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APS Advanced Placement SY2022 Overview

Background Information

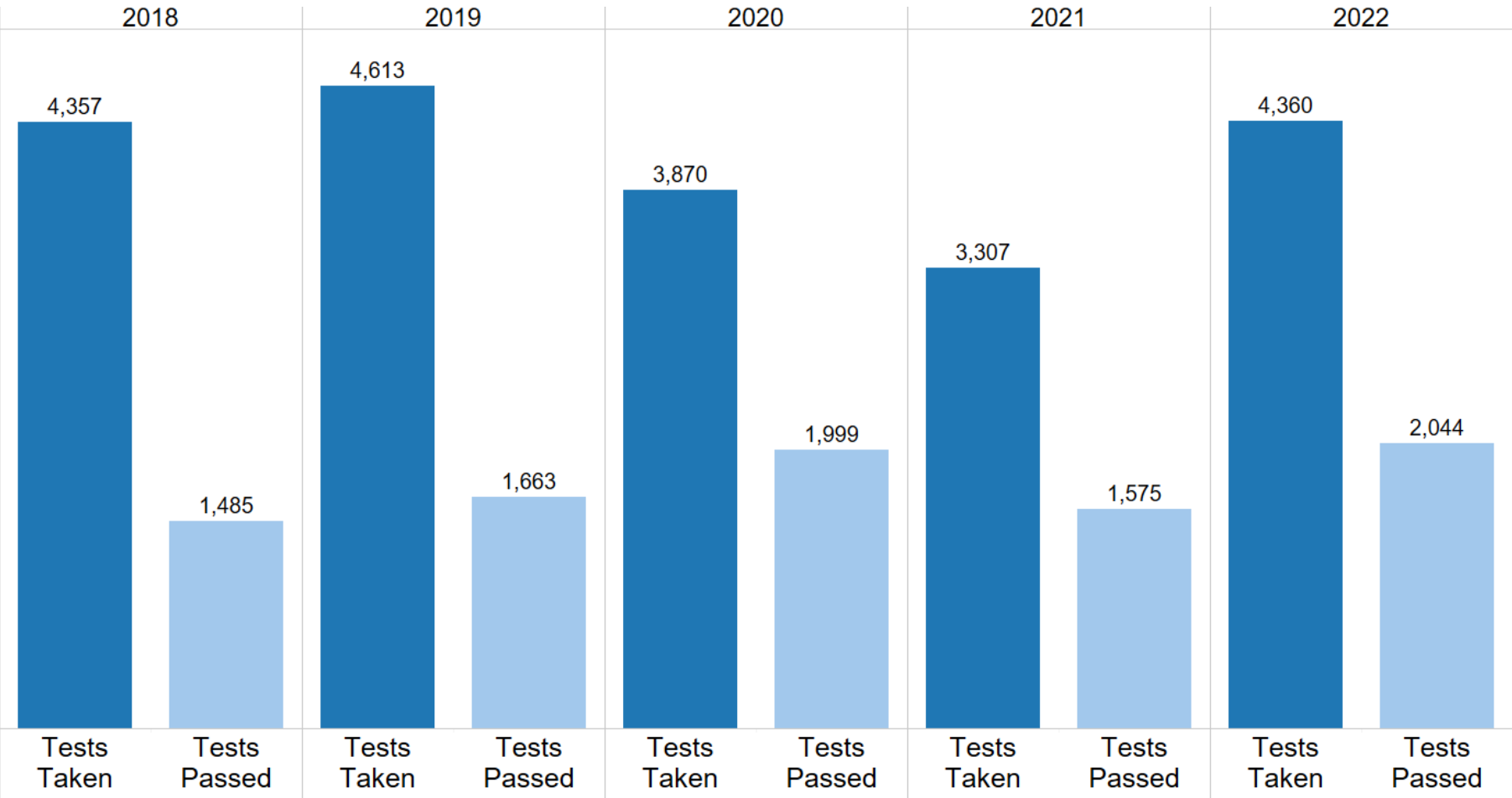
The 2022 exams were administered from May 2, 2022 to May 13, 2022. Previous briefs focused on students passing at least one Advanced Placement (AP) exam. This brief also focused on students passing at least two or more AP exams to align with the AP indicator for college and career readiness from the 2021 to 2026 Board Goals from the Atlanta Public Schools (APS) Board of Education. This also aligns with the CCRPI High School College and Career Readiness Indicator.

SY2022 Data as of August 16, 2022

SY2022 KIPP Data Received Separately on September 19, 2022

Advanced Placement Tests Taken and Tests Passed (score of 3, 4 or 5), 2018-2022

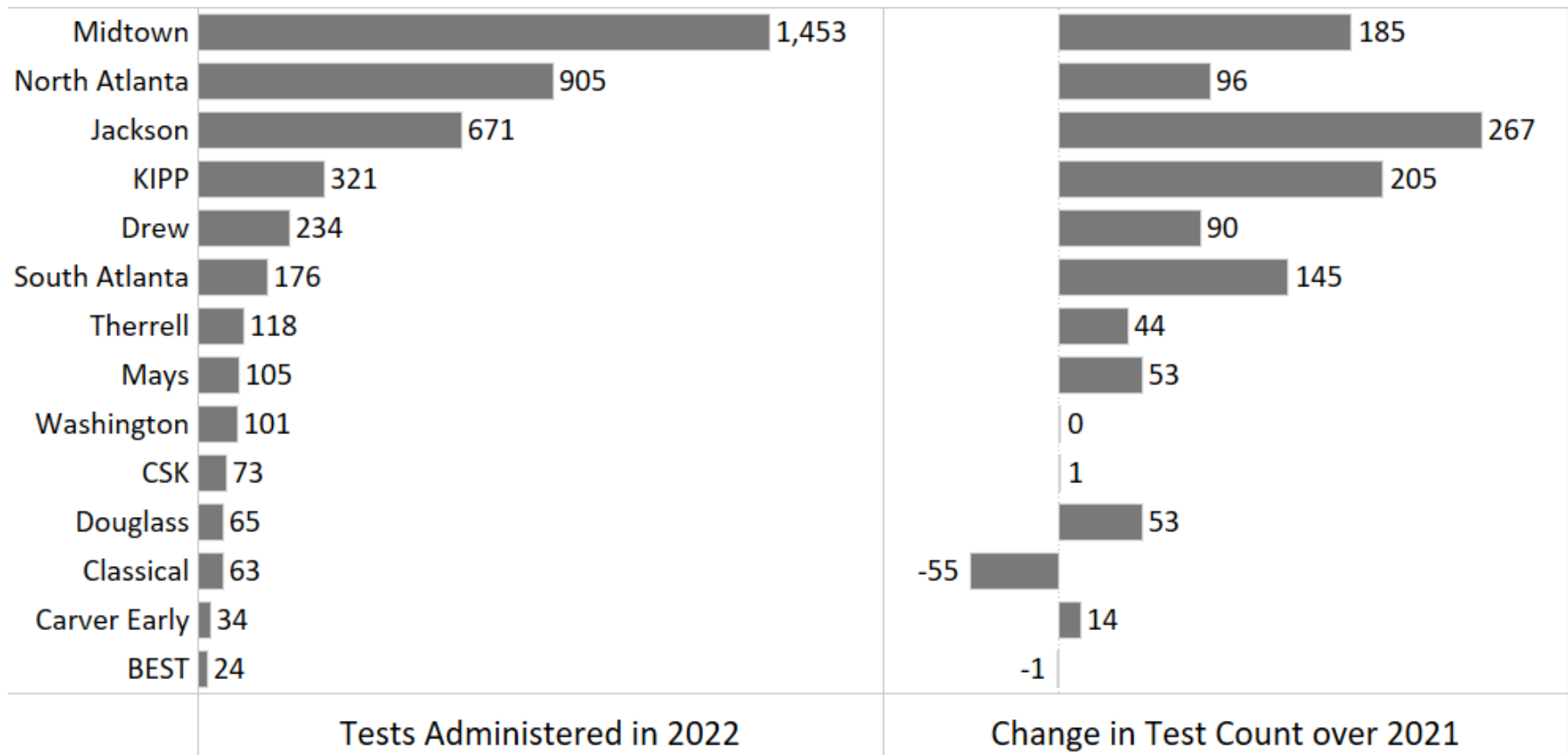
This graph provides the number of AP tests taken and passed in the 2018 to 2022 school years. Direct comparison of 2020 results to results in other years is ill-advised given the difference in test administration (the multiple-choice sections were excluded in 2020).



Notes. Beginning in 2019, prior-year data were refreshed to capture scores that were reported after College Board's initial data file was delivered. Consequently, there are slight changes in previously-reported numbers.

Count of 2022 AP Tests Taken by School; Change in Test Count Compared to 2021

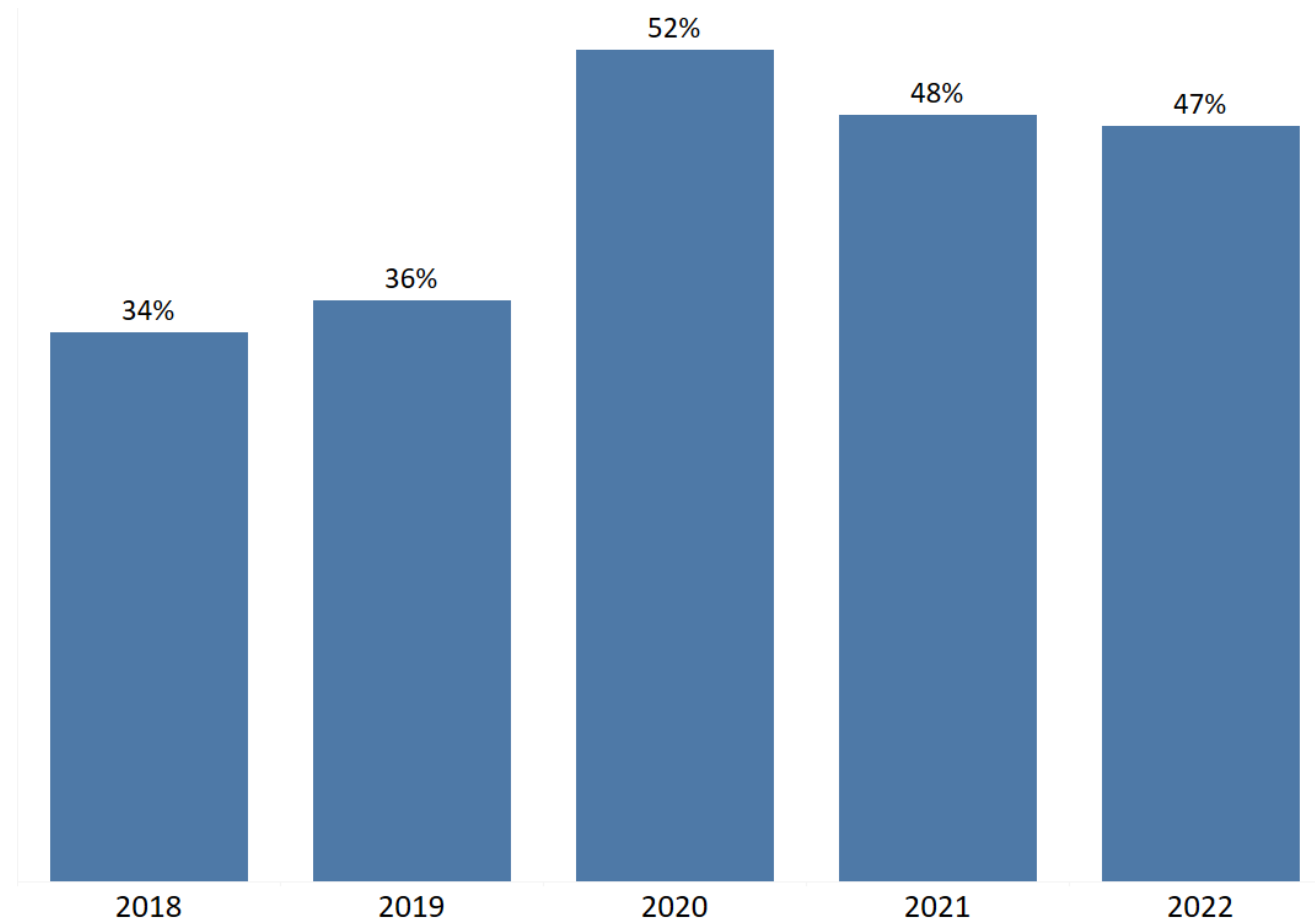
Midtown administered the highest number of AP tests in 2022 and Jackson displayed the largest increase (+267) in the number of AP tests administered in relation to 2021, followed by KIPP (+205). The increase in the total number of AP tests administered district-wide corresponds to the substantial increases in the number of tests administered within individual schools. BEST and Classical, however, displayed a decrease in the number of tests administered in 2022.



Notes. This graph excludes eight tests from 2022 due to data entry errors indicating they were administered within a middle school and excludes three tests due to a data entry error indicating that the tests was administered in the wrong high school. Schools where less than 10 tests were administered were excluded.

AP Test Pass Rate, 2018-2022

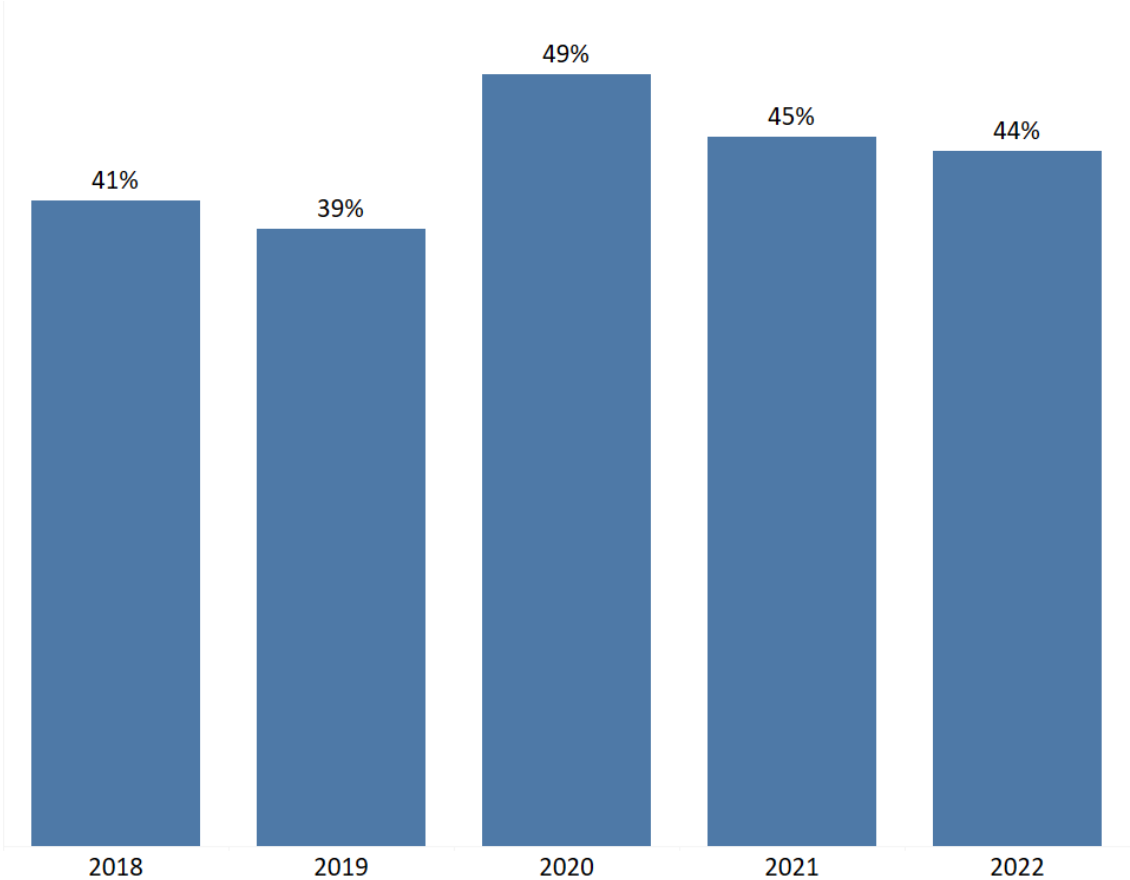
Forty-seven percent of AP tests taken in 2022 were passed (a score of 3, 4, or 5). This graph displays the percentage of AP tests passed from school year 2018 to 2022. Direct comparison of 2020 results to results in other years is ill-advised given the difference in test administration (the multiple-choice sections were excluded in 2020).



Note. This data is not compiled by cohort.

Percent of Students Passing Two or More AP Exams, 2018-2022

Students can take multiple AP exams in the same year. This graph displays the percentage of students who passed two or more AP exams from school year 2018 to 2022. Forty-four percent of individual students who took two or more AP exams in 2022 passed at least two. Direct comparison of 2020 results to results in other years is ill-advised given the difference in test administration (the multiple-choice sections were excluded in 2020).

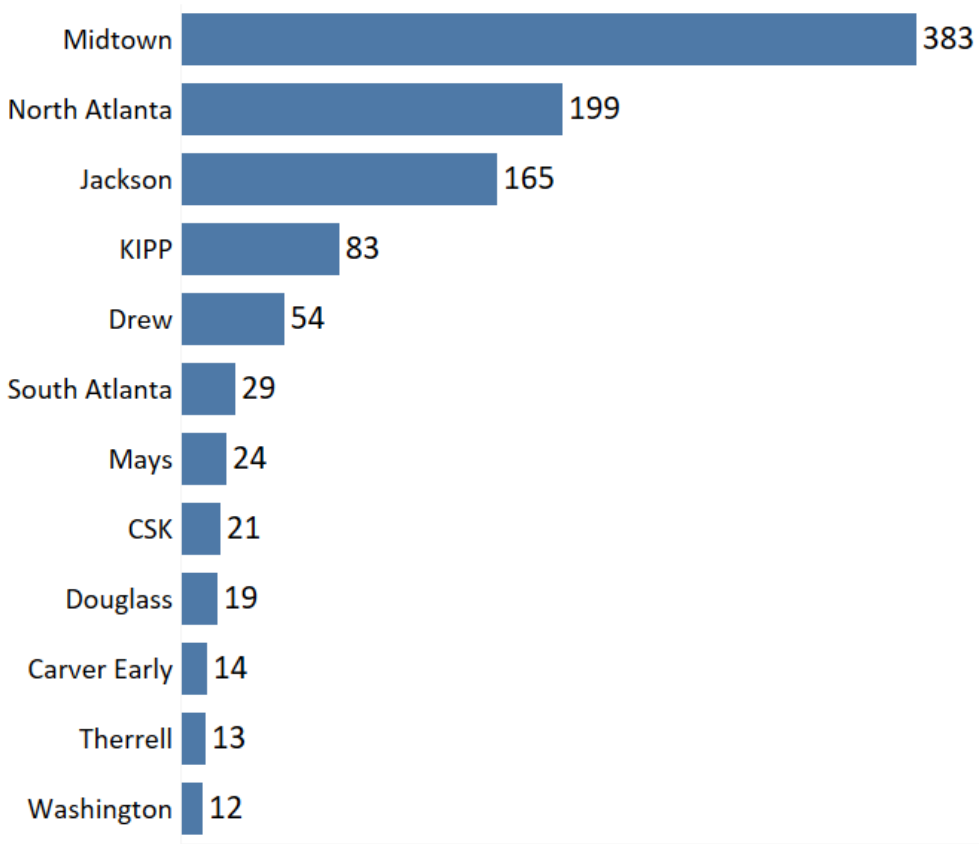


Note. This data is not compiled by cohort; the two or more AP exams had to have been passed in the same year to count for a given year.

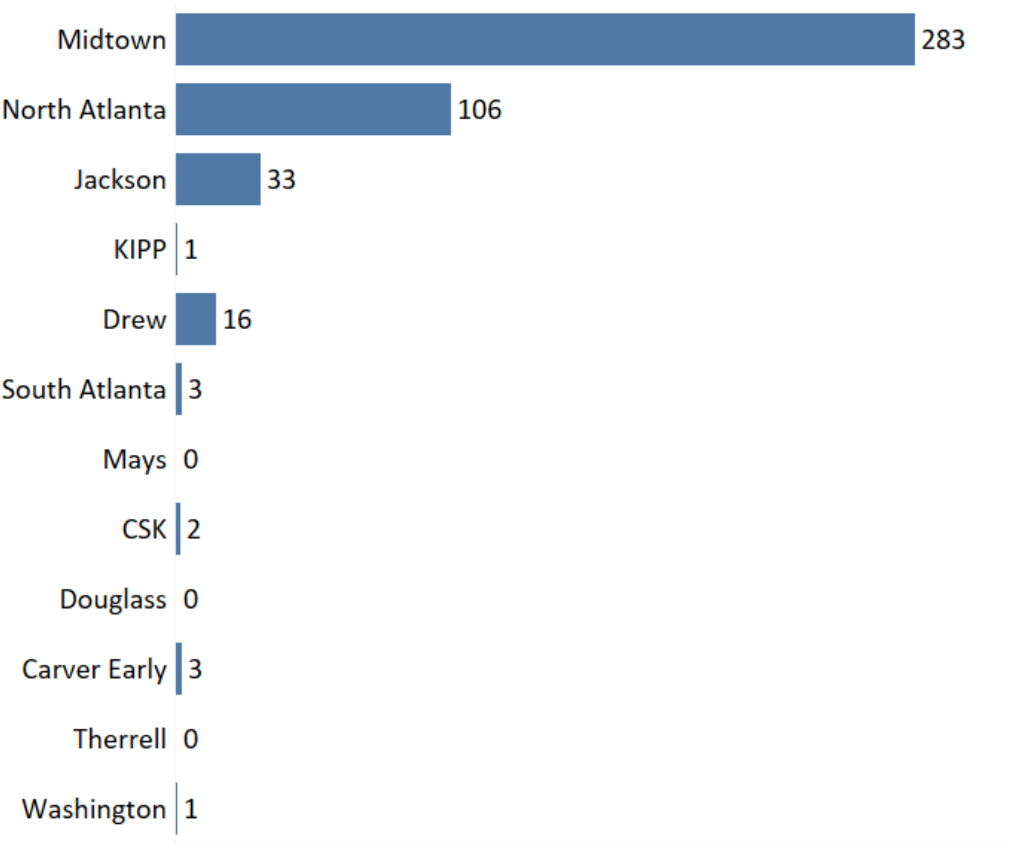
Counts of Students Taking 2+ AP Exam and Students Passing 2+ AP Exam, 2022

Students taking and passing two or more AP exams were concentrated at Midtown and North Atlanta.

Number of Students Taking Two or More AP Exams



Number of Students Passing Two or More AP Exams



Notes. This slide excludes four students due to data entry errors indicating they were in middle school and excludes three other students due to data entry errors indicating that the students were enrolled in the wrong high school.

AP Test Taker Rates by Race/Ethnicity, 2018-2022

The population of AP test takers was not representative of the APS student population except for Hispanic students. Black students were underrepresented among AP test participants, whereas White students, Asian students and multiracial students were overrepresented.

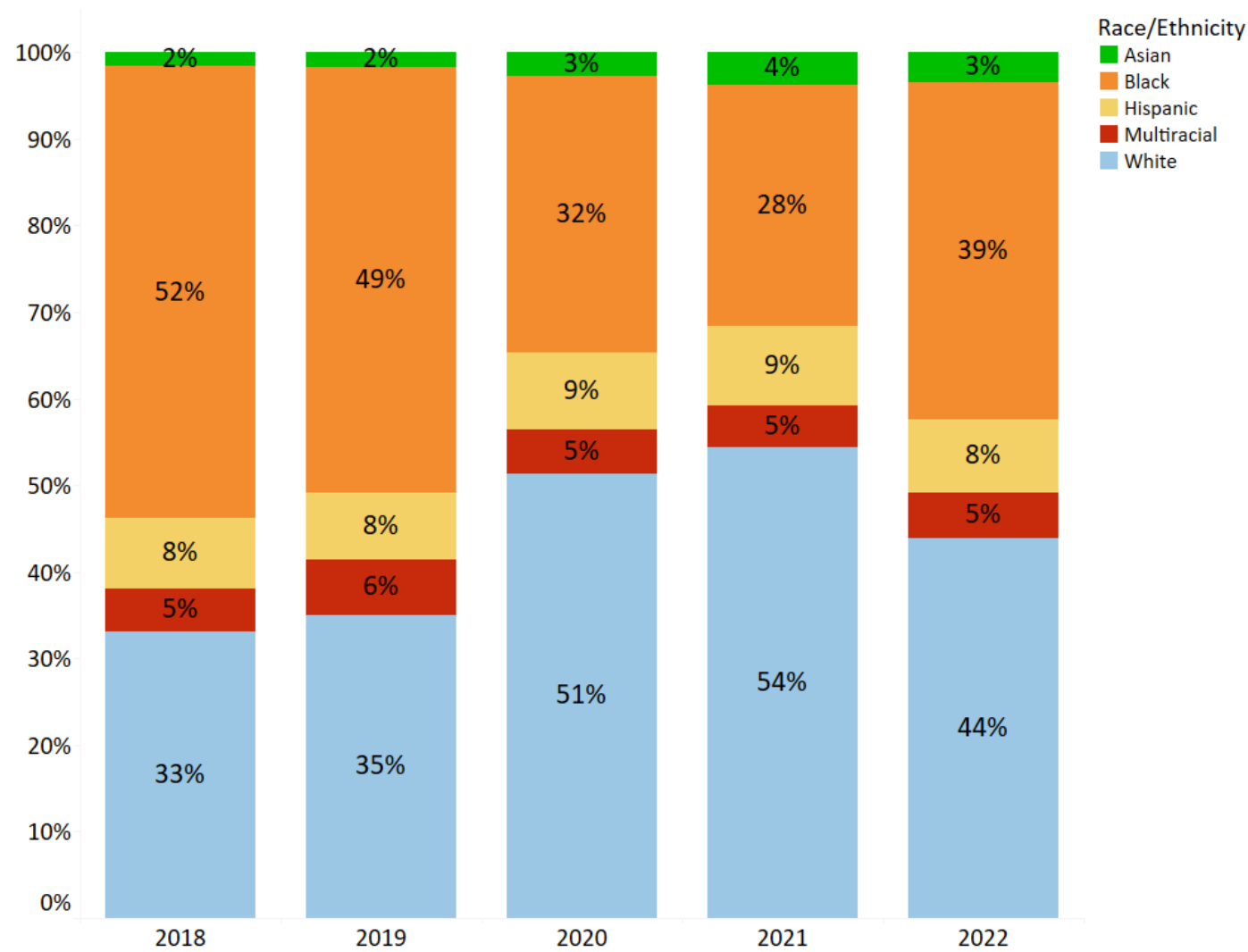
The graph displays the racial/ethnic makeup of the student body that took an AP test in the 2018 to 2022 school years. Direct comparison of 2020 results to results in other years is ill-advised given the difference in test administration (the multiple-choice sections were excluded in 2020).

In 2022, Black students accounted for 73% of the APS student population^a and accounted for 39% of the AP test taker population within APS^b.

In 2022, White students accounted for 15% of the APS student population^a and accounted for 44% of the AP test taker population within APS^b.

In 2022, Asian students accounted for 1% of the APS student population^a and accounted for 3% of the AP test taker population within APS^b.

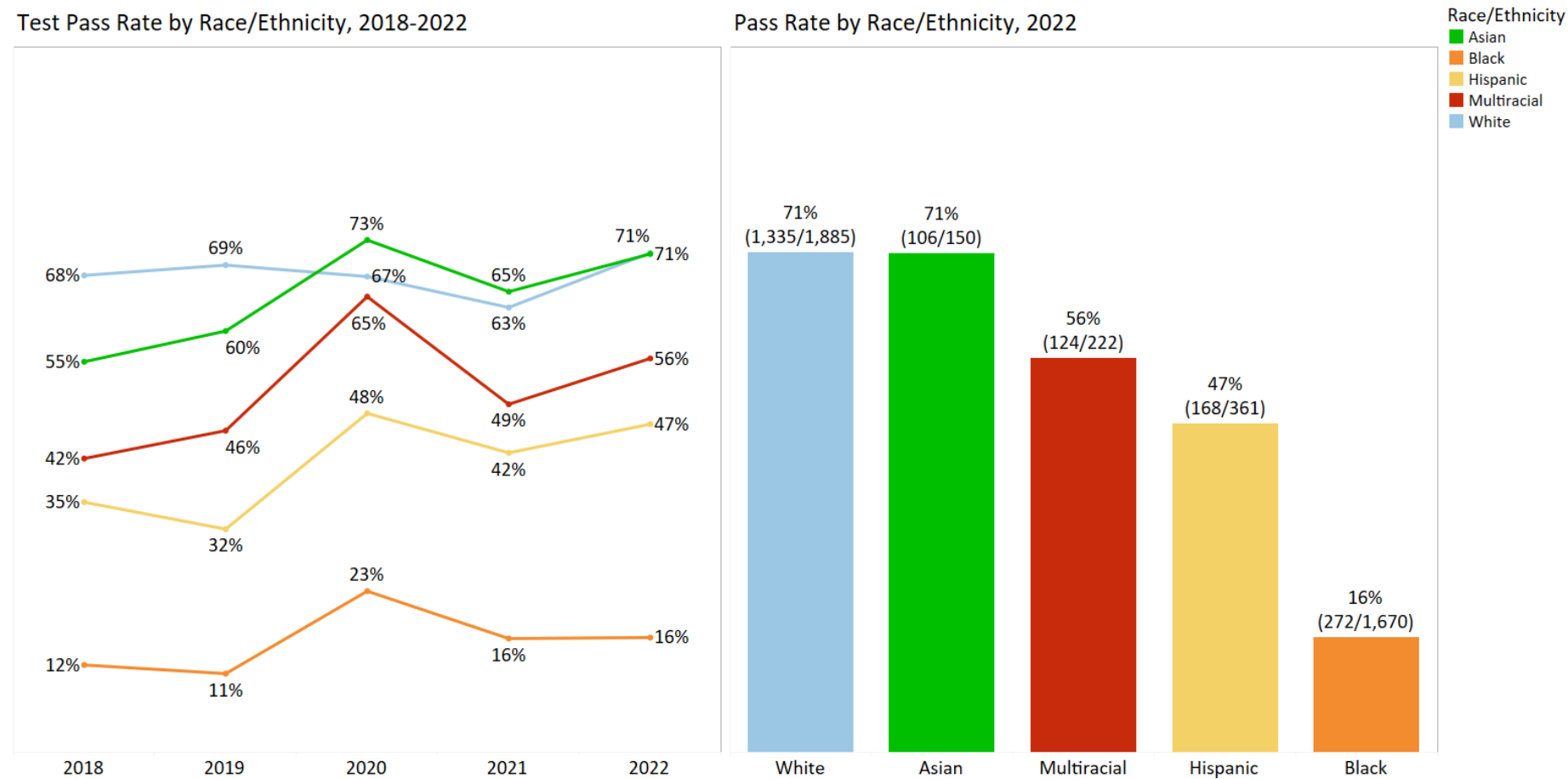
In 2022, multiracial students accounted for 2% of the APS student population^a and accounted for 5% of the AP test taker population within APS^b.



Notes. ^aThese values were derived from the federal race/ethnicity categories listed with APS. ^bThese values were derived from the race/ethnicity categories reported with the AP test data. The Native American and No Response categories from the AP test data were excluded.

AP Test Pass Rates by Race/Ethnicity, 2018-2022

The percentage of AP tests passed varied by race/ethnicity. In 2022, 71% of AP tests taken by White students were passed and 16% of AP tests taken by Black students were passed. *Test Pass Rate by Race/Ethnicity, 2018-2022* provides the AP test pass rate by race/ethnicity for 2018 to 2022. Direct comparison of 2020 results to results in other years is ill-advised given the difference in test administration (the multiple-choice sections were excluded in 2020).



Note. In the **Pass Rate by Race/Ethnicity, 2022** graph, the numerator in the fractions underneath each percentage is the number of AP tests passed and the denominator is the number of AP tests taken.

Test Counts and Pass Rates by Subject, 2021-2022

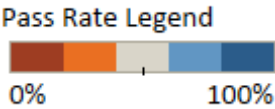
Social Studies and English were the most tested subject areas.

Pass rates vary significantly in 2022. Among subjects in which more than 100 APS students were tested in 2022, Seminar had the highest pass rate (85%) and Macroeconomics and Statistics had the lowest pass rates (21%).

Compared to 2021, English Literature and Composition had the largest increase in test takers (up to 292 from 135).

This graph provides the number of AP tests taken and the percentage of AP exams passed by subject for the 2021 and 2022 school years.

AP Exam Subject	2021		2022	
World History: Modern	576	46%	615	49%
English Language and Composition	478	49%	498	45%
Human Geography	405	62%	505	65%
U.S. History	409	31%	492	34%
English Literature and Composition	135	23%	292	48%
Calculus AB	142	50%	202	47%
Statistics	105	37%	210	21%
Computer Science Principles	125	62%	162	53%
Biology	88	42%	176	23%
Psychology	92	43%	168	60%
Macroeconomics	66	21%	175	21%
Seminar	101	85%	102	85%
Physics 1	81	30%	117	27%
United States Government and Politics	94	51%	68	50%
Calculus BC	62	68%	92	77%
Microeconomics	40	38%	87	54%
Computer Science A	64	52%	56	43%
Spanish Language and Culture	46	59%	55	65%
Chemistry	25	20%	63	19%
Environmental Science	35	57%	42	31%
Research	22	59%	51	71%
2-D Art and Design	22	95%	36	86%
Latin	26	85%	15	73%
French Language and Culture	22	32%	18	44%
Government and Politics: Comparative	11	91%	28	96%
Art History	18	28%		
Music Theory			16	19%
	Tests Taken	Percent Passed	Tests Taken	Percent Passed



Note. Table excludes subjects with fewer than 10 students testing.

Pass Rates and Test Counts by School, 2018-2022

This graph provides AP test pass rate by school for 2018 to 2022. Direct comparison of 2020 results to results in other years is ill-advised given the difference in test administration (the multiple-choice sections were excluded in 2020).

	2018	2019	2020	2021	2022	Pass Rate
BEST				16% (N = 25)	8% (N = 24)	 0%100%
CSK	8% (N = 74)	5% (N = 73)	22% (N = 60)	13% (N = 72)	14% (N = 73)	
Carver Early	6% (N = 36)	4% (N = 27)	24% (N = 21)	10% (N = 20)	18% (N = 34)	
Carver STEAM	0% (N = 31)	0% (N = 73)	0% (N = 29)			
Classical	92% (N = 63)	40% (N = 109)	70% (N = 122)	51% (N = 118)	65% (N = 63)	
Douglass	4% (N = 51)	2% (N = 47)	5% (N = 21)	0% (N = 12)	2% (N = 65)	
Drew	32% (N = 178)	36% (N = 218)	44% (N = 154)	31% (N = 144)	32% (N = 234)	
Jackson	20% (N = 469)	23% (N = 622)	36% (N = 532)	27% (N = 404)	25% (N = 671)	
KIPP	3% (N = 940)	3% (N = 859)	14% (N = 232)	6% (N = 116)	7% (N = 321)	
Mays	16% (N = 129)	12% (N = 131)	18% (N = 62)	12% (N = 52)	7% (N = 105)	
Midtown	58% (N = 1,371)	67% (N = 1,279)	67% (N = 1,498)	63% (N = 1,268)	77% (N = 1,453)	
North Atlanta	63% (N = 623)	60% (N = 764)	64% (N = 839)	58% (N = 809)	62% (N = 905)	
South Atlanta	9% (N = 188)	15% (N = 179)	11% (N = 114)	16% (N = 31)	13% (N = 176)	
Therrell	5% (N = 37)	6% (N = 126)	16% (N = 110)	14% (N = 74)	6% (N = 118)	
Washington	6% (N = 156)	4% (N = 101)	5% (N = 57)	5% (N = 101)	9% (N = 101)	
	Percent Passed	Percent Passed	Percent Passed	Percent Passed	Percent Passed	

Notes. The N sizes represent the number of AP tests administered. The table excludes schools with fewer than 10 AP tests administered. Beginning in 2019, prior-year data were refreshed to capture scores that were reported after College Board's initial data file was delivered. Consequently, there are slight changes in previously-reported numbers. The 2020 column does not account for 19 students who were indicated to be middle school students on the AP test despite being in high school. The 2021 column does not account for 54 students who were indicated to be middle school students on the AP test despite being in high school and one student who was indicated to be in the wrong high school. The 2022 column does not account for four students who were indicated to be in middle school on the AP test despite being in high school and excludes three other students who were indicated to be in the wrong high school.

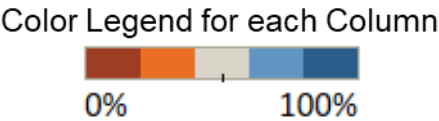
District Level AP Course Taking and Performance, 2022

The *District AP Participation and Performance* graph provides an overview of the entire district.

The *District AP Participation and Performance by Gender* graph disaggregates by gender. In the middle column, the numerator represents the gender identified on the AP exam and the denominator represents the gender identified by Atlanta Public Schools. In the rightmost column, both the numerator and the denominator represent the gender identified on the AP exam. The results indicate a higher AP program participation rate among female students in relation to male students.

District AP Participation and Performance		
25% (N = 12,702)	8% (N = 12,745)	44% (N = 1,033)
Student Body that Took an AP Course	Student Body that Attempted Two or More AP Exams	AP Exam Participants that Passed Two or More AP Exams

District AP Participation and Performance by Gender			
Female	29% (N = 6,398)	9% (N = 6,412)	42% (N = 575)
Male	21% (N = 6,301)	7% (N = 6,330)	47% (N = 449)
	Student Body that Took an AP Course	Student Body that Took Two or More AP Exams	AP Exam Participants that Passed Two or More AP Exams



Notes: In all three graphs, in the first column (left to right), the denominator is the total number of students who completed at least 0.5 credits in 2022 (the N size). In the second column, the denominator is the total number of students enrolled at in 2022 (the N size). In the third column, the denominator is the total number of students who attempted at least two AP exams in 2022 (the N size). The second and third columns do not account for four students who were indicated to be in middle school on the AP test despite being in high school and excludes three other students who were indicated to be in the wrong high school. Please note that a student can take an AP exam without taking the corresponding course. The third column District AP Participation and Performance by Gender graph does not include students who did not identify as male or female. The separate columns within each graph should not be compared as they contain distinct information.

District Level AP Course Taking and Performance, 2022

District AP Participation and Performance by Race/Ethnicity

The *District AP Participation and Performance by Race/Ethnicity* graph disaggregates by race/ethnicity. In the middle column, the numerator represents the race/ethnicity identified on the AP exam and the denominator represents the federal race/ethnicity category listed with Atlanta Public Schools. In the rightmost column, both the numerator and denominator represent the race/ethnicity identified on the AP exam. The results indicate a disparity in AP participation and performance between different student racial/ethnic groups.

Asian	66% (N = 100)	37% (N = 100)	70% (N = 37)
Black	17% (N = 9,263)	4% (N = 9,304)	13% (N = 365)
Hispanic	20% (N = 1,112)	8% (N = 1,112)	43% (N = 87)
Multiracial	46% (N = 265)	20% (N = 265)	56% (N = 54)
White	61% (N = 1,920)	25% (N = 1,922)	65% (N = 477)
	Study Body that Took an AP Course	Student Body that Took Two or More AP Exams	AP Exam Participants that Passed Two or More AP Exams

Color Legend for each Column



Notes: In all three graphs, in the first column (left to right), the denominator is the total number of students who completed at least 0.5 credits in 2022 (the N size). In the second column, the denominator is the total number of students enrolled at in 2022 (the N size). In the third column, the denominator is the total number of students who attempted at least two AP exams in 2022 (the N size). The second and third columns do not account for four students who were indicated to be in middle school on the AP test despite being in high school and excludes three other students who were indicated to be in the wrong high school. Please note that a student can take an AP exam without taking the corresponding course. The separate columns should not be compared as they contain distinct information.

District Level AP Course Taking and Performance, 2022

The *District AP Participation and Performance by SWD Status* graph disaggregates by whether students had a disability.

The *District AP Participation and Performance by Economic Disadvantage* graph disaggregates by whether a student was classified as economically disadvantaged in the 2021 – 2022 school year. The results indicate that economically disadvantaged students are less likely to participate in the AP courses and pass two or more AP exams in relation to students who are not economically disadvantaged.

District AP Participation and Performance by SWD Status

No	28% (N = 10,961)	9% (N = 10,995)	44% (N = 1,020)
Yes	4% (N = 1,741)	1% (N = 1,750)	38% (N = 13)
	Student Body that Took an AP Course	Student Body that Took Two or More AP Exams	AP Exam Participants that Passed Two or More AP Exams

District AP Participation and Performance by Economic Disadvantage

No	36% (N =6,756)	13% (N = 6,766)	50% (N = 886)
Yes	13% (N =5,946)	2% (N = 5,979)	8% (N = 147)
	Student Body that Took an AP Course	Student Body that Took Two or More AP Exams	AP Exam Participants that Passed Two or More AP Exams

Color Legend for each Column



Notes: In all three graphs, in the first column (left to right), the denominator is the total number of students who completed at least 0.5 credits in 2022 (the N size). In the second column, the denominator is the total number of students enrolled at in 2022 (the N size). In the third column, the denominator is the total number of students who attempted at least two AP exams in 2022 (the N size). The second and third columns do not account for four students who were indicated to be in middle school on the AP test despite being in high school and excludes three other students who were indicated to be in the wrong high school. Please note that a student can take an AP exam without taking the corresponding course. The separate columns within each graph should not be compared as they contain distinct information.


Student Body Taking an AP Course, 2+ AP Exams, and Passing 2+ AP Exams, 2022

Carver Early	4% (N = 506)	3% (N = 509)	21% (N = 14)
CSK	29% (N = 166)	13% (N = 166)	10% (N = 21)
Douglass	8% (N = 985)	2% (N = 997)	0% (N = 19)
Drew	41% (N = 489)	11% (N = 489)	30% (N = 54)
Jackson	35% (N = 1,415)	12% (N = 1,415)	20% (N = 165)
KIPP	32% (N = 765)	11% (N = 768)	1% (N = 83)
Mays	14% (N = 1,228)	2% (N = 1,231)	0% (N = 24)
Midtown	54% (N = 1,487)	26% (N = 1,489)	74% (N = 383)
North Atlanta	30% (N = 2,199)	9% (N = 2,200)	53% (N = 199)
South Atlanta	19% (N = 820)	4% (N = 822)	10% (N = 29)
Therrell	12% (N = 929)	1% (N = 930)	0% (N = 13)
Washington	13% (N = 828)	1% (N = 833)	8% (N = 12)
	Student Body that Took an AP Course	Student Body that Took Two or More AP Exams	AP Exam Participants that Passed Two or More AP Exams

Color Legend for each Column

0%100%

Notes. Table excludes schools where fewer than 10 students attempted at least two AP exams. The second and third columns (left to right) do not account for four students who were indicated to be middle school students on the AP exam despite being in high school and three students who were indicated to be in the wrong high school. In the first column, the denominator is the total number of students who completed at least 0.5 credits in 2022 (the N size). In the second column, the denominator is the total school enrollment in 2022 (the N size). In the third column, the denominator is the total number of students who took at least two AP exams (the N size). Please note that a student can take an AP exam without taking the corresponding course. The separate columns should not be compared as they contain distinct information.



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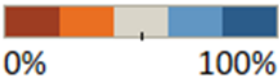
AP Course Taking and Exam Performance by Gender, 2022

The results indicate that in 2022, a higher percentage of female students participated in one or more AP courses in relation to male students.

Except for Jackson High (and excluding CSK as a single-gender school), a larger number of female students attempted two or more AP exams.

Carver Early	Female	5% (N = 260)	4% (N = 261)	30% (N = 10)
CSK	Female	29% (N = 166)	13% (N = 166)	10% (N = 21)
Douglass	Female	9% (N = 474)	2% (N = 477)	0% (N = 11)
Drew	Female	45% (N = 233)	15% (N = 233)	26% (N = 34)
	Male	38% (N = 256)	7% (N = 256)	37% (N = 19)
Jackson	Female	38% (N = 731)	11% (N = 731)	18% (N = 78)
	Male	32% (N = 684)	12% (N = 684)	21% (N = 85)
KIPP	Female	43% (N = 375)	16% (N = 376)	2% (N = 59)
	Male	22% (N = 390)	6% (N = 392)	0% (N = 24)
Mays	Female	17% (N = 624)	3% (N = 626)	0% (N = 16)
Midtown	Female	56% (N = 745)	26% (N = 746)	75% (N = 196)
	Male	52% (N = 739)	25% (N = 740)	73% (N = 184)
North Atlanta	Female	34% (N = 1,117)	9% (N = 1,117)	56% (N = 105)
	Male	27% (N = 1,082)	8% (N = 1,083)	49% (N = 91)
South Atlanta	Female	26% (N = 426)	5% (N = 428)	5% (N = 22)
Therrell	Female	17% (N = 479)	2% (N = 479)	0% (N = 10)
		Student Body that Took an AP Course	Student Body that Took Two or More AP Exams	AP Exam Participants that Passed Two or More AP Exams

Color Legend for each Column



Notes. Table excludes categories where fewer than 10 students attempted at least two AP exams. The second and third columns (left to right) do not account for four students who were indicated to be middle school students on the AP exam despite being in high school and three students who were indicated to be in the wrong high school. In the first column, the denominator is the total number of students who completed at least 0.5 credits in 2022 (the N size). In the second column, the denominator is the total school enrollment in 2022 (the N size). In the third column, the denominator is the total number of students who took at least two AP exams (the N size). Please note that a student can take an AP exam without taking the corresponding course. The separate columns should not be compared as they contain distinct information.

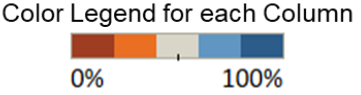
AP Course Taking and Exam Performance by Race/Ethnicity, 2022

The results indicate a large disparity in AP course participation rates between different racial/ethnic groups at Drew, Jackson, Midtown, and North Atlanta.

Midtown and North Atlanta did display this same degree of disparity in the percentages of students passing two or more AP exams.

Except for Asian and White students at Midtown, less than one-third of enrolled student ethnic/racial groups attempted two or more AP exams.

Carver Early	Black	4% (N = 482)	2% (N = 485)	30% (N = 10)
CSK	Black	30% (N = 154)	10% (N = 154)	13% (N = 16)
Douglass	Black	7% (N = 920)	2% (N = 932)	0% (N = 15)
Drew	Black	36% (N = 393)	8% (N = 393)	19% (N = 32)
	White	73% (N = 56)	23% (N = 56)	54% (N = 13)
Jackson	Black	27% (N = 1,044)	8% (N = 1,044)	7% (N = 83)
	Hispanic	33% (N = 107)	16% (N = 107)	18% (N = 17)
	White	67% (N = 215)	26% (N = 215)	34% (N = 56)
KIPP	Black	33% (N = 745)	11% (N = 748)	1% (N = 81)
Mays	Black	13% (N = 1,114)	2% (N = 1,117)	0% (N = 18)
Midtown	Asian	75% (N = 44)	50% (N = 44)	77% (N = 22)
	Black	21% (N = 474)	4% (N = 476)	58% (N = 19)
	Hispanic	34% (N = 134)	20% (N = 134)	74% (N = 27)
	Multiracial	65% (N = 82)	32% (N = 82)	73% (N = 26)
	White	77% (N = 745)	38% (N = 745)	74% (N = 285)
North Atlanta	Asian	59% (N = 39)	31% (N = 39)	67% (N = 12)
	Black	21% (N = 805)	5% (N = 805)	36% (N = 39)
	Hispanic	16% (N = 508)	4% (N = 508)	55% (N = 20)
	Multiracial	38% (N = 76)	16% (N = 76)	50% (N = 12)
	White	48% (N = 755)	15% (N = 756)	58% (N = 113)
South Atlanta	Black	18% (N = 744)	3% (N = 746)	8% (N = 24)
Therrell	Black	12% (N = 892)	1% (N = 893)	0% (N = 12)
Washington	Black	13% (N = 802)	1% (N = 807)	9% (N = 11)
		Student Body that Took an AP Course	Student Body that Took Two or More AP Exams	AP Exam Participants that Passed Two or More AP Exams



Notes. Table excludes categories where fewer than 10 students attempted at least two AP exams. The second and third columns (left to right) do not account for four students who were indicated to be middle school students on the AP exam despite being in high school and three students who were indicated to be in the wrong high school. In the first column, the denominator is the total number of students who completed at least 0.5 credits in 2022 (the N size). In the second column, the denominator is the total school enrollment in 2022 (the N size). In the third column, the denominator is the total number of students who took at least two AP exams (the N size). Please note that a student can take an AP exam without taking the corresponding course. The separate columns should not be compared as they contain distinct information.

AP Course Taking and Exam Performance by Economic Disadvantage, 2022

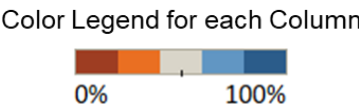
The results indicate a disparity in AP course and exam participation rates between economically disadvantaged students and non-economically disadvantaged students at CSK, Jackson, KIPP, Mays, and South Atlanta.

This is noteworthy for CSK, KIPP, Mays, and South Atlanta, where the economically disadvantaged students outnumbered non-economically disadvantaged students.

A large disparity in the percentage of students passing two or more AP exams was seen at Jackson High where 23% of non-economically disadvantaged passed two or more exams in relation to economically disadvantaged students.

Less than 10 economically disadvantaged students attempted two or more AP exams at Carver Early, Drew, Midtown and North Atlanta, and are not displayed. Less than 10 non-economically disadvantaged students attempted two or more AP exams at Douglass and are not displayed.

Carver Early	No	8% (N = 175)	6% (N = 175)	27% (N = 11)
CSK	No	36% (N = 59)	17% (N = 59)	10% (N = 10)
	Yes	25% (N = 107)	10% (N = 107)	9% (N = 11)
Douglass	Yes	7% (N = 705)	2% (N = 714)	0% (N = 11)
Drew	No	47% (N = 339)	14% (N = 339)	33% (N = 49)
Jackson	No	47% (N = 782)	16% (N = 782)	23% (N = 129)
	Yes	19% (N = 633)	6% (N = 633)	8% (N = 36)
KIPP	No	37% (N = 350)	13% (N = 351)	2% (N = 47)
	Yes	29% (N = 415)	9% (N = 417)	0% (N = 36)
Mays	No	18% (N = 467)	3% (N = 467)	0% (N = 14)
	Yes	11% (N = 761)	1% (N = 764)	0% (N = 10)
Midtown	No	63% (N = 1,220)	31% (N = 1,220)	74% (N = 379)
North Atlanta	No	35% (N = 1,805)	11% (N = 1,806)	54% (N = 192)
South Atlanta	No	24% (N = 253)	7% (N = 253)	11% (N = 18)
	Yes	17% (N = 567)	2% (N = 569)	9% (N = 11)
		Student Body that Took an AP Course	Student Body that Took Two or More AP Exams	AP Exam Participants that Passed Two or More AP Exams



Notes. Table excludes categories where fewer than 10 students attempted at least two AP exams. The second and third columns (left to right) do not account for four students who were indicated to be middle school students on the AP exam despite being in high school and three students who were indicated to be in the wrong high school. In the first column, the denominator is the total number of students who completed at least 0.5 credits in 2022 (the N size). In the second column, the denominator is the total school enrollment in 2022 (the N size). In the third column, the denominator is the total number of students who took at least two AP exams (the N size). Please note that a student can take an AP exam without taking the corresponding course. The separate columns should not be compared as they contain distinct information.