



AP[®]

SUMMARY OF AP EXAMINATION SCORES REPORTED TO

Savannah State University

Member Since 1966

2018

College Board Code: 5609

Table of Contents

3	Introduction
5	Overview of Exam Taker Scores Reported - Institution and Total Cohort Results
6	Overview of Exam Taker Scores Reported - Three-Year Trend
10	Overview of Exam Taker Scores Reported - Parent Education Level and Low-Income Trends
11	Exams by Discipline
12	Distribution of Exam Scores Reported, by Cohort Year
13	Exam Participation & Performance - Exam Scores, Gender and Exam Taker Origin
16	Exam Participation & Performance - Ethnicity and Low-Income Demographics
19	In-State High Schools with the Highest Volumes of Scores Reported
20	Out-of-State High Schools with the Highest Volumes of Scores Reported
21	Non-US High Schools with the Highest Volumes of Scores Reported
22	Data Notes

In 2018, 53 high school graduates sent AP exam scores to your campus.*

As of 2012, nearly 90% of students nationwide attended high schools offering Advanced Placement® (AP®). A recent research study indicates that:

- AP participation increased by 35 percent between 2000 and 2009, with no corresponding drop in test scores, demonstrating that the program continued to grow while maintaining its high level of quality.
- The College Board continues to make efforts to help underrepresented students realize that they are ready to take on advanced coursework through tools like AP Potential.**

Additionally, over the past ten years:

- The number of students taking AP exams has increased 90% to over 2.8 million students nationwide taking an AP exam in 2018.
- AP has become more diverse – over 50% of the high schools that offer AP are now in rural areas or large cities. The number of underrepresented minority and low-income students taking AP courses has nearly doubled.

College students say that the promise of credit and placement motivates them to take on the challenge of AP, positioning them for success on campus and in their later careers.

Yet, each year, a significant number of college freshmen do not send their qualifying AP exam scores to their campuses for credit or placement. You can help these students by emphasizing the value of sending AP scores on-time and directing students to apstudents.collegeboard.org to send their scores. Remember to tell your entering freshmen to add your institution's CEEB code, 5609, to their answer sheets when they take their AP examinations.

Most importantly, your campus can also help students by having a transparent credit and placement policy. A strong, evidence-based policy ensures students the opportunities they've earned to dig deeper into their passions and have enriching four-year college experiences. A well-articulated policy:

- Improves enrollment efficiency for higher education through seamless course articulation for incoming transfer students
- Enhances student outcomes with increased credit portability and degree completion rates
- Reduces duplication or accumulation of excess credit hours
- Increases economic flexibility for students and families.

*The students in this report have more than a 90% likelihood of matriculation at your institution.

**Read the full study "AP at scale: Public school students in Advanced Placement, 1990-2013" at <https://www.aei.org/publication/ap-at-scale-public-school-students-in-advanced-placement-1990-2013/>

AP Credit and Placement Policies

It is important to know that five AP Courses and Exams have recently been released or updated. According to the College Board's records, Savannah State University has policies for none of these new courses publicly available.

Your campus has not yet reported policies for these new exams:

- AP Physics 1
- AP Physics 2
- AP Seminar
- AP Research
- AP Computer Science Principles

Our records indicate that your campus does not yet have policies for 28 exams. You can view the most recent credit and placement policies for your institution by visiting your campus's Big Future page at bigfuture.org/savannah-state-university

You can access materials to develop credit and placement policies for all of these courses by going to [APHigherEd.org/setting-credit-placementpolicy](https://aphighered.org/setting-credit-placementpolicy).

For more information about credit and placement policies and the new AP exams, please contact us at APHigherEd@collegeboard.org.

For AP research reports and information, please visit: <https://research.collegeboard.org/programs/ap>

Overview of Exam Taker Scores Reported

Institution and Total Cohort Results



	Savannah State University				University System of Georgia				Total Cohort ²			
	# of Exam Takers Reported ¹	% of Total Exam Takers Reported	# of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher ⁴	# of Exam Takers Reported ¹	% of Total Exam Takers Reported	# of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher ⁴	# of Exam Takers	% of Total Exam Takers	# of Exam Scores	# of Exam Takers Scoring 3 or Higher ⁴
All												
Total	53	100.0%	125	13	17,317	100.0%	93,108	14,300	1,444,999	100.0%	4,909,879	899,439
Change from last year	-42.4%		-39.3%	-27.8%	+2.7%		+6.9%	+5.4%	+5.6%		+6.0%	+5.1%
Exam Taker Origin⁵												
In-State	39	73.6%	89	11	14,840	85.7%	77,273	12,116	N/A	N/A	N/A	N/A
Change from last year	-43.5%		-40.7%	-8.3%	-0.7%		+2.6%	+1.7%				
Out-of-State	14	26.4%	36	2	2,335	13.5%	15,086	2,051	N/A	N/A	N/A	N/A
Change from last year	-39.1%		-35.7%	-66.7%	+27.2%		+32.3%	+29.4%				
Non-US	0	0.0%	0	0	142	0.8%	749	133	51,441	3.6%	154,061	39,374
Change from last year					+73.2%		+89.6%	+77.3%	+11.3%		+11.2%	+9.5%
Gender												
Female	40	75.5%	96	10	9,685	55.9%	49,055	7,825	812,872	56.3%	2,698,035	496,479
Change from last year	-39.4%		-37.3%	-37.5%	+3.6%		+6.9%	+6.6%	+5.7%		+6.1%	+5.4%
Male	13	24.5%	29	3	7,632	44.1%	44,053	6,475	632,127	43.7%	2,211,844	402,960
Change from last year	-50.0%		-45.3%	+50.0%	+1.6%		+6.9%	+3.9%	+5.6%		+5.8%	+4.9%
Race/Ethnicity *												
American Indian	0	0.0%	0	0	20	0.1%	78	14	5,374	0.4%	12,879	2,029
Change from last year					-25.9%		-29.7%	-30.0%	+6.9%		+5.2%	+9.9%
Asian	0	0.0%	0	0	2,415	13.9%	18,306	2,214	171,378	11.9%	806,877	129,429
Change from last year					+19.1%		+23.4%	+23.5%	+10.3%		+11.5%	+10.7%
Black	42	79.2%	99	7	2,360	13.6%	8,873	1,297	118,125	8.2%	311,423	37,177
Change from last year	-41.7%		-38.1%	-30.0%	-4.5%		-0.9%	+5.5%	+5.8%		+5.8%	+6.8%
Hispanic or Latino ⁶	7	13.2%	19	5	1,977	11.4%	8,988	1,549	343,345	23.8%	1,050,142	196,162
Change from last year	-22.2%		-13.6%	+25.0%	+2.6%		+2.7%	+6.8%	+10.1%		+8.4%	+8.3%
Pacific Islander	0	0.0%	0	0	12	0.1%	57	8	2,896	0.2%	7,864	1,167
Change from last year	-100.0%		-100.0%	-100.0%	-20.0%		-14.9%	-11.1%	+22.1%		+14.9%	+12.4%
White	2	3.8%	2	1	9,688	55.9%	52,358	8,514	721,541	49.9%	2,452,234	484,222
Change from last year	-33.3%		-50.0%		+1.0%		+3.9%	+1.2%	+2.4%		+2.9%	+2.0%
Two or more races	1	1.9%	4	0	715	4.1%	3,759	595	60,076	4.2%	213,426	37,643
Change from last year	-83.3%		-66.7%	-100.0%	+2.7%		+8.0%	+5.5%	+13.8%		+11.4%	+11.0%
Other	0	0.0%	0	0	3	0.0%	16	3	746	0.1%	1,320	292
Change from last year					-50.0%		0.0%	+50.0%	-70.0%		-67.4%	-64.0%
No Response	1	1.9%	1	0	127	0.7%	673	106	21,518	1.5%	53,714	11,318
Change from last year	0.0%		-50.0%	-100.0%	+19.8%		+39.9%	+16.5%	+0.1%		+8.2%	+7.7%
SES												
Low-income ⁷	27	50.9%	70	8	3,761	21.7%	17,827	2,624	390,523	27.0%	1,265,988	199,080
Change from last year	-50.0%		-48.9%	-20.0%	-5.5%		-5.2%	+0.3%	+6.8%		+6.1%	+6.4%

* Beginning with the 2015-16 school year, the collection and reporting of race/ethnicity was updated to reflect U.S. Department of Education guidelines. For additional details, please refer to the Race and Ethnicity note on page 23.

Overview of Exam Taker Scores Reported - Three-Year Trend

Savannah State University



		2018				2017				2016			
		# of Exam Takers Reported ¹	% of Total Exam Takers Reported	# of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher ⁴	# of Exam Takers Reported ¹	% of Total Exam Takers Reported	# of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher ⁴	# of Exam Takers Reported ¹	% of Total Exam Takers Reported	# of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher ⁴
All	Total	53	100.0%	125	13	92	100.0%	206	18	92	100.0%	207	16
	Change from previous year	-42.4%		-39.3%	-27.8%	0.0%		-0.5%	+12.5%	-20.0%		-17.5%	-11.1%
Exam Taker Origin ⁵	In-State	39	73.6%	89	11	69	75.0%	150	12	66	71.7%	139	6
	Change from previous year	-43.5%		-40.7%	-8.3%	+4.5%		+7.9%	+100.0%	-23.3%		-21.0%	-33.3%
	Out-of-State	14	26.4%	36	2	23	25.0%	56	6	26	28.3%	68	10
	Change from previous year	-39.1%		-35.7%	-66.7%	-11.5%		-17.6%	-40.0%	-10.3%		-9.3%	+11.1%
Non-US	Non-US	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
	Change from previous year												
Gender	Female	40	75.5%	96	10	66	71.7%	153	16	60	65.2%	140	12
	Change from previous year	-39.4%		-37.3%	-37.5%	+10.0%		+9.3%	+33.3%	-28.6%		-21.8%	+20.0%
	Male	13	24.5%	29	3	26	28.3%	53	2	32	34.8%	67	4
Change from previous year	Change from previous year	-50.0%		-45.3%	+50.0%	-18.8%		-20.9%	-50.0%	+3.2%		-6.9%	-50.0%
	American Indian	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Change from previous year	Change from previous year												
	Asian	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Change from previous year	Change from previous year												
	Black	42	79.2%	99	7	72	78.3%	160	10	81	88.0%	173	10
Change from previous year	Change from previous year	-41.7%		-38.1%	-30.0%	-11.1%		-7.5%	0.0%				
	Hispanic or Latino ⁶	7	13.2%	19	5	9	9.8%	22	4	4	4.3%	15	2
Change from previous year	Change from previous year	-22.2%		-13.6%	+25.0%	+125.0%		+46.7%	+100.0%				
	Pacific Islander	0	0.0%	0	0	1	1.1%	6	1	0	0.0%	0	0
Change from previous year	Change from previous year	-100.0%		-100.0%	-100.0%								
	White	2	3.8%	2	1	3	3.3%	4	0	5	5.4%	16	4
Change from previous year	Change from previous year	-33.3%		-50.0%		-40.0%		-75.0%	-100.0%				
	Two or more races	1	1.9%	4	0	6	6.5%	12	2	2	2.2%	3	0
Change from previous year	Change from previous year	-83.3%		-66.7%	-100.0%	+200.0%		+300.0%					
	Other	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Change from previous year	Change from previous year												
	No Response	1	1.9%	1	0	1	1.1%	2	1	0	0.0%	0	0
Change from previous year	Change from previous year	0.0%		-50.0%	-100.0%								
	Low-income ⁷	27	50.9%	70	8	54	58.7%	137	10	52	56.5%	122	5
Change from previous year	Change from previous year	-50.0%		-48.9%	-20.0%	+3.8%		+12.3%	+100.0%	-8.8%		-0.8%	+66.7%

* Due to US DOE reporting changes, the percentage change for Race/Ethnicity is not shown for years prior to 2017. For additional details, please refer to the Race and Ethnicity note on page 23.

Three-Year Trend: Exam Takers Reporting Scores of 3 or Higher

Savannah State University



	2018 # of Exam Scores Reported			2017 # of Exam Scores Reported			2016 # of Exam Scores Reported		
	Scores of 3	Scores of 4	Scores of 5	Scores of 3	Scores of 4	Scores of 5	Scores of 3	Scores of 4	Scores of 5
All									
Total	12	5	0	21	5	1	15	9	2
% of exam scores reported	9.6%	4.0%	0.0%	10.2%	2.4%	0.5%	7.2%	4.3%	1.0%
Exam Taker Origin⁵									
In-State	9	4	0	18	2	1	8	5	1
% of exam scores reported	10.1%	4.5%	0.0%	12.0%	1.3%	0.7%	5.8%	3.6%	0.7%
Out-of-State	3	1	0	3	3	0	7	4	1
% of exam scores reported	8.3%	2.8%	0.0%	5.4%	5.4%	0.0%	10.3%	5.9%	1.5%
Non-US	0	0	0	0	0	0	0	0	0
% of exam scores reported									
Gender									
Female	10	4	0	19	5	1	12	7	2
% of exam scores reported	10.4%	4.2%	0.0%	12.4%	3.3%	0.7%	8.6%	5.0%	1.4%
Male	2	1	0	2	0	0	3	2	0
% of exam scores reported	6.9%	3.4%	0.0%	3.8%	0.0%	0.0%	4.5%	3.0%	0.0%
Race/Ethnicity[*]									
American Indian	0	0	0	0	0	0	0	0	0
% of exam scores reported									
Asian	0	0	0	0	0	0	0	0	0
% of exam scores reported									
Black	7	2	0	14	3	1	9	4	2
% of exam scores reported	7.1%	2.0%	0.0%	8.8%	1.9%	0.6%			
Hispanic or Latino ⁶	4	3	0	2	2	0	2	0	0
% of exam scores reported	21.1%	15.8%	0.0%	9.1%	9.1%	0.0%			
Pacific Islander	0	0	0	1	0	0	0	0	0
% of exam scores reported				16.7%	0.0%	0.0%			
White	1	0	0	0	0	0	4	5	0
% of exam scores reported	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
Two or more races	0	0	0	3	0	0	0	0	0
% of exam scores reported	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%			
Other	0	0	0	0	0	0	0	0	0
% of exam scores reported									
No Response	0	0	0	1	0	0	0	0	0
% of exam scores reported	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%			
SES									
Low-income ⁷	7	3	0	13	0	0	5	4	0
% of exam scores reported	10.0%	4.3%	0.0%	9.5%	0.0%	0.0%	4.1%	3.3%	0.0%

* Due to US DOE reporting changes, the percentage change for Race/Ethnicity is not shown for years prior to 2017. For additional details, please refer to the Race and Ethnicity note on page 23.

Overview of Exam Taker Scores Reported - Three-Year Trend

University System of Georgia



	2018				2017				2016				
	# of Exam Takers Reported ¹	% of Total Exam Takers Reported	# of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher ⁴	# of Exam Takers Reported ¹	% of Total Exam Takers Reported	# of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher ⁴	# of Exam Takers Reported ¹	% of Total Exam Takers Reported	# of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher ⁴	
All	Total	17,317	100.0%	93,108	14,300	16,867	100.0%	87,089	13,570	16,863	100.0%	84,583	13,554
	Change from previous year	+2.7%		+6.9%	+5.4%	+0.0%		+3.0%	+0.1%	-1.7%		+3.2%	+0.3%
Exam Taker Origin ⁵	In-State	14,840	85.7%	77,273	12,116	14,950	88.6%	75,287	11,910	14,805	87.8%	72,117	11,780
	Change from previous year	-0.7%		+2.6%	+1.7%	+1.0%		+4.4%	+1.1%	-1.7%		+4.0%	+1.2%
Out-of-State		2,335	13.5%	15,086	2,051	1,835	10.9%	11,407	1,585	1,927	11.4%	11,839	1,652
	Change from previous year	+27.2%		+32.3%	+29.4%	-4.8%		-3.6%	-4.1%	-2.2%		-1.8%	-5.9%
Non-US		142	0.8%	749	133	82	0.5%	395	75	131	0.8%	627	122
	Change from previous year	+73.2%		+89.6%	+77.3%	-37.4%		-37.0%	-38.5%	+3.1%		+15.9%	+6.1%
Gender	Female	9,685	55.9%	49,055	7,825	9,352	55.4%	45,873	7,338	9,459	56.1%	44,760	7,394
	Change from previous year	+3.6%		+6.9%	+6.6%	-1.1%		+2.5%	-0.8%	-1.0%		+4.4%	+1.9%
Male		7,632	44.1%	44,053	6,475	7,515	44.6%	41,216	6,232	7,404	43.9%	39,823	6,160
	Change from previous year	+1.6%		+6.9%	+3.9%	+1.5%		+3.5%	+1.2%	-2.5%		+1.9%	-1.5%
Race/Ethnicity *	American Indian	20	0.1%	78	14	27	0.2%	111	20	31	0.2%	123	25
	Change from previous year	-25.9%		-29.7%	-30.0%	-12.9%		-9.8%	-20.0%				
Asian		2,415	13.9%	18,306	2,214	2,027	12.0%	14,834	1,793	2,132	12.6%	15,244	1,944
	Change from previous year	+19.1%		+23.4%	+23.5%	-4.9%		-2.7%	-7.8%				
Black		2,360	13.6%	8,873	1,297	2,470	14.6%	8,956	1,229	2,548	15.1%	9,123	1,312
	Change from previous year	-4.5%		-0.9%	+5.5%	-3.1%		-1.8%	-6.3%				
Hispanic or Latino ⁶		1,977	11.4%	8,988	1,549	1,927	11.4%	8,749	1,451	1,674	9.9%	7,634	1,280
	Change from previous year	+2.6%		+2.7%	+6.8%	+15.1%		+14.6%	+13.4%				
Pacific Islander		12	0.1%	57	8	15	0.1%	67	9	8	0.0%	43	5
	Change from previous year	-20.0%		-14.9%	-11.1%	+87.5%		+55.8%	+80.0%				
White		9,688	55.9%	52,358	8,514	9,593	56.9%	50,393	8,411	9,759	57.9%	49,045	8,452
	Change from previous year	+1.0%		+3.9%	+1.2%	-1.7%		+2.7%	-0.5%				
Two or more races		715	4.1%	3,759	595	696	4.1%	3,482	564	601	3.6%	2,885	445
	Change from previous year	+2.7%		+8.0%	+5.5%	+15.8%		+20.7%	+26.7%				
Other		3	0.0%	16	3	6	0.0%	16	2	72	0.4%	415	69
	Change from previous year	-50.0%		0.0%	+50.0%	-91.7%		-96.1%	-97.1%				
No Response		127	0.7%	673	106	106	0.6%	481	91	38	0.2%	71	22
	Change from previous year	+19.8%		+39.9%	+16.5%	+178.9%		+577.5%	+313.6%				
SES	Low-income ⁷	3,761	21.7%	17,827	2,624	3,979	23.6%	18,803	2,616	4,071	24.1%	18,444	2,688
	Change from previous year	-5.5%		-5.2%	+0.3%	-2.3%		+1.9%	-2.7%	+1.1%		+5.9%	+4.7%

* Due to US DOE reporting changes, the percentage change for Race/Ethnicity is not shown for years prior to 2017. For additional details, please refer to the Race and Ethnicity note on page 23.

Three-Year Trend

Total Cohort



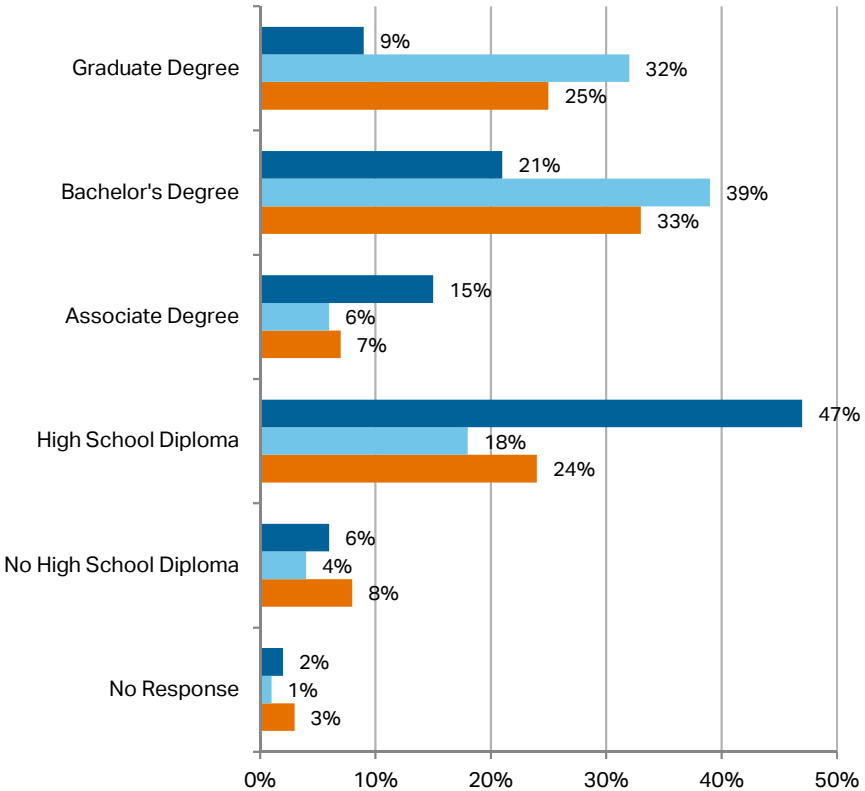
		2018				2017				2016			
		# of Exam Takers	% of Total Exam Takers	# of Exam Scores	# of Exam Takers Scoring 3 or Higher ⁴	# of Exam Takers	% of Total Exam Takers	# of Exam Scores	# of Exam Takers Scoring 3 or Higher ⁴	# of Exam Takers	% of Total Exam Takers	# of Exam Scores	# of Exam Takers Scoring 3 or Higher ⁴
All	Total	1,444,999	100.0%	4,909,879	899,439	1,367,724	100.0%	4,633,447	855,511	1,324,038	100.0%	4,422,946	829,970
	Change from previous year	+5.6%		+6.0%	+5.1%	+3.3%		+4.8%	+3.1%	+2.3%		+6.0%	+3.1%
Exam Taker Origin ⁵	In-State	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Change from previous year												
Exam Taker Origin ⁵	Out-of-State	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Change from previous year												
Exam Taker Origin ⁵	Non-US	51,441	3.6%	154,061	39,374	46,225	3.4%	138,488	35,947	46,607	3.5%	136,009	36,202
	Change from previous year	+11.3%		+11.2%	+9.5%	-0.8%		+1.8%	-0.7%	+3.8%		+10.4%	+4.5%
Gender	Female	812,872	56.3%	2,698,035	496,479	769,057	56.2%	2,542,027	471,241	740,978	56.0%	2,412,361	455,705
	Change from previous year	+5.7%		+6.1%	+5.4%	+3.8%		+5.4%	+3.4%	+2.5%		+6.2%	+3.9%
Gender	Male	632,127	43.7%	2,211,844	402,960	598,667	43.8%	2,091,420	384,270	583,060	44.0%	2,010,585	374,265
	Change from previous year	+5.6%		+5.8%	+4.9%	+2.7%		+4.0%	+2.7%	+2.1%		+5.8%	+2.1%
Race/Ethnicity [*]	American Indian	5,374	0.4%	12,879	2,029	5,028	0.4%	12,246	1,847	5,802	0.4%	13,885	2,284
	Change from previous year	+6.9%		+5.2%	+9.9%	-13.3%		-11.8%	-19.1%				
Race/Ethnicity [*]	Asian	171,378	11.9%	806,877	129,429	155,375	11.4%	723,630	116,962	155,268	11.7%	702,050	116,317
	Change from previous year	+10.3%		+11.5%	+10.7%	+0.1%		+3.1%	+0.6%				
Race/Ethnicity [*]	Black	118,125	8.2%	311,423	37,177	111,694	8.2%	294,382	34,794	110,449	8.3%	289,550	34,520
	Change from previous year	+5.8%		+5.8%	+6.8%	+1.1%		+1.7%	+0.8%				
Race/Ethnicity [*]	Hispanic or Latino ⁶	343,345	23.8%	1,050,142	196,162	311,908	22.8%	969,098	181,077	278,777	21.1%	871,139	162,567
	Change from previous year	+10.1%		+8.4%	+8.3%	+11.9%		+11.2%	+11.4%				
Race/Ethnicity [*]	Pacific Islander	2,896	0.2%	7,864	1,167	2,371	0.2%	6,845	1,038	1,759	0.1%	5,844	898
	Change from previous year	+22.1%		+14.9%	+12.4%	+34.8%		+17.1%	+15.6%				
Race/Ethnicity [*]	White	721,541	49.9%	2,452,234	484,222	704,572	51.5%	2,382,019	474,550	700,200	52.9%	2,330,876	473,523
	Change from previous year	+2.4%		+2.9%	+2.0%	+0.6%		+2.2%	+0.2%				
Race/Ethnicity [*]	Two or more races	60,076	4.2%	213,426	37,643	52,791	3.9%	191,517	33,923	36,276	2.7%	147,269	25,377
	Change from previous year	+13.8%		+11.4%	+11.0%	+45.5%		+30.0%	+33.7%				
Race/Ethnicity [*]	Other	746	0.1%	1,320	292	2,483	0.2%	4,050	811	14,805	1.1%	33,450	6,780
	Change from previous year	-70.0%		-67.4%	-64.0%	-83.2%		-87.9%	-88.0%				
Race/Ethnicity [*]	No Response	21,518	1.5%	53,714	11,318	21,502	1.6%	49,660	10,509	20,702	1.6%	28,883	7,704
	Change from previous year	+0.1%		+8.2%	+7.7%	+3.9%		+71.9%	+36.4%				
SES	Low-income ⁷	390,523	27.0%	1,265,988	199,080	365,817	26.7%	1,193,152	187,134	352,958	26.7%	1,131,618	178,791
	Change from previous year	+6.8%		+6.1%	+6.4%	+3.6%		+5.4%	+4.7%	+3.0%		+7.1%	+5.4%

* Due to US DOE reporting changes, the percentage change for Race/Ethnicity is not shown for years prior to 2017. For additional details, please refer to the Race and Ethnicity note on page 23.

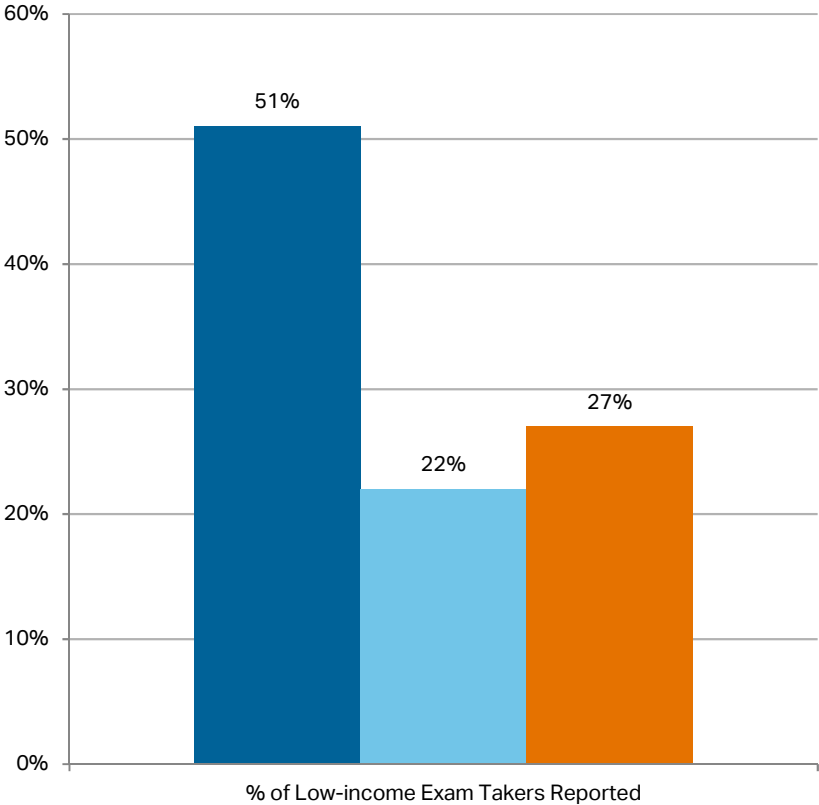
Overview of Exam Taker Scores Reported

Parent Education Level and Low-Income Trends

Percent of Exam Takers Reported by Parent Education Level⁸



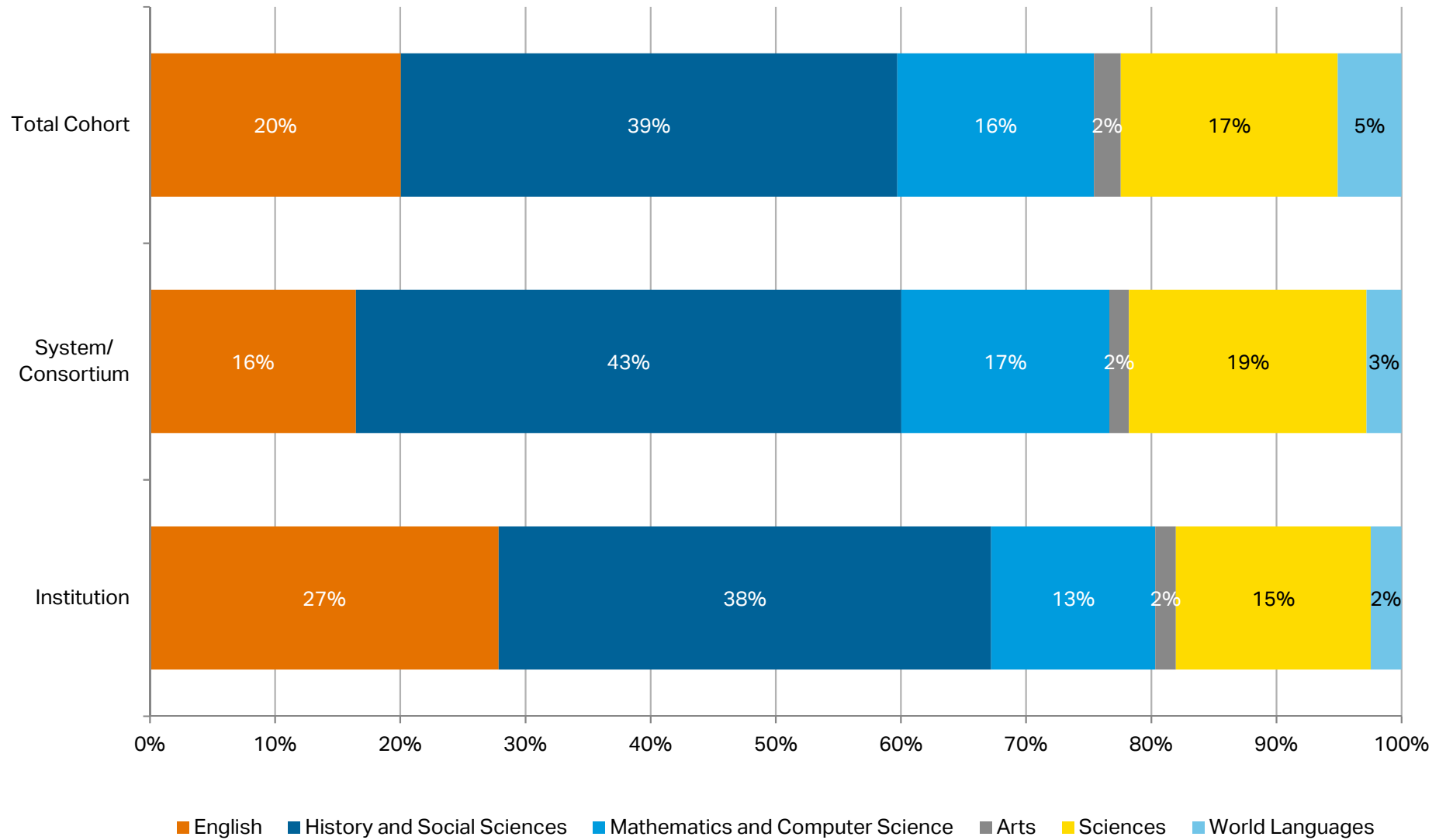
Percent of Low-income⁷ Exam Takers Reported



- Savannah State University
- University System of Georgia
- Total Cohort

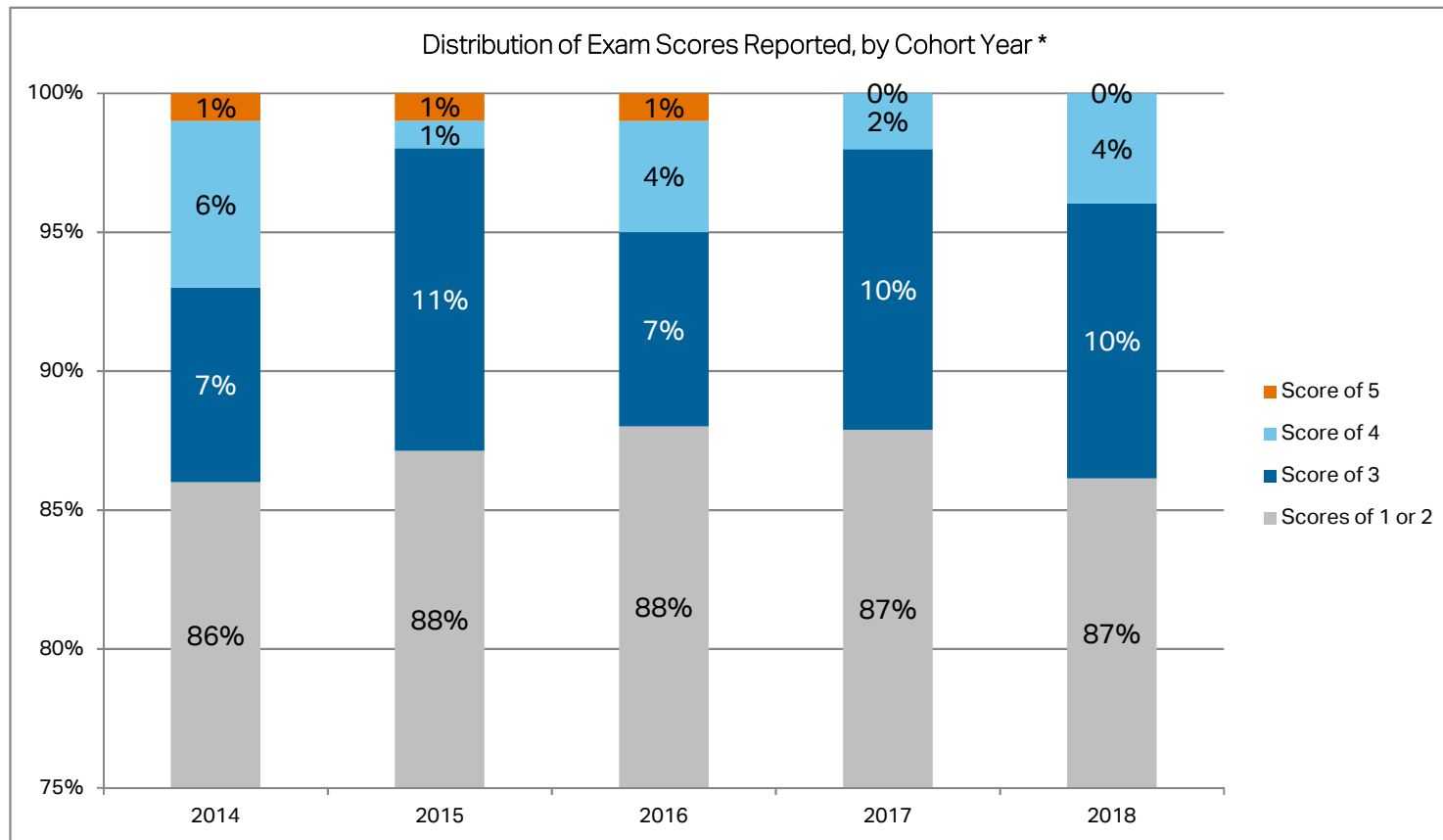
Exams by Discipline⁹

Subject Area of Exam Scores Sent



Distribution of Exam Scores Reported, by Cohort Year

Five-Year Trend



**The College Board and the American Council on Education (ACE) recommend granting credit/placement for AP Exam scores of 3, 4, and 5. Students earning a 3 or higher on an AP Exam tend to earn higher GPAs and to graduate within 4-5 years at a higher rate than non-AP students. In this graph, scores of 1 and 2 are shown for general reference as a combined group. For more information, please see Note 3 in the Data Notes section of this report.*

Exam Participation and Performance

Exam Scores, Gender and Exam Taker Origin

Discipline	Exam Name	# of Exam Takers Reported ¹	# of Exam Scores Reported			Exam Taker Gender		Exam Taker Origin ⁵			
			3	4	5	Male	Female	In-State Exam Takers	Out-of-State Exam Takers	Non-US Exam Takers	In-State Public School Exam Takers
Arts	Art History	1	0	0	0	0	1	1	0	0	1
	% of exam takers reported		0%	0%	0%	0%	100%	100%	0%	0%	100%
	Music Theory	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	Studio Art: 2-D Design Portfolio	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	Studio Art: 3-D Design Portfolio	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
Studio Art: Drawing Portfolio	1	1	0	0	0	1	1	0	0	1	
% of exam takers reported		100%	0%	0%	0%	100%	100%	0%	0%	100%	
Capstone	Capstone: Research	1	1	0	0	0	1	0	1	0	0
	% of exam takers reported		100%	0%	0%	0%	100%	0%	100%	0%	0%
	Capstone: Seminar	2	1	0	0	0	2	0	2	0	0
	% of exam takers reported		50%	0%	0%	0%	100%	0%	100%	0%	0%
English	English Language and Composition	13	1	0	0	3	10	9	4	0	9
	% of exam takers reported		8%	0%	0%	23%	77%	69%	31%	0%	69%
	English Literature and Composition	21	2	0	0	4	17	17	4	0	17
	% of exam takers reported		10%	0%	0%	19%	81%	81%	19%	0%	81%
History and Social Sciences	Comparative Government and Politics	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	European History	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	Human Geography	3	1	2	0	0	3	2	1	0	2
	% of exam takers reported		33%	67%	0%	0%	100%	67%	33%	0%	67%
	Macroeconomics	8	0	1	0	1	7	5	3	0	5
	% of exam takers reported		0%	13%	0%	13%	88%	63%	38%	0%	63%
Microeconomics	2	0	0	0	0	2	1	1	0	1	
% of exam takers reported		0%	0%	0%	0%	100%	50%	50%	0%	50%	

Exam Participation and Performance

Exam Scores, Gender and Exam Taker Origin (continued)

Discipline	Exam Name	# of Exam Takers Reported ¹	# of Exam Scores Reported			Exam Taker Gender		Exam Taker Origin ⁵			
			3	4	5	Male	Female	In-State Exam Takers	Out-of-State Exam Takers	Non-US Exam Takers	In-State Public School Exam Takers
History and Social Sciences	Psychology	5	0	0	0	2	3	3	2	0	3
	% of exam takers reported		0%	0%	0%	40%	60%	60%	40%	0%	60%
	United States Government and Politics	10	0	0	0	4	6	5	5	0	5
	% of exam takers reported		0%	0%	0%	40%	60%	50%	50%	0%	50%
	United States History	14	3	0	0	2	12	11	3	0	11
	% of exam takers reported		21%	0%	0%	14%	86%	79%	21%	0%	79%
	World History	6	0	0	0	0	6	4	2	0	4
	% of exam takers reported		0%	0%	0%	0%	100%	67%	33%	0%	67%
Mathematics and Computer Science	Calculus AB	10	1	0	0	4	6	7	3	0	7
	% of exam takers reported		10%	0%	0%	40%	60%	70%	30%	0%	70%
	Calculus BC	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	Computer Science A	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	Computer Science Principles ¹⁰	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
Statistics	6	0	0	0	3	3	4	2	0	4	
% of exam takers reported		0%	0%	0%	50%	50%	67%	33%	0%	67%	
Sciences	Biology	8	0	0	0	1	7	8	0	0	8
	% of exam takers reported		0%	0%	0%	13%	88%	100%	0%	0%	100%
	Chemistry	3	0	0	0	1	2	2	1	0	2
	% of exam takers reported		0%	0%	0%	33%	67%	67%	33%	0%	67%
	Environmental Science	8	0	0	0	2	6	7	1	0	7
	% of exam takers reported		0%	0%	0%	25%	75%	88%	13%	0%	88%
	Physics 1	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
Physics 2	0	0	0	0	0	0	0	0	0	0	
% of exam takers reported											

Exam Participation and Performance

Exam Scores, Gender and Exam Taker Origin (continued)



Discipline	Exam Name	# of Exam Takers Reported ¹	# of Exam Scores Reported			Exam Taker Gender		Exam Taker Origin ⁵			
			3	4	5	Male	Female	In-State Exam Takers	Out-of-State Exam Takers	Non-US Exam Takers	In-State Public School Exam Takers
Sciences	Physics C: Electricity and Magnetism	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	Physics C: Mechanics	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
World Languages	Chinese Language and Culture	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	French Language and Culture	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	German Language and Culture	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	Italian Language and Culture	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	Japanese Language and Culture	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	Latin	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
Spanish Language and Culture	3	1	2	0	2	1	2	1	0	2	
% of exam takers reported		33%	67%	0%	67%	33%	67%	33%	0%	67%	
Spanish Literature and Culture	0	0	0	0	0	0	0	0	0	0	
% of exam takers reported											
Totals	Institution	53	12	5	0	13	40	39	14	0	39
	% of exams/exam takers reported*		10%	4%		25%	75%	74%	26%		74%
	Total (System / Consortium)	17,317	26,231	23,563	17,140	7,632	9,685	14,840	2,335	142	13,239
	% of exams/exam takers reported*		28%	25%	18%	44%	56%	86%	13%	1%	76%
	Total (Total Cohort ⁴)	1,444,999	1,224,500	958,133	667,131	632,127	812,872	N/A	N/A	51,441	N/A
% of exams/exam takers reported*		25%	20%	14%	44%	56%			4%		

* In the "Totals" section for the "# of Exam Scores Reported" columns, the percentages represent the number of exams with scores of 3, 4, and 5 compared to the total number of exams reported for scores of 1–5. (For the total number of exams reported, see the "Overview of Exam Taker Scores Reported" section of the report.) For all other columns, percentages in the "Totals" section represent the number of exam takers for each characteristic compared to the total number of exam takers reported.

Exam Participation and Performance

Ethnicity and Low-Income Demographics

Discipline	Exam Name	# of Exam Takers Reported ¹	Ethnicity/Race									Low-income ⁷
			American Indian	Asian	Black	Hispanic or Latino ⁶	Pacific Islander	White	Two or More Races	Other	No Response	
Arts	Art History	1	0	0	1	0	0	0	0	0	0	0
	% of exam takers reported		0%	0%	100%	0%	0%	0%	0%	0%	0%	0%
	Music Theory	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	Studio Art: 2-D Design Portfolio	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	Studio Art: 3-D Design Portfolio	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
Studio Art: Drawing Portfolio	1	0	0	1	0	0	0	0	0	0	1	
% of exam takers reported		0%	0%	100%	0%	0%	0%	0%	0%	0%	100%	
Capstone	Capstone: Research	1	0	0	0	1	0	0	0	0	0	1
	% of exam takers reported		0%	0%	0%	100%	0%	0%	0%	0%	0%	100%
	Capstone: Seminar	2	0	0	1	1	0	0	0	0	0	2
% of exam takers reported		0%	0%	50%	50%	0%	0%	0%	0%	0%	100%	
English	English Language and Composition	13	0	0	10	2	0	0	1	0	0	8
	% of exam takers reported		0%	0%	77%	15%	0%	0%	8%	0%	0%	62%
	English Literature and Composition	21	0	0	16	3	0	1	0	0	1	11
% of exam takers reported		0%	0%	76%	14%	0%	5%	0%	0%	5%	52%	
History and Social Sciences	Comparative Government and Politics	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	European History	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	Human Geography	3	0	0	1	2	0	0	0	0	0	1
	% of exam takers reported		0%	0%	33%	67%	0%	0%	0%	0%	0%	33%
	Macroeconomics	8	0	0	7	0	0	0	1	0	0	5
	% of exam takers reported		0%	0%	88%	0%	0%	0%	13%	0%	0%	63%
Microeconomics	2	0	0	2	0	0	0	0	0	0	0	
% of exam takers reported		0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	

Exam Participation and Performance

Ethnicity and Low-Income Demographics (continued)

Discipline	Exam Name	# of Exam Takers Reported ¹	Ethnicity/Race								Low-income ⁷	
			American Indian	Asian	Black	Hispanic or Latino ⁶	Pacific Islander	White	Two or More Races	Other		No Response
History and Social Sciences	Psychology	5	0	0	4	1	0	0	0	0	0	4
	% of exam takers reported		0%	0%	80%	20%	0%	0%	0%	0%	0%	80%
	United States Government and Politics	10	0	0	8	1	0	0	1	0	0	5
	% of exam takers reported		0%	0%	80%	10%	0%	0%	10%	0%	0%	50%
	United States History	14	0	0	12	1	0	0	1	0	0	7
	% of exam takers reported		0%	0%	86%	7%	0%	0%	7%	0%	0%	50%
World History		6	0	0	6	0	0	0	0	0	0	3
	% of exam takers reported		0%	0%	100%	0%	0%	0%	0%	0%	0%	50%
Mathematics and Computer Science	Calculus AB	10	0	0	8	2	0	0	0	0	0	6
	% of exam takers reported		0%	0%	80%	20%	0%	0%	0%	0%	0%	60%
	Calculus BC	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	Computer Science A	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
Computer Science Principles ¹⁰		0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
Statistics		6	0	0	4	1	0	1	0	0	0	3
	% of exam takers reported		0%	0%	67%	17%	0%	17%	0%	0%	0%	50%
Sciences	Biology	8	0	0	7	1	0	0	0	0	0	3
	% of exam takers reported		0%	0%	88%	13%	0%	0%	0%	0%	0%	38%
	Chemistry	3	0	0	3	0	0	0	0	0	0	2
	% of exam takers reported		0%	0%	100%	0%	0%	0%	0%	0%	0%	67%
	Environmental Science	8	0	0	8	0	0	0	0	0	0	6
	% of exam takers reported		0%	0%	100%	0%	0%	0%	0%	0%	0%	75%
	Physics 1	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
Physics 2		0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											

Exam Participation and Performance

Ethnicity and Low-Income Demographics (continued)

Discipline	Exam Name	# of Exam Takers Reported ¹	Ethnicity/Race									Low-income ⁷
			American Indian	Asian	Black	Hispanic or Latino ⁶	Pacific Islander	White	Two or More Races	Other	No Response	
Sciences	Physics C: Electricity and Magnetism	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	Physics C: Mechanics	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
World Languages	Chinese Language and Culture	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	French Language and Culture	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	German Language and Culture	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	Italian Language and Culture	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	Japanese Language and Culture	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	Latin	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	Spanish Language and Culture	3	0	0	0	3	0	0	0	0	0	2
	% of exam takers reported		0%	0%	0%	100%	0%	0%	0%	0%	0%	67%
	Spanish Literature and Culture	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
Totals	Institution	53	0	0	42	7	0	2	1	0	1	27
	% of exams/exam takers reported*				79%	13%		4%	2%		2%	51%
	Total (System / Consortium)	17,317	20	2,415	2,360	1,977	12	9,688	715	3	127	3,761
	% of exams/exam takers reported*		0%	14%	14%	11%	0%	56%	4%	0%	1%	22%
	Total (Total Cohort ²)	1,444,999	5,374	171,378	118,125	343,345	2,896	721,541	60,076	746	21,518	390,523
% of exams/exam takers reported*		0%	12%	8%	24%	0%	50%	4%	0%	1%	27%	

* In the "Totals" section for the "# of Exam Scores Reported" columns, the percentages represent the number of exams with scores of 3, 4, and 5 compared to the total number of exams reported for scores of 1–5. (For the total number of exams reported, see the "Overview of Exam Taker Scores Reported" section of the report.) For all other columns, percentages in the "Totals" section represent the number of exam takers for each characteristic compared to the total number of exam takers reported.

In-State High Schools with the Highest Volumes of Scores Reported



High School	State	# of Exam Takers Reported ¹	# of Exam Takers Reported: Change from last year	# of Exam Scores Reported	# of Exam Scores Reported: Change from last year	Mean Score	# of Exam Takers Reported Earning a Score of 3+ on 3 or More Exams ⁴	# of STEM Subject Exam Scores Reported ¹¹	# of Traditionally Underrepresented Exam Takers Reported ¹²
Troup County Comprehensive High School	GA	3	+3	5	+5	1.20	0	4	3
Southwest High School	GA	3	+2	5	+3	1.00	0	2	3
Charles R Drew High School	GA	2	+2	6	+6	1.16	0	2	2
Warner Robins High School	GA	2	+1	4	+3	1.00	0	2	2
Winder-Barrow High School	GA	2	+2	2	+2	3.00	0	1	2
North Gwinnett High School	GA	1	+1	7	+7	2.00	0	2	1
Banneker High School	GA	1	-1	5	+1	1.80	0	2	1
Langston Hughes High School	GA	1	+1	5	+5	1.00	0	1	1
Carver High School	GA	1	-1	4	-1	2.00	0	3	1
Carver Early College	GA	1	+1	4	+4	2.00	0	1	1
Columbia High School	GA	1	+1	4	+4	1.50	0	0	1
Woodland High School	GA	1	+1	3	+3	3.33	1	0	1
Frederick Douglass High School	GA	1	+1	3	+3	1.66	0	1	1
Mary Persons High School	GA	1	+1	3	+3	1.66	0	0	1
Grayson High School	GA	1	+1	3	+3	1.66	0	0	1
Cartersville High School	GA	1	+1	3	+3	1.00	0	0	1
Riverdale High School	GA	1	0	3	-1	1.00	0	1	1
Northeast Health Science High School	GA	1	0	3	+2	1.00	0	3	1
Jonesboro High School	GA	1	+1	2	+2	1.00	0	0	1
Lovejoy High School	GA	1	+1	2	+2	1.00	0	0	1
Crisp County High School	GA	1	+1	2	+2	1.00	0	0	1
Newton High School	GA	1	+1	1	+1	4.00	0	0	1
Woodland High School	GA	1	0	1	-2	3.00	0	0	1
Tattnall County High School	GA	1	+1	1	+1	1.00	0	0	1
Hapeville Career Academy	GA	1	+1	1	+1	1.00	0	1	1

Out-of-State High Schools with the Highest Volumes of Scores Reported



High School	State	# of Exam Takers Reported ¹	# of Exam Takers Reported: Change from last year	# of Exam Scores Reported	# of Exam Scores Reported: Change from last year	Mean Score	# of Exam Takers Reported Earning a Score of 3+ on 3 or More Exams ⁴	# of STEM Subject Exam Scores Reported ¹¹	# of Traditionally Underrepresented Exam Takers Reported ¹²
Terry Parker High School	FL	2	+2	4	+4	1.75	0	1	2
William M Raines High School	FL	2	+1	2	+1	1.50	0	0	2
Mater Academy Charter High School	FL	1	+1	7	+7	1.42	0	2	1
Armwood High School	FL	1	+1	4	+4	1.25	0	0	1
Mainland High School	FL	1	+1	4	+4	1.00	0	0	1
Ocoee High School	FL	1	+1	4	+4	1.00	0	0	1
Eleanor Roosevelt High School	MD	1	+1	3	+3	3.00	1	0	1
Pocomoke High School	MD	1	+1	3	+3	1.66	0	1	1
Lake Mary High School	FL	1	+1	2	+2	1.00	0	1	1
Central High School	TN	1	+1	1	+1	1.00	0	1	1
Saint Cloud High School	FL	1	+1	1	+1	1.00	0	1	0
Robert E Lee Senior High School	FL	1	+1	1	+1	1.00	0	0	0

Non-US High Schools with the Highest Volumes of Scores Reported

High School	Country	# of Exam Takers Reported ¹	# of Exam Takers Reported: Change from last year	# of Exam Scores Reported	# of Exam Scores Reported: Change from last year	Mean Score	# of Exam Takers Reported Earning a Score of 3+ on 3 or More Exams ⁴	# of STEM Subject Exam Scores Reported ¹¹
-------------	---------	--	--	---------------------------	--	------------	---	--

No high schools meet these criteria.

The following characteristics represented in this summary are reported by students during exam registration:

- Exam taker origin (In-State, Out-of-State, Non-US)
- Gender
- Ethnicity/race
- Parent education level

Because of rounding, sums of percentages may not equal 100 percent.

The following is a list of all system/consortia reports in which Savannah State University is included: 'University System of Georgia', 'Historically Black Colleges and Universities (HBCUs)'

1. Who is represented in this report?

This report includes public and private high school students in the US and abroad who indicated 2018 as their graduation year and who sent AP exam scores to your institution(s) between March 1, 2018 and October 31, 2018 (in their graduating year). The report includes all AP Exams taken by this population during high school.

Students may have selected your institution(s) as a score recipient during their exam registration, or they may have requested a transcript to be sent to your institution(s) at a later date.

Why did we include only these students?

Our analysis shows that students who send AP exam scores to an institution between March 1 and October 31 of their high school graduation year have more than a 90% likelihood of matriculating at that institution. Our aim was to align our data as closely as possible with students who are actually enrolled at your institution(s). For this reason, we have not included students who only sent scores to your institution(s) outside this period of time.

2. Total Cohort includes all public and private high school students in the US and abroad who indicated 2018 as their graduation year and who took an AP Exam at any point during high school.

3. AP Exam scores are provided on a five-point scale:

The knowledge and skills criteria for earning a score of 1-5 are derived from standard setting and college comparability studies. As part of this process, committees of college faculty who teach the comparable college course detail the performance required to earn each score. Additional college comparability studies are conducted on campuses to inform the cut scores for the exams. These processes ensure that AP Exam outcomes align with college faculty expectations. For more information about AP Exam score setting, please visit: <https://aphighered.collegeboard.org/exams/scoring>

AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely qualified	A+ or A
4	Very qualified	A-, B+ or B
3	Qualified	B-, C+ or C
2	Possibly qualified	
1	No recommendation	

4. The College Board and the American Council on Education (ACE) recommend granting credit/placement for AP Exam scores of 3, 4, and 5. Research also correlates these scores to academic success and opportunity; students earning a 3 or higher on an AP Exam tend to earn higher GPAs and to graduate within 4-5 years at a higher rate than non-AP students. For more information about credit granting recommendations, please visit <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>.

5. The "In-State", "Out-of-State" and "Non-US" designations are based upon where a student tested in relation to your institution.
6. Race/Ethnicity Background: Please note that beginning in the 2015-16 school year reporting of race/ethnicity was updated to reflect U.S. Department of Education guidelines. Beginning in the 2015-16 school year, test-takers complete an optional two-part question that asks them to indicate their racial and ethnic group membership(s). The categories provided for the race question are American Indian or Alaska Native; Asian (including Indian subcontinent and Philippines origin); Black or African American (including Africa and Afro Caribbean origin); White (including Middle Eastern origin); and Native Hawaiian or other Pacific Islander. Students may select all that apply to them.

The categories provided for the ethnicity question are Cuban; Mexican; Puerto Rican; Another Hispanic, Latino, or Spanish origin; or Not of Hispanic, Latino, or Spanish origin. A small percentage of students do not provide a response to one or both questions. Students may select all that apply to them. Prior to 2016, the Asian category was presented as Asian, Asian American, or Pacific Islander. Additionally, the Cuban option was introduced in 2016 as a new Hispanic ethnicity subcategory. In prior years a student may have identified as Other Hispanic, Latino, or Latin American if they were of Cuban origin.

Due to these changes we encourage you to use caution when making comparisons between the 2015-16 school year and race/ethnicity subgroup data from prior years. Note the following regarding abbreviations of the reporting categories:

Hispanic: Includes all students who self-identified as Cuban; Mexican; Puerto Rican; or Another Hispanic, Latino, or Latin American on the ethnicity portion of the race/ethnicity questionnaire. In accordance with federal guidelines, students who identify as both "Hispanic/Latino" and one of the above races are reported as "Hispanic/Latino" on this report. Students reported as "Two or more races" are non-Hispanic.

Traditionally Underrepresented: Includes all students who provided a response to the race/ethnicity questionnaire and indicated a racial/ethnic group other than White; Asian; or two or more races, White and Asian, or who received a College Board fee reduction for exams taken at any point during high school.

Other: Although "Other" as an option is no longer available, it may continue to be reported until all students have answered the new two-part question.

Change from Last Year: The change from last year for frequency data (number of test-takers or exams) is represented as a percentage change. It is obtained by subtracting the previous year's total from the current year and then dividing this difference by the previous year's total, which is then multiplied by 100. Due to race/ethnicity question changes for the 2015-16 school year note that some trend data may not be available.

7. "Low-income" exam takers received a College Board fee reduction for at least one AP Exam.
8. "Parent Education Level" represents the highest education level reported by students for either parent. Some of the categories listed on the chart are composites of the parent education levels selected by students during exam registration, as follows:
 - "No High School Diploma" includes "grade school" and "some high school."
 - "High School Diploma" includes "high school diploma or equivalent," "business or trade school," and "some college."
 - "Bachelor's Degree" includes "bachelor's or four-year degree" and "some graduate or professional school."

9. AP Exams are categorized as follows:
- Arts*: Art History, Music Theory, Studio Art
 - English*: English Language and Composition, English Literature and Composition
 - History and Social Science*: Comparative Government and Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, US Government and Politics, US History, World History
 - Mathematics and Computer Science*: Calculus AB, Calculus BC, Computer Science A, Computer Science Principles, Statistics
 - Sciences*: Biology, Chemistry, Environmental Science, Physics C, Physics 1, Physics 2
 - World Languages*: Chinese Language and Culture, French Language and Culture, German Language and Culture, Italian Language and Culture (discontinued, 2009; reinstated, 2012), Japanese Language and Culture, Latin, Spanish Language and Culture, Spanish Literature and Culture
10. Computer Science Principles scores were first released in summer 2017.
11. "STEM" refers to the disciplines of science, technology, engineering and math. AP Exams in this category include: Calculus AB, Calculus BC, Computer Science A, Computer Science Principles, Statistics, Biology, Chemistry, Physics 1, Physics 2, Physics C and Environmental Science.
12. The "Traditionally Underrepresented" population consists of exam takers that meet any of the following qualifications:
1. Exam takers who indicated one or more of the following as their race during their exam registration:
 - a. Black or African American
 - b. American Indian or Alaska Native
 - c. Native Hawaiian or other Pacific Islander
 2. Exam takers who indicated one or more of the following as their ethnicity during exam registration:
 - a. Cuban
 - b. Mexican or Mexican American
 - c. Puerto Rican
 - d. Other Hispanic, Latino, or Latin American
 3. Exam takers who received a College Board fee reduction for exams taken at any point during high school.