

AP[®] Cohort Data Report

GRADUATING CLASS OF 2018



About the Data

This report represents only U.S. public school students because no central source of enrollment and demographic data for nonpublic schools is available for all states. References to the total number of high school graduates represent projections supplied in *Knocking at the College Door* (Western Interstate Commission for Higher Education, 2016).

This report looks at students' entire experience with AP®—including all exams taken by members of the class of 2018 throughout their time in high school—rather than reporting exam results from one particular school year.

Contents

Our Shared Commitment to Student Achievement	2
Building on Success: New Resources and Supports for 2019-20	5
2019-20 Changes Present New Opportunities	6
Classroom Resources Provide Focused Practice and Feedback.....	6
Streamlined Exam Administration Processes Save Time and Effort.....	7
Positive Change Across School Communities	8
Teachers	8
Students	9
School and District Leaders	9
AP Coordinators	9
Setting the Stage for Change: 2018 Pilot Results	10
National Highlights for the Class of 2018	11
The Best Single Measure of Success	12
National AP Participation and Performance	13
Figure 1: Class of 2018 Participation and Performance	14
Figure 2A: Participation and Performance Trend, Percentage Change Over Time.....	16
Figure 2B: Participation and Performance Trend	17
Figure 3: Score Distributions by State.....	18
Ensuring Access and Opportunity for All Students	19
Figure 4: Demographic Distribution.....	20
Focus on Low-Income Students	21
States That Provided Funding for 2018 Low-Income AP Exams.....	21
Funding Assistance Is Critical for Low-Income AP Students.....	22
Figure 5: Participation and Performance of Low-Income Students	24
Appendix	26

Our Shared Commitment to Student Achievement

We're proud to be part of the collaborative community of Advanced Placement® (AP) educators, administrators, and policymakers who work together to offer high school students the opportunity to develop college-level knowledge and skills.



AP teachers: Help develop the standards for the AP courses and AP Exams, teach the courses, and help score the exams.



College faculty: Help develop the standards for the AP courses and AP Exams, help score the exams, and review AP teachers' course syllabi through the AP Course Audit.



Schools: Recruit, train, and support AP teachers, provide resources to AP classrooms, and commit to supporting students with the tools they need to succeed.



Districts: Ensure district policies support college-level opportunities, and provide teachers with professional development.

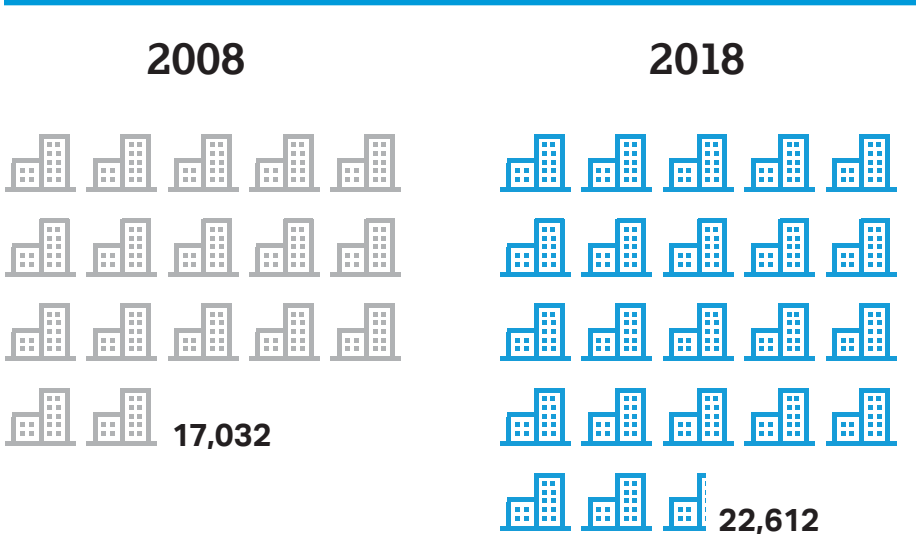



States: Ensure that state policies support schools, teachers, and students; grant graduation credit for AP courses; and affirm that teachers receive all required training.

The Advanced Placement Program is founded on the beliefs that motivated high school students should be able to expand their studies to the height of their abilities, and that achievement exams can be used to allow them to enter college with advanced standing. Since 1956, AP has offered colleges and universities the most valid and reliable way to assess college-level learning by high school students—setting the standard for more than 60 years.

Today, colleges and universities continue to turn to AP to help them identify and reward students who have succeeded in mastering challenging college-level content and skills.

AP classes are in more high schools than ever before. In 2007-08, 17,032 schools participated in AP, whereas, today, 22,612 schools from across the country and around the world offer AP to their students.



 = 1,000

More public high school students are sending more colleges and universities their AP scores than ever before. A total of 792,817 graduates in the class of 2018 sent 3,143,317 scores to 3,878 colleges and universities—that's an increase of 236,964 students and 1,365,183 scores since the class of 2008.



$5x + 2z = 10$
 $4x - 3z = 12$

Building on Success: New Resources and Supports for 2019-20

In 2019-20, schools will have new opportunities to enhance the AP learning experience and streamline the exam administration. We will be introducing changes to the way we help teachers strengthen instructional delivery, expand students' opportunities to practice what they've learned, and make the exam process more efficient.



**Increased
student
engagement**



**Free resources
and support**



**A streamlined
exam ordering
process**



**Time
savings**

The changes coming to AP in 2019 fall into two areas of focus—**Enhanced Instructional Resources** and **Streamlined Exam Administration Processes**.

New ways to support instruction throughout the school year will foster deeper student engagement. Streamlined ordering, registration, and exam day processes will save time for everyone involved in exam administration.

The **new instructional resources**, developed by teachers for teachers, will enable educators to:

- Focus and deepen instruction and scaffold skill development
- Pinpoint students' strengths and weaknesses on AP content and skills
- Customize practice questions to fit students' needs
- Track student progress throughout the year
- Get actionable data on students' exam results

New **supports** that decrease time and resources spent on exam administration will:

- Simplify registration and access to new resources
- Support deeper engagement and focus in AP courses and reflect best practice policies already in place at more than half of AP schools
- Greatly reduce time spent bubbling in information before the exam
- Save coordinators time and effort in the exam ordering process
- Eliminate unnecessary paperwork

2019-20 Changes Present New Opportunities

The new system of AP resources available in the 2019-20 school year includes new instructional resources and streamlined exam administration processes that enable schools to support student success throughout the year. Here’s a summary of the improvements coming your way:

Classroom Resources Provide Focused Practice and Feedback

AP Question Bank	An online library of 15,000 real AP Exam questions that teachers can use to boost student practice and create in-class activities and homework assignments.
Personal Progress Checks	Formative AP questions that provide students with actionable feedback on the areas where they need to focus.
Performance Dashboard	Interactive reports that highlight student progress and provide detailed results by question for every student, class, and school.
Unit Guides	Planning guides that outline content and skills for commonly taught units and help teachers map out their teaching strategy from day one to exam day.
Transparency and Stability	New resources and consistent exam formats will help teachers anticipate what their students will see on the exam, and score reports will give teachers better visibility into how their students are doing.

Streamlined Exam Administration Processes

Save Time and Effort

Digital Activation	At the start of the school year, AP teachers and students will be able to sign into the AP classroom support system and—with just a few clicks—unlock new tools and resources.
Fall Registration	Fall exam registration supports deeper student engagement in their AP courses and reflects a best practice already in place at more than half of AP schools. At these schools, a student is both more likely to take the exam and more likely to earn a score of 3 or higher.
Student Registration Labels	Schools will receive a set of personalized AP ID registration labels for each student that will eliminate pre-exam bubbling sessions.
Streamlined Exam Ordering	The AP Registration and Ordering System will speed up the exam ordering process by creating online student rosters that coordinators will review, adjust, and submit as exam orders.
Exam Day Improvements	The AP Registration and Ordering System includes new tools that AP coordinators can use to manage exam room and proctor assignments.

Positive Change Across School Communities

The changes coming in the 2019-20 school year will benefit everyone who participates in the AP program: teachers, students, AP coordinators, and school administrators.

Teachers

Teachers will have access to an online question bank, unit guides, personal progress checks, a performance dashboard, and more, enabling them to:

- Track student progress throughout the year to determine areas where more focus is needed
- Give students additional opportunities to practice using real AP Exam questions
- Customize practice questions based on student needs for in-class assignments or homework
- Pinpoint students' strengths and weaknesses on AP content and skills to improve performance
- Focus and deepen instruction and scaffold skill instruction



“The question bank ... helped me create excellent assessments that were like the real thing, but focused on what we were studying at the time.”

— AP CALCULUS AB TEACHER

Students

Students will benefit from classroom support and process improvements, including gaining the ability to:

- Commit to AP Exams earlier in the school year, which means they'll more likely be invested in the course, put in more effort, and perform better on the exams
- Receive meaningful feedback from teachers that focuses on strengths and weaknesses
- View their results to create more focused practice plans
- Spend less time bubbling-in personal information on exam day, resulting in significant time savings

School and District Leaders

Leaders will have more opportunities to build a stronger culture of commitment to AP and:

- Develop teacher talent with new AP teacher resources
- Gain new insight into what's happening across AP courses, by school
- Create efficiencies with new simplified AP Exam ordering and administration

AP Coordinators

New, more efficient processes mean AP coordinators can save significant time and will be able to:

- Order exams earlier
- Simplify the exam ordering process with AP-created student rosters
- Save time on exam day with personalized AP ID student registration labels

For additional information, see collegeboard.org/ap2019.

Setting the Stage for Change: 2018 Pilot Results

More than half of all schools offering AP require students to make exam-taking decisions in the fall. When students commit early to taking an AP Exam, they do better. They're more invested in the course and more likely to finish with college credit.

Last year we piloted fall exam registration at schools serving 40,000 AP students. When we compared these schools to other AP schools in the same states, here's what we found:

- More students sat for AP Exams and more students earned scores of 3 or higher.
 - ◆ AP Exam participation increased by **15%** in pilot schools, compared to **1%** in other schools.
 - ◆ Pilot schools maintained historical **7%** growth in exam scores of 3 or higher, while other schools saw this growth decline to **5%**.
- Students who have traditionally underperformed their peers saw impressive gains.
 - ◆ Low-income students' scores of 3 or higher increased by **20%**.
 - ◆ Underrepresented minority students' scores of 3 or higher increased by **12%**.
 - ◆ Female students' STEM exam scores of 3 or higher increased by **14%**.

National Highlights for the Class of 2018

- **1.24 million students in the class of 2018** took more than 4.22 million AP Exams in public high schools nationwide.
- **38.9% of the class of 2018 took at least one AP Exam** during high school, and **23.5% of the graduating class scored a 3 or higher** on at least one AP Exam.
- Over the past 10 years, the percentage of all U.S. public high school graduates scoring a 3 or higher on at least one AP Exam has **risen by 8.2 percentage points**.
- Some traditionally underrepresented students—including black/African American and American Indian/Alaska Native students—**continue to need increased access and support to succeed in AP**.
- In the class of 2018, **AP Exam fee reductions were used by 30.8% of total AP Exam takers** and 25.9% of AP Exam takers scoring a 3 or higher on at least one AP Exam.



The Best Single Measure of Success

This report offers a measure of participation and performance that shows success on the AP Exam within an overall context of equity and access.

The measure, shown in Figure 1, represents the percentage of students in the nation and in states who had at least one AP experience resulting in an AP Exam score of 3 or higher. Schools receive similar information in their score reports so they can compare their success in expanding preparation for and access to high-quality AP courses to what is happening in their state and in the nation.



This percentage shows the proportion of the overall population—not just the AP classroom—that demonstrated college-level mastery of an AP experience sometime in high school, thereby giving educators and policymakers a gauge of the extent to which their overall population is succeeding in advanced academics in high school.

Each student who scores a 3 or higher only “counts” once toward the overall percentage, regardless of how many AP Exams they take; accordingly, the percentage fosters inclusivity and measures the extent to which a greater proportion of the population is receiving preparation for, and access to, an AP experience.

National AP Participation and Performance

Every year, more students are participating and succeeding in AP. For more than 10 years, the percentage of all U.S. public high school graduates who took an AP Exam during high school has increased, as has the percentage of all U.S. public high school graduates who scored a 3 or higher on at least one AP Exam.

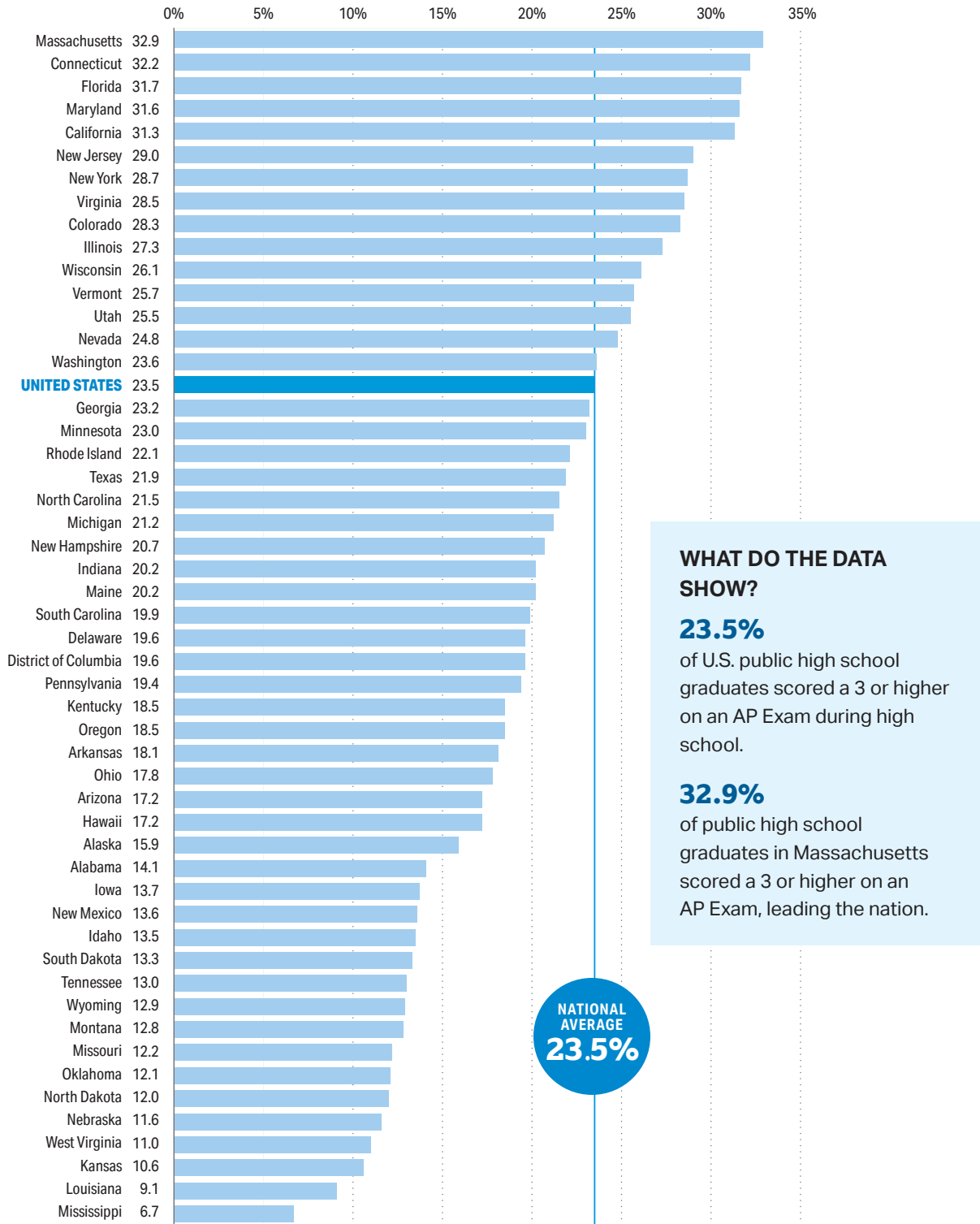
- **1,242,990 (38.9%)** of U.S. public high school graduates in the class of 2018 took at least one AP Exam, **up from 752,255 (25.1%)** in the class of 2008.
- **749,938 (23.5%)** of those graduates scored a 3 or higher on an AP Exam, **up from 459,492 (15.3%)** in the class of 2008.

These increases reflect the hard work of teachers and students, as well as a commitment from states and districts, to provide students with greater access to academic opportunities.

- **Figure 1** shows the percentage of all U.S. public high school students in the class of 2018 who scored a 3 or higher on an AP Exam during high school, by state. These data show the degree to which students are participating in AP Exams and are achieving success.
- **Figures 2a and 2b** reveal the progress states have made over 1, 3, 5, and 10 years toward ensuring that their students have the opportunity and preparation to succeed in AP.
- **Figure 3** shows the score distributions, by state, for AP Exams taken by public high school students in the class of 2018 throughout their time in high school.

FIGURE 1

Percentage of the Class of 2018 Scoring a 3 or Higher on an AP Exam During High School



Raw numbers for this figure are available in the Appendix. States with a tie in the rankings are listed alphabetically.



FIGURE 2A

1-Year, 3-Year, 5-Year, and 10-Year Change in the Percentage of Graduates Scoring a 3 or Higher on an AP Exam During High School, by State, Ranked by the 10-Year Percentage-Point Change

	Change			
	1-year	3-year	5-year	10-year
Massachusetts	0.9	3.2	6.5	12.8
Rhode Island	1.3	4.9	7.9	12.6
Florida	0.9	3.4	5.6	12.4
Connecticut	1.2	2.4	5.3	12.3
Illinois	1.0	4.2	6.5	12.3
New Jersey	1.0	3.7	6.2	11.1
District of Columbia	2.8	5.6	8.4	10.8
California	1.1	3.8	7.3	10.4
Nevada	0.1	4.9	7.9	10.4
Indiana	1.1	2.4	4.7	10.0
Wisconsin	0.6	1.7	4.3	9.7
Hawaii	1.9	3.9	5.4	9.5
Michigan	0.6	1.8	3.9	8.9
Minnesota	0.7	1.2	3.3	8.9
Kentucky	0.3	0.7	3.3	8.5
Colorado	0.7	1.3	4.5	8.4
Maryland	0.4	1.0	2.7	8.4
UNITED STATES	0.7	2.2	4.4	8.2
Alabama	0.5	2.0	3.3	7.6
Arizona	0.8	2.0	3.2	7.6
New York	0.9	2.8	4.0	7.6
Georgia	0.2	1.7	3.2	7.5
Arkansas	0.4	1.2	2.9	7.4
Pennsylvania	0.4	1.8	4.0	7.4
Washington	0.7	1.8	3.5	7.2
Ohio	0.4	0.7	3.6	6.9
Texas	0.3	2.3	4.5	6.6
Oregon	0.6	1.9	3.0	6.4
Virginia	0.0	0.5	1.6	6.3
Delaware	-0.1	2.0	2.4	6.1
South Carolina	0.1	1.5	3.7	6.1
Louisiana	0.6	1.8	4.0	5.9
Missouri	0.0	1.3	2.8	5.8
New Hampshire	0.5	1.2	3.1	5.6
Wyoming	1.3	1.9	3.4	5.5
Vermont	0.8	-0.3	1.9	5.3
Iowa	0.5	1.2	2.8	5.2
North Dakota	1.5	1.7	3.1	5.0
Nebraska	-0.1	1.0	2.3	4.9
Tennessee	0.7	1.6	3.2	4.7
Maine	-0.4	-0.6	0.5	4.5
West Virginia	-0.1	0.7	2.0	4.2
New Mexico	1.0	1.6	2.3	4.1
North Carolina	0.5	1.8	3.5	4.1
Idaho	0.8	2.2	0.6	4.0
Utah	0.5	0.8	1.7	3.9
South Dakota	0.9	0.1	1.0	3.8
Mississippi	0.2	1.2	2.3	2.8
Alaska	0.4	0.2	2.4	2.5
Montana	-0.2	-0.4	0.1	2.3
Oklahoma	0.4	0.3	0.9	2.3
Kansas	0.2	0.1	0.5	2.2

WHAT DO THE DATA SHOW?**Massachusetts**

had a 12.8-point increase over 10 years in the percentage of public high school graduates scoring a 3 or higher on an AP Exam, the highest in the nation.

District of Columbia

had the largest one-year, three-year, and five-year increase in the percentage of public high school graduates scoring a 3 or higher on an AP Exam.

8.2-point increase

since 2008 in the percentage of U.S. public high school graduates scoring a 3 or higher on an AP Exam.

0.7-point increase

since 2017 in the percentage of U.S. public high school graduates scoring a 3 or higher on an AP Exam.

Raw numbers for this figure are available in the Appendix. States with a tie in the rankings are listed alphabetically.

FIGURE 2B

Percentage of the Classes of 2008, 2013, 2015, 2017, and 2018 Scoring a 3 or Higher on an AP Exam During High School, by State, Ranked by the 10-Year Percentage-Point Change Appearing in Figure 2A

	Percentage of Graduating Class Scoring a 3 or Higher				
	2008	2013	2015	2017	2018
Massachusetts	20.1	26.4	29.7	32.0	32.9
Rhode Island	9.5	14.2	17.2	20.8	22.1
Florida	19.3	26.1	28.3	30.8	31.7
Connecticut	19.9	26.9	29.8	31.0	32.2
Illinois	15.0	20.8	23.1	26.3	27.3
New Jersey	17.9	22.8	25.3	28.0	29.0
District of Columbia	8.8	11.2	14.0	16.8	19.6
California	20.9	24.0	27.5	30.2	31.3
Nevada	14.4	16.9	19.9	24.7	24.8
Indiana	10.2	15.5	17.8	19.1	20.2
Wisconsin	16.4	21.8	24.4	25.5	26.1
Hawaii	7.7	11.8	13.3	15.3	17.2
Michigan	12.3	17.3	19.4	20.6	21.2
Minnesota	14.1	19.7	21.8	22.3	23.0
Kentucky	10.0	15.2	17.8	18.2	18.5
Colorado	19.9	23.8	27.0	27.6	28.3
Maryland	23.2	28.9	30.6	31.2	31.6
UNITED STATES	15.3	19.1	21.3	22.8	23.5
Alabama	6.5	10.8	12.1	13.6	14.1
Arizona	9.6	14.0	15.2	16.4	17.2
New York	21.1	24.7	25.9	27.8	28.7
Georgia	15.7	20.0	21.5	23.0	23.2
Arkansas	10.7	15.2	16.9	17.7	18.1
Pennsylvania	12.0	15.4	17.6	19.0	19.4
Washington	16.4	20.1	21.8	22.9	23.6
Ohio	10.9	14.2	17.1	17.4	17.8
Texas	15.3	17.4	19.6	21.6	21.9
Oregon	12.1	15.5	16.6	17.9	18.5
Virginia	22.2	26.9	28.0	28.5	28.5
Delaware	13.5	17.2	17.6	19.7	19.6
South Carolina	13.8	16.2	18.4	19.8	19.9
Louisiana	3.2	5.1	7.3	8.5	9.1
Missouri	6.4	9.4	10.9	12.2	12.2
New Hampshire	15.1	17.6	19.5	20.2	20.7
Wyoming	7.4	9.5	11.0	11.6	12.9
Vermont	20.4	23.8	26.0	24.9	25.7
Iowa	8.5	10.9	12.5	13.2	13.7
North Dakota	7.0	8.9	10.3	10.5	12.0
Nebraska	6.7	9.3	10.6	11.7	11.6
Tennessee	8.3	9.8	11.4	12.3	13.0
Maine	15.7	19.7	20.8	20.6	20.2
West Virginia	6.8	9.0	10.3	11.1	11.0
New Mexico	9.5	11.3	12.0	12.6	13.6
North Carolina	17.4	18.0	19.7	21.0	21.5
Idaho	9.5	12.9	11.3	12.7	13.5
Utah	21.6	23.8	24.7	25.0	25.5
South Dakota	9.5	12.3	13.2	12.4	13.3
Mississippi	3.9	4.4	5.5	6.5	6.7
Alaska	13.4	13.5	15.7	15.5	15.9
Montana	10.5	12.7	13.2	13.0	12.8
Oklahoma	9.8	11.2	11.8	11.7	12.1
Kansas	8.4	10.1	10.5	10.4	10.6

WHAT DO THE DATA SHOW?**Massachusetts**

had the highest percentage of public high school graduates score a 3 or higher on an AP Exam in 2017 and 2018.

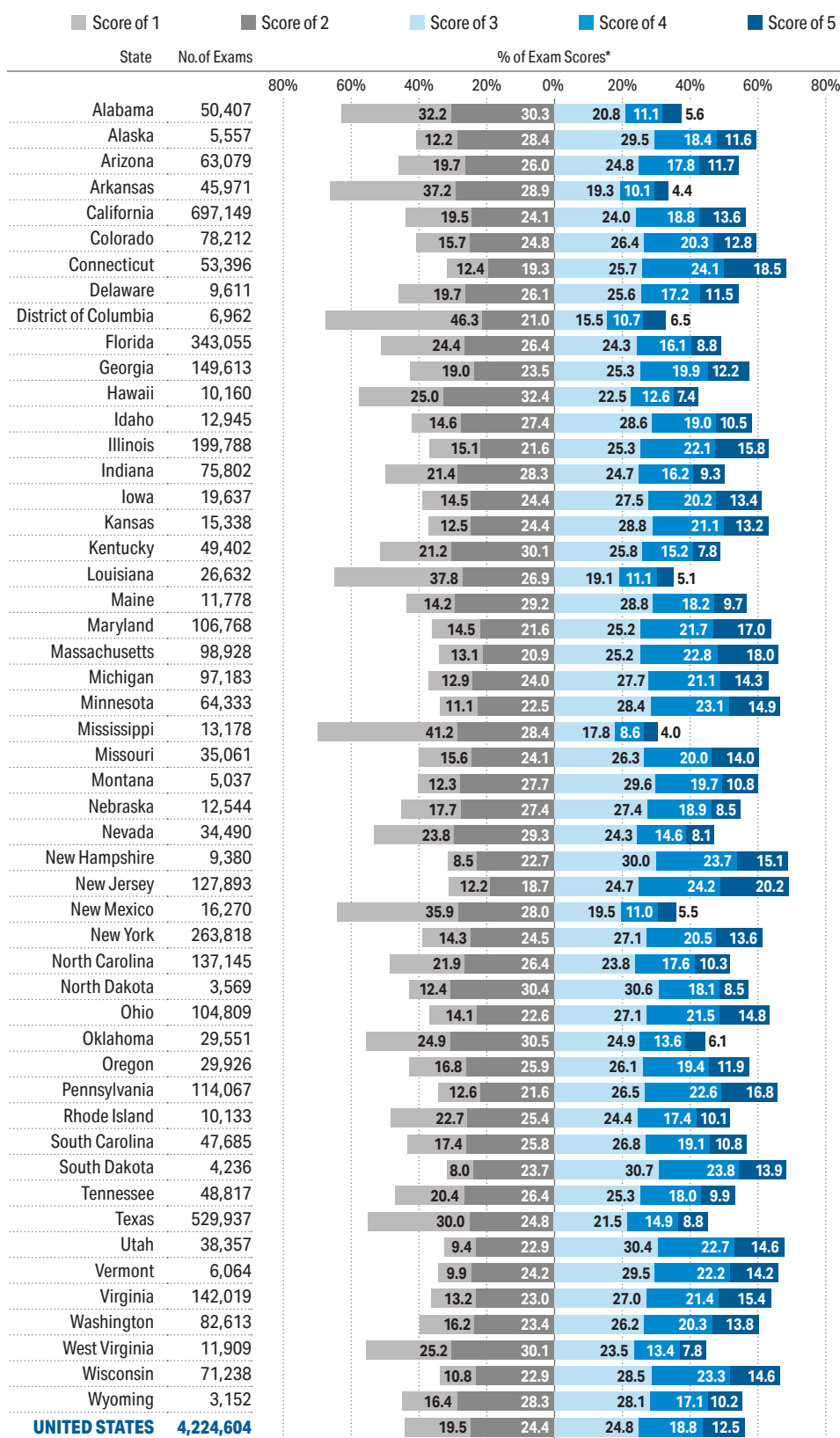
Maryland

had the highest percentage of public high school graduates score a 3 or higher on an AP Exam in 2008, 2013, and 2015.

Raw numbers for this figure are available in the Appendix. States with a tie in the rankings are listed alphabetically.

FIGURE 3

Score Distributions of AP Exams Taken by the Class of 2018 During High School, by State



*Due to rounding, percentages don't always add up to 100.0.

Ensuring Access and Opportunity for All Students

Although progress has been made to ensure that all students have access to the AP Program, some groups of students remain underrepresented in AP classrooms and in the overall population of students who earn qualifying scores of 3 or higher on AP Exams. Closing the equity gap in AP participation is critical to providing all students with the opportunity to experience the benefits of challenging coursework.

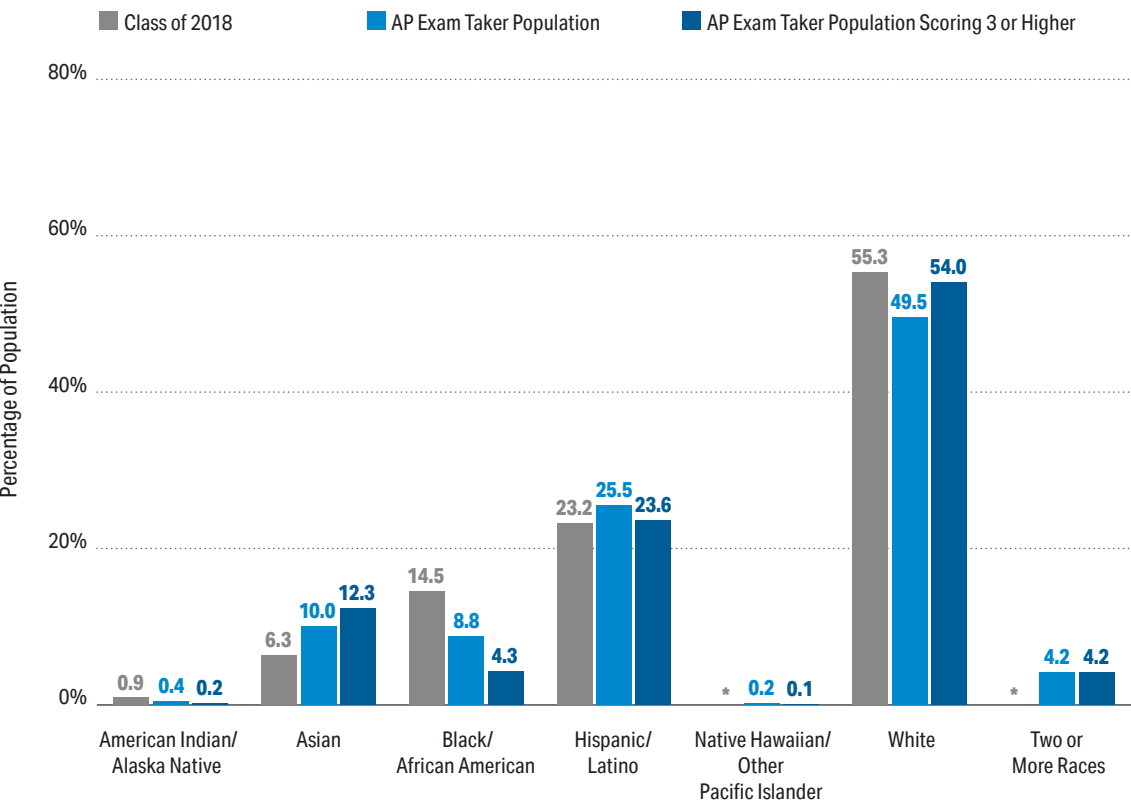
Many schools and districts have engaged in innovative practices to increase access to AP for these underrepresented students, resulting in significant growth in the number of students participating over the last two decades.

A national overview of progress shows how well states have connected students to AP and eliminated barriers that may restrict access of traditionally underrepresented groups. As part of its Equity and Access Policy, AP strongly encourages schools to ensure that the demographics of the AP classes reflect the demographics of the school. Ideally, the percentage of students scoring a 3 or higher on an AP Exam should match the proportion of the population for each demographic group within the school.

Figure 4 illustrates how well we are succeeding in meeting this goal at a national level by presenting AP participation and performance data for the class of 2018 by demographic group, compared to the demographics of the class of 2018.

The College Board strongly encourages states and districts to make equitable access a guiding principle for their AP programs and commit to providing all students with the opportunity to experience academically challenging coursework, even before they enroll in AP classes.

FIGURE 4
Demographics of the Class of 2018 and AP Exam Takers in the Class of 2018



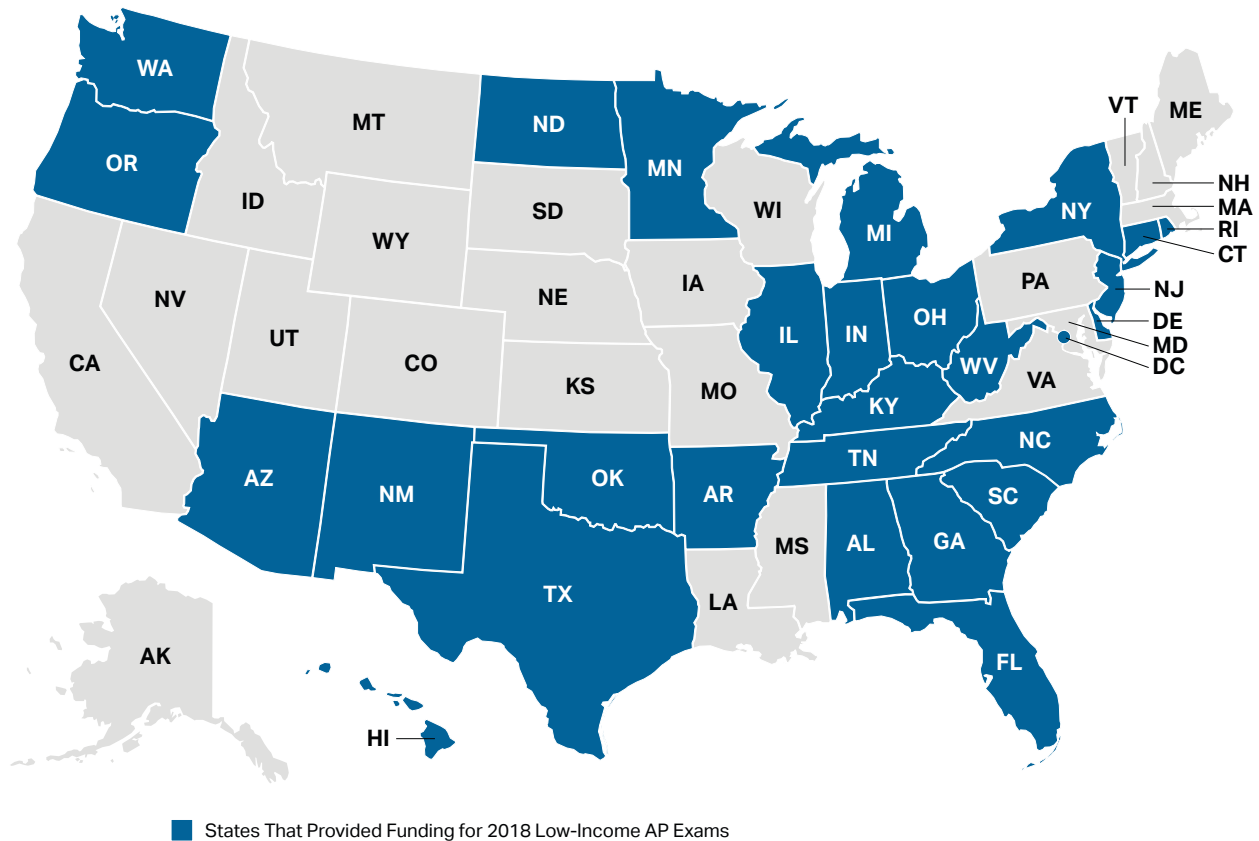
*In 2016, the race/ethnicity question changed to align with the seven categories established by the U.S. Department of Education guidelines. For more information, please visit collegeboard.org/raceethnicity. The Class of 2018 percentages are sourced from Western Interstate Commission for Higher Education (WICHE), which continues to make projections by five major racial/ethnic categories. Therefore, Two or More Races and Native Hawaiian/Other Pacific Islander projections are not provided separately but rather dispersed into the five existing racial/ethnic categories. As a result, some caution should be exercised in comparing the percent of the AP Exam taker population and the AP Exam taker population scoring 3 or higher to the Class of 2018 because the race/ethnicity definitions, while very similar, are not precisely the same.

Because some AP Exam takers identified themselves as “Other” or do not provide race/ethnicity, the AP Exam taker population in this figure represents a total of 98.6% of all AP Exam takers in the class of 2018.

Focus on Low-Income Students

All students, including low-income students, deserve the opportunity to benefit from the AP experience. Recent efforts by states, districts, and schools have helped create increased access to AP for students from low-income backgrounds.

States That Provided Funding for 2018 Low-Income AP Exams



Funding Assistance Is Critical for Low-Income AP Students

Thanks to the strong commitment from states in 2018, the number of low-income students benefiting from AP increased this year, despite the elimination of dedicated federal funding. A total of 27 states and the District of Columbia recognized the importance of ensuring access for their low-income students and provided financial support.

This state funding plays a critical role in expanding AP opportunities to serve low-income students. Equity gaps continued to narrow in states that contributed to reduce exam fees for low-income students in 2018. By contrast, gaps in AP participation between low-income students and their peers widened in the states that provided no state-level funding for low-income students' exam fees. In states that provided funding, students received on average a \$37 per-exam state subsidy in 2018. Alongside College Board's \$32 fee reduction, the resulting fee charged to students was \$16 per exam.

We commend the states that prioritized funding for their low-income students in 2018 and encourage state and district leaders to recommit this support, as early as possible, for 2019 AP Exams. An early state commitment provides a valuable assurance to students and has been a critical factor in boosting AP participation rates.

Leaders should consider a number of sources to support their AP students:

- **State and Local Funds:** A number of states cover the costs of their students' AP Exams by using state and local funds.
- **Title IV, Part A:** States and districts can use federal funds provided under the Title IV, Part A Student Support and Academic Enrichment Grants program in the Every Student Succeeds Act to cover part or all of the cost of AP Exams for low-income students. The vast majority (95%) of this funding will go to districts, but states can use their 5% of the funds for state-level activities, including supporting AP students.
- **Title I:** Districts or schools receiving Title I funds may use those funds to cover a portion of AP Exam fees for low-income students. The funds must be used to supplement and not supplant any state or local funding for AP Exams. States may also reserve 3% of their Title I funds for Direct Student Services, which can include reimbursing AP Exam fees for low-income students.
- **A Combination of the Above:** Funding sources can be combined in creative ways. For example, a state could partially cover low-income students' exams using state funds and then cover the remaining costs



with their Title IV-A state set-aside funds. Or a state could cover a portion of the cost with state funds and encourage districts to cover remaining costs with their Title IV-A allocation.

Still, the equity gap in AP participation and success for low-income students remains. A look at AP participation and performance data for low-income students provides a measure of how well states and the nation as a whole are using education resources to promote equity.

- Figure 5 is sorted by the percentage of K–12 public school students in each state who are eligible for free or reduced-price lunch. This allows for comparison among states with similar proportions of low-income students. The columns showing the percentage of low-income AP Exam takers and the percentage of successful low-income AP Exam takers provide a picture of how equitably low-income students are represented in AP classrooms within each state.

FIGURE 5

Participation and Performance of Low-Income Students in the Class of 2018

		% of K-12 Students Eligible for Free or Reduced-Price Lunch	% of AP Exam Takers Who Used an AP Exam Fee Reduction	% of AP Exam Takers Scoring 3+ Who Used an AP Exam Fee Reduction
	District of Columbia	76.4	44.5	40.0
	Mississippi	74.9	36.3	21.0
70%	New Mexico	71.7	50.9	46.2
	Arkansas	63.6	36.6	27.5
	Georgia	62.4	31.1	23.8
	Oklahoma	62.2	31.3	25.3
	Louisiana	61.3	39.4	26.9
60%	South Carolina	60.0	21.3	16.8
	Kentucky	59.4	34.1	26.7
	California	58.9	45.8	42.0
	Texas	58.9	49.3	44.4
	Florida	58.8	41.0	39.6
	Nevada	58.8	36.9	34.3
	Tennessee	58.8	23.4	18.2
	North Carolina	57.4	13.5	10.3
	UNITED STATES	52.1	30.8	25.9
	Oregon	51.4	24.6	21.0
	Alabama	51.1	23.7	15.4
	Arizona	50.2	32.3	26.5
50%	Missouri	50.1	19.6	13.3
	Illinois	49.9	31.3	24.8
	Hawaii	49.6	30.2	25.5
	New York	49.5	30.7	26.0
	West Virginia	49.4	22.0	18.9
	Kansas	49.2	20.8	13.8
	Indiana	48.3	16.7	13.9
	Pennsylvania	48.2	18.4	14.0
	Rhode Island	47.0	27.6	21.1
	Idaho	46.9	14.9	14.0
	Montana	46.2	10.0	8.3
	Michigan	46.1	17.4	13.0
	Maine	46.0	15.8	12.8
	Washington	45.4	22.4	17.0
	Maryland	45.0	21.5	16.3
	Ohio	44.9	13.7	8.6
	Nebraska	44.2	18.8	14.5
	Alaska	42.7	14.7	11.2
	Colorado	41.8	19.8	16.6
	South Dakota	41.7	6.9	5.8
	Iowa	41.4	20.6	15.8
40%	Virginia	41.2	11.2	8.0
	Massachusetts	39.9	23.5	17.9
	Wisconsin	39.9	13.4	10.4
	Vermont	38.4	10.0	8.7
	Connecticut	37.9	16.7	11.7
	Delaware	37.7	22.2	16.5
	New Jersey	37.6	16.5	12.3
	Wyoming	37.5	3.8	3.8
30%	Utah	36.4	10.1	9.4
	North Dakota	29.9	7.0	5.9
	New Hampshire	28.3	4.8	4.3
	Minnesota	38.1	*	*

WHAT DO THE DATA SHOW?**Texas**

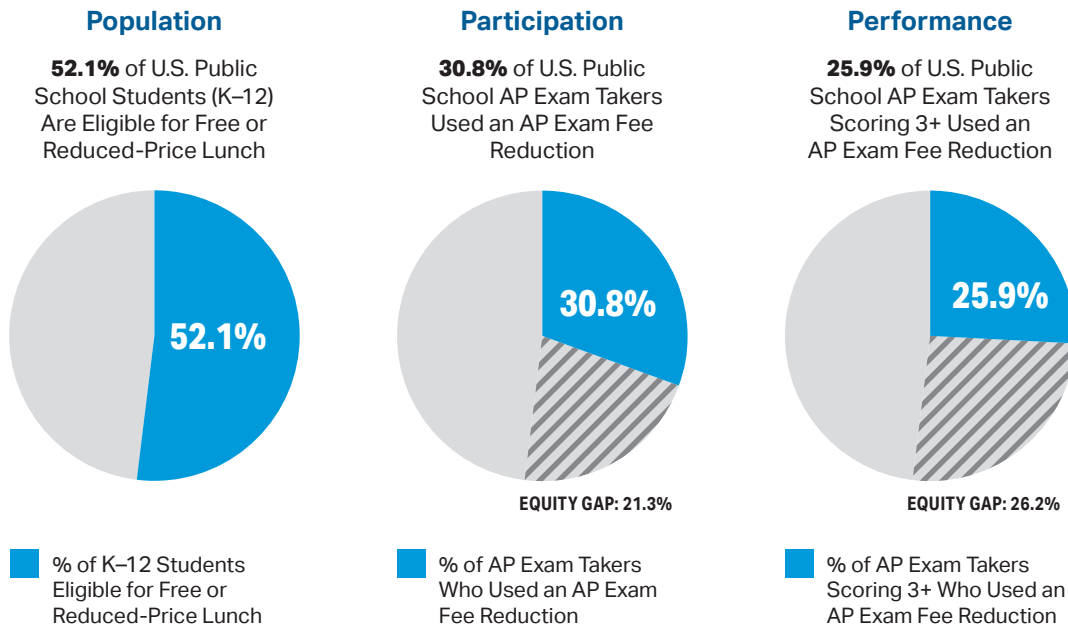
is the state closest to achieving equitable participation and performance for low-income students.

As there is no national data source on high school graduates' low-income status, K-12 estimates from the National Center for Education Statistics (NCES)—based on free or reduced-price lunch eligibility—have been used. AP fee reductions are based on this eligibility threshold among other criteria. NCES estimates reflect all K-12 public school students from the 2015-16 school year; thus, a degree of caution is warranted as these data may not accurately reflect the class of 2018.

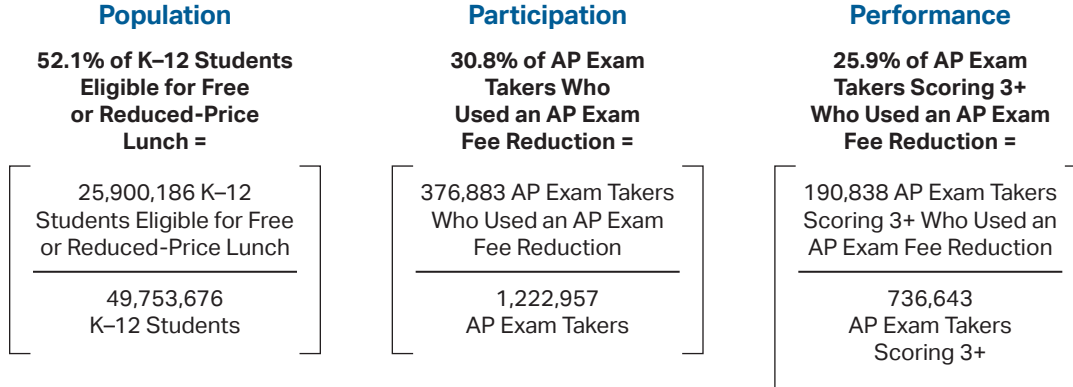
States with a tie in the rankings are listed alphabetically.

*Unable to estimate the portion of Minnesota's AP population from low-income households.

Participation and Performance of Low-Income Students in the Class of 2018



Here's the math:



WHAT DO THE DATA SHOW?

There is room for improvement in increasing access to AP for low-income students.

- Over half (52.1%) of U.S. public school students are from low-income households, compared to 30.8% of AP Exam takers in the class of 2018 and 25.9% of AP Exam takers scoring a 3 or higher on an AP Exam in the class of 2018.
- Despite the fact that low-income students have constituted an increasing share of both AP Exam takers and AP Exam takers scoring a 3 or higher on an AP Exam, these students remain underrepresented in AP.

Appendix

	Total Number of Graduates				Participation							
					Number of Graduates Who Took an AP Exam During High School				Percentage of Graduates Who Took an AP Exam During High School			
	2008	2013	2017	2018	2008	2013	2017	2018	2008	2013	2017	2018
Alabama	41,346	44,233	44,571	45,389	5,263	11,026	14,419	15,406	12.7	24.9	32.4	33.9
Alaska	7,855	7,860	7,593	7,607	1,601	1,641	1,929	1,935	20.4	20.9	25.4	25.4
Arizona	61,667	62,208	65,540	66,335	10,487	14,931	18,738	20,156	17.0	24.0	28.6	30.4
Arkansas	28,725	28,928	29,434	29,853	9,614	12,653	13,851	14,420	33.5	43.7	47.1	48.3
California	374,561	422,125	396,115	406,351	118,931	152,225	178,849	191,215	31.8	36.1	45.2	47.1
Colorado	46,082	50,968	52,790	54,851	14,738	19,502	22,785	24,463	32.0	38.3	43.2	44.6
Connecticut	38,419	38,722	36,845	36,292	10,566	13,996	15,802	16,368	27.5	36.1	42.9	45.1
Delaware	7,388	8,070	8,156	8,401	1,943	2,516	2,861	2,947	26.3	31.2	35.1	35.1
District of Columbia	3,352	3,961	3,834	3,944	1,340	1,708	2,198	2,257	40.0	43.1	57.3	57.2
Florida	149,046	158,029	160,814	164,579	53,838	80,242	87,868	91,959	36.1	50.8	54.6	55.9
Georgia	83,505	92,416	96,767	99,540	24,327	34,365	40,300	41,091	29.1	37.2	41.6	41.3
Hawaii	11,613	10,790	10,466	11,070	1,849	3,095	3,664	4,141	15.9	28.7	35.0	37.4
Idaho	16,567	17,198	19,617	19,724	2,397	3,344	4,032	4,490	14.5	19.4	20.6	22.8
Illinois	135,143	139,228	132,767	135,357	30,393	43,643	51,653	55,228	22.5	31.3	38.9	40.8
Indiana	61,901	66,595	65,562	66,504	12,382	22,233	24,659	25,892	20.0	33.4	37.6	38.9
Iowa	34,573	32,548	32,451	33,153	4,429	5,699	6,837	7,283	12.8	17.5	21.1	22.0
Kansas	30,737	31,922	31,812	33,162	4,116	5,273	5,492	5,833	13.4	16.5	17.3	17.6
Kentucky	39,339	42,888	41,592	42,512	7,759	12,681	14,828	15,627	19.7	29.6	35.7	36.8
Louisiana	34,401	37,508	38,180	40,235	2,497	5,482	10,007	11,476	7.3	14.6	26.2	28.5
Maine	14,350	13,170	12,321	12,230	3,735	4,048	3,989	4,037	26.0	30.7	32.4	33.0
Maryland	59,171	58,896	55,009	56,765	21,813	27,140	27,387	27,870	36.9	46.1	49.8	49.1
Massachusetts	65,197	66,360	64,341	64,930	18,139	24,371	29,511	30,744	27.8	36.7	45.9	47.3
Michigan	115,183	104,210	97,199	99,073	21,947	27,427	31,252	32,575	19.1	26.3	32.2	32.9
Minnesota	60,409	58,255	56,866	57,744	13,343	17,818	19,105	20,033	22.1	30.6	33.6	34.7
Mississippi	24,795	26,502	25,315	26,492	3,137	3,301	5,246	5,907	12.7	12.5	20.7	22.3
Missouri	61,717	61,407	59,278	60,741	6,517	9,527	11,979	12,675	10.6	15.5	20.2	20.9
Montana	10,396	9,369	9,248	9,142	1,635	1,873	1,892	1,959	15.7	20.0	20.5	21.4
Nebraska	20,035	20,442	20,209	21,250	2,233	3,269	3,803	4,120	11.1	16.0	18.8	19.4
Nevada	18,815	23,038	22,864	23,666	4,950	7,299	10,007	10,475	26.3	31.7	43.8	44.3
New Hampshire	14,982	14,262	12,967	12,964	3,068	3,309	3,656	3,785	20.5	23.2	28.2	29.2
New Jersey	94,994	96,490	93,027	94,077	23,783	29,553	36,093	37,773	25.0	30.6	38.8	40.2
New Mexico	18,264	19,232	19,441	19,546	3,769	5,090	6,067	6,321	20.6	26.5	31.2	32.3
New York	176,310	180,351	172,689	178,380	55,752	66,223	73,499	79,887	31.6	36.7	42.6	44.8
North Carolina	83,307	94,339	94,667	99,272	23,639	27,434	36,288	38,451	28.4	29.1	38.3	38.7
North Dakota	6,999	6,900	7,141	6,996	737	1,007	1,227	1,474	10.5	14.6	17.2	21.1
Ohio	120,758	122,491	112,923	114,842	21,380	26,939	31,469	33,584	17.7	22.0	27.9	29.2
Oklahoma	37,630	37,033	39,039	39,885	7,572	8,280	9,281	9,882	20.1	22.4	23.8	24.8
Oregon	34,949	33,899	34,297	34,448	6,829	8,362	9,885	10,483	19.5	24.7	28.8	30.4
Pennsylvania	130,298	129,777	124,099	125,963	23,472	29,833	35,367	37,116	18.0	23.0	28.5	29.5
Rhode Island	10,347	9,579	8,225	8,633	1,532	2,461	2,876	3,429	14.8	25.7	35.0	39.7
South Carolina	35,303	42,246	42,525	44,159	8,180	11,330	14,339	15,175	23.2	26.8	33.7	34.4
South Dakota	8,582	8,239	7,788	8,035	1,339	1,668	1,419	1,520	15.6	20.2	18.2	18.9
Tennessee	57,486	61,323	61,992	63,042	8,432	11,231	14,155	15,570	14.7	18.3	22.8	24.7
Texas	252,121	301,390	316,227	329,644	72,965	101,492	130,944	139,506	28.9	33.7	41.4	42.3
Utah	28,167	33,186	36,766	37,674	8,906	11,297	13,303	13,564	31.6	34.0	36.2	36.0
Vermont	7,392	6,491	6,336	6,015	2,192	2,217	2,268	2,229	29.7	34.2	35.8	37.1
Virginia	77,369	83,279	82,360	84,962	27,410	34,859	35,010	35,834	35.4	41.9	42.5	42.2
Washington	61,625	66,066	64,873	66,606	16,316	21,666	25,093	26,249	26.5	32.8	38.7	39.4
West Virginia	17,489	17,924	16,905	17,218	2,622	3,799	4,475	4,313	15.0	21.2	26.5	25.0
Wisconsin	65,183	61,425	60,138	61,266	15,632	19,124	21,910	22,965	24.0	31.1	36.4	37.5
Wyoming	5,494	5,489	5,657	5,720	809	884	1,191	1,298	14.7	16.1	21.1	22.7
UNITED STATES	3,001,337	3,169,257	3,117,638	3,196,239	752,255	1,000,386	1,174,758	1,242,990	25.1	31.6	37.7	38.9

Success								
Number of Graduates Who Scored 3 or Higher on an AP Exam During High School				Percentage of Graduates Who Scored 3 or Higher on an AP Exam During High School				
2008	2013	2017	2018	2008	2013	2017	2018	
2,683	4,771	6,063	6,388	6.5	10.8	13.6	14.1	Alabama
1,053	1,061	1,180	1,211	13.4	13.5	15.5	15.9	Alaska
5,932	8,718	10,734	11,392	9.6	14.0	16.4	17.2	Arizona
3,074	4,388	5,215	5,395	10.7	15.2	17.7	18.1	Arkansas
78,246	101,311	119,820	127,351	20.9	24.0	30.2	31.3	California
9,182	12,123	14,572	15,519	19.9	23.8	27.6	28.3	Colorado
7,651	10,411	11,434	11,689	19.9	26.9	31.0	32.2	Connecticut
1,000	1,389	1,607	1,645	13.5	17.2	19.7	19.6	Delaware
295	444	646	773	8.8	11.2	16.8	19.6	District of Columbia
28,704	41,246	49,567	52,189	19.3	26.1	30.8	31.7	Florida
13,139	18,514	22,219	23,082	15.7	20.0	23.0	23.2	Georgia
892	1,270	1,605	1,908	7.7	11.8	15.3	17.2	Hawaii
1,568	2,216	2,490	2,664	9.5	12.9	12.7	13.5	Idaho
20,287	28,892	34,960	36,952	15.0	20.8	26.3	27.3	Illinois
6,284	10,296	12,544	13,403	10.2	15.5	19.1	20.2	Indiana
2,922	3,547	4,276	4,542	8.5	10.9	13.2	13.7	Iowa
2,591	3,210	3,304	3,517	8.4	10.1	10.4	10.6	Kansas
3,921	6,528	7,590	7,851	10.0	15.2	18.2	18.5	Kentucky
1,115	1,910	3,256	3,645	3.2	5.1	8.5	9.1	Louisiana
2,249	2,590	2,535	2,469	15.7	19.7	20.6	20.2	Maine
13,707	17,050	17,183	17,960	23.2	28.9	31.2	31.6	Maryland
13,094	17,513	20,618	21,350	20.1	26.4	32.0	32.9	Massachusetts
14,211	17,988	20,069	21,004	12.3	17.3	20.6	21.2	Michigan
8,523	11,494	12,660	13,295	14.1	19.7	22.3	23.0	Minnesota
976	1,156	1,655	1,765	3.9	4.4	6.5	6.7	Mississippi
3,920	5,769	7,216	7,399	6.4	9.4	12.2	12.2	Missouri
1,088	1,186	1,205	1,170	10.5	12.7	13.0	12.8	Montana
1,348	1,905	2,362	2,470	6.7	9.3	11.7	11.6	Nebraska
2,716	3,901	5,647	5,862	14.4	16.9	24.7	24.8	Nevada
2,259	2,503	2,622	2,683	15.1	17.6	20.2	20.7	New Hampshire
16,994	21,953	26,006	27,303	17.9	22.8	28.0	29.0	New Jersey
1,740	2,172	2,447	2,655	9.5	11.3	12.6	13.6	New Mexico
37,241	44,583	47,928	51,260	21.1	24.7	27.8	28.7	New York
14,473	16,974	19,861	21,323	17.4	18.0	21.0	21.5	North Carolina
491	616	748	843	7.0	8.9	10.5	12.0	North Dakota
13,114	17,454	19,647	20,496	10.9	14.2	17.4	17.8	Ohio
3,679	4,157	4,559	4,811	9.8	11.2	11.7	12.1	Oklahoma
4,235	5,271	6,130	6,364	12.1	15.5	17.9	18.5	Oregon
15,692	19,924	23,586	24,462	12.0	15.4	19.0	19.4	Pennsylvania
979	1,364	1,707	1,911	9.5	14.2	20.8	22.1	Rhode Island
4,882	6,839	8,427	8,773	13.8	16.2	19.8	19.9	South Carolina
813	1,016	964	1,070	9.5	12.3	12.4	13.3	South Dakota
4,769	5,996	7,616	8,220	8.3	9.8	12.3	13.0	Tennessee
38,569	52,320	68,338	72,171	15.3	17.4	21.6	21.9	Texas
6,081	7,884	9,197	9,589	21.6	23.8	25.0	25.5	Utah
1,510	1,547	1,576	1,547	20.4	23.8	24.9	25.7	Vermont
17,178	22,404	23,510	24,251	22.2	26.9	28.5	28.5	Virginia
10,117	13,269	14,867	15,719	16.4	20.1	22.9	23.6	Washington
1,194	1,616	1,880	1,897	6.8	9.0	11.1	11.0	West Virginia
10,703	13,392	15,310	15,991	16.4	21.8	25.5	26.1	Wisconsin
408	519	655	739	7.4	9.5	11.6	12.9	Wyoming
459,492	606,570	711,813	749,938	15.3	19.1	22.8	23.5	UNITED STATES

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