

Summary of AP Examination Scores reported to
Northern Oklahoma College

Member Since 2005

2016

College Board Code: 6486

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Your support for AP encourages students to reach for more

College students from all walks of life 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.

By having a transparent, data-driven credit and placement policy, you can help ensure that students are more prepared to explore advanced coursework their first year on campus; they dig deeper into their passions and create the most enriching college experiences possible.

A strong, evidence-based policy also ensures:

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

It is important to know that there are five new AP Courses and Exams that have been released or updated recently. According to the College Board's files, Northern Oklahoma College has policies for none of these courses publicly available.

Your campus does not yet have policies available for:

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

Additionally, your institution does not yet have an AP Capstone Statement of Support publicly available.

You can access materials to develop credit and placement policies for all of these courses by going to **[APHigherEd.org/setting-credit-placementpolicy](https://apcentral.collegeboard.org/setting-credit-placement-policy)**. You can submit a Capstone Statement of Support by visiting **[APHigherEd.org/exams/ap-capstone/](https://apcentral.collegeboard.org/exams/ap-capstone/)**.

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

Overview of Exam Taker Scores Reported

Institution and Total Cohort Results

	Northern Oklahoma College				Oklahoma State Regents for HE				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	34	100.0%	101	16	5,125	100.0%	21,229	3,749	1,324,038	100.0%	4,422,946	829,970
Change from last year	-35.8%		-15.1%	0.0%	+1.1%		+7.7%	+3.7%	+2.3%		+6.0%	+3.1%
In-State	32	94.1%	98	16	3,436	67.0%	13,269	2,383	N/A	N/A	N/A	N/A
Change from last year	-34.7%		-9.3%	+14.3%	+1.0%		+8.3%	+4.0%				
Out-of-State	2	5.9%	3	0	1,672	32.6%	7,892	1,351	N/A	N/A	N/A	N/A
Change from last year	-50.0%		-72.7%	-100.0%	+1.0%		+6.6%	+2.7%				
Non-US	0	0.0%	0	0	17	0.3%	68	15	46,607	3.5%	136,009	36,202
Change from last year					+30.8%		+36.0%	+50.0%	+3.8%		+10.4%	+4.5%
Gender												
Female	28	82.4%	79	12	2,852	55.6%	11,333	2,039	740,978	56.0%	2,412,361	455,705
Change from last year	-22.2%		+1.3%	+20.0%	-0.8%		+5.1%	+1.7%	+2.5%		+6.2%	+3.9%
Male	6	17.6%	22	4	2,273	44.4%	9,896	1,710	583,060	44.0%	2,010,585	374,265
Change from last year	-64.7%		-46.3%	-33.3%	+3.6%		+10.8%	+6.1%	+2.1%		+5.8%	+2.1%
Race/Ethnicity*												
American Indian	2	5.9%	6	1	171	3.3%	531	111	5,802	0.4%	13,885	2,284
Change from last year												
Asian	0	0.0%	0	0	300	5.9%	1,691	226	155,268	11.7%	702,050	116,317
Change from last year												
Black	2	5.9%	3	0	288	5.6%	1,046	126	110,449	8.3%	289,550	34,520
Change from last year												
Hispanic or Latino ^b	7	20.6%	14	4	656	12.8%	2,513	420	278,777	21.1%	871,139	162,567
Change from last year												
Pacific Islander	0	0.0%	0	0	3	0.1%	23	3	1,759	0.1%	5,844	898
Change from last year												
White	19	55.9%	70	10	3,248	63.4%	13,702	2,557	700,200	52.9%	2,330,876	473,523
Change from last year												
Two or more races	3	8.8%	7	1	423	8.3%	1,624	280	36,276	2.7%	147,269	25,377
Change from last year												
Other	0	0.0%	0	0	13	0.3%	65	12	14,805	1.1%	33,450	6,780
Change from last year												
No Response	1	2.9%	1	0	23	0.4%	34	14	20,702	1.6%	28,883	7,704
Change from last year												
SES												
Low-income ⁷	19	55.9%	56	9	1,185	23.1%	4,772	687	352,958	26.7%	1,131,618	178,791
Change from last year	0.0%		+16.7%	+50.0%	+1.6%		+8.5%	+0.4%	+3.0%		+7.1%	+5.4%

* Beginning with the 2015-16 school year, the collection and reporting of race/ethnicity was updated to reflect U.S. Department of Education guidelines. Due to these changes, the percentage change from last year is not provided. For additional details, please refer to the Race and Ethnicity note on page 21.

Three-Year Trend

Northern Oklahoma College

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		2016				2015				2014			
		# 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	34	100.0%	101	16	53	100.0%	119	16	44	100.0%	107	16
	Change from previous year	-35.8%		-15.1%	0.0%	+20.5%		+11.2%	0.0%	+100.0%		+154.8%	+128.6%
Exam Taker Origin ³	In-State	32	94.1%	98	16	49	92.5%	108	14	41	93.2%	102	15
	Change from previous year	-34.7%		-9.3%	+14.3%	+19.5%		+5.9%	-6.7%	+105.0%		+200.0%	+150.0%
	Out-of-State	2	5.9%	3	0	4	7.5%	11	2	3	6.8%	5	1
	Change from previous year	-50.0%		-72.7%	-100.0%	+33.3%		+120.0%	+100.0%	+50.0%		-37.5%	0.0%
	Non-US	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Gender	Female	28	82.4%	79	12	36	67.9%	78	10	26	59.1%	52	7
	Change from previous year	-22.2%		+1.3%	+20.0%	+38.5%		+50.0%	+42.9%	+136.4%		+188.9%	+250.0%
	Male	6	17.6%	22	4	17	32.1%	41	6	18	40.9%	55	9
	Change from previous year	-64.7%		-46.3%	-33.3%	-5.6%		-25.5%	-33.3%	+63.6%		+129.2%	+80.0%
Race/Ethnicity [*]	American Indian	2	5.9%	6	1	2	3.8%	4	1	4	9.1%	7	0
	Change from last year												
	Asian	0	0.0%	0	0	1	1.9%	3	1	1	2.3%	1	0
	Change from last year												
	Black	2	5.9%	3	0	3	5.7%	3	0	1	2.3%	1	0
	Change from last year												
	Hispanic or Latino ^b	7	20.6%	14	4	6	11.3%	16	3	6	13.6%	19	4
	Change from last year												
	Pacific Islander	0	0.0%	0	0	-	-	-	-	-	-	-	-
	Change from last year												
	White	19	55.9%	70	10	37	69.8%	86	11	28	63.6%	70	10
	Change from last year												
	Two or more races	3	8.8%	7	1	-	-	-	-	-	-	-	-
	Change from last year												
	Other	0	0.0%	0	0	0	0.0%	0	0	2	4.5%	3	1
SES	Change from previous year												
	No Response	1	2.9%	1	0	4	7.5%	7	0	2	4.5%	6	1
	Change from previous year												
SES	Low-income ^c	19	55.9%	56	9	19	35.8%	48	6	16	36.4%	34	6
	Change from previous year	0.0%		+16.7%	+50.0%	+18.8%		+41.2%	0.0%	+45.5%		+88.9%	+200.0%

^{*} Due to US DOE reporting changes, the percentage change from last year is not provided for Race/Ethnicity. For additional details, please refer to the Race and Ethnicity note on page 21.

Three-Year Trend

Oklahoma State Regents for Higher Education

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		2016				2015				2014			
		# 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	5,125	100.0%	21,229	3,749	5,069	100.0%	19,708	3,616	4,995	100.0%	19,391	3,607
	Change from previous year	+1.1%		+7.7%	+3.7%	+1.5%		+1.6%	+0.2%	+7.7%		+14.0%	+8.8%
Exam Taker Origin ³	In-State	3,436	67.0%	13,269	2,383	3,401	67.1%	12,254	2,291	3,364	67.3%	12,214	2,285
	Change from previous year	+1.0%		+8.3%	+4.0%	+1.1%		+0.3%	+0.3%	+5.2%		+10.1%	+6.0%
Exam Taker Origin ³	Out-of-State	1,672	32.6%	7,892	1,351	1,655	32.6%	7,404	1,315	1,605	32.1%	7,108	1,305
	Change from previous year	+1.0%		+6.6%	+2.7%	+3.1%		+4.2%	+0.8%	+12.3%		+21.0%	+13.4%
Exam Taker Origin ³	Non-US	17	0.3%	68	15	13	0.3%	50	10	26	0.5%	69	17
	Change from previous year	+30.8%		+36.0%	+50.0%	-50.0%		-27.5%	-41.2%	+100.0%		+56.8%	+88.9%
Gender	Female	2,852	55.6%	11,333	2,039	2,876	56.7%	10,779	2,005	2,733	54.7%	10,106	1,943
	Change from previous year	-0.8%		+5.1%	+1.7%	+5.2%		+6.7%	+3.2%	+8.3%		+13.5%	+10.7%
Gender	Male	2,273	44.4%	9,896	1,710	2,193	43.3%	8,929	1,611	2,262	45.3%	9,285	1,664
	Change from previous year	+3.6%		+10.8%	+6.1%	-3.1%		-3.8%	-3.2%	+6.9%		+14.6%	+6.6%
Race/Ethnicity [*]	American Indian	171	3.3%	531	111	302	6.0%	1,011	191	325	6.5%	1,080	192
	Change from last year												
Race/Ethnicity [*]	Asian	300	5.9%	1,691	226	363	7.2%	1,817	269	320	6.4%	1,701	247
	Change from last year												
Race/Ethnicity [*]	Black	288	5.6%	1,046	126	341	6.7%	1,169	143	248	5.0%	874	113
	Change from last year												
Race/Ethnicity [*]	Hispanic or Latino ^b	656	12.8%	2,513	420	449	8.9%	1,656	297	368	7.4%	1,369	250
	Change from last year												
Race/Ethnicity [*]	Pacific Islander	3	0.1%	23	3	-	-	-	-	-	-	-	-
	Change from last year												
Race/Ethnicity [*]	White	3,248	63.4%	13,702	2,557	3,400	67.1%	13,423	2,593	3,549	71.1%	13,764	2,682
	Change from last year												
Race/Ethnicity [*]	Two or more races	423	8.3%	1,624	280	-	-	-	-	-	-	-	-
	Change from last year												
Race/Ethnicity [*]	Other	13	0.3%	65	12	76	1.5%	346	61	100	2.0%	407	74
	Change from previous year												
SES	No Response	23	0.4%	34	14	138	2.7%	286	62	85	1.7%	196	49
	Change from previous year												
SES	Low-income ⁷	1,185	23.1%	4,772	687	1,166	23.0%	4,400	684	1,071	21.4%	4,032	653
	Change from previous year	+1.6%		+8.5%	+0.4%	+8.9%		+9.1%	+4.7%	+11.9%		+14.7%	+15.2%

* Due to US DOE reporting changes, the percentage change from last year is not provided for Race/Ethnicity. For additional details, please refer to the Race and Ethnicity note on page 21.

Three-Year Trend

Total Cohort

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		2016				2015				2014			
		# 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	1,324,038	100.0%	4,422,946	829,970	1,293,791	100.0%	4,171,317	805,371	1,223,436	100.0%	3,920,681	765,240
	Change from previous year	+2.3%		+6.0%	+3.1%	+5.8%		+6.4%	+5.2%	+4.4%		+6.7%	+4.2%
	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
Exam Taker Origin ⁵	Change from previous year												
	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												
Gender	Non-US	46,607	3.5%	136,009	36,202	44,901	3.5%	123,143	34,646	41,536	3.4%	113,249	31,857
	Change from previous year	+3.8%		+10.4%	+4.5%	+8.1%		+8.7%	+8.8%	+9.2%		+13.7%	+9.6%
	Female	740,978	56.0%	2,412,361	455,705	722,767	55.9%	2,270,973	438,706	682,658	55.8%	2,129,987	415,744
Race/Ethnicity ⁶	Change from previous year	+2.5%		+6.2%	+3.9%	+5.9%		+6.6%	+5.5%	+4.5%		+6.9%	+4.6%
	Male	583,060	44.0%	2,010,585	374,265	571,024	44.1%	1,900,344	366,665	540,778	44.2%	1,790,694	349,496
	Change from previous year	+2.1%		+5.8%	+2.1%	+5.6%		+6.1%	+4.9%	+4.2%		+6.4%	+3.7%
	American Indian	5,802	0.4%	13,885	2,284	7,768	0.6%	21,131	3,689	7,511	0.6%	20,194	3,532
	Change from last year												
	Asian	155,268	11.7%	702,050	116,317	161,026	12.4%	691,876	118,400	151,527	12.4%	644,848	111,562
	Change from last year												
	Black	110,449	8.3%	289,550	34,520	113,382	8.8%	295,054	36,499	106,344	8.7%	274,437	33,768
	Change from last year												
	Hispanic or Latino ^b	278,777	21.1%	871,139	162,567	239,171	18.5%	709,659	135,985	221,230	18.1%	646,431	124,855
	Change from last year												
	Pacific Islander	1,759	0.1%	5,844	898	-	-	-	-	-	-	-	-
	Change from last year												
	White	700,200	52.9%	2,330,876	473,523	700,847	54.2%	2,264,885	472,323	678,717	55.5%	2,167,983	459,001
	Change from last year												
	Two or more races	36,276	2.7%	147,269	25,377	-	-	-	-	-	-	-	-
	Change from last year												
	Other	14,805	1.1%	33,450	6,780	42,846	3.3%	144,740	26,239	42,812	3.5%	142,915	26,299
	Change from previous year												
	No Response	20,702	1.6%	28,883	7,704	28,751	2.2%	43,972	12,236	15,295	1.3%	23,873	6,223
	Change from previous year												
SES	Low-income ⁷	352,958	26.7%	1,131,618	178,791	342,736	26.5%	1,056,191	169,611	314,878	25.7%	962,050	155,243
	Change from previous year	+3.0%		+7.1%	+5.4%	+8.8%		+9.8%	+9.3%	+8.2%		+11.1%	+9.7%

* Due to US DOE reporting changes, the percentage change from last year is not provided for Race/Ethnicity. For additional details, please refer to the Race and Ethnicity note on page 21.

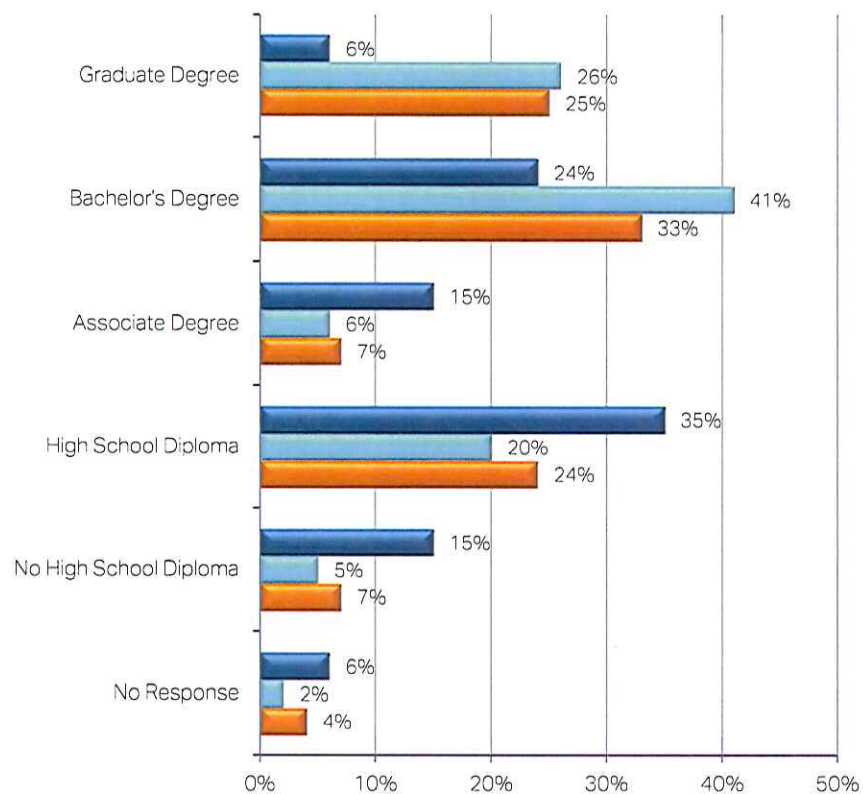
Overview of Exam Taker Scores Reported

Parent Education Level and Low-Income Trends

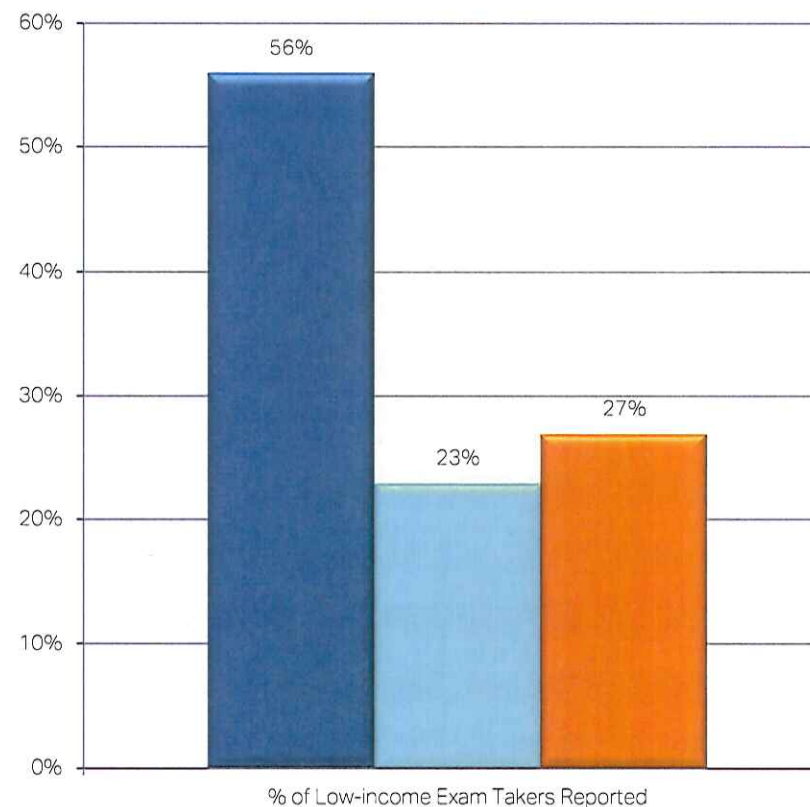
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Percent of Exam Takers Reported by Parent Education Level⁸



Percent of Low-income⁷ Exam Takers Reported



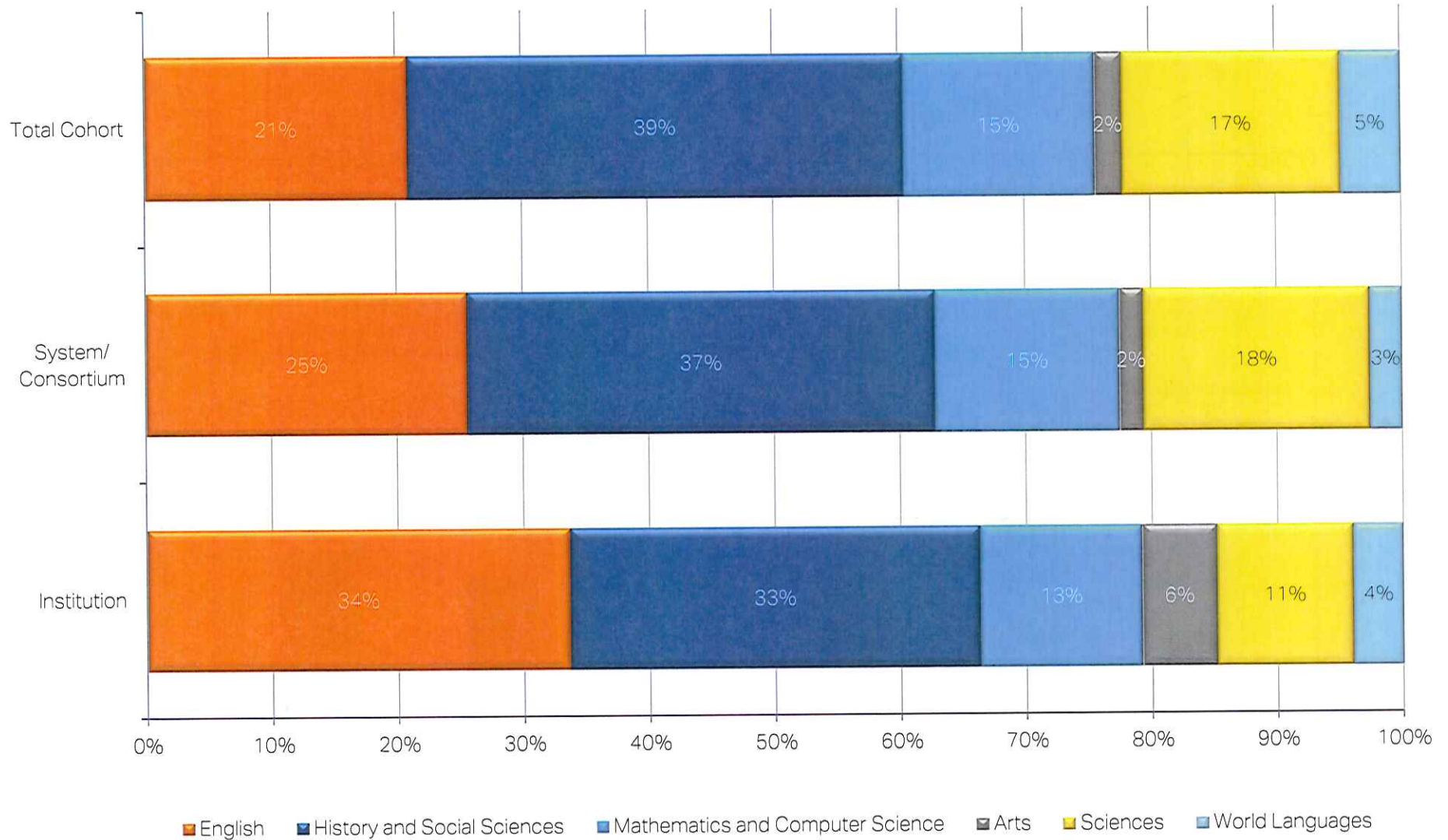
- Northern Oklahoma College
- Oklahoma State Regents for Higher Education
- Total Cohort²

Exams by Discipline⁹

Subject Area of Exam Scores Sent

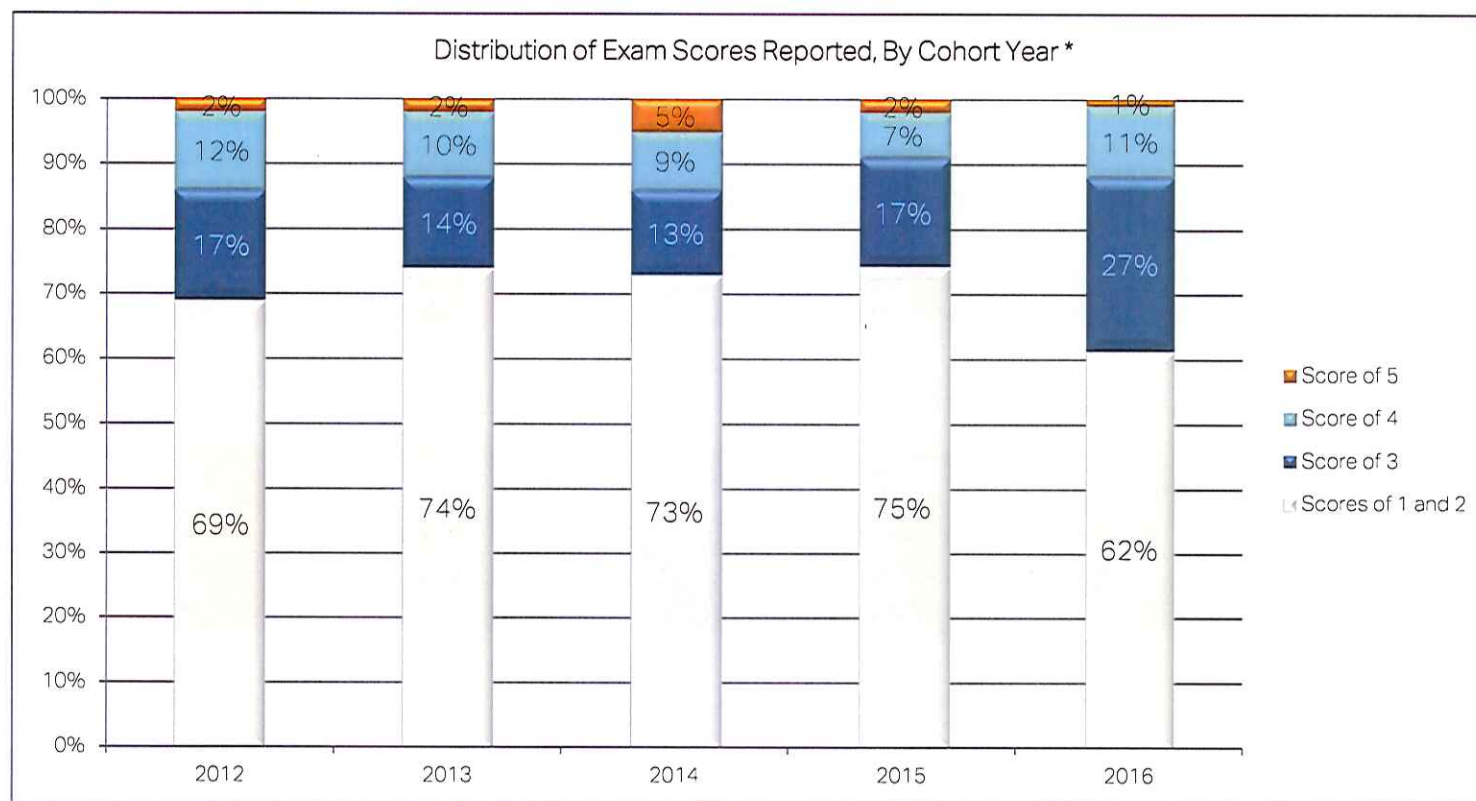
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Distribution of Exam Scores Reported, By Cohort Year

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	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	Music Theory	1	1	0	0	1	0	1	0	0	1
	% of exam takers reported		100%	0%	0%	100%	0%	100%	0%	0%	100%
	Studio Art: 2-D Design Portfolio	2	0	1	0	0	2	2	0	0	2
	% of exam takers reported		0%	50%	0%	0%	100%	100%	0%	0%	100%
	Studio Art: 3-D Design Portfolio	2	0	0	0	0	2	2	0	0	2
	% of exam takers reported		0%	0%	0%	0%	100%	100%	0%	0%	100%
Capstone	Studio Art: Drawing Portfolio	1	0	0	0	0	1	1	0	0	1
	% of exam takers reported		0%	0%	0%	0%	100%	100%	0%	0%	100%
	Capstone: Research ¹¹	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
English	Capstone: Seminar	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	English Language and Composition	14	4	2	0	2	12	12	2	0	12
	% of exam takers reported		29%	14%	0%	14%	86%	86%	14%	0%	86%
History and Social Sciences	English Literature and Composition	20	3	1	0	3	17	20	0	0	20
	% of exam takers reported		15%	5%	0%	15%	85%	100%	0%	0%	100%
	Comparative Government and Politics	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	European History	2	0	0	0	1	1	2	0	0	2
	% of exam takers reported		0%	0%	0%	50%	50%	100%	0%	0%	100%
	Human Geography	6	1	1	0	1	5	6	0	0	6
	% of exam takers reported		17%	17%	0%	17%	83%	100%	0%	0%	100%
	Macroeconomics	1	0	0	1	1	0	1	0	0	1
	% of exam takers reported		0%	0%	100%	100%	0%	100%	0%	0%	100%
	Microeconomics	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
History and Social Sciences	Psychology	4	0	1	0	1	3	4	0	0	4
	% of exam takers reported		0%	25%	0%	25%	75%	100%	0%	0%	100%
	United States Government and Politics	6	3	0	0	2	4	6	0	0	6
	% of exam takers reported		50%	0%	0%	33%	67%	100%	0%	0%	100%
	United States History	10	1	1	0	3	7	10	0	0	10
	% of exam takers reported		10%	10%	0%	30%	70%	100%	0%	0%	100%
	World History	4	3	1	0	1	3	4	0	0	4
	% of exam takers reported		75%	25%	0%	25%	75%	100%	0%	0%	100%
Mathematics and Computer Science	Calculus AB	8	4	1	0	1	7	8	0	0	8
	% of exam takers reported		50%	13%	0%	13%	88%	100%	0%	0%	100%
	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										
	Statistics	5	1	1	0	1	4	5	0	0	5
	% of exam takers reported		20%	20%	0%	20%	80%	100%	0%	0%	100%
Sciences	Biology	2	1	0	0	1	1	2	0	0	2
	% of exam takers reported		50%	0%	0%	50%	50%	100%	0%	0%	100%
	Chemistry	5	1	0	0	2	3	5	0	0	5
	% of exam takers reported		20%	0%	0%	40%	60%	100%	0%	0%	100%
	Environmental Science	3	0	0	0	0	3	2	1	0	2
	% of exam takers reported		0%	0%	0%	0%	100%	67%	33%	0%	67%
	Physics 1	1	1	0	0	1	0	1	0	0	1
	% of exam takers reported		100%	0%	0%	100%	0%	100%	0%	0%	100%
	Physics 2	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
	Physics B	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 ⁹	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	4	3	1	0	0	4	4	0	0	4
	% of exam takers reported		75%	25%	0%	0%	100%	100%	0%	0%	100%
	Spanish Literature and Culture	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported										
Totals	Institution	34	27	11	1	6	28	32	2	0	32
	% of exams/exam takers reported*		27%	11%	1%	18%	82%	94%	6%		94%
	Total (System / Consortium)	5,125	6,213	3,980	2,211	2,273	2,852	3,436	1,672	17	3,167
	% of exams/exam takers reported*		29%	19%	10%	44%	56%	67%	33%	0%	62%
	Total (Total Cohort ⁴)	1,324,038	1,099,255	871,607	611,094	583,060	740,978	N/A	N/A	46,607	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

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CollegeBoard

Discipline	Exam Name	# of Exam Takers Reported ¹	Ethnicity/Race								No Response	Low-income ⁷
			American Indian	Asian	Black	Hispanic or Latino ⁶	Pacific Islander	White	Two or More Races	Other		
Arts	Art History	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	Music Theory	1	1	0	0	0	0	0	0	0	0	0
	% of exam takers reported		100%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Studio Art: 2-D Design Portfolio	2	0	0	0	0	0	1	1	0	0	1
	% of exam takers reported		0%	0%	0%	0%	0%	50%	50%	0%	0%	50%
	Studio Art: 3-D Design Portfolio	2	0	0	0	0	0	1	1	0	0	2
	% of exam takers reported		0%	0%	0%	0%	0%	50%	50%	0%	0%	100%
Capstone	Studio Art: Drawing Portfolio	1	0	0	0	0	0	1	0	0	0	1
	% of exam takers reported		0%	0%	0%	0%	0%	100%	0%	0%	0%	100%
	Capstone: Research ¹¹	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
English	Capstone: Seminar	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	English Language and Composition	14	0	0	1	0	0	12	1	0	0	7
	% of exam takers reported		0%	0%	7%	0%	0%	86%	7%	0%	0%	50%
History and Social Sciences	English Literature and Composition	20	2	0	1	3	0	12	2	0	0	11
	% of exam takers reported		10%	0%	5%	15%	0%	60%	10%	0%	0%	55%
	Comparative Government and Politics	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	European History	2	0	0	0	1	0	1	0	0	0	2
	% of exam takers reported		0%	0%	0%	50%	0%	50%	0%	0%	0%	100%
	Human Geography	6	0	0	0	1	0	5	0	0	0	5
	% of exam takers reported		0%	0%	0%	17%	0%	83%	0%	0%	0%	83%
	Macroeconomics	1	0	0	0	0	0	1	0	0	0	0
	% of exam takers reported		0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
	Microeconomics	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								No Response	Low-income ⁷
			American Indian	Asian	Black	Hispanic or Latino ⁶	Pacific Islander	White	Two or More Races	Other		
History and Social Sciences	Psychology	4	1	0	1	2	0	0	0	0	0	3
	% of exam takers reported		25%	0%	25%	50%	0%	0%	0%	0%	0%	75%
	United States Government and Politics	6	1	0	0	0	0	5	0	0	0	2
	% of exam takers reported		17%	0%	0%	0%	0%	83%	0%	0%	0%	33%
	United States History	10	1	0	0	1	0	8	0	0	0	5
	% of exam takers reported		10%	0%	0%	10%	0%	80%	0%	0%	0%	50%
	World History	4	0	0	0	0	0	4	0	0	0	2
	% of exam takers reported		0%	0%	0%	0%	0%	100%	0%	0%	0%	50%
Mathematics and Computer Science	Calculus AB	8	0	0	0	1	0	5	1	0	1	3
	% of exam takers reported		0%	0%	0%	13%	0%	63%	13%	0%	13%	38%
	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											
	Statistics	5	0	0	0	0	0	4	1	0	0	4
	% of exam takers reported		0%	0%	0%	0%	0%	80%	20%	0%	0%	80%
Sciences	Biology	2	0	0	0	1	0	1	0	0	0	2
	% of exam takers reported		0%	0%	0%	50%	0%	50%	0%	0%	0%	100%
	Chemistry	5	0	0	0	0	0	5	0	0	0	1
	% of exam takers reported		0%	0%	0%	0%	0%	100%	0%	0%	0%	20%
	Environmental Science	3	0	0	0	0	0	3	0	0	0	1
	% of exam takers reported		0%	0%	0%	0%	0%	100%	0%	0%	0%	33%
	Physics 1	1	0	0	0	0	0	1	0	0	0	0
	% of exam takers reported		0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
	Physics 2	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	Physics B	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	4	0	0	0	4	0	0	0	0	0	4
	% of exam takers reported		0%	0%	0%	100%	0%	0%	0%	0%	0%	100%
	Spanish Literature and Culture	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
Totals	Institution	34	2	0	2	7	0	19	3	0	1	19
	% of exams/exam takers reported*		6%		6%	21%		56%	9%		3%	56%
	Total (System / Consortium)	5,125	171	300	288	656	3	3,248	423	13	23	1,185
	% of exams/exam takers reported*		3%	6%	6%	13%	0%	63%	8%	0%	0%	23%
	Total (Total Cohort ⁴)	1,324,038	5,802	155,268	110,449	278,777	1,759	700,200	36,276	14,805	20,702	352,958
	% of exams/exam takers reported*		0%	12%	8%	21%	0%	53%	3%	1%	2%	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

AP

CollegeBoard

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 ¹²	# of Traditionally Underserved Exam Takers Reported ¹³
Enid High School	OK	11	-1	35	+3	1.94	2	6	10
Ponca City Senior High School	OK	9	+1	37	+13	2.43	4	10	3
Hennessey High School	OK	3	+2	5	+4	1.40	0	1	3
Chisholm High School	OK	3	+1	3	+1	1.33	0	2	0
Edmond Memorial High School	OK	1	+1	6	+6	3.67	1	2	0
Mustang High School	OK	1	+1	5	+5	1.80	0	0	1
Union High School	OK	1	+1	3	+3	2.00	0	1	1
Kingfisher High School	OK	1	0	2	+1	4.00	0	1	1
Stillwater High School	OK	1	+1	1	+1	2.00	0	0	1
Glencoe High School	OK	1	-2	1	-4	1.00	0	0	1

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

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CollegeBoard

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 ¹²	# of Traditionally Underserved Exam Takers Reported ¹³
Lloyd V Berkner High School	TX	1	+1	2	+2	1.50	0	1	0
John Marshall Metropolitan High School	IL	1	+1	1	+1	1.00	0	0	1

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



High School	Country	# of Exam Takers		# of Exam Scores		Mean Score	# of Exam Takers Reported Earning a Score of 3+ on 3 or More Exams ⁴	# of STEM Subject Exam Scores Reported ¹²
		# 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			

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.

1. Who is represented in this report?

This report includes public and private high school students in the US and abroad who indicated 2016 as their graduation year and who sent AP exam scores to your institution(s) between March 1, 2016 and October 31, 2016 (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 2016 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" and "Out-of-State" designations are based upon where a student tested in relation to your institution.
6. Racial/Ethnic 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 Underserved: 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, Statistics
 - Sciences*: Biology, Chemistry, Environmental Science, Physics B, 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. Italian Language and Culture was discontinued after the 2009 administration, but was reinstated in 2011, with the first exam administration in 2012.
11. Capstone: Research scores were first released in summer 2016. This 2016 report is the first time that these scores have been included in the annual score send summary reports. Capstone: Seminar scores were first included in the annual score send summary reports in 2015.
12. "STEM" refers to the disciplines of science, technology, engineering and math. AP Exams in this category include: Calculus AB, Calculus BC, Computer Science A, Statistics, Biology, Chemistry, Physics B, Physics 1, Physics 2, Physics C and Environmental Science.
13. The "Traditionally Underserved" 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.