



# Advanced Placement Exams in Georgia

*The community-wide benefits of the AP program (February 2018)*

## **Georgia student participation in the AP program**

During the 2016-17 school year, 99,095 students across 618 schools in Georgia participated in the Advanced Placement (AP) program, taking more than 175,000 AP exams in May 2017.<sup>1</sup> Since the 2012-13 school year, Georgia student participation in the AP program has grown by 19 percent, and the number of Georgia schools administering an AP exam to at least one student has grown by nearly 18 percent.<sup>2</sup> This trend, of increased AP exam participation and the number of schools providing access to AP exams, is apparent across the United States.

<b>Georgia Student Participation</b>	
<i>Race/ethnicity</i>	white (52 percent), black (16 percent), Asian (14 percent), Hispanic/Latino (11 percent)
<i>Gender</i>	female (55 percent), male (45 percent)
<i>Free- and reduced-priced lunch (FRPL)</i>	31.7 percent of test takers were eligible for FRPL (Class of 2013) <sup>3</sup>
<i>Most popular exams</i>	English Language and Composition, US History, World History
<i>STEM<sup>4</sup> exam test takers</i>	Nearly 53,000 students in school year 2016-17

## **Benefits of AP program access and participation**

Many research studies support the claim that students who participate in the AP program are more likely to achieve success later in high school and during their postsecondary education. Students who participate in the AP program are more likely to enroll in a four-year college, have a higher collegiate grade point average (GPA), obtain advanced degrees and earn higher incomes. Additionally, research has shown that even students who earn low AP exam scores (i.e. one or two) early in their high school careers are more likely to take AP exams again in later years.

<sup>1</sup> CollegeBoard, “AP Participation and Performance Date 2017”, *State Report: Georgia*, <https://research.collegeboard.org/programs/ap/data/participation/ap-2017>, accessed January 23, 2018.

<sup>2</sup> CollegeBoard, “AP Participation and Performance Date 2017”, *National Report*, <https://research.collegeboard.org/programs/ap/data/participation/ap-2017>, accessed January 23, 2018.

<sup>3</sup> CollegeBoard, “AP Report to the Nation”, *Figure 9d (pg 37)*, February 11, 2014, <http://media.collegeboard.com/digitalServices/pdf/ap/rtn/10th-annual/10th-annual-ap-report-to-the-nation-single-page.pdf>, accessed January 23, 2018.

<sup>4</sup> There are twelve STEM exams included in our calculation: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, Computer Science Principles, Environmental Science, Physics 1, Physics 2, Physics C: Electricity and Magnetism, Physics C: Mechanics, Statistics.



- *Higher likelihood to enroll in four-year college:* The odds of attending a four-year college increased by at least 171 percent for students<sup>5</sup> taking one or more AP exams compared to students who took no AP exams.<sup>6</sup> Additionally, students who participated in AP programs were more likely to score higher (111 - 263 points)<sup>7</sup> on a college entrance examination than students who did not participate in AP programs.<sup>8</sup>
- *Higher collegiate GPAs:* Undergraduate GPAs of students who participated in the AP program were higher (0.11 - 0.28 points)<sup>9</sup> than those of students who did not participate in the AP program.<sup>10</sup>
- *Higher likelihood to complete postsecondary education, and subsequently earn higher incomes:* Postsecondary incomes were higher (\$1,700 - \$10,000)<sup>11</sup> for students who participated in the AP program.<sup>12</sup>
- *Higher likelihood of obtaining an advanced degree:* At age 33, 70 percent of individuals who had taken one or more AP courses or exams during high school had obtained an advanced degree (master's or beyond), compared with 43 percent of those who had not taken an AP course or exam.<sup>13</sup>
- *Higher likelihood to take a future AP exam:* Research that regardless of the AP exam subject, 10th-graders who scored a one or two were significantly more likely to take an AP exam later in high school than comparable students who did not take an AP exam early in their high school career.<sup>14</sup>

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<sup>5</sup> This study divided students into three participation groups: (1) students taking either one AP exam, (2) students taking two or three AP exams, or (3) students taking four or more AP exams.

<sup>6</sup> Michael Chajewski, Krista D. Mattern and Emily J. Shaw, "Examining the Role of Advanced Placement Exam Participation in 4-year College Enrollment", *Educational Measurement: Issues and Practice*, December 23, 2011.

<sup>7</sup> African American and Hispanic students who participated in AP programs scored more than 100 points higher on college entrance examinations than did African American and Hispanic students who did not participate in AP programs. Asian or Pacific Islander and White students who participated in AP programs scored substantially higher on the college entrance examination than students who did not participate in AP programs (approximately 263 points and 174 points, respectively).

<sup>8</sup> Lamont A. Flowers, "Racial Differences in the Impact of Participating in Advanced Placement Programs on Educational and Labor Market Outcomes", *Educational Foundations*, Winter-Spring 2008, <https://files.eric.ed.gov/fulltext/EJ839501.pdf>.

<sup>9</sup> The largest differences in undergraduate GPAs between AP participants and non-participants were found for Asian or Pacific Islander students and White students (.28 and .26, respectively). The smallest differences in undergraduate GPAs between AP participants and non-participants were found for African American and Hispanic students (.11 and .17, respectively).

<sup>10</sup> Lamont A. Flowers, "Racial Differences in the Impact of Participating in Advanced Placement Programs on Educational and Labor Market Outcomes", *Educational Foundations*, Winter-Spring 2008, <https://files.eric.ed.gov/fulltext/EJ839501.pdf>.

<sup>11</sup> Asian or Pacific Islanders and Whites who participated in AP programs reported earning approximately \$10,000 and \$3,000 more a year, respectively, than Asian or Pacific Islanders and Whites who did not participate in AP programs. For African Americans and Hispanics, the difference was approximately \$2,000 and \$1,700, respectively.

<sup>12</sup> Lamont A. Flowers, "Racial Differences in the Impact of Participating in Advanced Placement Programs on Educational and Labor Market Outcomes", *Educational Foundations*, Winter-Spring 2008, <https://files.eric.ed.gov/fulltext/EJ839501.pdf>.

<sup>13</sup> April Bleske-Rechek, David Lubinski, and Camilla P. Benbow, "Meeting the Educational Needs of Special Populations", *American Psychological Society*, 2004, <https://my.vanderbilt.edu/smpy/files/2013/02/BleskeAPArticle.pdf>.

<sup>14</sup> Rodriguez, Awilda; McKillip, Mary E. M.; Niu, Sunny X., "The Earlier the Better? Taking the AP in 10th Grade. Research Report No. 2012-10", CollegeBoard, 2013, <https://files.eric.ed.gov/fulltext/ED561035.pdf>.