academic competition for recognition and scholarships. The National Achievement Scholar and National Hispanic Scholar programs are similar to the National Merit Scholar program, but they are designed to award outstanding Black and Hispanic students. If the student indicated that they had been recognized, they were also asked to indicate at what level, Finalist, Semi-finalist or Commended Scholar. Many students receive recognition as a Commended Scholar, but only a very few go on to become Semi-Finalists or Finalists. In addition, students were provided with a list of Advanced Placement (AP) examinations, administered by the College Board, and asked to indicate which, if any, they had taken, what year in high school they had taken it/them and the score(s) they received.

Procedure

Each IB program must identify an individual that will serve as the IB program coordinator. Required coordinator contact information, such as the mailing address, email address, telephone number and fax number, is maintained by IBNA in a frequently updated Microsoft Access database. Each IB coordinator's email address was collected from this database. In April 2003, emails were sent to all IB DP coordinators from schools in the United States of America with high school seniors that had participated in the DP. These emails contained a memorandum explaining the purpose of the survey, how and to whom the survey was to be administered, when and where it was to be returned and the actual survey.

IB DP coordinators were asked to print, make copies of and administer, or have an IB teacher administer, the survey during the May 2003 examination session to graduating seniors that had participated in the DP. Coordinators were specifically instructed to administer the survey to both Diploma and Certificate candidates. In addition, they were asked to instruct students that had taken College Board Advanced Placement (AP) exams to indicate the specific AP exams they had taken and their scores on the exams. Next, coordinators were asked to

print the predicted and actual IB exam scores for each student at their school to participate in the survey. This information is available through an online database that is easily accessible by the IB DP coordinator at each school.

Error Structure

Four thousand eighteen of a possible 9,029 Diploma candidates responded. This indicates a Diploma candidate response rate of 44.3%. Data on the grade level of Certificate candidates is not maintained and, therefore, an exact analysis of graduating Certificate candidate response rates is not possible. Assuming 50% of Certificate candidates at each school are in their junior year and the remaining 50% are high school seniors, response rates of Diploma and Certificate candidates were comparable for schools that met the assumed criteria.

There are many possible reasons for these fairly low response rates. Although all IB DP coordinators at schools with graduating seniors who had participated in the IB DP were emailed the memorandum and survey, it is possible that many did not print, make copies of and administer the survey. These actions require time and resources (paper, ink, etc.) that many IB coordinators and teachers may have not been able to provide. In addition, coordinators were asked to return completed surveys by mail, and although minimal, many schools may not have had the funds to allow the forms to be mailed. In addition, participation in the survey was completely voluntary, so it is possible that the external validity of the study was affected by volunteer bias.

Although we recognize the possible presence of volunteer bias and non-response error in this survey, we believe our sample is sufficiently representative of the United States IB population. Schools from 29 of the possible 42 IB states responded. Twelve of the schools to respond were private institutions, and the remaining 119 schools were public. In addition, 40% of respondents indicated membership in an ethnic minority (Figure 1a). A similar proportion of respondents from ethnic minorities responded in 2002 (Figure 1b). The proportion of males and females to respond (39.9% male, 61.1% female) was similar to the eligible population (41.2%

male, 58.8% female). These sample characteristics seem to indicate that respondents were similar to the eligible population.

Lastly, many schools have instituted criteria for admission into the IB DP at their school. Test scores, grade point averages and teacher recommendations are just a few of the possible factors considered for admission into some IB programs. This indicates that students are admitted into the program, because they are intelligent and highly motivated. Individuals should take this into account when comparing IB students to the overall population. Correlation of IB students and test scores, university acceptance rates, etc. does not, necessarily, demonstrate causation.

Results

Data coding, entry and basic analyses were performed by a market research company, Shugoll Research, in Washington DC. Data on total populations of candidates was obtained through an online Oracle Discoverer database that is maintained by the International Baccalaureate Organization (IBO) in Cardiff, Wales.

Most respondents (79.3%) indicated that they had taken the Scholastic Assessment Test (SAT). The mean SAT score for all respondents was 1274 ($SD = 148$). Diploma candidates ($N = 3399$) obtained a mean SAT score of 1300 ($SD = 145$), and Certificate candidates ($N = 1667$) obtained a mean score of 1220 ($SD = 145$). Scores followed a Gaussian distribution; therefore, t-tests were used to analyze group means. With an alpha level of .05, an independent samples t-test indicated a significant difference between the SAT scores of Certificate and Diploma candidates, $t(5064) = 18.4$, $p < .05$. In addition, with an alpha level of .05, an independent samples t-test indicated a significant difference between the SAT score for Diploma candidates that did not earn the diploma ($N = 509$, $M = 1198$, $SD = 129.9$) and those that did ($N = 2323$, $M = 1338$, $SD = 126.7$), $t(2830) = 22.5$, $p < .05$. The 2003 respondent SAT scores (Figure 2a) were similar to scores of respondents in 2002 (Figure 2b). Please note, final attainment results were not available for all candidates; therefore, candidates for which a final result of attainment was

not available were not included in the analysis of Diploma candidates that did or did not obtain an IB diploma.

A much smaller portion of candidates (37.1%) indicated that they had taken the American College Test (ACT). The mean score for all respondents was 27.1 ($SD = 3.89$). Diploma candidates ($N = 1679$) obtained a mean score of 27.8 ($SD = 3.53$), and Certificate candidates ($N = 693$) obtained a mean score of 25.3 ($SD = 4.14$). Scores followed a Gaussian distribution; therefore, t-tests were used to analyze group means. With an alpha level of .05, an independent samples t-test indicated a significant difference between the ACT scores of Certificate and Diploma candidates, $t(2370) = 14.9$, $p < .05$. In addition, with an alpha level of .05, an independent samples t-test indicated a significant difference between the ACT score for Diploma candidates that did not earn the diploma ($N = 268$, $M = 24.8$, $SD = 3.11$) and those that did ($N = 1089$, $M = 28.5$, $SD = 3.18$), $t(1355) = 17.1$, $p < .05$. The 2003 ACT scores (Figure 3a) were similar to the scores of respondents in 2002 (Figure 3b). Again, please note that the final attainment results were not available for all candidates; therefore, candidates for which a final result of attainment was not available were not included in the analysis of Diploma candidates that did or did not obtain an IB diploma.

Next, 98.5% of respondents indicated that they had applied for admission and 97% indicated that they had been admitted to a university or college. In addition, 22.9% indicated that they had received early admission to a university or college. The University of Florida and Virginia Polytechnic Institute and State University received the highest proportions of applications from respondents (Figure 4). The largest proportions of respondents attended high schools in Florida (18.6%) and Virginia (19.2%), so the high number of respondent applications to universities in Florida and Virginia is not unusual. All respondents tended to be granted acceptance at a higher rate than the total population, and Diploma candidates were granted admission at a much higher rate than the total population (Figure 5).

Next, 61.5% of respondents indicated they had taken an Advanced Placement (AP) exam. The highest proportions of respondents took the United States History exam and English

Literature exam (Figure 6a). These were also the most popular exams in 2002 (Figure 6b). Respondents took an average of 3.5 AP exams. The English A1 Higher Level exam and History of the Americas Higher Level exam were the most popular IB exams taken by respondents (Figure 7a). These were also the most popular exams taken by respondents in 2002 (Figure 7b). Although additional research is needed, scores on the various IB and AP exams measuring understanding of similar concepts appear to be highly correlated (Appendix A).

Several respondents indicated that they had received recognition from the National Merit, National Achievement and/or National Hispanic Scholars programs. Nine hundred seventy one IB students received recognition from the National Merit Program. Most of the students recognized (86%) were Diploma Candidates. Of the total respondents recognized, 40.5% went on to become Semi-Finalists or Finalists. In addition, 154 were recognized as National Achievement Scholars. Most of the respondents recognized (74.6%) were Diploma candidates, and of the total respondents recognized, 50% went on to become Semi-Finalists or Finalists. Lastly, 54 candidates indicated that they had received recognition from the National Hispanic Scholar program. Of those indicating recognition, 84.6% were Diploma candidates. In addition, of the total respondents indicating recognition, 86% were recognized as Semi-Finalists or Finalists.

Discussion

The results of the present study indicate that participants in the International Baccalaureate (IB) Diploma Program (DP) receive extremely high scores on the SAT. A one-sample t-test indicated that the average score of respondents ($\underline{M} = 1274$, $\underline{SD} = 148$) was significantly higher than that of the total population ($\underline{M} = 1026$), $t(5068) = 117.7$, $p < .05$. Diploma candidates received significantly higher SAT scores than Certificate candidates. Diploma candidates that received their IB diploma received higher scores than those that did not, and Certificate candidates that took three or more IB classes/ exams received higher SAT scores than those that only took one or two IB classes/exams.

In addition, results indicate that IB DP participants receive extremely high scores on the ACT. An independent samples t-test indicated that the average score of respondents (\underline{M} = 27.1, \underline{SD} = 3.89) was significantly higher than the average score obtained by the total population (\underline{M} = 20.8, \underline{SD} = 4.8, $t = 63.95$, $p < .05$). Diploma candidates received significantly higher scores than Certificate candidates, and Diploma candidates that obtained their IB diploma received significantly higher scores than Diploma candidates that did not obtain their diploma.

Next, an overwhelming percentage of respondents applied and received admission to a university or college. Respondents were accepted at a higher rate than the total population, and Diploma candidates were admitted at a much higher rate than the total population. In addition, most respondents also took an AP exam, and scores on AP and IB exams that measured similar concepts appeared to be highly correlated. However, the sample of students to take an IB and AP exam that measured understanding of a similar subject was insufficient to allow for generalization to the total population.

To ensure that participation in the IB DP provided students with the knowledge and skills that permitted them to obtain higher SAT and ACT scores than the total population, comparisons of scores between IB students and similarly skilled students that did not participate in the IB program are needed. In addition, acceptance rates and the questions/format of the ACT and SAT are constantly changing. Periodic studies similar to this should be performed to determine any change in candidate characteristics.

References

- ACT (2003). ACT Scores Steady Despite Record Number of Test Takers. Iowa City, IA.
- College Board. (2002). College Bound Seniors: A Profile of SAT Program Test Takers. New York, NY.
- College Board. (2003). SAT Verbal and Math Scores Up Significantly as a Record-breaking Number of Students Take the Test (Issue Brief No. 218). New York, NY.
- International Baccalaureate Organization. (2002). A Basis for Practice: The Diploma Programme [Brochure].
- International Baccalaureate Organization. (2002). Schools' Guide to the Diploma Programme [Brochure].
- Mathews, Jay. (2003, June 2). 100 Best High Schools in America. Newsweek, 141, 48-54.
- Ranking the Colleges. (2004). U.S. News and World Report: America's Best Colleges.
- U.S. Department of Education. (1999). Answers in the Toolbox: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment. Jessup, MD: Clifford Adelman.

Figure 1a

Ethnic Composition of Survey Respondents in 2003

Due to rounding and multiple response, percentages do not add to 100.

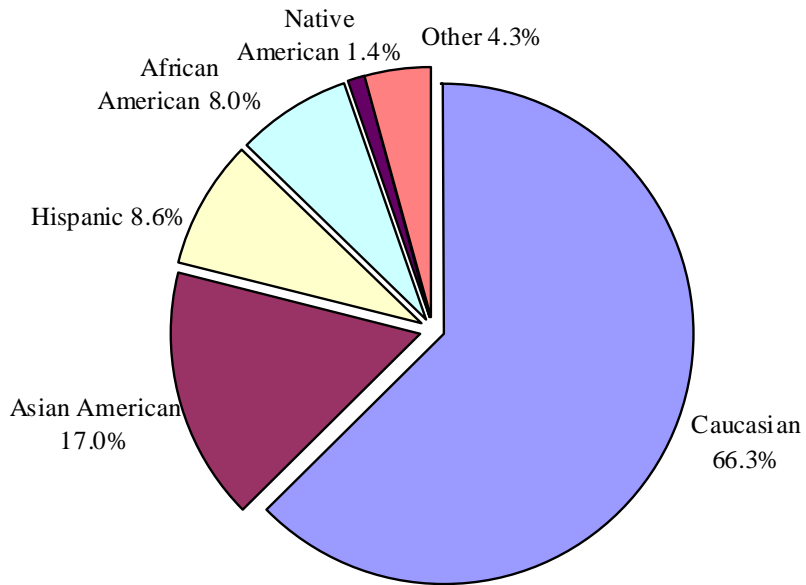


Figure 1b

Ethnic Composition of Survey Respondents in 2002

Due to rounding and multiple response, percentages do not add to 100.

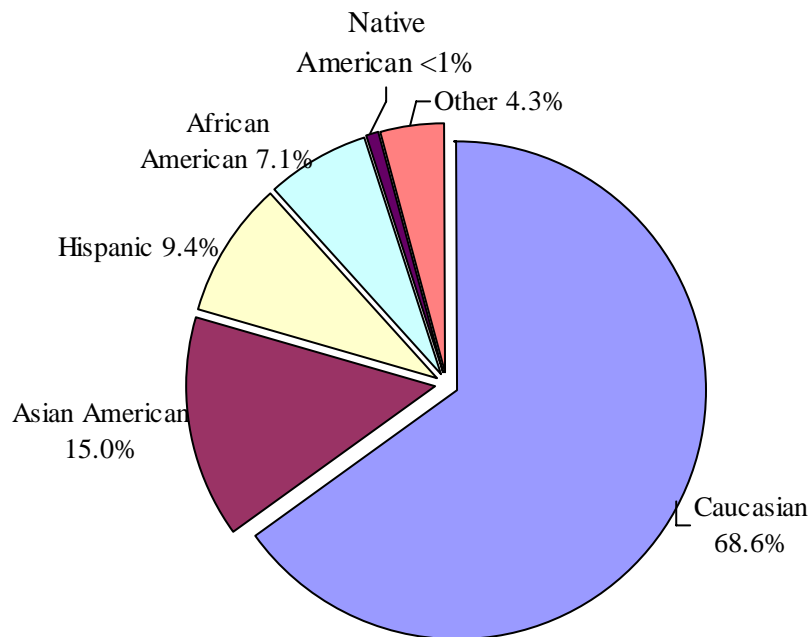


Figure 2a
Respondent SAT Scores in 2003
 Total population scores obtained from The College Board (2003).

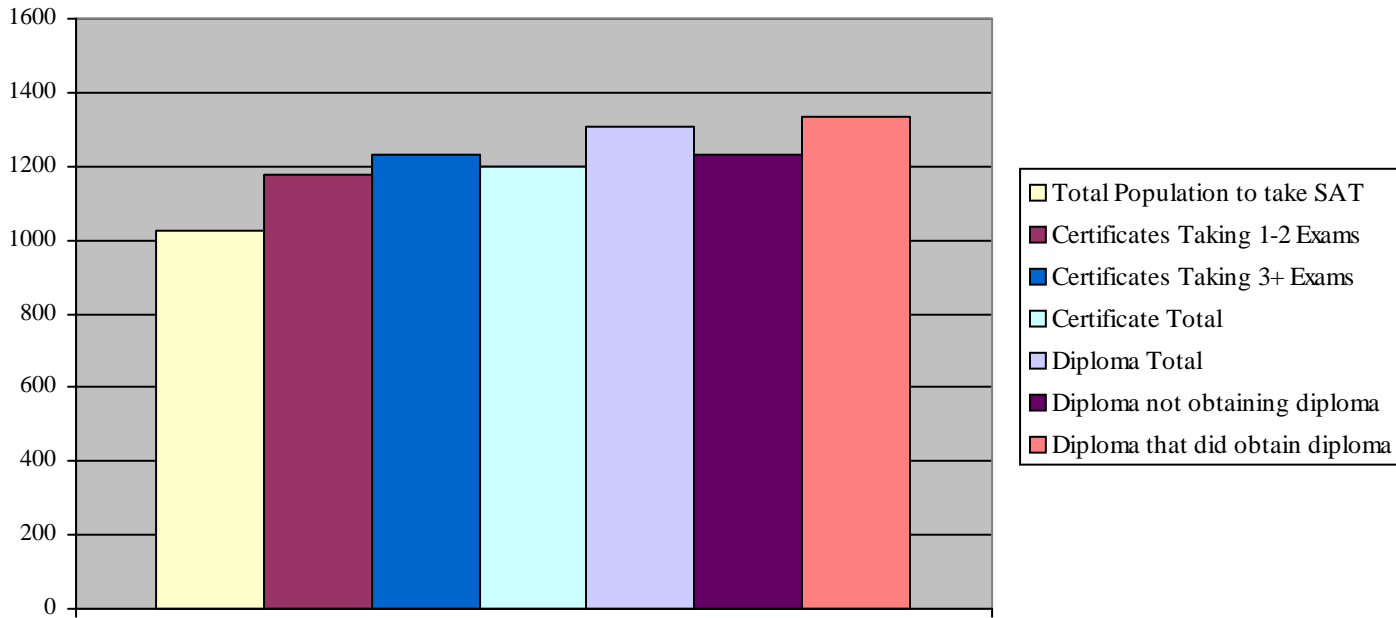


Figure 2b
Respondent SAT Scores in 2002
 Total population scores obtained from The College Board (2002).

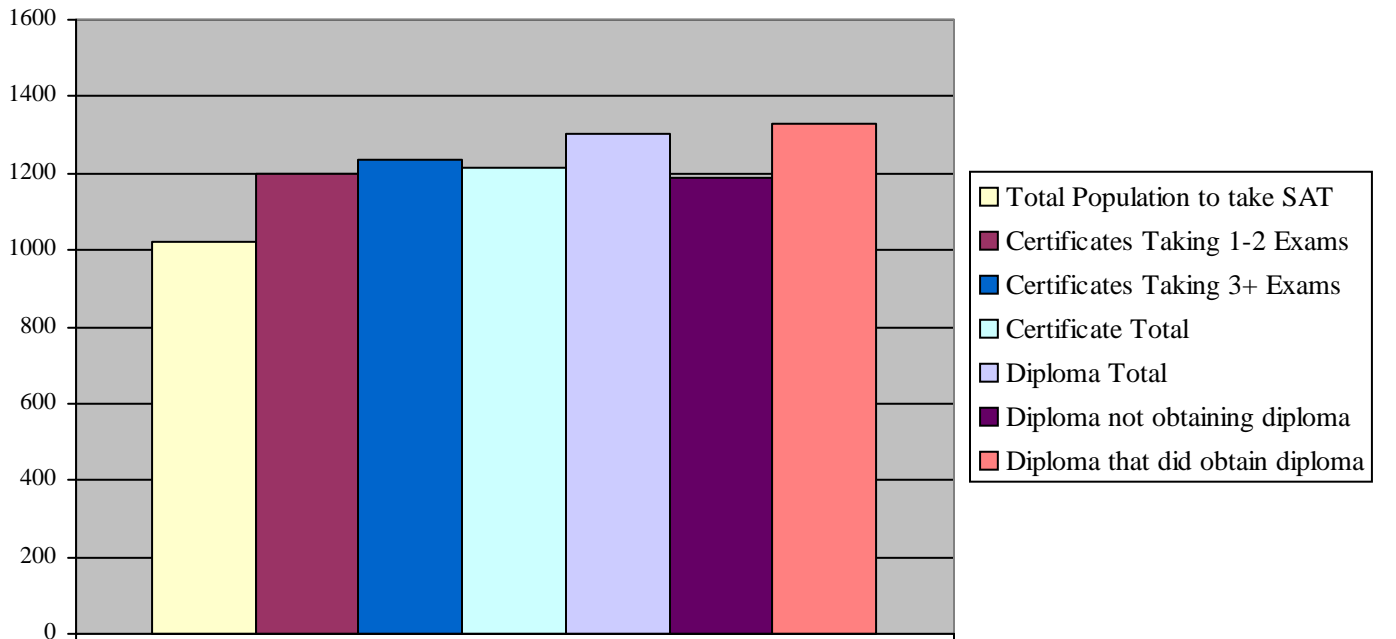


Figure 3a
Respondent ACT Scores in 2003
 Total population score obtained from ACT (2004).

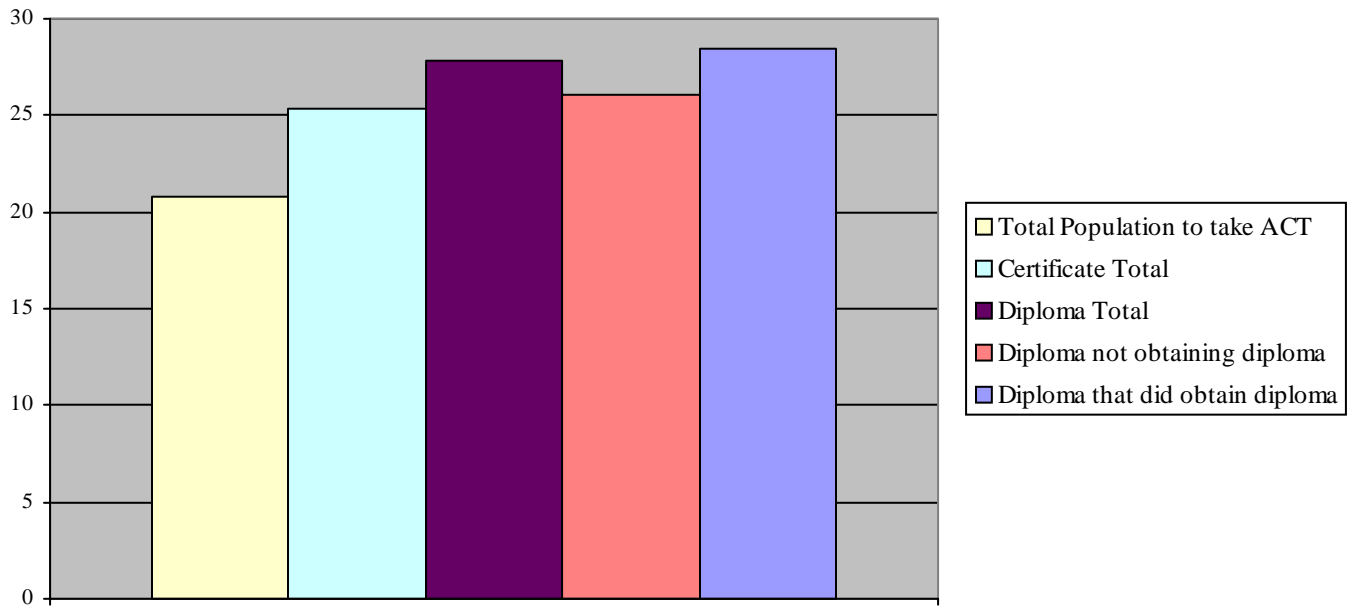


Figure 3b
Respondent ACT Scores in 2002
 Total population score obtained from ACT (2004).

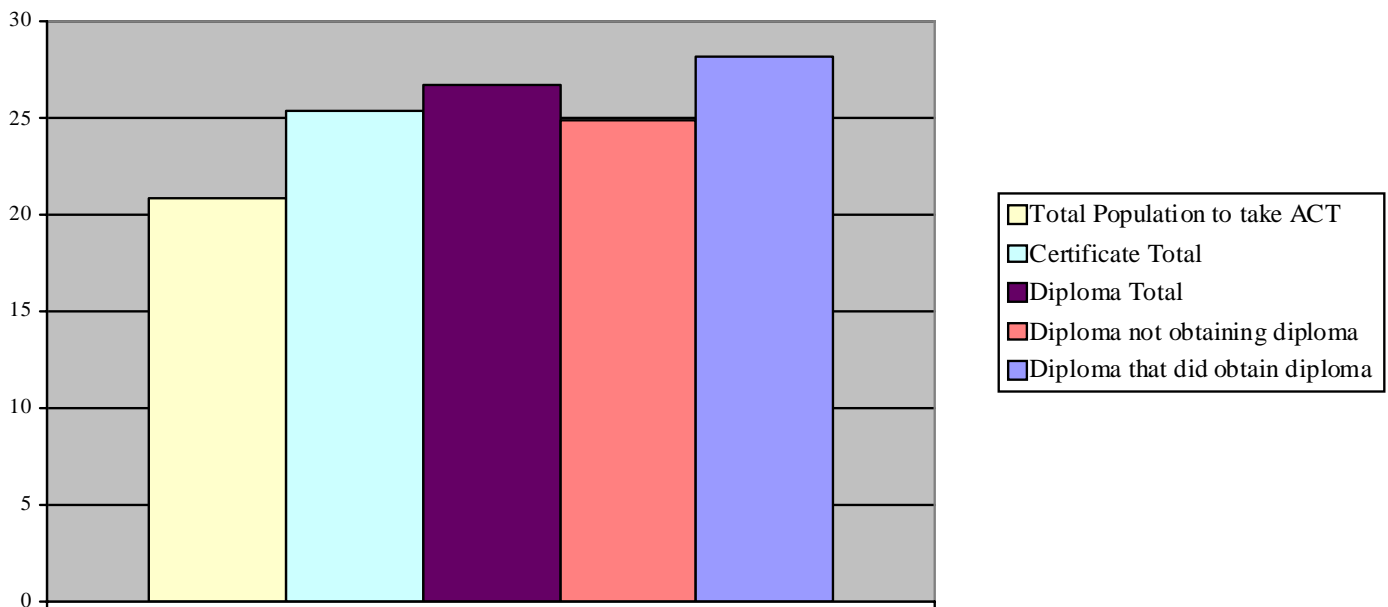


Figure 4
Respondents' Most Applied to Universities and Colleges in 2003

University or College	Number of IB Applicants	% Total Respondents Applying to University
University of Florida	786	12.5%
Virginia Polytechnic Institute and State University	605	9.6%
James Madison University	544	8.6%
University of Virginia	513	8.1%
University of California, Los Angeles	498	7.9%
University of California, San Diego	451	7.2%
University of California, Berkeley	421	6.7%
Florida State University	410	6.5%
George Mason University	405	6.4%
University of California, Irvine	366	5.8%
College of William and Mary	357	5.7%
Harvard University	312	5.0%
Duke University	304	4.8%
Stanford University	279	4.4%
New York University	279	4.4%
University of Central Florida	278	4.4%
University of North Carolina, Chapel Hill	277	4.4%
Yale University	252	4.0%
University of California, Santa Barbara	250	4.0%
University of Southern California	248	3.9%

Figure 5
Acceptance Rates of Respondents and Total Population

University or College	Total Population Acceptance Rate	All IB Candidates Acceptance Rate	Diploma Candidate Acceptance Rate
University of Florida	58.0%	88.4%	88.9%
Virginia Polytechnic Institute	66.0%	67.9%	80.2%
James Madison University	58.0%	65.1%	76.9%
University of Virginia	39.0%	55.9%	61.3%
University of California, Los Angeles	24.0%	41.4%	48.5%
University of California, San Diego	41.0%	60.5%	65.6%
University of California, Berkeley	24.0%	45.4%	50.6%
Florida State University	70.0%	92.9%	94.6%
George Mason University	66.0%	88.4%	97.5%
University of California, Irvine	56.0%	85.5%	89.9%
College of William and Mary	35.0%	49.3%	53.9%
Harvard University	11.0%	12.5%	12.1%
Duke University	25.0%	36.2%	39.4%
Stanford University	13.0%	16.8%	17.6%
New York University	33.0%	47.0%	52.8%
University of Central Florida	62.0%	95.7%	95.9%
University of North Carolina, Chapel Hill	35.0%	57.8%	63.6%
Yale University	13.0%	14.3%	15.1%
University of California, Santa Barbara	51.0%	69.2%	74.8%
University of Southern California	30.0%	69.0%	76.7%

The total population acceptance rates were obtained from U.S. New and World Report (2004).

Figure 6a
Respondents' Most Taken AP Exams in 2003

AP Subject Exam	Number of Exams Taken by Respondents	Percent of Total Exams Taken by Respondents
U.S. History	2083	15.3%
English Literature	1400	10.3%
European History	1276	9.3%
Calculus AB	1247	9.1%
English Language	1134	8.3%
Biology	844	6.2%
Spanish Language	776	5.7%
U.S. Government and Politics	610	4.5%
Calculus BC	607	4.4%
Psychology	560	4.1%
Chemistry	525	3.8%
Statistics	454	3.3%
Physics B	401	2.9%
French Language	240	1.8%
Macroeconomics	235	1.7%

Figure 6b
Respondents' Most Taken AP Exams in 2002

AP Subject Exam	Number of Exams Taken by Respondents	Percent of Total Exams Taken by Respondents
US History	2057	15.4%
English Literature	1663	12.5%
English Language	1253	9.4%
European History	1196	9.0%
Calculus AB	1084	8.1%
Biology	878	6.6%
Spanish Language	682	5.1%
Psychology	585	4.4%
US Government and Politics	563	4.2%
Statistics	441	3.3%
Chemistry	441	3.3%
Calculus BC	436	3.3%
Physics B	349	2.6%
Macroeconomics	284	2.1%
French Language	268	2.0%

Figure 7a
Respondents' Most Taken IB Exams in 2003

IB HL/SL Subject Exam	Number Exams Taken by Respondents	Percent of Total Exams Taken by Respondents	Percent of Respondents to Take Exam
English A1 HL	5326	15.9%	83.7%
History of the Americas HL	3703	11.0%	58.2%
Spanish B SL	2388	7.1%	37.5%
Biology HL	2187	6.5%	34.4%
Mathematical Studies SL	2151	6.4%	33.8%
Mathematical Methods SL	2007	6.0%	31.6%
French B SL	1035	3.1%	16.3%
Psychology SL	911	2.7%	14.3%
Physics SL	785	2.3%	12.3%
History of Europe HL	777	2.3%	12.2%
Chemistry SL	672	2.0%	10.6%
Mathematics HL	666	2.0%	10.5%
Biology SL	595	1.8%	9.4%
Chemistry HL	585	1.7%	9.2%

Figure 7b
Respondents' Most Taken IB Exams in 2002

IB HL/SL Subject Exam	Number Exams Taken by Respondents	Percent of Total Exams Taken by Respondents	Percent of Respondents to Take Exam
English A1 HL	4628	15.8%	85.6%
History of the Americas HL	3021	10.3%	55.9%
Spanish B SL	2432	8.3%	45.0%
Biology HL	2240	7.7%	41.4%
Mathematical Studies SL	1851	6.3%	34.2%
Mathematical Methods SL	1707	5.8%	31.6%
French B SL	937	3.2%	17.3%
History of Europe HL	903	3.1%	16.7%
Psychology SL	845	2.9%	15.6%
Physics SL	646	2.2%	11.9%
Chemistry HL	543	1.9%	10.0%
Mathematics HL	538	1.8%	10.0%
Biology SL	527	1.8%	9.7%
Chemistry SL	452	1.5%	8.4%

Appendix A

Comparison of AP and IB Exam Scores from Respondents to Take Similar Exams**2003 IB SL Spanish B and AP Spanish**

<i>Respondents to Take Both</i>	428	
IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (372 out of 428)	143	38.4%
IB Score of 6-7 (228 out of 428)	131	57.5%
IB Score of 7 (79 out of 428)	65	82.3%

2003 IB SL French B and AP French Language

<i>Respondents to Take Both</i>	139	
IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (106 out of 139)	37	34.9%
IB Score of 6-7 (57 out of 139)	34	59.6%
IB Score of 7 (14 out of 139)	12	85.7%

2003 IB SL Physics and AP Physics B

<i>Respondents to Take Both</i>	132	
IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (75 out of 132)	49	65.3%
IB Score of 6-7 (41 out of 132)	34	82.9%
IB Score of 7 (15 out of 132)	15	100.0%

IB SL Psychology and AP Psychology

<i>Respondents to Take Both</i>	214	
IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (122 out of 214)	90	73.8%
IB Score of 6-7 (42 out of 214)	37	88.1%
IB Score of 7 (7 out of 214)	7	100.0%

IB SL Biology and AP

Biology

<i>Respondents to Take Both</i>	108	
IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (45 out of 108)	21	46.7%
IB Score of 6-7 (11 out of 108)	10	90.9%
IB Score of 7 (2 out of 108)	2	100.0%

IB SL Chemistry and AP Chemistry

<i>Respondents to Take Both</i>	204	
IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (125 out of 204)	67	53.6%
IB Score of 6-7 (62 out of 204)	43	69.4%
IB Score of 7 (16 out of 204)	15	93.8%

IB SL Economics and AP Macroeconomics

<i>Respondents to Take Both</i>	93	
IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (74 out of 93)	53	71.6%
IB Score of 6-7 (33 out of 93)	28	84.8%
IB Score of 7 (11 out of 93)	9	81.8%

IB SL Math Methods and AP Calculus AB

<i>Respondents to Take Both</i>	536	
IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (410 out of 536)	204	49.8%
IB Score of 6-7 (262 out of 536)	166	63.4%
IB Score of 7 (103 out of 536)	89	86.4%

IB SL Math Studies and AP Statistics

<i>Respondents to Take Both</i>	93
---------------------------------	----

IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (84 out of 93)	25	29.8%
IB Score of 6-7 (53 out of 93)	23	43.4%
IB Score of 7 (14 out of 93)	7	50.0%

IB HL Mathematics and AP Calculus BC

<i>Respondents to Take Both</i>		<i>287</i>
IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (149 out of 287)	129	86.6%
IB Score of 6-7 (70 out of 287)	66	94.3%
IB Score of 7 (21 out of 287)	19	90.5%

IB SL History and AP US History

<i>Respondents to Take Both</i>		<i>99</i>
IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (69 out of 99)	34	49.3%
IB Score of 6-7 (39 out of 99)	21	53.8%
IB Score of 7 (11 out of 99)	7	63.6%

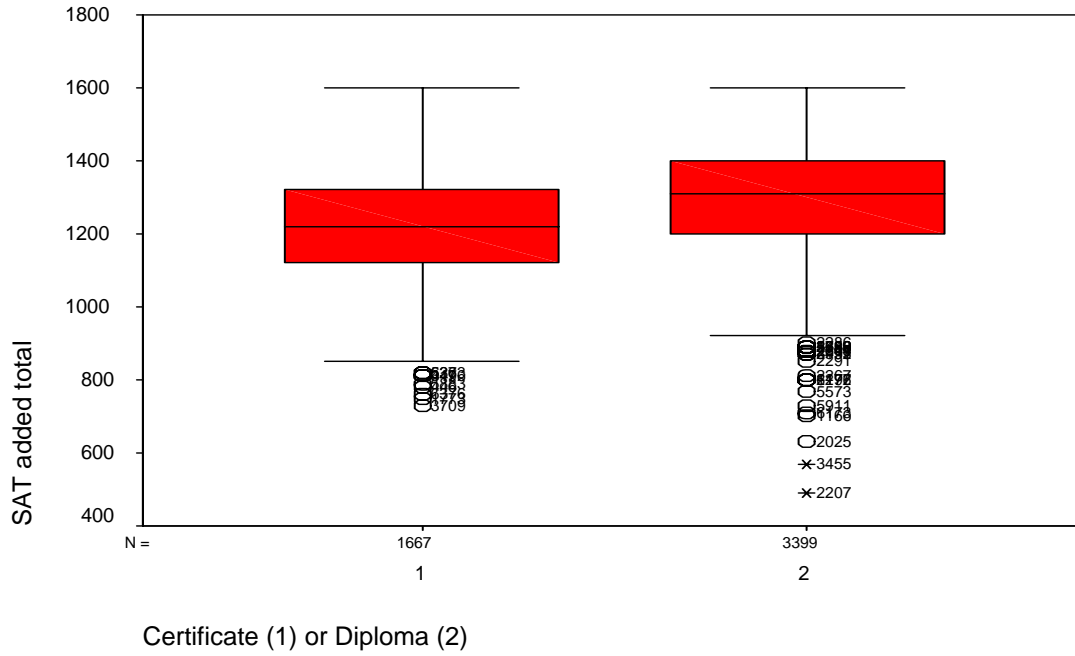
IB SL History and AP European History

<i>Respondents to Take Both</i>		<i>84</i>
IB Score Received	Respondents receiving an AP Score of 4 or 5	Percent Respondents Receiving an AP Score of 4 or 5
IB Score of 5-7 (63 out of 84)	32	50.7%
IB Score of 6-7 (35 out of 84)	19	54.3%
IB Score of 7 (11 out of 84)	7	63.6%

Technical Notes

Distribution of SAT (Figure 9a) and ACT (Figure 9b) scores followed the Gaussian distribution; therefore, independent samples t-tests were used to test group means.

Distribution of Respondent SAT Scores in 2003



Distribution of Respondent ACT Score in 2003

