



Summary of AP Examination Scores reported to
Northern Oklahoma College

Member Since 2005

2015

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 motivated them to take on the challenge of AP — setting them up for success on campus and in their later careers. Thanks to your support for AP credit and placement, 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.

Thousands of college faculty members provide guidance on AP curriculum frameworks and participate in exam writing and scoring. This work, along with your continued encouragement of the sending of AP scores, ensures that the widest diversity of motivated students participate in AP, enter your classrooms, and strive toward their academic goals on your campus and beyond.

A portrait of a young woman with long, dark, wavy hair, smiling slightly. She is wearing a light-colored, patterned top and a necklace with a circular pendant. The background is a blurred indoor setting.

Roshini

A holistic college experience

Taking AP classes prepared me for college in many ways — from strengthening my study skills to developing my problem-solving and communication abilities. And the credits I earned from taking AP exams have allowed me to tackle high-level courses as an underclassman and get deeply involved in my department. I now have opportunities I would never have imagined so early in my college career, like attending a presentation by a Nobel laureate and getting involved in field research. I also have the space to try new things — singing in the Glee Club, taking elective courses, and pursuing a unique minor that combines my interests. Fully exploring my passions in college represents a commitment to my own body, mind, and spirit that I hope will serve me as a future integrative physician.

Roshini Srinivasan

Ohio State University
Nutrition Sciences major
Integrative Approaches to Health and
Wellness minor

Favorite AP courses and exams

- AP United States History
- AP Calculus (AB and BC)
- AP English Literature and Composition

Overview of Exam Taker Scores Reported

Institution and Total Cohort Results



		Northern Oklahoma College				Oklahoma State Regents for HE				Total Cohort 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	# of Exam Takers	% of Total Exam Takers	# of Exam Scores	# of Exam Takers Scoring 3 or Higher ⁴
All	Total	53	100.0%	119	16	5,069	100.0%	19,708	3,616	1,293,791	100.0%	4,171,317	805,371
	Change from last year	+20.5%		+11.2%	0.0%	+1.5%		+1.6%	+0.2%	+5.8%		+6.4%	+5.2%
Exam Taker Origin ⁵	In-State	49	92.5%	108	14	3,401	67.1%	12,254	2,291	N/A	N/A	N/A	N/A
	Change from last year	+19.5%		+5.9%	-6.7%	+1.1%		+0.3%	+0.3%				
	Out-of-State	4	7.5%	11	2	1,655	32.6%	7,404	1,315	N/A	N/A	N/A	N/A
	Change from last year	+33.3%		+120.0%	+100.0%	+3.1%		+4.2%	+0.8%				
Gender	Non-US	0	0.0%	0	0	13	0.3%	50	10	44,901	3.5%	123,143	34,646
	Change from last year					-50.0%		-27.5%	-41.2%	+8.1%		+8.7%	+8.8%
Gender	Female	36	67.9%	78	10	2,876	56.7%	10,779	2,005	722,767	55.9%	2,270,973	438,706
	Change from last year	+38.5%		+50.0%	+42.9%	+5.2%		+6.7%	+3.2%	+5.9%		+6.6%	+5.5%
Gender	Male	17	32.1%	41	6	2,193	43.3%	8,929	1,611	571,024	44.1%	1,900,344	366,665
	Change from last year	-5.6%		-25.5%	-33.3%	-3.1%		-3.8%	-3.2%	+5.6%		+6.1%	+4.9%
Ethnicity/Race	American Indian/Alaska Native	2	3.8%	4	1	302	6.0%	1,011	191	7,768	0.6%	21,131	3,689
	Change from last year	-50.0%		-42.9%		-7.1%		-6.4%	-0.5%	+3.4%		+4.6%	+4.4%
	Asian/Asian American/Pacific Islander	1	1.9%	3	1	363	7.2%	1,817	269	161,026	12.4%	691,876	118,400
	Change from last year	0.0%		+200.0%		+13.4%		+6.8%	+8.9%	+6.3%		+7.3%	+6.1%
	Black/African American	3	5.7%	3	0	341	6.7%	1,169	143	113,382	8.8%	295,054	36,499
	Change from last year	+200.0%		+200.0%		+37.5%		+33.8%	+26.5%	+6.6%		+7.5%	+8.1%
	Hispanic/Latino ⁶	6	11.3%	16	3	449	8.9%	1,656	297	239,171	18.5%	709,659	135,985
	Change from last year	0.0%		-15.8%	-25.0%	+22.0%		+21.0%	+18.8%	+8.1%		+9.8%	+8.9%
	White	37	69.8%	86	11	3,400	67.1%	13,423	2,593	700,847	54.2%	2,264,885	472,323
	Change from last year	+32.1%		+22.9%	+10.0%	-4.2%		-2.5%	-3.3%	+3.3%		+4.5%	+2.9%
	Other	0	0.0%	0	0	76	1.5%	346	61	42,846	3.3%	144,740	26,239
	Change from last year	-100.0%		-100.0%	-100.0%	-24.0%		-15.0%	-17.6%	+0.1%		+1.3%	-0.2%
	No Response	4	7.5%	7	0	138	2.7%	286	62	28,751	2.2%	43,972	12,236
	Change from last year	+100.0%		+16.7%	-100.0%	+62.4%		+45.9%	+26.5%	+88.0%		+84.2%	+96.6%
SES	Low-income ⁷	19	35.8%	48	6	1,166	23.0%	4,400	684	342,736	26.5%	1,056,191	169,611
	Change from last year	+18.8%		+41.2%	0.0%	+8.9%		+9.1%	+4.7%	+8.8%		+9.8%	+9.3%

Three-Year Trend

Northern Oklahoma College



		2015				2014				2013			
		# 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%	119	16	44	100.0%	107	16	22	100.0%	42	7
	Change from previous year	+20.5%		+11.2%	0.0%	+100.0%		+154.8%	+128.6%	+10.0%		0.0%	+16.7%
Exam Taker Origin ⁵	In-State	49	92.5%	108	14	41	93.2%	102	15	20	90.9%	34	6
	Change from previous year	+19.5%		+5.9%	-6.7%	+105.0%		+200.0%	+150.0%	+11.1%		0.0%	+20.0%
Out-of-State		4	7.5%	11	2	3	6.8%	5	1	2	9.1%	8	1
	Change from previous year	+33.3%		+120.0%	+100.0%	+50.0%		-37.5%	0.0%	0.0%		0.0%	0.0%
Non-US		0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
	Change from previous year												
Gender	Female	36	67.9%	78	10	26	59.1%	52	7	11	50.0%	18	2
	Change from previous year	+38.5%		+50.0%	+42.9%	+136.4%		+188.9%	+250.0%	+57.1%		+80.0%	0.0%
Male		17	32.1%	41	6	18	40.9%	55	9	11	50.0%	24	5
	Change from previous year	-5.6%		-25.5%	-33.3%	+63.6%		+129.2%	+80.0%	-15.4%		-25.0%	+25.0%
Ethnicity/Race	American Indian/Alaska Native	2	3.8%	4	1	4	9.1%	7	0	1	4.5%	1	0
	Change from previous year	-50.0%		-42.9%		+300.0%		+600.0%		-66.7%		-66.7%	
Asian/Asian American/Pacific Islander		1	1.9%	3	1	1	2.3%	1	0	0	0.0%	0	0
	Change from previous year	0.0%		+200.0%									
Black/African American		3	5.7%	3	0	1	2.3%	1	0	1	4.5%	2	1
	Change from previous year	+200.0%		+200.0%		0.0%		-50.0%	-100.0%	-50.0%		-71.4%	
Hispanic/Latino ⁶		6	11.3%	16	3	6	13.6%	19	4	3	13.6%	4	1
	Change from previous year	0.0%		-15.8%	-25.0%	+100.0%		+375.0%	+300.0%	+50.0%		+100.0%	
White		37	69.8%	86	11	28	63.6%	70	10	14	63.6%	30	5
	Change from previous year	+32.1%		+22.9%	+10.0%	+100.0%		+133.3%	+100.0%	+27.3%		+15.4%	0.0%
Other		0	0.0%	0	0	2	4.5%	3	1	1	4.5%	1	0
	Change from previous year	-100.0%		-100.0%	-100.0%	+100.0%		+200.0%		0.0%		-66.7%	-100.0%
No Response		4	7.5%	7	0	2	4.5%	6	1	2	9.1%	4	0
	Change from previous year	+100.0%		+16.7%	-100.0%	0.0%		+50.0%		+100.0%		+300.0%	
SES	Low-income ⁷	19	35.8%	48	6	16	36.4%	34	6	11	50.0%	18	2
	Change from previous year	+18.8%		+41.2%	0.0%	+45.5%		+88.9%	+200.0%	+22.2%		+5.9%	+100.0%

Three-Year Trend

Oklahoma State Regents for Higher Education



		2015				2014				2013			
		# 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	5,069	100.0%	19,708	3,616	4,995	100.0%	19,391	3,607	4,640	100.0%	17,011	3,316
	Change from previous year	+1.5%		+1.6%	+0.2%	+7.7%		+14.0%	+8.8%	-2.9%		+0.6%	+1.4%
Exam Taker Origin ⁵	In-State	3,401	67.1%	12,254	2,291	3,364	67.3%	12,214	2,285	3,198	68.9%	11,092	2,156
	Change from previous year	+1.1%		+0.3%	+0.3%	+5.2%		+10.1%	+6.0%	-1.7%		+2.4%	+3.7%
Exam Taker Origin ⁵	Out-of-State	1,655	32.6%	7,404	1,315	1,605	32.1%	7,108	1,305	1,429	30.8%	5,875	1,151
	Change from previous year	+3.1%		+4.2%	+0.8%	+12.3%		+21.0%	+13.4%	-5.7%		-2.7%	-2.6%
Exam Taker Origin ⁵	Non-US	13	0.3%	50	10	26	0.5%	69	17	13	0.3%	44	9
	Change from previous year	-50.0%		-27.5%	-41.2%	+100.0%		+56.8%	+88.9%	+18.2%		+41.9%	0.0%
Gender	Female	2,876	56.7%	10,779	2,005	2,733	54.7%	10,106	1,943	2,524	54.4%	8,906	1,755
	Change from previous year	+5.2%		+6.7%	+3.2%	+8.3%		+13.5%	+10.7%	-3.6%		+0.1%	+0.2%
Gender	Male	2,193	43.3%	8,929	1,611	2,262	45.3%	9,285	1,664	2,116	45.6%	8,105	1,561
	Change from previous year	-3.1%		-3.8%	-3.2%	+6.9%		+14.6%	+6.6%	-2.1%		+1.2%	+2.8%
Ethnicity/Race	American Indian/Alaska Native	302	6.0%	1,011	191	325	6.5%	1,080	192	288	6.2%	906	181
	Change from previous year	-7.1%		-6.4%	-0.5%	+12.8%		+19.2%	+6.1%	-1.7%		+7.3%	+9.0%
Ethnicity/Race	Asian/Asian American/Pacific Islander	363	7.2%	1,817	269	320	6.4%	1,701	247	276	5.9%	1,374	217
	Change from previous year	+13.4%		+6.8%	+8.9%	+15.9%		+23.8%	+13.8%	-13.8%		-4.7%	-2.7%
Ethnicity/Race	Black/African American	341	6.7%	1,169	143	248	5.0%	874	113	243	5.2%	813	121
	Change from previous year	+37.5%		+33.8%	+26.5%	+2.1%		+7.5%	-6.6%	-1.6%		+9.6%	+24.7%
Ethnicity/Race	Hispanic/Latino ⁶	449	8.9%	1,656	297	368	7.4%	1,369	250	359	7.7%	1,247	238
	Change from previous year	+22.0%		+21.0%	+18.8%	+2.5%		+9.8%	+5.0%	+20.5%		+22.9%	+18.4%
Ethnicity/Race	White	3,400	67.1%	13,423	2,593	3,549	71.1%	13,764	2,682	3,308	71.3%	12,182	2,456
	Change from previous year	-4.2%		-2.5%	-3.3%	+7.3%		+13.0%	+9.2%	-3.4%		-1.1%	-0.4%
Ethnicity/Race	Other	76	1.5%	346	61	100	2.0%	407	74	93	2.0%	337	68
	Change from previous year	-24.0%		-15.0%	-17.6%	+7.5%		+20.8%	+8.8%	+27.4%		+13.5%	+21.4%
Ethnicity/Race	No Response	138	2.7%	286	62	85	1.7%	196	49	73	1.6%	152	35
	Change from previous year	+62.4%		+45.9%	+26.5%	+16.4%		+28.9%	+40.0%	-41.6%		-37.7%	-42.6%
SES	Low-income ⁷	1,166	23.0%	4,400	684	1,071	21.4%	4,032	653	957	20.6%	3,515	567
	Change from previous year	+8.9%		+9.1%	+4.7%	+11.9%		+14.7%	+15.2%	-8.4%		-4.0%	-0.4%

Three-Year Trend

Total Cohort



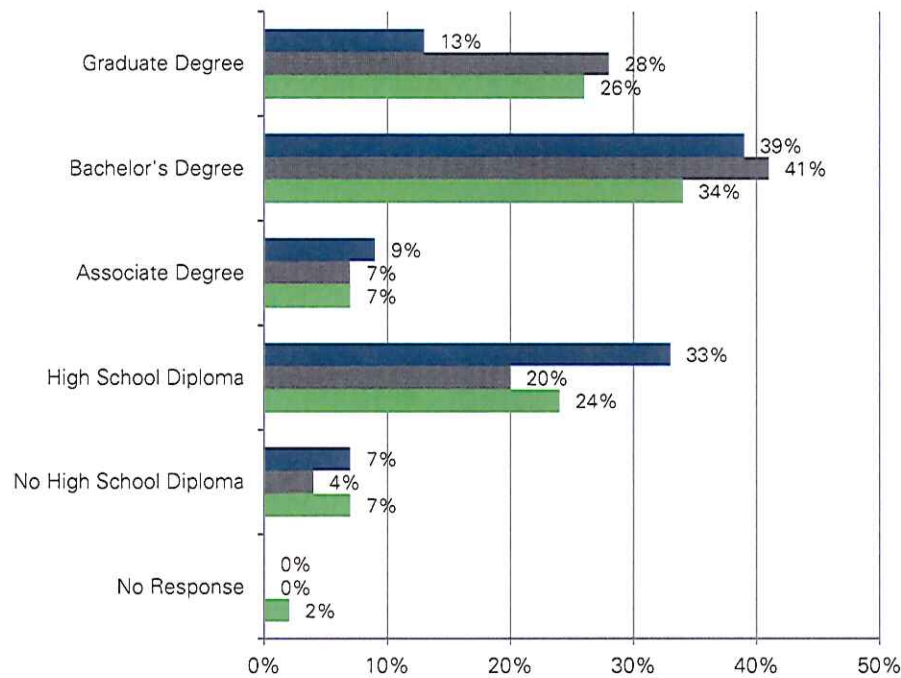
		2015				2014				2013			
		# of Exam Takers	% of Total Exam Takers	# of Exam Scores	# of Exam Takers Scoring 3 or Higher ⁴	# of Exam Takers	% of Total Exam Takers	# of Exam Scores	# of Exam Takers Scoring 3 or Higher ⁴	# of Exam Takers	% of Total Exam Takers	# of Exam Scores	# of Exam Takers Scoring 3 or Higher ⁴
All	Total	1,293,791	100.0%	4,171,317	805,371	1,223,436	100.0%	3,920,681	765,240	1,172,296	100.0%	3,674,948	734,319
	Change from previous year	+5.8%		+6.4%	+5.2%	+4.4%		+6.7%	+4.2%	+4.9%		+7.7%	+5.6%
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	44,901	3.2%	123,143	34,646	41,536	3.2%	113,249	31,857	38,050	3.2%	99,564	29,068
	Change from previous year	+8.1%		+8.7%	+8.8%	+9.2%		+13.7%	+9.6%	+7.7%		+11.0%	+6.9%
Gender	Female	722,767	55.7%	2,270,973	438,706	682,658	55.7%	2,129,987	415,744	653,273	55.7%	1,991,758	397,278
	Change from previous year	+5.9%		+6.6%	+5.5%	+4.5%		+6.9%	+4.6%	+4.7%		+7.2%	+5.0%
Gender	Male	571,024	44.3%	1,900,344	366,665	540,778	44.3%	1,790,694	349,496	519,023	44.3%	1,683,190	337,041
	Change from previous year	+5.6%		+6.1%	+4.9%	+4.2%		+6.4%	+3.7%	+5.2%		+8.2%	+6.3%
Ethnicity/Race	American Indian/Alaska Native	7,768	0.6%	21,131	3,689	7,511	0.6%	20,194	3,532	7,028	0.6%	18,383	3,388
	Change from previous year	+3.4%		+4.6%	+4.4%	+6.9%		+9.9%	+4.3%	+11.8%		+14.2%	+10.9%
Ethnicity/Race	Asian/Asian American/Pacific Islander	161,026	12.2%	691,876	118,400	151,527	12.2%	644,848	111,562	142,628	12.2%	589,689	104,616
	Change from previous year	+6.3%		+7.3%	+6.1%	+6.2%		+9.4%	+6.6%	+8.0%		+9.9%	+8.4%
Ethnicity/Race	Black/African American	113,382	8.5%	295,054	36,499	106,344	8.5%	274,437	33,768	100,042	8.5%	252,887	31,864
	Change from previous year	+6.6%		+7.5%	+8.1%	+6.3%		+8.5%	+6.0%	+4.9%		+7.5%	+8.9%
Ethnicity/Race	Hispanic/Latino ⁶	239,171	17.4%	709,659	135,985	221,230	17.4%	646,431	124,855	204,406	17.4%	584,440	114,066
	Change from previous year	+8.1%		+9.8%	+8.9%	+8.2%		+10.6%	+9.5%	+10.9%		+14.6%	+11.8%
Ethnicity/Race	White	700,847	56.3%	2,264,885	472,323	678,717	56.3%	2,167,983	459,001	660,353	56.3%	2,069,310	448,552
	Change from previous year	+3.3%		+4.5%	+2.9%	+2.8%		+4.8%	+2.3%	+3.9%		+6.1%	+4.5%
Ethnicity/Race	Other	42,846	3.4%	144,740	26,239	42,812	3.4%	142,915	26,299	40,295	3.4%	132,989	24,670
	Change from previous year	+0.1%		+1.3%	-0.2%	+6.2%		+7.5%	+6.6%	+9.7%		+13.4%	+11.0%
Ethnicity/Race	No Response	28,751	1.5%	43,972	12,236	15,295	1.5%	23,873	6,223	17,544	1.5%	27,250	7,163
	Change from previous year	+88.0%		+84.2%	+96.6%	-12.8%		-12.4%	-13.1%	-35.1%		-42.1%	-45.8%
SES	Low-income ⁷	342,736	24.8%	1,056,191	169,611	314,878	24.8%	962,050	155,243	290,997	24.8%	865,777	141,574
	Change from previous year	+8.8%		+9.8%	+9.3%	+8.2%		+11.1%	+9.7%	+11.5%		+14.8%	+13.5%

Overview of Exam Taker Scores Reported

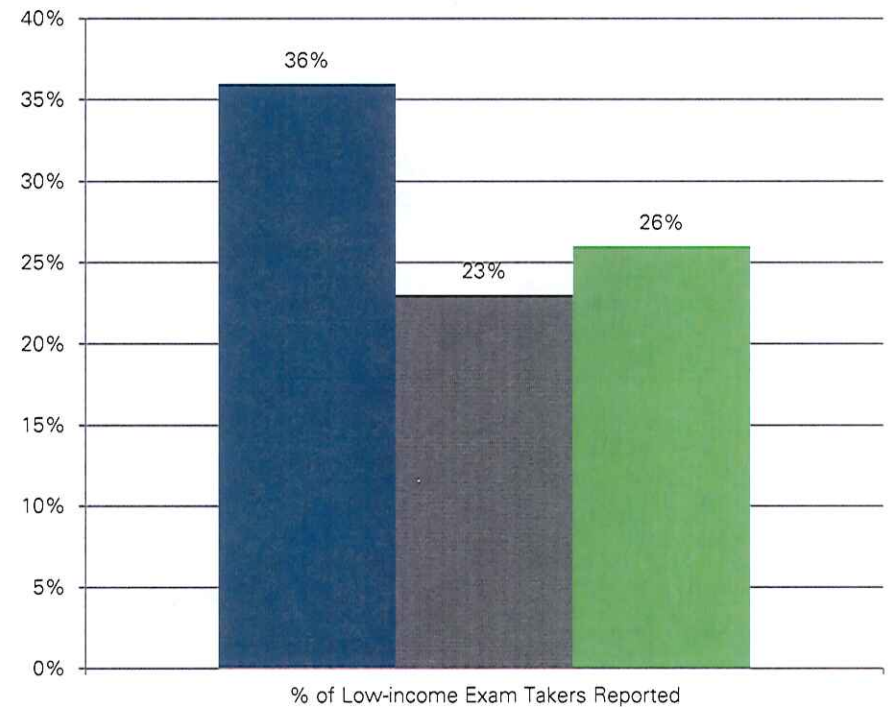
Parent Education Level and Low-Income Trends



Percent of Exam Takers Reported by Parent Education Level⁸



Percent of Low-income⁷ Exam Takers Reported



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

Exams by Discipline⁹

Subject Area of Exam Scores Sent

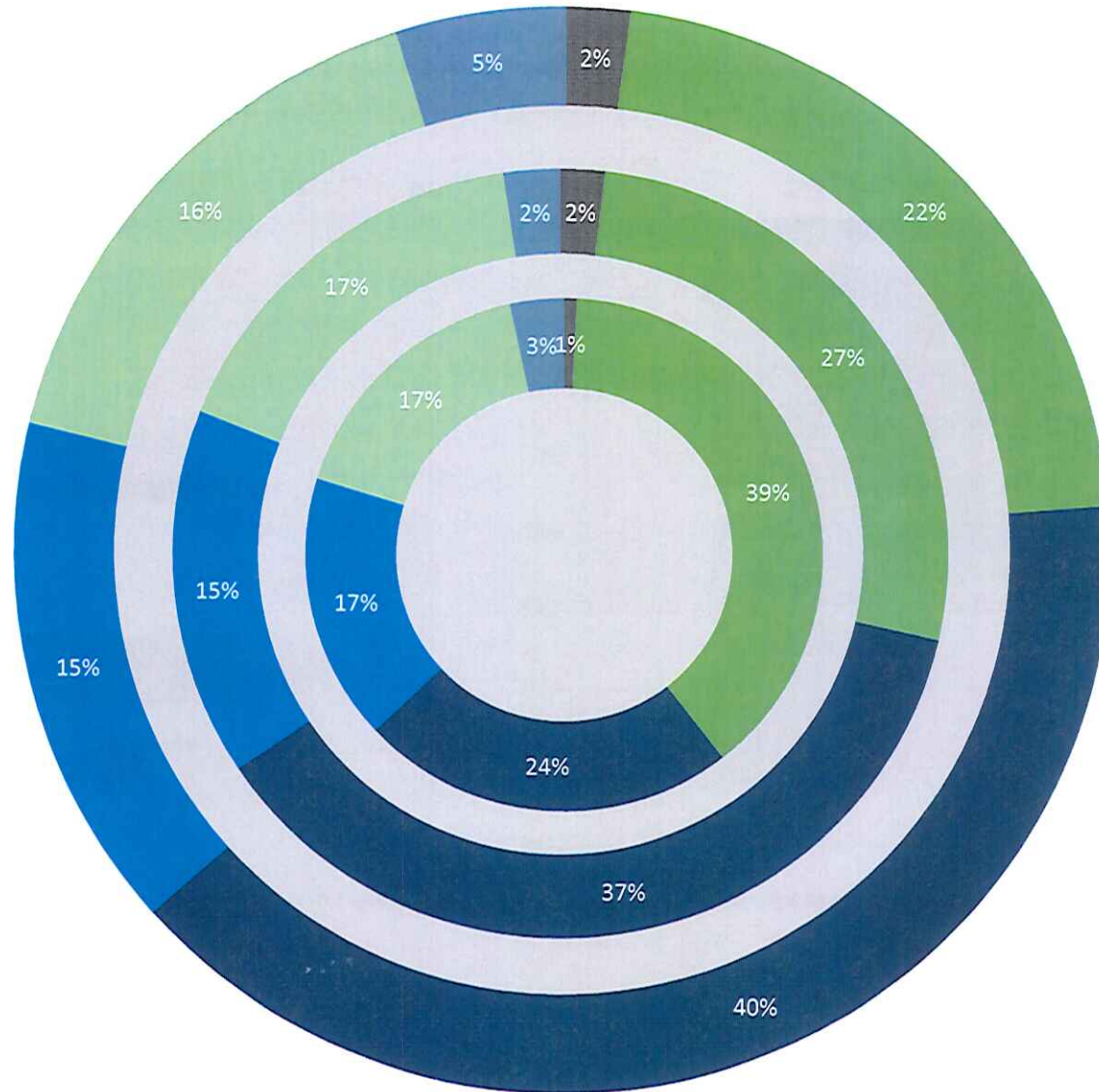


BAR LEGEND



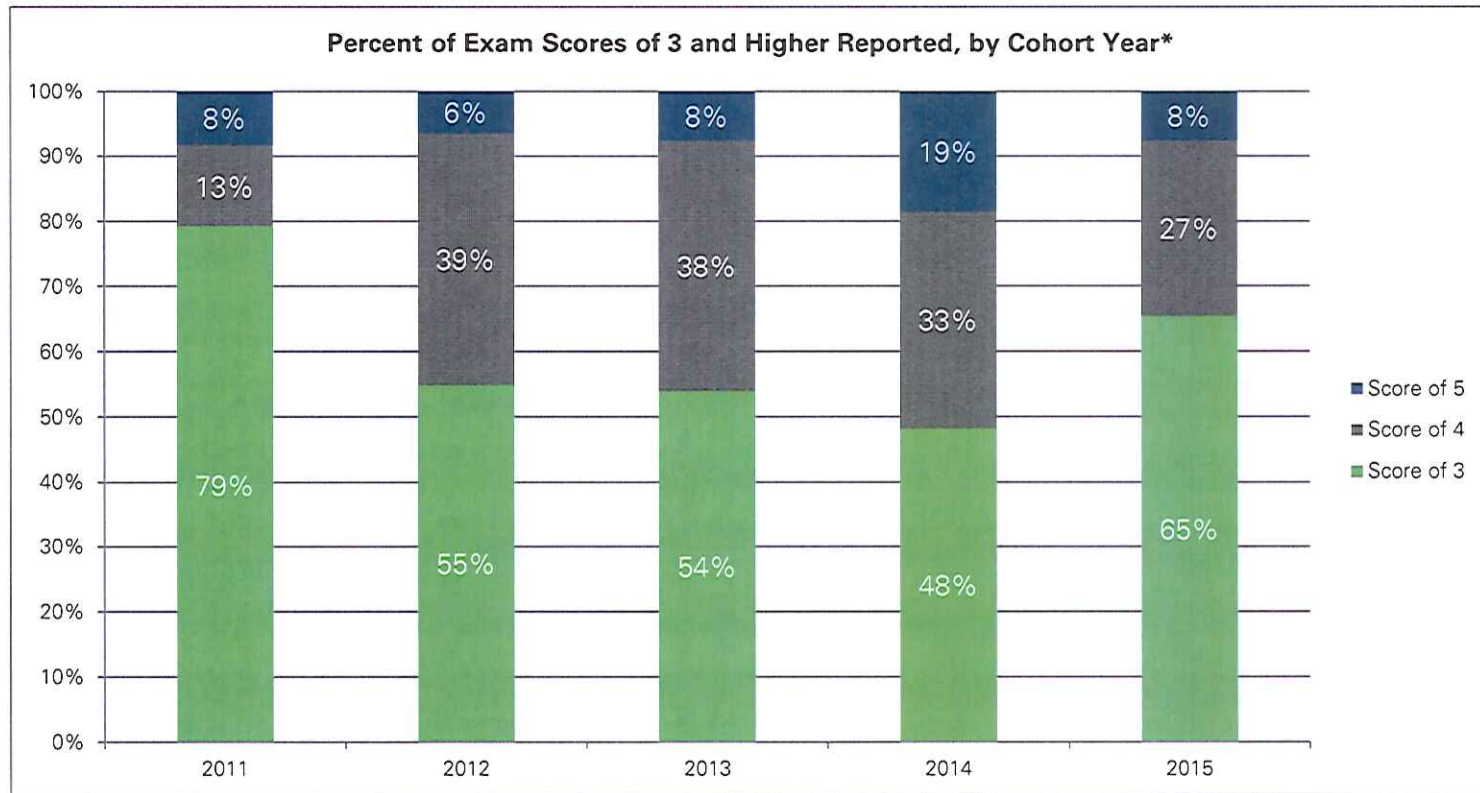
COLOR LEGEND

- Arts
- English
- History and Social Sciences
- Mathematics and Computer Science
- Sciences
- World Languages



Exams with Scores of 3 and Higher⁴ Reported, by Cohort Year

Five-Year Trend



*The College Board and the American Council on Education (ACE) recommends 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. For more information, please see Note 3 in the Data Notes section of this report.

Exam Participation and Performance

Exam Scores and Exam Taker Origin



Discipline	Exam Name	# of Exam Takers Reported ¹	# of Exam Scores Reported			Exam Taker Origin ⁵			
			3	4	5	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
	% of exam takers reported								
	Music Theory	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
	% of exam takers reported								
	Studio Art: 3-D Design Portfolio	0	0	0	0	0	0	0	0
% of exam takers reported									
Arts	Studio Art: Drawing Portfolio	1	0	0	0	1	0	0	1
	% of exam takers reported		0%	0%	0%	100%	0%	0%	100%
Capstone	Capstone: Research ¹¹	0	0	0	0	0	0	0	0
	% of exam takers reported								
	Capstone: Seminar	0	0	0	0	0	0	0	0
% of exam takers reported									
English	English Language and Composition	17	3	2	0	14	3	0	13
	% of exam takers reported		18%	12%	0%	82%	18%	0%	76%
	English Literature and Composition	29	5	0	0	27	2	0	25
% of exam takers reported		17%	0%	0%	93%	7%	0%	86%	
History and Social Sciences	Comparative Government and Politics	0	0	0	0	0	0	0	0
	% of exam takers reported								
	European History	1	0	0	0	1	0	0	1
	% of exam takers reported		0%	0%	0%	100%	0%	0%	100%
	Human Geography	3	0	1	0	3	0	0	3
	% of exam takers reported		0%	33%	0%	100%	0%	0%	100%
	Macroeconomics	1	0	0	0	0	1	0	0
% of exam takers reported		0%	0%	0%	0%	100%	0%	0%	
History and Social Sciences	Microeconomics	0	0	0	0	0	0	0	0
	% of exam takers reported								

Exam Participation and Performance

Exam Scores and Exam Taker Origin (continued)



Discipline	Exam Name	# of Exam Takers Reported ¹	# of Exam Scores Reported			Exam Taker Origin ⁵			In-State Public School Exam Takers
			3	4	5	In-State Exam Takers	Out-of-State Exam Takers	Non-US Exam Takers	
History and Social Sciences	Psychology	8	1	1	1	8	0	0	7
	% of exam takers reported		13%	13%	13%	100%	0%	0%	88%
	United States Government and Politics	10	0	1	1	9	1	0	9
	% of exam takers reported		0%	10%	10%	90%	10%	0%	90%
	United States History	3	0	1	0	2	1	0	1
	% of exam takers reported		0%	33%	0%	67%	33%	0%	33%
World History	World History	2	0	1	0	2	0	0	2
	% of exam takers reported		0%	50%	0%	100%	0%	0%	100%
Mathematics and Computer Science	Calculus AB	9	4	0	0	9	0	0	8
	% of exam takers reported		44%	0%	0%	100%	0%	0%	89%
	Calculus BC	1	0	0	0	1	0	0	1
	% of exam takers reported		0%	0%	0%	100%	0%	0%	100%
	Computer Science A	0	0	0	0	0	0	0	0
	% of exam takers reported								
Statistics	Statistics	10	2	0	0	9	1	0	8
	% of exam takers reported		20%	0%	0%	90%	10%	0%	80%
Sciences	Biology	7	4	0	0	7	0	0	7
	% of exam takers reported		57%	0%	0%	100%	0%	0%	100%
	Chemistry	6	0	0	0	6	0	0	5
	% of exam takers reported		0%	0%	0%	100%	0%	0%	83%
	Environmental Science	4	1	0	0	3	1	0	3
	% of exam takers reported		25%	0%	0%	75%	25%	0%	75%
	Physics 1	0	0	0	0	0	0	0	0
	% of exam takers reported								
Physics 2	0	0	0	0	0	0	0	0	
% of exam takers reported									
Physics B	0	0	0	0	0	0	0	0	
% of exam takers reported									

Exam Participation and Performance

Exam Scores and Exam Taker Origin (continued)



Discipline	Exam Name	# of Exam Takers Reported ¹	# of Exam Scores Reported			Exam Taker Origin ⁵			
			3	4	5	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	1	0	0	0	1	0	0	1
	% of exam takers reported		0%	0%	0%	100%	0%	0%	100%
	Physics C: Mechanics	2	0	0	0	2	0	0	2
	% of exam takers reported		0%	0%	0%	100%	0%	0%	100%
World Languages	Chinese Language and Culture	0	0	0	0	0	0	0	0
	% of exam takers reported								
	French Language and Culture	0	0	0	0	0	0	0	0
	% of exam takers reported								
	German Language and Culture	3	0	0	0	3	0	0	3
	% of exam takers reported		0%	0%	0%	100%	0%	0%	100%
	Italian Language and Culture ⁹	0	0	0	0	0	0	0	0
	% of exam takers reported								
	Japanese Language and Culture	0	0	0	0	0	0	0	0
	% of exam takers reported		0%	0%	0%	0%	0%	0%	0%
	Latin	0	0	0	0	0	0	0	0
	% of exam takers reported								
Spanish Language and Culture	1	0	1	0	0	1	0	0	
% of exam takers reported		0%	100%	0%	0%	100%	0%	0%	
Spanish Literature and Culture	0	0	0	0	0	0	0	0	
% of exam takers reported									
Totals	Institution	53	20	8	2	49	4	0	46
	% of exams/exam takers reported*		17%	7%	2%	92%	8%		87%
	Total (System/Consortium)	5,069	5,912	3,643	2,009	3,401	1,655	13	3,162
	% of exams/exam takers reported*		30%	18%	10%	67%	33%	0%	62%
	Total (Total Cohort ²)	1,293,791	1,034,347	830,111	574,898	N/A	N/A	44,901	N/A
% of exams/exam takers reported*		25%	20%	14%			3%		

* 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

Gender, Ethnicity and Low-Income Demographics



Discipline	Exam Name	# of Exam Takers Reported ¹	Gender		Ethnicity/Race						Low-income ⁷	
			Male	Female	American Indian / Alaska Native	Asian / Asian American / Pacific Islander	Black / African American	Hispanic / Latino ⁶	White	Other		No Response
Arts	Art History	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
	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	1	0	0	0	0	1	0	0	0	
	% of exam takers reported		0%	100%	0%	0%	0%	0%	100%	0%	0%	0%
Capstone	Capstone: Research ¹¹	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
Capstone: Seminar	0	0	0	0	0	0	0	0	0	0	0	
	% of exam takers reported											
English	English Language and Composition	17	6	11	1	1	0	2	12	0	1	4
	% of exam takers reported		35%	65%	6%	6%	0%	12%	71%	0%	6%	24%
English Literature and Composition	29	11	18	1	1	2	2	22	0	1	11	
	% of exam takers reported		38%	62%	3%	3%	7%	7%	76%	0%	3%	38%
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	1	1	0	0	0	0	1	0	0	0	0
	% of exam takers reported		100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
	Human Geography	3	2	1	0	0	0	0	3	0	0	3
	% of exam takers reported		67%	33%	0%	0%	0%	0%	100%	0%	0%	100%
Macroeconomics	1	0	1	0	0	0	1	0	0	0	1	
	% of exam takers reported		0%	100%	0%	0%	0%	100%	0%	0%	0%	100%
Microeconomics	0	0	0	0	0	0	0	0	0	0	0	
	% of exam takers reported											

Exam Participation and Performance

Gender, Ethnicity and Low-Income Demographics (continued)



Discipline	Exam Name	# of Exam Takers Reported ¹	Gender		Ethnicity/Race						No Response	Low-income ⁷
			Male	Female	American Indian / Alaska Native	Asian / Asian American / Pacific Islander	Black / African American	Hispanic / Latino ⁶	White	Other		
History and Social Sciences	Psychology	8	1	7	0	0	0	0	5	0	3	4
	% of exam takers reported		13%	88%	0%	0%	0%	0%	63%	0%	38%	50%
	United States Government and Politics	10	4	6	0	0	0	2	8	0	0	5
	% of exam takers reported		40%	60%	0%	0%	0%	20%	80%	0%	0%	50%
	United States History	3	1	2	0	1	0	1	1	0	0	1
	% of exam takers reported		33%	67%	0%	33%	0%	33%	33%	0%	0%	33%
World History	World History	2	1	1	0	0	0	1	1	0	0	2
	% of exam takers reported		50%	50%	0%	0%	0%	50%	50%	0%	0%	100%
Mathematics and Computer Science	Calculus AB	9	6	3	1	0	0	2	5	0	1	1
	% of exam takers reported		67%	33%	11%	0%	0%	22%	56%	0%	11%	11%
	Calculus BC	1	0	1	0	0	0	0	1	0	0	0
	% of exam takers reported		0%	100%	0%	0%	0%	0%	100%	0%	0%	0%
	Computer Science A	0	0	0	0	0	0	0	0	0	0	0
	% of exam takers reported											
Statistics	Statistics	10	2	8	0	0	1	1	8	0	0	6
	% of exam takers reported		20%	80%	0%	0%	10%	10%	80%	0%	0%	60%
Sciences	Biology	7	1	6	0	0	0	0	7	0	0	3
	% of exam takers reported		14%	86%	0%	0%	0%	0%	100%	0%	0%	43%
	Chemistry	6	3	3	1	0	0	0	4	0	1	2
	% of exam takers reported		50%	50%	17%	0%	0%	0%	67%	0%	17%	33%
	Environmental Science	4	0	4	0	0	0	2	2	0	0	2
	% of exam takers reported		0%	100%	0%	0%	0%	50%	50%	0%	0%	50%
	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												
Physics B	0	0	0	0	0	0	0	0	0	0	0	
% of exam takers reported												

Exam Participation and Performance

Gender, Ethnicity and Low-Income Demographics (continued)



Discipline	Exam Name	# of Exam Takers Reported ¹	Gender		Ethnicity/Race						No Response	Low-income ⁷
			Male	Female	American Indian / Alaska Native	Asian / Asian American / Pacific Islander	Black / African American	Hispanic / Latino ⁶	White	Other		
Sciences	Physics C: Electricity and Magnetism	1	1	0	0	0	0	0	1	0	0	0
	% of exam takers reported		100%	0%	0%	0%	0%	0%	100%	0%	0%	0%
	Physics C: Mechanics	2	1	1	0	0	0	0	2	0	0	0
	% of exam takers reported		50%	50%	0%	0%	0%	0%	100%	0%	0%	0%
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	3	0	3	0	0	0	0	3	0	0	2
	% of exam takers reported		0%	100%	0%	0%	0%	0%	100%	0%	0%	67%
	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	1	0	1	0	0	0	1	0	0	0	1	
% of exam takers reported		0%	100%	0%	0%	0%	100%	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	53	17	36	2	1	3	6	37	0	4	19
	% of exams/exam takers reported*		32%	68%	4%	2%	6%	11%	70%		8%	36%
	Total (System/Consortium)	5,069	2,193	2,876	302	363	341	449	3,400	76	138	1,166
	% of exams/exam takers reported*		43%	57%	6%	7%	7%	9%	67%	1%	3%	23%
	Total (Total Cohort ²)	1,293,791	571,024	722,767	7,768	161,026	113,382	239,171	700,847	42,846	28,751	342,736
% of exams/exam takers reported*		44%	56%	1%	12%	9%	18%	54%	3%	2%	26%	

* 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 ¹²	# of Traditionally Underserved Exam Takers Reported ¹²
Enid High School	OK	12	+1	32	+3	1.94	1	10	6
Ponca City Senior High School	OK	8	0	24	-7	2.04	1	10	6
Glencoe High School	OK	3	+1	5	+2	2.20	0	0	0
Jenks High School	OK	2	+2	4	+4	2.50	0	4	0
Chisholm High School	OK	2	0	2	-1	2.00	0	0	0
MacArthur High School	OK	1	0	5	+2	1.20	0	3	0
Meridian Technology Center	OK	1	+1	4	+4	2.00	0	2	0
Oklahoma Bible Academy	OK	1	+1	3	+3	3.67	1	0	0
Chickasha High School	OK	1	0	3	-1	2.67	0	0	0
Yukon High School	OK	1	+1	3	+3	2.33	0	1	1
Pauls Valley Senior High School	OK	1	+1	3	+3	1.33	0	2	0
Perry Senior High School	OK	1	+1	2	+2	3.00	0	1	0
Cushing High School	OK	1	+1	2	+2	2.00	0	0	0
Weatherford High School	OK	1	0	2	+1	2.00	0	1	0
Memorial Senior High School	OK	1	+1	2	+2	1.00	0	0	0
Broken Arrow High School	OK	1	+1	1	+1	3.00	0	1	1
Kingfisher High School	OK	1	+1	1	+1	3.00	0	1	0
Alva Senior High School	OK	1	+1	1	+1	2.00	0	0	0
Chattanooga High School	OK	1	+1	1	+1	2.00	0	0	0
Hennessey High School	OK	1	-1	1	-2	2.00	0	0	1
Okeene High School	OK	1	+1	1	+1	2.00	0	1	1
Pawnee High School	OK	1	0	1	-2	2.00	0	0	1
Thomas High School	OK	1	+1	1	+1	2.00	0	0	0
McLain High School for Science and Technology	OK	1	+1	1	+1	1.00	0	0	1
Newkirk High School	OK	1	-1	1	-1	1.00	0	0	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 ¹²	# of Traditionally Underserved Exam Takers Reported ¹²
W W Samuell High School	TX	1	+1	6	+6	2.00	0	0	1
J J Pearce High School	TX	1	+1	2	+2	2.50	0	1	1
Academy of Charter Schools	CO	1	+1	2	+2	2.00	0	0	0
Melrose High School	TN	1	+1	1	+1	1.00	0	1	1

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 ¹²
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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 2015 as their graduation year and who sent AP exam scores to your institution(s) between March 1, 2015 and October 31, 2015 (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 2015 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) recommends 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. “Hispanic/Latino” includes exam takers who indicated “Mexican or Mexican American,” “Puerto Rican,” or “Other Hispanic, Latino, or Latin American” as their ethnicity/race during exam registration.
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
 - 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. The first set of Capstone: Research scores will be available in summer 2016. These scores will be included in the 2016 version of the annual AP score send summary reports.
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 either of the following qualifications:
 1. Exam takers who indicated one of the following as their ethnicity/race during their exam registration:
 - a. Black / African American
 - b. American Indian or Alaska Native
 - c. Mexican or Mexican American
 - d. Puerto Rican
 - e. Other Hispanic, Latino, or Latin American
 2. Exam takers who received a College Board fee reduction for exams taken at any point during high school.