

## Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2016-17

This report presents Advanced Placement (AP) and International Baccalaureate (IB) examination participation and performance results for students in Texas public schools. AP and IB examination results are used by colleges and universities to make class placement decisions and to award college credit to incoming students who meet qualifying standards on the examinations.

AP and IB examination results for Texas public school students are also used in the public school accountability system in evaluating the performance of districts and campuses in the assignment of rating labels and in awarding distinction designations, which recognize school districts and campuses for outstanding achievement in specified academic areas (Texas Education Agency [TEA], 2018c; Texas Education Code Chapter 39, Subchapter G, 2018). The Texas public school accountability system evaluates the performance of districts and campuses in three domains: Student Achievement, School Progress, and Closing the Gaps. Performance on AP and IB is a component of the college, career, and military readiness (CCMR) indicators, which are included in all three domains.

Campuses that receive an accountability rating of *Met Standard* are eligible to earn distinction designations in several areas. Districts that receive a rating of *A*, *B*, *C*, or *D* are eligible for a distinction designation in postsecondary readiness. The distinction designations are based on results across a number of indicators. Results for a campus are evaluated in relation to results for a comparison group of similar campuses. Results for a district are evaluated based on results for campus-level indicators aggregated across all campuses in the district.

For the 2018 accountability ratings cycle, academic achievement distinction designations (AADDs) were available at the campus level in four subject areas: English language arts (ELA), mathematics, science, and social studies. Each AADD included two AP/IB indicators: participation in, and performance on, AP/IB examinations in the specified subject area. AADDs were not available for districts. One Closing the Gaps distinction designation (CGDD) was available at the campus level. One postsecondary readiness distinction designation (PRDD) was available at the campus level, and one was available at the district

level. For both the CGDD and the PRDD, the distinction designation included one AP/IB indicator, performance on AP/IB examinations in any subject, as a component of the CCMR indicator. In addition, the PRDD included participation in AP/IB examinations in any subject as an indicator.

The AP/IB performance indicators for AADDs and participation indicators for AADDs and PRDDs were evaluated based on data for the 2016-17 school year. For purposes of awarding distinction designations in a particular subject area, (a) AP/IB examination participation indicators measured the percentages of students in Grades 11 and 12 who took at least one AP or IB examination, and (b) AP/IB examination performance indicators measured the percentages of examinees in Grades 11 and 12 who scored at or above a criterion score on at least one examination. The criterion scores are defined as 3 or higher on an AP examination and 4 or higher on an IB examination.

The CCMR indicators for CGDDs and PRDDs were evaluated based on AP/IB data for the 2013-14 through 2016-17 school years. The indicator for CGDDs measured the percentage of 2017 annual graduates plus students in Grade 12 in the 2016-17 school year who scored at or above the criterion score on at least one AP or IB examination in any subject, among other CCMR criteria. The indicator for PRDDs measured the percentage of 2017 annual graduates who scored at or above a criterion score on at least one AP or IB examination in any subject, among other CCMR criteria.

Beginning with the 2011-12 school year, in accordance with TEC §39.025 (2010), the commissioner of education adopted a list of

assessments, including several AP and IB examinations, that a student may substitute for end-of-course (EOC) assessments to meet graduation requirements for Biology, English I, English II, and United States History (19 TAC §101.4002, 2018, amended to be effective July 26, 2017). An approved assessment may be used to substitute only one specific EOC assessment graduation requirement. The AP examinations are: Biology, English Language and Composition, and United States History. The IB examinations are: Biology, Language A: Language and Literature, and History of the Americas.

When groups differ substantially in size, comparisons of performance changes between them can be misleading and generally are not recommended. The non-Hispanic American Indian and Pacific Islander examinee populations are small in number, compared to other racial/ethnic examinee populations. Similarly, within the overall Hispanic examinee population, African American, Asian, Pacific Islander, and multiracial examinees are small in number, compared to other racial examinee populations. Therefore, discussions of performance results in this report, including comparisons across racial/ethnic groups, do not include these populations.

AP test data for Texas public high school examinees were provided to TEA by the College Board. IB test data for Texas public high school examinees were provided to TEA by IB. For additional information about AP and IB examinations and results reported by the TEA Division of Research and Analysis, including definitions of terms and explanations of calculations, please see *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), and

*Advanced Placement and International Baccalaureate Glossary of Terms, 2016-17* (TEA, 2019b). AP examination results for Texas public and nonpublic schools

combined are presented in the report *Advanced Placement Examination Results in Texas and the United States, 2016-17* (TEA, 2018b).

# Results for Texas Public Schools: Distinction Designation Indicators for Advanced Placement and International Baccalaureate Combined

## *Reporting of Results*

For the 2018 accountability ratings cycle, the distinction designation indicators for Advanced Placement (AP) and International Baccalaureate (IB) examinations were evaluated for all students only. In addition to results for all students, this section of the report presents results by race/ethnicity, economic status, and gender.

## *Academic Achievement Distinction Designations*

### English Language Arts Participation and Performance

- In the 2016-17 school year, 15.9 percent of Texas public school students in Grades 11 and 12 took at least one AP or IB English language arts (ELA) examination, an increase of 0.4 percentage points from the previous year (Table 1 on page 6).
- Among 11th- and 12th-grade ELA examinees, 41.3 percent scored at or above criterion on at least one AP or IB ELA examination, a decrease of 2.0 percentage points from the previous year.

### Mathematics Participation and Performance

- In the 2016-17 school year, 7.2 percent of all students in Grades 11 and 12 took at least one AP or IB mathematics examination, an increase of 0.4 percentage points from the previous year (Table 2 on page 7).
- Among 11th- and 12th-grade mathematics examinees, 51.3 percent scored at or above criterion on at least one AP or IB mathematics examination, a decrease of 2.7 percentage points from the previous year.

### Science Participation and Performance

- In the 2016-17 school year, 10.9 percent of all students in Grades 11 and 12 took at least one AP or IB science examination, an increase of 0.5 percentage points from the previous year (Table 3 on page 8).
- Among 11th- and 12th-grade science examinees, 38.3 percent scored at or above criterion on at least one AP or IB science examination, an increase of 3.2 percentage points from the previous year.

### Social Studies Participation and Performance

- In the 2016-17 school year, 15.0 percent of all students in Grades 11 and 12 took at least one AP or IB social studies examination, an increase of 0.2 percentage points from the previous year (Table 4 on page 9).

- Among 11th- and 12th-grade social studies examinees, 41.4 percent scored at or above criterion on at least one AP or IB social studies examination, a decrease of 0.2 percentage points from the previous year.

### ***Postsecondary Readiness Distinction Designation***

#### **Participation in Any Subject**

- In the 2016-17 school year, 26.2 percent of all students in Grades 11 and 12 took at least one AP or IB examination, an increase of 0.7 percentage points from the previous year (Table 5 on page 14).

**Table 1**  
**Participation and Performance in English Language Arts, Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 and 2016-17**

Group	Students	English language arts examinees		English language arts examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
<b>2015-16</b>					
African American	86,973	9,624	11.1	2,406	25.0
American Indian	2,689	311	11.6	130	41.8
Asian	28,194	11,306	40.1	7,902	69.9
Hispanic	335,368	44,265	13.2	10,654	24.1
Pacific Islander	1,002	157	15.7	73	46.5
White	217,096	37,723	17.4	23,295	61.8
Multiracial	12,334	2,332	18.9	1,364	58.5
Econ. disad. <sup>a</sup>	347,607	39,503	11.4	8,170	20.7
Not econ. disad.	336,049	65,906	19.6	37,556	57.0
Female	338,021	63,235	18.7	27,161	43.0
Male	345,635	42,488	12.3	18,665	43.9
State	683,656	105,723	15.5	45,826	43.3
<b>2016-17</b>					
African American	88,652	10,089	11.4	2,436	24.1
American Indian	2,633	306	11.6	116	37.9
Asian	30,217	12,476	41.3	8,524	68.3
Hispanic	350,156	48,331	13.8	10,818	22.4
Pacific Islander	1,104	169	15.3	74	43.8
White	219,162	38,084	17.4	22,913	60.2
Multiracial	13,167	2,540	19.3	1,434	56.5
Econ. disad.	362,197	42,861	11.8	8,190	19.1
Not econ. disad.	342,894	68,602	20.0	38,016	55.4
Female	349,044	67,073	19.2	27,459	40.9
Male	356,047	44,957	12.6	18,859	41.9
State	705,091	112,030	15.9	46,318	41.3

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

**Table 2**  
**Participation and Performance in Mathematics, Advanced Placement (AP)**  
**and International Baccalaureate (IB) Examinations Combined, Grades 11**  
**and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public**  
**Schools, 2015-16 and 2016-17**

Group	Students	Mathematics examinees		Mathematics examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
<b>2015-16</b>					
African American	86,973	2,855	3.3	1,030	36.1
American Indian	2,689	143	5.3	63	44.1
Asian	28,194	8,030	28.5	5,900	73.5
Hispanic	335,368	15,709	4.7	5,336	34.0
Pacific Islander	1,002	84	8.4	49	58.3
White	217,096	18,643	8.6	12,024	64.5
Multiracial	12,334	1,129	9.2	737	65.3
Econ. disad. <sup>a</sup>	347,607	13,629	3.9	4,409	32.4
Not econ. disad.	336,049	32,839	9.8	20,667	62.9
Female	338,021	22,698	6.7	11,690	51.5
Male	345,635	23,898	6.9	13,449	56.3
State	683,656	46,596	6.8	25,139	54.0
<b>2016-17</b>					
African American	88,652	3,037	3.4	962	31.7
American Indian	2,633	138	5.2	69	50.0
Asian	30,217	9,084	30.1	6,586	72.5
Hispanic	350,156	17,913	5.1	5,666	31.6
Pacific Islander	1,104	93	8.4	49	52.7
White	219,162	19,556	8.9	12,095	61.8
Multiracial	13,167	1,236	9.4	765	61.9
Econ. disad.	362,197	15,428	4.3	4,673	30.3
Not econ. disad.	342,894	35,462	10.3	21,458	60.5
Female	349,044	25,207	7.2	11,909	47.2
Male	356,047	25,855	7.3	14,284	55.2
State	705,091	51,062	7.2	26,193	51.3

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

**Table 3**  
**Participation and Performance in Science, Advanced Placement (AP) and**  
**International Baccalaureate (IB) Examinations Combined, Grades 11 and 12,**  
**by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,**  
**2015-16 and 2016-17**

Group	Students	Science examinees		Science examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
<b>2015-16</b>					
African American	86,973	5,054	5.8	838	16.6
American Indian	2,689	205	7.6	71	34.6
Asian	28,194	10,049	35.6	5,585	55.6
Hispanic	335,368	27,905	8.3	4,816	17.3
Pacific Islander	1,002	114	11.4	40	35.1
White	217,096	26,033	12.0	12,775	49.1
Multiracial	12,334	1,626	13.2	757	46.6
Econ. disad. <sup>a</sup>	347,607	25,000	7.2	3,812	15.2
Not econ. disad.	336,049	45,801	13.6	21,027	45.9
Female	338,021	36,557	10.8	10,779	29.5
Male	345,635	34,432	10.0	14,103	41.0
State	683,656	70,989	10.4	24,882	35.1
<b>2016-17</b>					
African American	88,652	5,598	6.3	1,015	18.1
American Indian	2,633	201	7.6	72	35.8
Asian	30,217	11,283	37.3	6,811	60.4
Hispanic	350,156	30,512	8.7	6,122	20.1
Pacific Islander	1,104	115	10.4	49	42.6
White	219,162	27,319	12.5	14,440	52.9
Multiracial	13,167	1,799	13.7	936	52.0
Econ. disad.	362,197	27,296	7.5	4,950	18.1
Not econ. disad.	342,894	49,182	14.3	24,440	49.7
Female	349,044	40,164	11.5	13,362	33.3
Male	356,047	36,678	10.3	16,083	43.8
State	705,091	76,842	10.9	29,445	38.3

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.



**Table 4**  
**Participation and Performance in Social Studies, Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 and 2016-17**

Group	Students	Social studies examinees		Social studies examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
<b>2015-16</b>					
African American	86,973	8,750	10.1	2,168	24.8
American Indian	2,689	281	10.4	120	42.7
Asian	28,194	12,018	42.6	8,019	66.7
Hispanic	335,368	41,861	12.5	9,532	22.8
Pacific Islander	1,002	154	15.4	59	38.3
White	217,096	35,902	16.5	20,989	58.5
Multiracial	12,334	2,185	17.7	1,232	56.4
Econ. disad. <sup>a</sup>	347,607	37,391	10.8	7,569	20.2
Not econ. disad.	336,049	63,471	18.9	34,461	54.3
Female	338,021	55,455	16.4	21,769	39.3
Male	345,635	45,700	13.2	20,351	44.5
State	683,656	101,155	14.8	42,120	41.6
<b>2016-17</b>					
African American	88,652	8,828	10.0	2,144	24.3
American Indian	2,633	292	11.1	118	40.4
Asian	30,217	13,319	44.1	8,854	66.5
Hispanic	350,156	44,961	12.8	10,101	22.5
Pacific Islander	1,104	159	14.4	69	43.4
White	219,162	36,147	16.5	21,293	58.9
Multiracial	13,167	2,323	17.6	1,285	55.3
Econ. disad.	362,197	39,774	11.0	7,843	19.7
Not econ. disad.	342,894	65,767	19.2	35,913	54.6
Female	349,044	58,463	16.7	22,511	38.5
Male	356,047	47,598	13.4	21,353	44.9
State	705,091	106,061	15.0	43,864	41.4

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

# Results for Texas Public Schools: Advanced Placement and International Baccalaureate Combined

## *Statewide Results*

- In the 2016-17 school year, 26.2 percent of Texas public school students in Grades 11 and 12 took at least one AP or IB examination, an increase of 0.7 percentage points from the previous year (Figure 1 on page 12 and Table 5 on page 14).
- Among 11th- and 12th-grade examinees, 49.1 percent scored at or above criterion on at least one AP or IB examination, a decrease of 0.4 percentage points from the previous year (Figure 2 on page 13 and Table 5 on page 14).
- Because all Texas colleges and universities must adopt and implement policies to award credit for freshman courses to students who have completed the IB Diploma Programme or who have achieved required scores on one or more AP examinations (Texas Education Code §51.968, 2018), the percentage of all enrolled students who meet the criterion may be viewed as one indicator of college readiness among Texas public high school students. Whereas indicators of performance discussed earlier in this report were based on the percentage of examinees who met the criterion score on an AP or IB examination, this indicator of qualification for college credit is based on the percentage of all students who met the criterion score. Among 11th- and 12th-grade students, 12.9 percent scored at or above criterion on at least one AP or IB examination, an increase of 0.3 percentage points from the previous year (Figure 3 on page 19 and Table 8 on page 20).

## *Participation and Performance by Race/Ethnicity*

- Among 11th- and 12th-grade students in the 2016-17 school year, 61.2 percent of Asian, 29.5 percent of multiracial, 28.2 percent of White, 24.4 percent of Pacific Islander, 24.0 percent of Hispanic, 20.7 percent of American Indian, and 17.4 percent of African American students took at least one AP or IB examination (Table 5 on page 14).
- Among 11th- and 12th-grade examinees in the five largest racial/ethnic groups, 73.0 percent of Asian, 63.5 percent of White, 61.0 percent of multiracial, 36.7 percent of Hispanic, and 27.9 percent of African American students scored at or above criterion on at least one AP or IB examination.

## *Participation and Performance by Economic Status*

- Among 11th- and 12th-grade students in the 2016-17 school year, a higher percentage of students not identified as economically disadvantaged (31.9%) than students identified as economically disadvantaged (20.4%) took at least one AP or IB examination (Table 5 on page 14).
- Similarly, a higher percentage of non-economically disadvantaged (59.8%) than economically disadvantaged (33.7%) examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB examination.

### ***Participation and Performance by Gender***

- In the 2016-17 school year, a higher percentage of female (30.0%) than male (22.5%) students in Grades 11 and 12 took at least one AP or IB examination (Table 5 on page 14).
- By contrast, a higher percentage of male (51.1%) than female (47.6%) examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB examination.

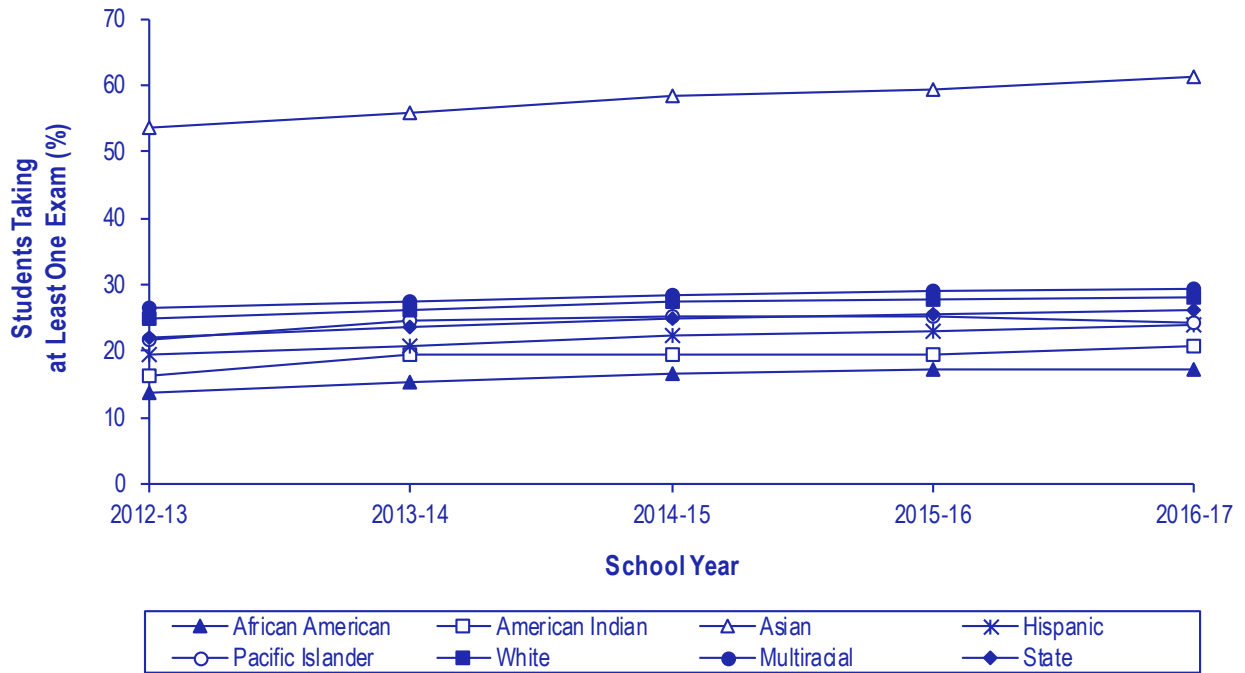
### ***Participation and Performance by Program Participation***

- Among 11th- and 12th-grade students in the 2016-17 school year, AP/IB participation rates for students in all special programs except gifted and talented (66.2%) were lower than the state average (26.2%), ranging from 2.1 percent for students in special education to 24.0 percent for students in Title I programs (Table 6 on page 17).
- Among 11th- and 12th-grade examinees, those in gifted and talented and in bilingual or English as a second language programs scored at or above criterion on at least one AP or IB examination at higher rates (67.5% and 51.7%, respectively) than the state average (49.1%). Students in career and technical education, special education, and Title I programs scored at or above criterion on at least one AP or IB examination at lower rates than the state average.

### ***Participation and Performance by Student Characteristic***

- Among 11th- and 12th-grade students in the 2016-17 school year, AP/IB participation rates for all special populations were lower than the state average (26.2%), ranging from 9.5 percent for students identified as homeless to 19.6 percent for students identified as immigrants (Table 7 on page 18).
- Among 11th- and 12th-grade examinees, those identified as immigrants and as English language learners scored at or above criterion on at least one AP or IB examination at higher rates (66.9% and 51.0%, respectively) than the state average (49.1%). Students identified as at risk of dropping out, dyslexic, homeless, and migrants scored at or above criterion on at least one AP or IB examination at lower rates than the state average.

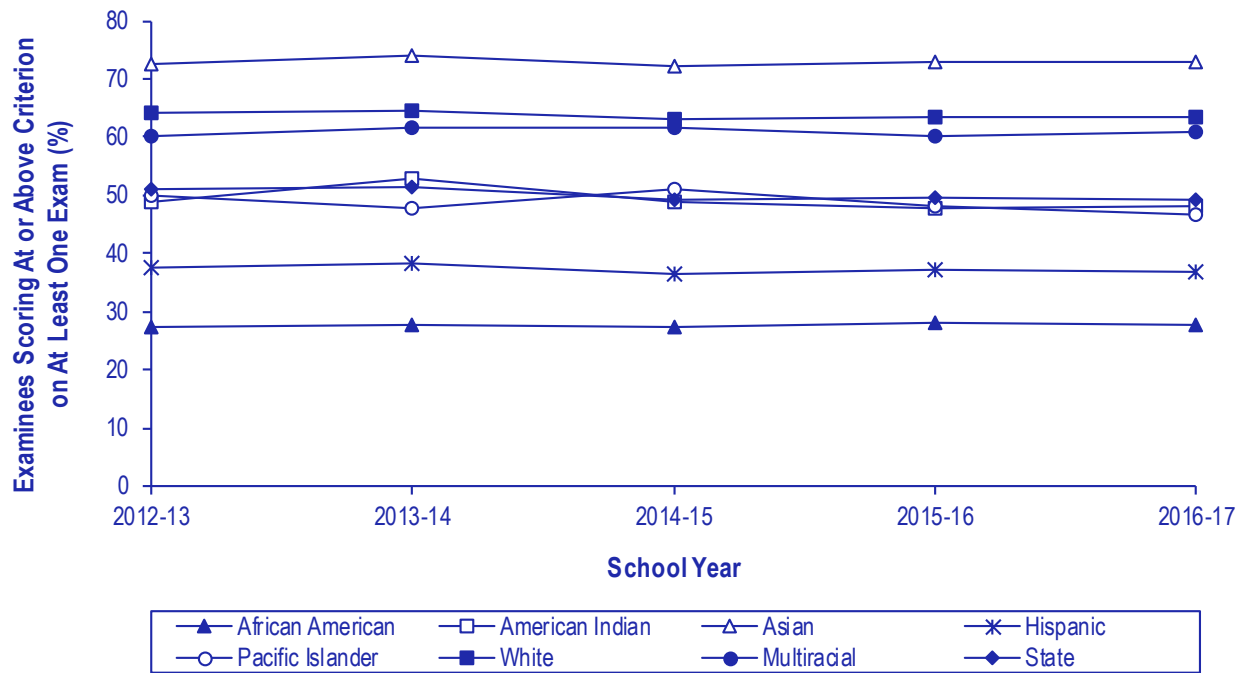
**Figure 1**  
**Participation in Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 2012-13 Through 2016-17**



Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once.

**Figure 2**  
**Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 2012-13 Through 2016-17**



Source. Primary data from College Board, IB, and Texas Education Agency.

Note. Examinees who took multiple examinations are counted only once.

**Table 5**  
**Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB)**  
**Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender,**  
**Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	Number	Percent		with scores at or above criterion	Number
<b>2012-13</b>								
African American	80,953	11,111	13.7	3,034	27.3	21,172	5,511	26.0
American Indian	3,003	493	16.4	241	48.9	1,022	425	41.6
Asian	24,793	13,288	53.6	9,639	72.5	41,358	27,742	67.1
Hispanic	293,897	57,436	19.5	21,548	37.5	116,098	35,539	30.6
Pacific Islander	844	184	21.8	92	50.0	426	177	41.5
White	214,869	53,492	24.9	34,406	64.3	122,028	73,108	59.9
Multiracial	10,413	2,771	26.6	1,671	60.3	6,724	3,798	56.5
Econ. disad. <sup>a</sup>	306,847	51,137	16.7	17,545	34.3	102,398	28,427	27.8
Not econ. disad.	321,925	86,340	26.8	52,575	60.9	204,152	116,994	57.3
Female	310,725	77,994	25.1	38,354	49.2	167,818	75,813	45.2
Male	318,047	60,885	19.1	32,315	53.1	141,152	70,535	50.0
State	628,772	138,888	22.1	70,675	50.9	308,993	146,359	47.4
<b>2013-14</b>								
African American	81,635	12,442	15.2	3,461	27.8	24,251	6,240	25.7
American Indian	2,750	536	19.5	283	52.8	1,161	522	45.0
Asian	26,257	14,685	55.9	10,847	73.9	46,285	31,672	68.4
Hispanic	302,927	63,237	20.9	24,243	38.3	128,927	39,440	30.6
Pacific Islander	934	229	24.5	109	47.6	534	223	41.8
White	213,725	56,108	26.3	36,270	64.6	128,970	77,912	60.4
Multiracial	10,987	3,024	27.5	1,864	61.6	7,252	4,220	58.2
Econ. disad.	322,053	57,046	17.7	20,003	35.1	115,148	32,025	27.8
Not econ. disad.	317,162	91,829	29.0	56,384	61.4	219,524	126,890	57.8
Female	316,072	84,126	26.6	41,862	49.8	182,887	83,117	45.4
Male	323,143	66,229	20.5	35,264	53.2	154,673	77,210	49.9
State	639,215	150,355	23.5	77,126	51.3	337,560	160,327	47.5

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

continues

**Table 5 (continued)**  
**Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB)**  
**Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender,**  
**Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	at or above criterion	Percent		with scores at or above criterion	Percent
<b>2014-15</b>								
African American	85,012	14,085	16.6	3,838	27.2	28,662	7,026	24.5
American Indian	2,810	550	19.6	269	48.9	1,288	538	41.8
Asian	27,390	15,982	58.3	11,507	72.0	52,791	34,656	65.6
Hispanic	320,587	72,172	22.5	26,316	36.5	154,379	43,370	28.1
Pacific Islander	971	246	25.3	126	51.2	641	264	41.2
White	215,454	58,969	27.4	37,093	62.9	142,440	81,447	57.2
Multiracial	11,567	3,287	28.4	2,029	61.7	8,455	4,753	56.2
Econ. disad. <sup>a</sup>	332,232	64,056	19.3	21,373	33.4	136,879	34,842	25.5
Not econ. disad.	331,559	100,496	30.3	59,452	59.2	250,293	136,589	54.6
Female	327,746	92,159	28.1	44,225	48.0	209,530	88,602	42.3
Male	336,045	73,180	21.8	36,973	50.5	179,203	83,481	46.6
State	663,791	165,339	24.9	81,198	49.1	388,733	172,083	44.3
<b>2015-16</b>								
African American	86,973	14,949	17.2	4,220	28.2	30,907	7,916	25.6
American Indian	2,689	523	19.4	249	47.6	1,201	511	42.5
Asian	28,194	16,710	59.3	12,189	72.9	56,072	37,022	66.0
Hispanic	335,368	77,632	23.1	28,963	37.3	165,709	48,021	29.0
Pacific Islander	1,002	252	25.1	121	48.0	627	272	43.4
White	217,096	60,579	27.9	38,340	63.3	145,774	85,265	58.5
Multiracial	12,334	3,580	29.0	2,153	60.1	9,067	5,124	56.5
Econ. disad.	347,607	69,054	19.9	23,634	34.2	146,974	38,393	26.1
Not econ. disad.	336,049	104,547	31.1	62,337	59.6	261,227	145,306	55.6
Female	338,021	98,206	29.1	47,512	48.4	223,611	96,232	43.0
Male	345,635	76,036	22.0	38,730	50.9	185,767	87,906	47.3
State	683,656	174,242	25.5	86,242	49.5	409,378	184,138	45.0

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

continues

**Table 5 (continued)**  
**Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	rate (%)	Number	Percent		Number	Percent
2016-17								
African American	88,652	15,450	17.4	4,307	27.9	32,425	8,127	25.1
American Indian	2,633	544	20.7	262	48.2	1,187	506	42.6
Asian	30,217	18,485	61.2	13,498	73.0	62,882	42,192	67.1
Hispanic	350,156	84,116	24.0	30,896	36.7	181,063	51,951	28.7
Pacific Islander	1,104	269	24.4	126	46.8	688	312	45.3
White	219,162	61,712	28.2	39,171	63.5	150,379	88,449	58.8
Multiracial	13,167	3,889	29.5	2,372	61.0	9,964	5,667	56.9
Econ. disad. <sup>a</sup>	362,197	74,005	20.4	24,931	33.7	159,436	41,265	25.9
Not econ. disad.	342,894	109,303	31.9	65,328	59.8	277,251	155,421	56.1
Female	349,044	104,561	30.0	49,779	47.6	241,268	102,959	42.7
Male	356,047	79,974	22.5	40,859	51.1	197,418	94,251	47.7
State	705,091	184,535	26.2	90,638	49.1	438,686	197,210	45.0

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.



**Table 6**  
**Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Program Participation, Texas Public Schools, 2016-17**

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	rate (%)	Number	Percent		Number	Percent
Bilingual or ESL <sup>a</sup>	44,449	5,064	11.4	2,617	51.7	7,909	2,981	37.7
Not bilingual or ESL	660,642	178,244	27.0	87,642	49.2	428,778	193,705	45.2
CTE <sup>b</sup>	371,279	88,642	23.9	36,070	40.7	189,244	67,647	35.7
Not CTE	333,812	94,666	28.4	54,189	57.2	247,443	129,039	52.1
Gifted and talented	67,056	44,408	66.2	29,983	67.5	134,893	82,960	61.5
Not gifted and talented	638,035	138,900	21.8	60,276	43.4	301,794	113,726	37.7
Special education	59,669	1,237	2.1	427	34.5	2,215	704	31.8
Not special education	645,422	182,071	28.2	89,832	49.3	434,472	195,982	45.1
Title I	306,163	73,545	24.0	24,204	32.9	162,395	42,114	25.9
Not Title I	398,928	109,763	27.5	66,055	60.2	274,292	154,572	56.4
State	705,091	184,535	26.2	90,638	49.1	438,686	197,210	45.0

Source. Primary data from College Board, IB, and Texas Education Agency.

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by program participation may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information. Students may be counted in more than one category.

<sup>a</sup>English as a second language. <sup>b</sup>Career and technical education.

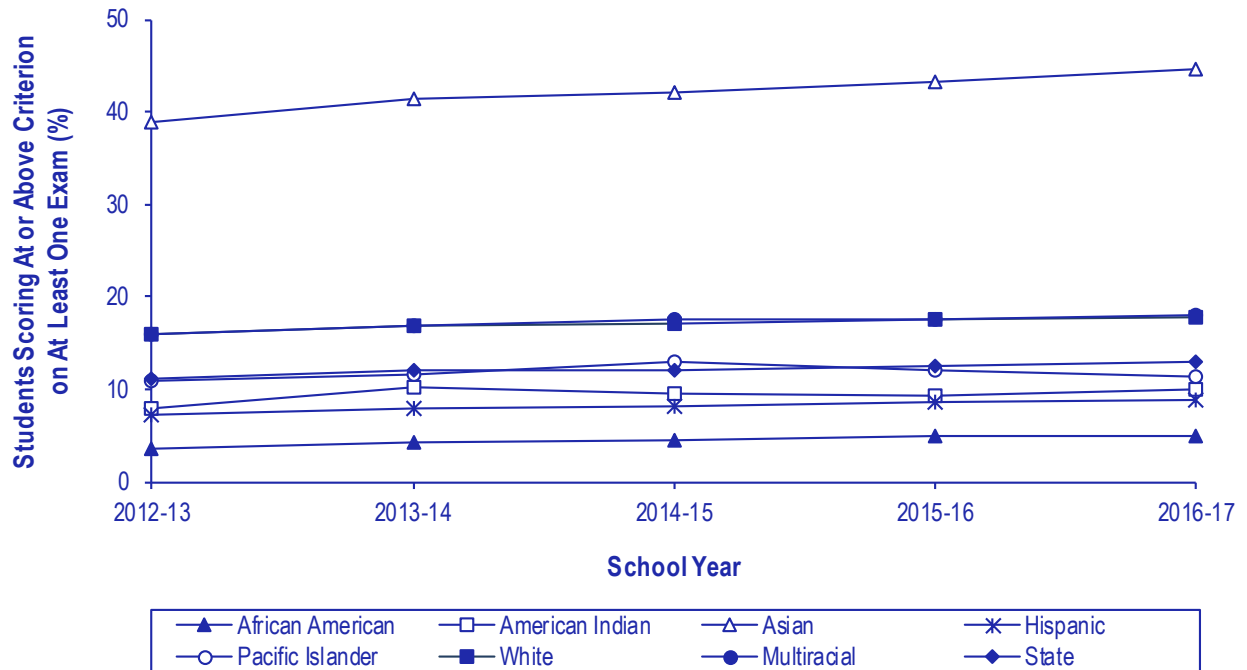
**Table 7**  
**Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Student Characteristic, Texas Public Schools, 2016-17**

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	rate (%)	Number	Percent		Number	Percent
At-risk	312,466	33,373	10.7	9,379	28.1	60,948	12,850	21.1
Not at-risk	392,625	148,962	37.9	80,493	54.0	374,097	183,274	49.0
Dyslexic	19,506	2,038	10.4	681	33.4	3,751	1,172	31.2
Not dyslexic	685,585	180,297	26.3	89,191	49.5	431,294	194,952	45.2
English language learner	46,954	5,290	11.3	2,697	51.0	8,348	3,092	37.0
Not English language learner	658,137	178,018	27.0	87,562	49.2	428,339	193,594	45.2
Homeless	11,464	1,090	9.5	334	30.6	2,123	506	23.8
Not homeless	693,627	182,218	26.3	89,925	49.4	434,564	196,180	45.1
Immigrant	10,500	2,055	19.6	1,374	66.9	4,049	2,335	57.7
Not immigrant	694,591	180,280	26.0	88,498	49.1	430,996	193,789	45.0
Migrant	3,414	499	14.6	145	29.1	937	179	19.1
Not migrant	701,677	182,809	26.1	90,114	49.3	435,750	196,507	45.1
State	705,091	184,535	26.2	90,638	49.1	438,686	197,210	45.0

Source. Primary data from College Board, IB, and Texas Education Agency.

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by student characteristic may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information. Students may be counted in more than one category.

**Figure 3**  
**Students Qualifying for College Credit Based on Advanced Placement (AP) or International Baccalaureate (IB) Examination Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 2012-13 Through 2016-17**



Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Students who took multiple examinations are counted only once.

**Table 8**  
**Students Qualifying for College Credit Based on Advanced Placement (AP)**  
**or International Baccalaureate (IB) Examination Performance, Grades 11**  
**and 12, by Race/Ethnicity, Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Students scoring at or above 3 (AP) or 4 (IB)	
		Number	Percent
<b>2012-13</b>			
African American	80,953	3,034	3.7
American Indian	3,003	241	8.0
Asian	24,793	9,639	38.9
Hispanic	293,897	21,548	7.3
Pacific Islander	844	92	10.9
White	214,869	34,406	16.0
Multiracial	10,413	1,671	16.0
State	628,772	70,675	11.2
<b>2013-14</b>			
African American	81,635	3,461	4.2
American Indian	2,750	283	10.3
Asian	26,257	10,847	41.3
Hispanic	302,927	24,243	8.0
Pacific Islander	934	109	11.7
White	213,725	36,270	17.0
Multiracial	10,987	1,864	17.0
State	639,215	77,126	12.1
<b>2014-15</b>			
African American	85,012	3,838	4.5
American Indian	2,810	269	9.6
Asian	27,390	11,507	42.0
Hispanic	320,587	26,316	8.2
Pacific Islander	971	126	13.0
White	215,454	37,093	17.2
Multiracial	11,567	2,029	17.5
State	663,791	81,198	12.2

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Students who took multiple examinations are counted only once. Sums of students by race/ethnicity may differ from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

**continues**

**Table 8 (continued)**  
**Students Qualifying for College Credit Based on Advanced Placement (AP)**  
**or International Baccalaureate (IB) Examination Performance, Grades 11**  
**and 12, by Race/Ethnicity, Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Students scoring at or above 3 (AP) or 4 (IB)	
		Number	Percent
<b>2015-16</b>			
African American	86,973	4,220	4.9
American Indian	2,689	249	9.3
Asian	28,194	12,189	43.2
Hispanic	335,368	28,963	8.6
Pacific Islander	1,002	121	12.1
White	217,096	38,340	17.7
Multiracial	12,334	2,153	17.5
State	683,656	86,242	12.6
<b>2016-17</b>			
African American	88,652	4,307	4.9
American Indian	2,633	262	10.0
Asian	30,217	13,498	44.7
Hispanic	350,156	30,896	8.8
Pacific Islander	1,104	126	11.4
White	219,162	39,171	17.9
Multiracial	13,167	2,372	18.0
State	705,091	90,638	12.9

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Students who took multiple examinations are counted only once. Sums of students by race/ethnicity may differ from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

## Results for Texas Public Schools: Advanced Placement

### *Statewide Results*

- In the 2016-17 school year, 182,320 Texas public school students in Grades 11 and 12 took 423,379 AP examinations (Table 9 on page 25). Among 11th- and 12th-grade students, 25.9 percent took at least one AP examination, an increase of 0.7 percentage points from the previous year.
- Among 11th- and 12th-grade AP examinees, 48.4 percent scored in the 3-5 range on at least one AP examination, a decrease of 0.3 percentage points from the previous year.
- A total of 109,241 students in Grades 9 and 10 took 129,695 AP examinations (Table 11 on page 28). Among 9th- and 10th-grade students, 13.3 percent took at least one AP examination, an increase of 1.2 percentage point from the previous year.
- Among 9th- and 10th-grade AP examinees, 48.4 percent scored in the 3-5 range on at least one AP examination, an increase of 1.8 percentage points from the previous year.
- A total of 5,000 students in Grade 8 took 5,004 AP examinations (Table 13 on page 31). Among 8th-grade students, 1.3 percent took at least one AP examination, an increase of 0.1 percentage point from the previous year.
- Among 8th-grade AP examinees, 78.2 percent scored in the 3-5 range on at least one AP examination, a decrease of 4.0 percentage points from the previous year.
- Of the 38 AP subject examinations taken by students in Grades 9-12 in 2016-17, the five most frequently taken, in rank order, were: English Language and Composition, United States History, World History, English Literature and Composition, and Human Geography (Table 15 on page 33).
- Between 2015-16 and 2016-17, the number of AP examinations taken by students in Grades 9-12 increased for 35 of the 37 subjects available in both years (Table 15 on page 33 and TEA, 2018a, Table 15). In 2016-17, a new examination—Computer Science Principles—was introduced.

### *Participation and Performance by Race/Ethnicity*

- Among 11th- and 12th-grade students in the 2016-17 school year, 60.1 percent of Asian, 29.0 percent of multiracial, 27.8 percent of White, 23.8 percent of Hispanic, 23.6 percent of Pacific Islander, 20.4 percent of American Indian, and 17.1 percent of African American students took at least one AP examination (Table 9 on page 25).
- Among 11th- and 12th-grade AP examinees in the five largest racial/ethnic groups, 72.1 percent of Asian, 63.0 percent of White, 59.9 percent of multiracial, 36.0 percent of Hispanic, and 26.9 percent

of African American students scored in the 3-5 range on at least one AP examination. AP participation and performance results for 11th- and 12th-grade Hispanic students by race are shown in Table 10 on page 27.

- Among 9th- and 10th-grade students in the 2016-17 school year, 41.3 percent of Asian, 16.1 percent of multiracial, 14.5 percent of White, 11.8 percent of Hispanic, 10.9 percent of American Indian, 10.4 percent of Pacific Islander, and 7.8 percent of African American students took at least one AP examination (Table 11 on page 28).
- Among 9th- and 10th-grade AP examinees in the five largest racial/ethnic groups, 69.8 percent of Asian, 57.6 percent of multiracial, 56.6 percent of White, 40.4 percent of Hispanic, and 24.1 percent of African American students scored in the 3-5 range on at least one AP examination. AP participation and performance results for 9th- and 10th-grade Hispanic students by race are shown in Table 12 on page 30.
- AP participation and performance results for 8th-grade students by race/ethnicity are shown in Table 13 on page 31, and results for 8th-grade Hispanic students by race are shown in Table 14 on page 32.

### ***Participation and Performance by Economic Status***

- Among 11th- and 12th-grade students in the 2016-17 school year, a higher percentage of students not identified as economically disadvantaged (31.5%) than students identified as economically disadvantaged (20.2%) took at least one AP examination (Table 9 on page 25). Similarly, a higher percentage of non-economically disadvantaged (59.1%) than economically disadvantaged (32.9%) examinees in Grades 11 and 12 scored in the 3-5 range on at least one AP examination.
- The overall patterns for Grades 9 and 10 were like those for Grades 11 and 12. A higher percentage of non-economically disadvantaged (18.3%) than economically disadvantaged (9.4%) students took at least one AP examination, and a higher percentage of non-economically disadvantaged (56.2%) than economically disadvantaged (37.3%) examinees scored in the 3-5 range on at least one AP examination (Table 11 on page 28).
- AP participation and performance results for 8th-grade students by economic status are shown in Table 13 on page 31.

### ***Participation and Performance by Gender***

- In the 2016-17 school year, a higher percentage of female (29.6%) than male (22.2%) students in Grades 11 and 12 took at least one AP examination (Table 9 on page 25). By contrast, a higher percentage of male (50.5%) than female (46.7%) examinees in Grades 11 and 12 scored in the 3-5 range on at least one AP examination.

- The overall patterns for Grades 9 and 10 were like those for Grades 11 and 12. A higher percentage of female (15.4%) than male (11.4%) students took at least one AP examination (Table 11 on page 28), and a higher percentage of male (51.0%) than female (46.3%) examinees scored in the 3-5 range on at least one AP examination.
- AP participation and performance results for 8th-grade students by gender are shown in Table 13 on page 31.



**Table 9**  
**Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by**  
**Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations	Percent		Number	Percent
<b>2012-13</b>								
African American	80,953	10,898	13.5	2,836	26.0	20,172	4,902	24.3
American Indian	3,003	487	16.2	235	48.3	982	398	40.5
Asian	24,793	12,962	52.3	9,264	71.5	38,637	25,474	65.9
Hispanic	293,897	56,747	19.3	20,796	36.6	112,172	32,965	29.4
Pacific Islander	844	179	21.2	79	44.1	379	138	36.4
White	214,869	52,883	24.6	33,698	63.7	118,040	69,935	59.2
Multiracial	10,413	2,729	26.2	1,619	59.3	6,378	3,536	55.4
Econ. disad. <sup>a</sup>	306,847	50,519	16.5	16,888	33.4	99,093	26,364	26.6
Not econ. disad.	321,925	85,068	26.4	51,128	60.1	195,389	110,105	56.4
Female	310,725	76,847	24.7	37,047	48.2	160,800	70,552	43.9
Male	318,047	60,142	18.9	31,518	52.4	136,102	66,844	49.1
State	628,772	136,989	21.8	68,565	50.1	296,902	137,396	46.3
<b>2013-14</b>								
African American	81,635	12,146	14.9	3,179	26.2	22,791	5,453	23.9
American Indian	2,750	531	19.3	277	52.2	1,124	492	43.8
Asian	26,257	14,296	54.4	10,416	72.9	43,139	29,084	67.4
Hispanic	302,927	62,448	20.6	23,386	37.4	124,663	36,625	29.4
Pacific Islander	934	225	24.1	102	45.3	503	201	40.0
White	213,725	55,410	25.9	35,454	64.0	124,252	74,262	59.8
Multiracial	10,987	2,961	27.0	1,794	60.6	6,834	3,892	57.0
Econ. disad.	322,053	56,284	17.5	19,209	34.1	111,167	29,589	26.6
Not econ. disad.	317,162	90,354	28.5	54,716	60.6	209,461	119,127	56.9
Female	316,072	82,795	26.2	40,334	48.7	174,540	76,904	44.1
Male	323,143	65,316	20.2	34,323	52.5	148,946	73,203	49.1
State	639,215	148,111	23.2	74,657	50.4	323,486	150,107	46.4

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

continues

**Table 9 (continued)**

**Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	rate (%)	Number	Percent		Number	Percent
<b>2014-15</b>								
African American	85,012	13,765	16.2	3,566	25.9	27,246	6,320	23.2
American Indian	2,810	541	19.3	261	48.2	1,241	516	41.6
Asian	27,390	15,636	57.1	11,114	71.1	49,690	32,093	64.6
Hispanic	320,587	71,407	22.3	25,450	35.6	149,831	40,581	27.1
Pacific Islander	971	238	24.5	119	50.0	597	240	40.2
White	215,454	58,251	27.0	36,271	62.3	137,665	77,785	56.5
Multiracial	11,567	3,236	28.0	1,976	61.1	8,113	4,491	55.4
Econ. disad. <sup>a</sup>	332,232	63,271	19.0	20,572	32.5	132,590	32,440	24.5
Not econ. disad.	331,559	99,062	29.9	57,833	58.4	240,309	128,966	53.7
Female	327,746	90,842	27.7	42,772	47.1	201,410	82,816	41.1
Male	336,045	72,278	21.5	36,006	49.8	173,049	79,241	45.8
State	663,791	163,120	24.6	78,778	48.3	374,459	162,057	43.3
<b>2015-16</b>								
African American	86,973	14,656	16.9	3,958	27.0	29,370	7,117	24.2
American Indian	2,689	515	19.2	240	46.6	1,150	483	42.0
Asian	28,194	16,380	58.1	11,792	72.0	52,947	34,454	65.1
Hispanic	335,368	76,852	22.9	28,100	36.6	161,337	45,339	28.1
Pacific Islander	1,002	243	24.3	116	47.7	590	252	42.7
White	217,096	59,841	27.6	37,522	62.7	140,922	81,582	57.9
Multiracial	12,334	3,533	28.6	2,105	59.6	8,758	4,880	55.7
Econ. disad.	347,607	68,286	19.6	22,847	33.5	142,824	36,026	25.2
Not econ. disad.	336,049	103,111	30.7	60,723	58.9	251,095	137,650	54.8
Female	338,021	96,852	28.7	46,019	47.5	215,253	90,298	41.9
Male	345,635	75,183	21.8	37,819	50.3	179,838	83,814	46.6
State	683,656	172,035	25.2	83,838	48.7	395,091	174,112	44.1

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

**continues**

**Table 9 (continued)****Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2016-17								
African American	88,652	15,164	17.1	4,072	26.9	30,800	7,394	24.0
American Indian	2,633	538	20.4	255	47.4	1,150	475	41.3
Asian	30,217	18,155	60.1	13,095	72.1	59,556	39,423	66.2
Hispanic	350,156	83,308	23.8	29,964	36.0	176,138	48,977	27.8
Pacific Islander	1,104	261	23.6	115	44.1	631	269	42.6
White	219,162	61,001	27.8	38,406	63.0	145,514	84,771	58.3
Multiracial	13,167	3,822	29.0	2,290	59.9	9,491	5,289	55.7
Econ. disad. <sup>a</sup>	362,197	73,233	20.2	24,125	32.9	154,826	38,738	25.0
Not econ. disad.	342,894	107,853	31.5	63,699	59.1	266,547	147,342	55.3
Female	349,044	103,165	29.6	48,222	46.7	232,040	96,465	41.6
Male	356,047	79,155	22.2	39,981	50.5	191,339	90,139	47.1
State	705,091	182,320	25.9	88,203	48.4	423,379	186,604	44.1

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

**Table 10****Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, Hispanic Students by Race, Texas Public Schools, 2016-17**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	Number	Percent		Number	Percent
Hispanic	350,156	83,308	23.8	29,964	36.0	176,138	48,977	27.8
African American	5,470	1,011	18.5	325	32.1	2,009	540	26.9
American Indian	77,886	17,916	23.0	6,236	34.8	36,844	9,430	25.6
Asian	1,253	472	37.7	253	53.6	1,203	558	46.4
Pacific Islander	1,053	208	19.8	74	35.6	398	98	24.6
White	254,847	60,700	23.8	21,864	36.0	129,415	36,154	27.9
Multiracial	9,647	2,547	26.4	1,096	43.0	5,617	2,062	36.7
State	705,091	182,320	25.9	88,203	48.4	423,379	186,604	44.1

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race may differ from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

**Table 11**  
**Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by**  
**Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations	Percent		Number	Percent
<b>2012-13</b>								
African American	99,731	4,561	4.6	963	21.1	4,882	1,071	21.9
American Indian	3,474	215	6.2	80	37.2	244	90	36.9
Asian	26,987	7,721	28.6	5,045	65.3	9,746	6,572	67.4
Hispanic	373,063	26,892	7.2	10,204	37.9	30,569	11,035	36.1
Pacific Islander	1,019	99	9.7	35	35.4	109	40	36.7
White	235,986	22,429	9.5	12,178	54.3	24,752	13,587	54.9
Multiracial	12,332	1,269	10.3	689	54.3	1,436	787	54.8
Econ. disad. <sup>a</sup>	413,852	23,824	5.8	8,277	34.7	26,878	8,893	33.1
Not econ. disad.	338,740	38,330	11.3	20,498	53.5	43,704	23,809	54.5
Female	362,680	34,593	9.5	14,987	43.3	38,910	16,746	43.0
Male	389,912	28,655	7.3	14,225	49.6	32,895	16,457	50.0
State	752,592	63,248	8.4	29,212	46.2	71,805	33,203	46.2
<b>2013-14</b>								
African American	101,247	5,247	5.2	1,412	26.9	5,614	1,532	27.3
American Indian	3,205	230	7.2	118	51.3	262	140	53.4
Asian	27,519	8,856	32.2	6,173	69.7	11,046	7,870	71.2
Hispanic	387,180	31,131	8.0	13,460	43.2	35,452	14,604	41.2
Pacific Islander	1,027	78	7.6	37	47.4	84	39	46.4
White	237,350	25,412	10.7	14,469	56.9	27,947	16,073	57.5
Multiracial	13,187	1,523	11.5	846	55.5	1,691	946	55.9
Econ. disad.	439,270	27,290	6.2	10,990	40.3	30,834	11,847	38.4
Not econ. disad.	331,445	44,402	13.4	25,159	56.7	50,411	28,956	57.4
Female	371,820	39,349	10.6	18,843	47.9	44,137	20,919	47.4
Male	398,895	33,186	8.3	17,696	53.3	38,023	20,311	53.4
State	770,715	72,535	9.4	36,539	50.4	82,160	41,230	50.2

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

continues

**Table 11 (continued)**  
**Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
<b>2014-15</b>								
African American	101,533	6,459	6.4	1,566	24.2	6,962	1,730	24.8
American Indian	3,103	263	8.5	99	37.6	302	121	40.1
Asian	29,285	10,458	35.7	7,057	67.5	13,629	9,422	69.1
Hispanic	397,933	39,011	9.8	15,538	39.8	44,677	17,033	38.1
Pacific Islander	1,079	111	10.3	46	41.4	121	52	43.0
White	238,721	28,759	12.0	15,569	54.1	32,049	17,475	54.5
Multiracial	13,808	1,812	13.1	987	54.5	2,054	1,141	55.6
Econ. disad. <sup>a</sup>	438,307	34,268	7.8	12,602	36.8	39,057	13,771	35.3
Not econ. disad.	347,155	52,208	15.0	28,077	53.8	60,301	33,003	54.7
Female	380,024	48,028	12.6	21,740	45.3	54,803	24,600	44.9
Male	405,438	38,868	9.6	19,135	49.2	45,014	22,387	49.7
State	785,462	86,896	11.1	40,875	47.0	99,817	46,987	47.1
<b>2015-16</b>								
African American	103,639	7,441	7.2	1,692	22.7	8,101	1,860	23.0
American Indian	3,115	276	8.9	124	44.9	317	138	43.5
Asian	31,799	12,193	38.3	8,532	70.0	15,991	11,295	70.6
Hispanic	414,720	44,293	10.7	16,886	38.1	51,619	18,658	36.1
Pacific Islander	1,158	119	10.3	58	48.7	135	67	49.6
White	238,547	31,538	13.2	17,143	54.4	35,711	19,526	54.7
Multiracial	14,545	2,094	14.4	1,174	56.1	2,386	1,349	56.5
Econ. disad.	458,544	39,658	8.6	13,796	34.8	45,984	15,162	33.0
Not econ. disad.	348,979	57,866	16.6	31,634	54.7	67,776	37,536	55.4
Female	390,317	54,406	13.9	24,340	44.7	62,969	27,678	44.0
Male	417,206	43,560	10.4	21,276	48.8	51,306	25,222	49.2
State	807,523	97,966	12.1	45,616	46.6	114,275	52,900	46.3

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

**continues**

**Table 11 (continued)**  
**Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Participation	3-5 on examinations	Number	Percent		with scores of 3-5	Number
2016-17								
African American	104,383	8,117	7.8	1,956	24.1	8,940	2,190	24.5
American Indian	3,086	337	10.9	166	49.3	415	205	49.4
Asian	33,580	13,869	41.3	9,676	69.8	18,791	13,303	70.8
Hispanic	425,724	50,169	11.8	20,254	40.4	59,378	22,700	38.2
Pacific Islander	1,167	121	10.4	57	47.1	137	69	50.4
White	235,571	34,090	14.5	19,300	56.6	39,050	22,306	57.1
Multiracial	15,268	2,465	16.1	1,421	57.6	2,909	1,715	59.0
Econ. disad. <sup>a</sup>	468,062	43,981	9.4	16,393	37.3	51,813	18,267	35.3
Not econ. disad.	350,717	64,127	18.3	36,019	56.2	76,628	43,758	57.1
Female	395,296	60,907	15.4	28,174	46.3	71,664	32,668	45.6
Male	423,483	48,334	11.4	24,669	51.0	58,031	29,833	51.4
State	818,779	109,241	13.3	52,843	48.4	129,695	62,501	48.2

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

**Table 12**  
**Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, Hispanic Students by Race, Texas Public Schools, 2016-17**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Participation	3-5 on examinations	Number	Percent		with scores of 3-5	Number
Hispanic	425,724	50,169	11.8	20,254	40.4	59,378	22,700	38.2
African American	6,752	548	8.1	152	27.7	609	168	27.6
American Indian	92,036	10,373	11.3	4,278	41.2	12,233	4,818	39.4
Asian	1,582	295	18.6	144	48.8	348	179	51.4
Pacific Islander	1,261	116	9.2	46	39.7	133	53	39.8
White	312,665	36,925	11.8	14,820	40.1	43,820	16,558	37.8
Multiracial	11,428	1,431	12.5	626	43.7	1,707	726	42.5
State	818,779	109,241	13.3	52,843	48.4	129,695	62,501	48.2

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race may differ from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

**Table 13**  
**Advanced Placement (AP) Examination Participation and Performance, Grade 8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 and 2016-17**

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
<b>2015-16</b>								
African American	48,453	9	<0.1	6	66.7	9	6	66.7
American Indian	1,397	9	0.6	8	88.9	9	8	88.9
Asian	15,582	36	0.2	32	88.9	38	34	89.5
Hispanic	199,246	4,310	2.2	3,545	82.3	4,310	3,545	82.3
Pacific Islander	516	0	0.0	0	n/a <sup>a</sup>	0	0	n/a
White	114,258	74	0.1	59	79.7	75	60	80.0
Multiracial	7,250	14	0.2	9	64.3	14	9	64.3
Econ. disad. <sup>b</sup>	227,862	3,852	1.7	3,156	81.9	3,852	3,156	81.9
Not econ. disad.	158,840	591	0.4	495	83.8	594	498	83.8
Female	188,187	2,741	1.5	2,340	85.4	2,741	2,340	85.4
Male	198,515	1,711	0.9	1,319	77.1	1,714	1,322	77.1
State	386,702	4,452	1.2	3,659	82.2	4,455	3,662	82.2
<b>2016-17</b>								
African American	48,758	18	<0.1	9	50.0	18	9	50.0
American Indian	1,460	15	1.0	9	60.0	15	9	60.0
Asian	16,746	32	0.2	28	87.5	34	30	88.2
Hispanic	203,456	4,829	2.4	3,780	78.3	4,830	3,781	78.3
Pacific Islander	545	0	0	0	n/a	0	0	n/a
White	113,724	96	0.1	76	79.2	97	77	79.4
Multiracial	7,833	10	0.1	8	80.0	10	8	80.0
Econ. disad.	230,714	4,284	1.9	3,368	78.6	4,285	3,369	78.6
Not econ. disad.	161,808	709	0.4	535	75.5	712	538	75.6
Female	191,462	3,095	1.6	2,528	81.7	3,095	2,528	81.7
Male	201,060	1,905	0.9	1,382	72.5	1,909	1,386	72.6
State	392,522	5,000	1.3	3,910	78.2	5,004	3,914	78.2

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Not applicable. <sup>b</sup>Economically disadvantaged.

**Table 14**  
**Advanced Placement (AP) Examination Participation and Performance, Grade 8, Hispanic Students**  
**by Race, Texas Public Schools, 2016-17**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations			Number	Percent
Hispanic	203,456	4,829	2.4	3,780	78.3	4,830	3,781	78.3
African American	3,666	12	0.3	8	66.7	12	8	66.7
American Indian	44,088	1,560	3.5	1,268	81.3	1,560	1,268	81.3
Asian	803	6	0.7	4	66.7	6	4	66.7
Pacific Islander	593	7	1.2	6	85.7	7	6	85.7
White	148,579	3,127	2.1	2,395	76.6	3,128	2,396	76.6
Multiracial	5,727	117	2.0	99	84.6	117	99	84.6
State	392,522	5,000	1.3	3,910	78.2	5,004	3,914	78.2

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race may differ from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.



**Table 15**  
**Advanced Placement (AP) Examinations and Performance, by Subject**  
**and Grade, Texas Public Schools, 2016-17**

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
<b>English Language and Composition</b>				
Grade 9	23	<0.1	47.8	2.3
Grade 10	1,765	2.6	28.8	2.1
Grade 11	64,820	93.9	40.4	2.4
Grade 12	2,388	3.5	26.0	2.0
Total	68,996	100	39.6	2.4
<b>United States History</b>				
Grade 9	161	0.3	10.6	1.4
Grade 10	3,327	5.8	28.3	2.0
Grade 11	53,187	92.8	38.0	2.3
Grade 12	644	1.1	37.4	2.2
Total	57,319	100	37.4	2.2
<b>World History</b>				
Grade 9	1,285	2.3	27.6	2.0
Grade 10	53,890	95.3	44.5	2.5
Grade 11	1,228	2.2	42.3	2.4
Grade 12	161	0.3	58.4	2.8
Total	56,564	100	44.1	2.5
<b>English Literature and Composition</b>				
Grade 9	6	<0.1	66.7	2.8
Grade 10	55	0.1	41.8	2.4
Grade 11	2,586	5.9	32.4	2.2
Grade 12	40,866	93.9	41.5	2.4
Total	43,513	100	40.9	2.4
<b>Human Geography</b>				
Grade 9	31,287	85.4	38.1	2.2
Grade 10	2,683	7.3	42.4	2.3
Grade 11	1,746	4.8	53.0	2.7
Grade 12	905	2.5	53.3	2.7
Total	36,621	100	39.5	2.2
<b>United States Government and Politics</b>				
Grade 9	178	0.5	45.5	2.4
Grade 10	255	0.7	33.3	2.1
Grade 11	2,064	6.0	33.8	2.1
Grade 12	32,119	92.8	35.2	2.2
Total	34,616	100	35.2	2.2

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Not applicable.

**continues**

**Table 15 (continued)**  
**Advanced Placement (AP) Examinations and Performance, by Subject**  
**and Grade, Texas Public Schools, 2016-17**

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
<b>Physics 1</b>				
Grade 9	125	0.4	48.8	2.6
Grade 10	2,751	8.5	31.3	2.1
Grade 11	26,178	81.2	22.1	1.8
Grade 12	3,196	9.9	24.5	1.9
Total	32,250	100	23.2	1.8
<b>Macroeconomics</b>				
Grade 9	23	0.1	82.6	3.8
Grade 10	224	0.8	37.1	2.3
Grade 11	1,869	6.9	36.9	2.2
Grade 12	25,057	92.2	37.9	2.2
Total	27,173	100	37.8	2.2
<b>Spanish Language and Culture</b>				
Grade 9	4,888	18.4	83.8	3.4
Grade 10	8,213	31.0	86.5	3.5
Grade 11	9,342	35.2	85.0	3.5
Grade 12	4,062	15.3	84.3	3.5
Total	26,505	100	85.1	3.5
<b>Calculus AB</b>				
Grade 9	66	0.3	90.9	4.2
Grade 10	346	1.4	68.8	3.5
Grade 11	3,943	16.4	59.2	3.1
Grade 12	19,650	81.9	41.4	2.4
Total	24,005	100	44.8	2.5
<b>Biology</b>				
Grade 9	779	3.5	43.9	2.4
Grade 10	2,112	9.4	60.9	2.8
Grade 11	6,366	28.3	51.5	2.6
Grade 12	13,276	58.9	49.6	2.5
Total	22,533	100	51.0	2.6
<b>Psychology</b>				
Grade 9	74	0.4	52.7	2.7
Grade 10	2,347	13.0	53.6	2.7
Grade 11	9,715	53.8	53.5	2.7
Grade 12	5,935	32.8	49.3	2.6
Total	18,071	100	52.1	2.7

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Not applicable.

**continues**

**Table 15 (continued)**  
**Advanced Placement (AP) Examinations and Performance, by Subject**  
**and Grade, Texas Public Schools, 2016-17**

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
<b>Statistics</b>				
Grade 9	26	0.2	53.8	2.8
Grade 10	658	3.9	74.2	3.4
Grade 11	4,274	25.3	62.3	3.0
Grade 12	11,957	70.7	42.2	2.3
Total	16,915	100	48.5	2.5
<b>Environmental Science</b>				
Grade 9	44	0.3	15.9	1.7
Grade 10	552	3.5	42.2	2.5
Grade 11	4,261	27.3	47.7	2.6
Grade 12	10,770	68.9	41.9	2.4
Total	15,627	100	43.5	2.5
<b>Chemistry</b>				
Grade 9	23	0.2	8.7	1.6
Grade 10	994	7.6	36.9	2.2
Grade 11	7,722	59.2	45.4	2.5
Grade 12	4,302	33.0	33.6	2.1
Total	13,041	100	40.8	2.3
<b>Calculus BC</b>				
Grade 9	18	0.2	94.4	4.7
Grade 10	229	2.5	97.4	4.6
Grade 11	1,628	17.9	87.4	4.2
Grade 12	7,197	79.3	70.6	3.4
Total	9,072	100	74.3	3.6
<b>Computer Science A</b>				
Grade 9	490	7.9	82.2	3.6
Grade 10	1,864	29.9	69.1	3.2
Grade 11	2,402	38.5	64.5	3.0
Grade 12	1,478	23.7	54.1	2.7
Total	6,234	100	64.8	3.1
<b>Spanish Literature and Culture</b>				
Grade 9	580	9.7	54.1	2.6
Grade 10	1,590	26.5	59.9	2.7
Grade 11	2,006	33.4	67.9	3.0
Grade 12	1,827	30.4	66.5	2.9
Total	6,003	100	64.0	2.9

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Not applicable.

**continues**

**Table 15 (continued)**  
**Advanced Placement (AP) Examinations and Performance, by Subject**  
**and Grade, Texas Public Schools, 2016-17**

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
<b>European History</b>				
Grade 9	12	0.3	41.7	2.3
Grade 10	1,654	38.3	55.1	2.9
Grade 11	1,032	23.9	65.1	3.1
Grade 12	1,617	37.5	60.7	3.0
Total	4,315	100	59.6	3.0
<b>Physics C: Mechanics</b>				
Grade 9	0	0.0	n/a <sup>a</sup>	n/a
Grade 10	20	0.5	85.0	3.9
Grade 11	443	10.3	77.0	3.8
Grade 12	3,821	89.2	72.5	3.4
Total	4,284	100	73.0	3.5
<b>Microeconomics</b>				
Grade 9	125	3.4	30.4	1.9
Grade 10	30	0.8	33.3	2.2
Grade 11	265	7.1	75.1	3.4
Grade 12	3,301	88.7	38.4	2.2
Total	3,721	100	40.7	2.3
<b>Physics 2</b>				
Grade 9	0	0.0	n/a	n/a
Grade 10	58	1.6	89.7	3.8
Grade 11	1,208	33.7	60.4	2.9
Grade 12	2,322	64.7	46.0	2.5
Total	3,588	100	51.6	2.7
<b>Studio Art: 2-D Design</b>				
Grade 9	22	0.7	77.3	3.1
Grade 10	151	4.8	66.9	3.0
Grade 11	1,056	33.8	81.0	3.4
Grade 12	1,898	60.7	79.7	3.4
Total	3,127	100	79.5	3.4
<b>Art History</b>				
Grade 9	53	1.7	64.2	3.0
Grade 10	717	23.4	54.1	2.8
Grade 11	1,174	38.3	60.1	2.9
Grade 12	1,119	36.5	56.1	2.8
Total	3,063	100	57.3	2.8

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Not applicable.

**continues**

**Table 15 (continued)**  
**Advanced Placement (AP) Examinations and Performance, by Subject**  
**and Grade, Texas Public Schools, 2016-17**

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
<b>Physics C: Electricity and Magnetism</b>				
Grade 9	0	0.0	n/a <sup>a</sup>	n/a
Grade 10	10	0.4	90.0	4.3
Grade 11	181	6.5	82.9	3.9
Grade 12	2,573	93.1	59.7	3.0
Total	2,764	100	61.4	3.1
<b>Computer Science Principles</b>				
Grade 9	569	24.1	71.7	3.2
Grade 10	625	26.5	63.8	3.0
Grade 11	664	28.1	63.0	2.9
Grade 12	504	21.3	66.1	2.9
Total	2,362	100	66.0	3.0
<b>Music Theory</b>				
Grade 9	11	0.5	63.6	3.4
Grade 10	261	11.5	55.6	2.9
Grade 11	1,024	45.0	59.4	3.0
Grade 12	978	43.0	59.4	2.9
Total	2,274	100	59.0	2.9
<b>Capstone Seminar</b>				
Grade 9	5	0.2	20.0	2.2
Grade 10	790	39.3	81.6	3.1
Grade 11	1,072	53.4	87.5	3.2
Grade 12	141	7.0	71.6	2.9
Total	2,008	100	83.9	3.1
<b>Studio Art: Drawing</b>				
Grade 9	6	0.3	83.3	3.0
Grade 10	116	5.8	73.3	3.1
Grade 11	637	32.0	82.9	3.6
Grade 12	1,232	61.9	84.3	3.5
Total	1,991	100	83.2	3.5
<b>French Language and Culture</b>				
Grade 9	11	0.8	90.9	4.4
Grade 10	147	10.8	63.3	2.9
Grade 11	539	39.6	67.7	3.0
Grade 12	665	48.8	48.0	2.5
Total	1,362	100	57.8	2.8

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Not applicable.

**continues**

**Table 15 (continued)**  
**Advanced Placement (AP) Examinations and Performance, by Subject**  
**and Grade, Texas Public Schools, 2016-17**

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
<b>Studio Art: 3-D Design</b>				
Grade 9	0	0.0	n/a <sup>a</sup>	n/a
Grade 10	21	2.7	52.4	2.5
Grade 11	192	24.7	64.6	2.9
Grade 12	564	72.6	64.9	3.0
Total	777	100	64.5	2.9
<b>Chinese Language and Culture</b>				
Grade 9	65	10.7	100	4.8
Grade 10	132	21.7	99.2	4.7
Grade 11	244	40.1	89.3	4.3
Grade 12	168	27.6	83.3	3.8
Total	609	100	91.0	4.3
<b>Capstone Research</b>				
Grade 9	0	0.0	n/a	n/a
Grade 10	0	0.0	n/a	n/a
Grade 11	255	52.4	53.3	2.8
Grade 12	232	47.6	52.6	2.7
Total	487	100	53.0	2.8
<b>Comparative Government and Politics</b>				
Grade 9	6	1.4	66.7	3.0
Grade 10	53	12.2	41.5	2.4
Grade 11	112	25.9	39.3	2.4
Grade 12	262	60.5	35.1	2.2
Total	433	100	37.4	2.3
<b>Latin</b>				
Grade 9	2	0.6	100	4.0
Grade 10	19	5.4	57.9	2.7
Grade 11	120	34.3	61.7	2.8
Grade 12	209	59.7	43.1	2.4
Total	350	100	50.6	2.5
<b>German Language and Culture</b>				
Grade 9	10	3.0	80.0	4.3
Grade 10	36	10.7	69.4	3.5
Grade 11	80	23.7	78.8	3.5
Grade 12	211	62.6	51.2	2.6
Total	337	100	60.5	3.0

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Not applicable.

**continues**

**Table 15 (continued)**  
**Advanced Placement (AP) Examinations and Performance, by Subject**  
**and Grade, Texas Public Schools, 2016-17**

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
<b>Japanese Language and Culture</b>				
Grade 9	8	7.1	100	5.0
Grade 10	17	15.0	88.2	3.9
Grade 11	26	23.0	69.2	3.7
Grade 12	62	54.9	41.9	2.4
Total	113	100	59.3	3.1
<b>Italian Language and Culture</b>				
Grade 9	1	2.0	100	5.0
Grade 10	1	2.0	100	3.0
Grade 11	11	21.6	100	4.5
Grade 12	38	74.5	94.7	3.8
Total	51	100	96.1	3.9

*Source.* Primary data from College Board and Texas Education Agency.

*Note.* Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Not applicable.

## Results for Texas Public Schools: International Baccalaureate

### *Statewide Results*

- In the 2016-17 school year, 4,618 Texas public school students in Grades 11 and 12 took 15,303 IB examinations (Table 16). Among 11th- and 12th-grade students, 0.7 percent took at least one IB examination, an increase of 0.1 percentage point from the previous year.
- Among 11th- and 12th-grade IB examinees, 82.5 percent scored in the 4-7 range on at least one IB examination, a decrease of 1.8 percentage points from the previous year.
- The five most frequently taken IB examinations, in rank order, were: English A: Literature, History: Americas, Spanish B, Biology, and Mathematics (Table 18 on page 44).

### *Participation and Performance by Race/Ethnicity*

- Among 11th- and 12th-grade students in the 2016-17 school year, 3.2 percent of Asian, 1.3 percent of Pacific Islander, 1.0 percent of multiracial, 0.7 percent of White, 0.5 percent of African American, and 0.4 percent of both American Indian and Hispanic students took at least one IB examination (Table 16).
- Among 11th- and 12th-grade IB examinees in the five largest racial/ethnic groups, 92.7 percent of Asian, 90.8 percent of multiracial, 84.8 percent of White, 79.9 percent of Hispanic, and 60.6 percent of African American students scored in the 4-7 range on at least one IB examination. IB participation and performance results for 11th- and 12th-grade Hispanic students by race are shown in Table 17 on page 43.

### *Participation and Performance by Economic Status*

- Among 11th- and 12th-grade students in the 2016-17 school year, a higher percentage of students not identified as economically disadvantaged (0.9%) than students identified as economically disadvantaged (0.4%) took at least one IB examination (Table 16).
- Similarly, a higher percentage of non-economically disadvantaged (86.4%) than economically disadvantaged (73.5%) examinees in Grades 11 and 12 scored in the 4-7 range on at least one IB examination.

### *Participation and Performance by Gender*

- In the 2016-17 school year, a higher percentage of female (0.8%) than male (0.5%) students in Grades 11 and 12 took at least one IB examination (Table 16).
- Similarly, a higher percentage of female (83.6%) than male (80.9%) examinees in Grades 11 and 12 scored in the 4-7 range on at least one IB examination.



**Table 16****International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Examinees		Examinees scoring 4-7 on examinations		Examinations	Examinations with scores of 4-7	
		Number	rate (%)	Number	Percent		Number	Percent
<b>2012-13</b>								
African American	80,953	352	0.4	255	72.4	1,000	609	60.9
American Indian	3,003	13	0.4	11	84.6	40	27	67.5
Asian	24,793	824	3.3	772	93.7	2,721	2,268	83.4
Hispanic	293,897	1,189	0.4	1,017	85.5	3,926	2,574	65.6
Pacific Islander	844	16	1.9	15	93.8	47	39	83.0
White	214,869	1,329	0.6	1,180	88.8	3,988	3,173	79.6
Multiracial	10,413	113	1.1	100	88.5	346	262	75.7
Econ. disad. <sup>a</sup>	306,847	1,029	0.3	839	81.5	3,305	2,063	62.4
Not econ. disad.	321,925	2,807	0.9	2,511	89.5	8,763	6,889	78.6
Female	310,725	2,274	0.7	1,997	87.8	7,018	5,261	75.0
Male	318,047	1,562	0.5	1,353	86.6	5,050	3,691	73.1
State	628,772	3,845	0.6	3,356	87.3	12,091	8,963	74.1
<b>2013-14</b>								
African American	81,635	451	0.6	331	73.4	1,460	787	53.9
American Indian	2,750	11	0.4	10	90.9	37	30	81.1
Asian	26,257	890	3.4	824	92.6	3,146	2,588	82.3
Hispanic	302,927	1,313	0.4	1,129	86.0	4,264	2,815	66.0
Pacific Islander	934	9	1.0	8	88.9	31	22	71.0
White	213,725	1,420	0.7	1,283	90.4	4,718	3,650	77.4
Multiracial	10,987	123	1.1	111	90.2	418	328	78.5
Econ. disad.	322,053	1,237	0.4	1,003	81.1	3,981	2,436	61.2
Not econ. disad.	317,162	2,968	0.9	2,684	90.4	10,063	7,763	77.1
Female	316,072	2,486	0.8	2,221	89.3	8,347	6,213	74.4
Male	323,143	1,731	0.5	1,475	85.2	5,727	4,007	70.0
State	639,215	4,217	0.7	3,696	87.6	14,074	10,220	72.6

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

**continues**

Table 16 (continued)

## International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2012-13 Through 2016-17

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	4-7 on examinations	Percent		Number	Percent
2014-15								
African American	85,012	474	0.6	324	68.4	1,418	706	49.8
American Indian	2,810	16	0.6	12	75.0	47	22	46.8
Asian	27,390	900	3.3	822	91.3	3,103	2,564	82.6
Hispanic	320,587	1,329	0.4	1,110	83.5	4,551	2,789	61.3
Pacific Islander	971	11	1.1	9	81.8	44	24	54.5
White	215,454	1,467	0.7	1,319	89.9	4,778	3,665	76.7
Multiracial	11,567	102	0.9	88	86.3	342	262	76.6
Econ. disad. <sup>a</sup>	332,232	1,257	0.4	983	78.2	4,289	2,402	56.0
Not econ. disad.	331,559	3,040	0.9	2,699	88.8	9,990	7,626	76.3
Female	327,746	2,491	0.8	2,143	86.0	8,130	5,792	71.2
Male	336,045	1,811	0.5	1,541	85.1	6,156	4,240	68.9
State	663,791	4,302	0.6	3,684	85.6	14,286	10,032	70.2
2015-16								
African American	86,973	493	0.6	329	66.7	1,537	799	52.0
American Indian	2,689	12	0.4	11	91.7	51	28	54.9
Asian	28,194	897	3.2	818	91.2	3,124	2,567	82.2
Hispanic	335,368	1,381	0.4	1,129	81.8	4,372	2,682	61.3
Pacific Islander	1,002	12	1.2	6	50.0	37	20	54.1
White	217,096	1,440	0.7	1,276	88.6	4,852	3,683	75.9
Multiracial	12,334	109	0.9	93	85.3	309	244	79.0
Econ. disad.	347,607	1,309	0.4	996	76.1	4,148	2,365	57.0
Not econ. disad.	336,049	3,033	0.9	2,664	87.8	10,132	7,656	75.6
Female	338,021	2,564	0.8	2,181	85.1	8,358	5,934	71.0
Male	345,635	1,783	0.5	1,484	83.2	5,929	4,092	69.0
State	683,656	4,347	0.6	3,665	84.3	14,287	10,026	70.2

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

continues

**Table 16 (continued)****International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2012-13 Through 2016-17**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	4-7 on examinations			Number	Percent
2016-17								
African American	88,652	482	0.5	292	60.6	1,622	733	45.2
American Indian	2,633	10	0.4	10	100	37	31	83.8
Asian	30,217	960	3.2	890	92.7	3,326	2,769	83.3
Hispanic	350,156	1,530	0.4	1,222	79.9	4,924	2,974	60.4
Pacific Islander	1,104	14	1.3	13	92.9	57	43	75.4
White	219,162	1,491	0.7	1,265	84.8	4,864	3,678	75.6
Multiracial	13,167	131	1.0	119	90.8	473	378	79.9
Econ. disad. <sup>a</sup>	362,197	1,391	0.4	1,023	73.5	4,604	2,527	54.9
Not econ. disad.	342,894	3,227	0.9	2,788	86.4	10,699	8,079	75.5
Female	349,044	2,785	0.8	2,328	83.6	9,225	6,494	70.4
Male	356,047	1,833	0.5	1,483	80.9	6,078	4,112	67.7
State	705,091	4,618	0.7	3,811	82.5	15,303	10,606	69.3

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Economically disadvantaged.

**Table 17****International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, Hispanic Students by Race, Texas Public Schools, 2016-17**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	4-7 on examinations			Number	Percent
Hispanic	350,156	1,530	0.4	1,222	79.9	4,924	2,974	60.4
African American	5,470	36	0.7	19	52.8	85	50	58.8
American Indian	77,886	437	0.6	314	71.9	1,226	622	50.7
Asian	1,253	15	1.2	14	93.3	44	38	86.4
Pacific Islander	1,053	2	0.2	2	100	8	4	50.0
White	254,847	993	0.4	835	84.1	3,428	2,169	63.3
Multiracial	9,647	47	0.5	38	80.9	133	91	68.4
State	705,091	4,618	0.7	3,811	82.5	15,303	10,606	69.3

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race may differ from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

**Table 18**  
**International Baccalaureate (IB) Examinations and Performance,**  
**Grades 11 and 12, by Subject, Texas Public Schools, 2016-17**

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
English A: Literature				
Higher Level	2,219	14.5	85.9	4.6
Standard Level	8	0.1	100	4.4
Total	2,227	14.6	85.9	4.6
History: Americas				
Higher Level	2,076	13.6	75.6	4.1
Spanish B				
Higher Level	264	1.7	91.7	5.4
Standard Level	1,343	8.8	91.2	5.2
Total	1,607	10.5	91.3	5.2
Biology				
Higher Level	699	4.6	56.4	3.8
Standard Level	746	4.9	43.0	3.4
Total	1,445	9.4	49.5	3.6
Mathematics				
Higher Level	17	0.1	94.1	5.2
Standard Level	1,255	8.2	57.2	3.9
Total	1,272	8.3	57.7	3.9
Mathematical Studies				
Standard Level	1,107	7.2	64.4	4.0
Physics				
Higher Level	186	1.2	54.3	3.7
Standard Level	432	2.8	41.7	3.5
Total	618	4.0	45.5	3.6
Economics				
Higher Level	236	1.5	38.1	3.2
Standard Level	364	2.4	50.0	3.6
Total	600	3.9	45.3	3.5

*Source.* Primary data from IB and Texas Education Agency (TEA).

*Note.* Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Mathematics: Further Mathematics, Japanese B, Music: Creating, German A: Literature, Russian B, and Swahili AB. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Information Technology in a Global Society.

**continues**

**Table 18 (continued)**  
**International Baccalaureate (IB) Examinations and Performance,**  
**Grades 11 and 12, by Subject, Texas Public Schools, 2016-17**

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Chemistry				
Higher Level	190	1.2	55.8	3.9
Standard Level	364	2.4	51.1	3.6
Total	554	3.6	52.7	3.7
Visual Arts				
Higher Level	266	1.7	68.4	4.0
Standard Level	211	1.4	66.8	3.9
Total	477	3.1	67.7	4.0
Psychology				
Higher Level	212	1.4	84.0	4.5
Standard Level	243	1.6	81.1	4.4
Total	455	3.0	82.4	4.4
Environmental Systems and Societies				
Standard Level	443	2.9	56.7	3.8
French B				
Higher Level	37	0.2	83.8	4.5
Standard Level	327	2.1	72.8	4.2
Total	364	2.4	73.9	4.2
English A: Language and Literature				
Higher Level	304	2.0	94.4	4.8
Film				
Higher Level	139	0.9	45.3	3.5
Standard Level	33	0.2	45.5	3.5
Total	172	1.1	45.3	3.5

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Mathematics: Further Mathematics, Japanese B, Music: Creating, German A: Literature, Russian B, and Swahili AB. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Information Technology in a Global Society.

**continues**

**Table 18 (continued)**  
**International Baccalaureate (IB) Examinations and Performance,**  
**Grades 11 and 12, by Subject, Texas Public Schools, 2016-17**

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Computer Science				
Higher Level	67	0.4	64.2	4.0
Standard Level	92	0.6	45.7	3.6
Total	159	1.0	53.5	3.7
Theatre				
Higher Level	96	0.6	75.0	4.1
Standard Level	56	0.4	71.4	4.2
Total	152	1.0	73.7	4.1
Information Tech. in a Global Society <sup>a</sup>				
Higher Level	57	0.4	57.9	3.9
Standard Level	93	0.6	66.7	3.8
Total	150	1.0	63.3	3.9
Calculus				
Higher Level	150	1.0	63.3	4.2
Spanish AB				
Standard Level	122	0.8	73.0	4.2
Music: Group Performance				
Standard Level	82	0.5	78.0	4.5
History: Europe				
Higher Level	71	0.5	97.2	5.1
Latin				
Higher Level	10	0.1	60.0	4.4
Standard Level	56	0.4	57.1	3.9
Total	66	0.4	57.6	4.0

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Mathematics: Further Mathematics, Japanese B, Music: Creating, German A: Literature, Russian B, and Swahili AB. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Information Technology in a Global Society.

**continues**

**Table 18 (continued)**  
**International Baccalaureate (IB) Examinations and Performance,**  
**Grades 11 and 12, by Subject, Texas Public Schools, 2016-17**

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Geography				
Higher Level	36	0.2	80.6	4.1
Standard Level	29	0.2	79.3	4.5
Total	65	0.4	80.0	4.3
French AB				
Standard Level	60	0.4	46.7	3.6
Chinese B				
Higher Level	6	<0.1	83.3	6.0
Standard Level	50	0.3	92.0	4.9
Total	56	0.4	91.1	5.0
German B				
Higher Level	6	<0.1	100	5.5
Standard Level	50	0.3	84.0	4.4
Total	56	0.4	85.7	4.6
Dance				
Higher Level	34	0.2	82.4	4.5
Standard Level	19	0.1	73.7	4.7
Total	53	0.3	79.2	4.6
Business Management				
Higher Level	43	0.3	32.6	2.9
Art History				
Standard Level	40	0.3	47.5	3.5
Music				
Higher Level	35	0.2	74.3	4.0
German AB				
Standard Level	28	0.2	46.4	3.5

*Source.* Primary data from IB and Texas Education Agency (TEA).

*Note.* Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Mathematics: Further Mathematics, Japanese B, Music: Creating, German A: Literature, Russian B, and Swahili AB. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Information Technology in a Global Society.

**continues**

**Table 18 (continued)**  
**International Baccalaureate (IB) Examinations and Performance,**  
**Grades 11 and 12, by Subject, Texas Public Schools, 2016-17**

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Design Technology				
Standard Level	27	0.2	74.1	4.4
Music: Solo Performance				
Standard Level	27	0.2	55.6	3.8
World Religions				
Standard Level	18	0.1	55.6	4.2
History				
Standard Level	17	0.1	64.7	3.9
Philosophy				
Higher Level	15	0.1	73.3	3.9
Spanish A: Language and Literature				
Higher Level	15	0.1	66.7	3.7
Italian B				
Higher Level	1	<0.1	100	6.0
Standard Level	13	0.1	46.2	3.5
Total	14	0.1	50.0	3.6
Astronomy				
Standard Level	12	0.1	91.7	5.1
Statistics				
Higher Level	10	0.1	10.0	2.6
Hindi B				
Standard Level	9	0.1	88.9	4.3

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Mathematics: Further Mathematics, Japanese B, Music: Creating, German A: Literature, Russian B, and Swahili AB. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Information Technology in a Global Society.

**continues**



**Table 18 (continued)**  
**International Baccalaureate (IB) Examinations and Performance,**  
**Grades 11 and 12, by Subject, Texas Public Schools, 2016-17**

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Arabic B				
Standard Level	7	<0.1	42.9	3.6
Mandarin AB				
Standard Level	6	<0.1	100	5.0
Italian AB				
Standard Level	5	<0.1	60.0	3.6

*Source.* Primary data from IB and Texas Education Agency (TEA).

*Note.* Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Mathematics: Further Mathematics, Japanese B, Music: Creating, German A: Literature, Russian B, and Swahili AB. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Information Technology in a Global Society.

## Results for Texas Public Schools: Advanced Coursework

- In the 2016-17 school year, 527,168 Texas public school students in Grades 9-12 completed at least one advanced course (Table 19). Of those, 66.8 percent completed at least one Advanced Placement (AP) course, an increase of 1.0 percentage points from the previous year.
- Most students who took AP examinations also completed at least one advanced course. Among AP examinees, 94.2 percent completed at least one AP course, and an additional 1.6 percent completed at least one other type of advanced course (Table 20 on page 52). Only 4.2 percent of AP examinees did not take any advanced course.
- Among students who completed at least one AP course, 77.5 percent took at least one AP examination, an increase of 0.6 percentage points from the previous year (Table 21 on page 53).
- Of the 677,876 AP courses completed, 74.0 percent were completed by students taking corresponding examinations, an increase of 1.4 percentage points from the previous year (Table 22 on page 54). Of the 550,642 AP examinations taken, 91.1 percent were taken by students completing corresponding courses.
- The overall mean score for all AP examinations taken by students who had completed corresponding AP courses (2.5) was higher than the overall mean score for students who had not completed the courses (2.3) (Table 23 on page 55).
- On 22 of the 27 AP examinations that had at least 250 examinees who completed corresponding AP courses and at least 250 examinees who did not complete corresponding AP courses, examinees who completed corresponding AP courses had higher mean scores (Table 24 on page 56). AP examinees who did not complete corresponding AP courses had the same mean scores as examinees who completed corresponding AP courses on Psychology, European History, and Chinese Language and Culture examinations and higher mean scores on United States Government and Politics and Physics 2.

**Table 19**  
**Advanced Course Completions, Grades 9-12, by Course Type, Texas**  
**Public Schools, 2012-13 Through 2016-17**

Course type	Students completing at least one course <sup>a</sup>		Course completions		
	Number	Percent	Number	Percent <sup>c</sup>	Avg. <sup>b</sup> number per student
<b>2012-13</b>					
AP <sup>d</sup>	262,262	63.8	491,085	60.3	1.9
IB <sup>e</sup>	6,443	1.6	23,086	2.8	3.6
Other advanced <sup>f</sup>	254,838	62.0	300,742	36.9	1.2
All advanced	411,354	100	814,913	100	2.0
<b>2013-14</b>					
AP	280,736	63.9	529,793	60.6	1.9
IB	7,136	1.6	25,794	3.0	3.6
Other advanced	270,773	61.6	318,411	36.4	1.2
All advanced	439,509	100	873,998	100	2.0
<b>2014-15</b>					
AP	310,932	65.4	601,419	62.2	1.9
IB	7,103	1.5	24,925	2.6	3.5
Other advanced	289,198	60.8	340,277	35.2	1.2
All advanced	475,740	100	966,621	100	2.0
<b>2015-16</b>					
AP	330,303	65.8	639,614	62.5	1.9
IB	7,402	1.5	27,638	2.7	3.7
Other advanced	301,152	60.0	356,547	34.8	1.2
All advanced	501,639	100	1,023,799	100	2.0
<b>2016-17</b>					
AP	352,253	66.8	685,196	63.3	1.9
IB	8,192	1.6	30,141	2.8	3.7
Other advanced	308,871	58.6	366,733	33.9	1.2
All advanced	527,168	100	1,082,070	100	2.1

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. There are two AP Physics C courses: Mechanics, and Electricity and Magnetism. Prior to the 2016-17 school year, students who took one or both courses were counted as having completed one Physics C course by TEA. In 2016-17, students who took both courses were reported as having completed both of the Physics C courses. Because of this change, counts of course completions from before the 2016-17 school year are different from the 2016-17 counts. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information.

<sup>a</sup>Parts will not add to totals for all advanced courses because students may take more than one type of advanced course within a single year. <sup>b</sup>Average. <sup>c</sup>Parts may not add to 100 percent because of rounding. <sup>d</sup>Advanced Placement. <sup>e</sup>International Baccalaureate. <sup>f</sup>Courses identified as advanced that are not AP or IB courses. See the *Glossary for the Texas Academic Performance Report* (e.g., TEA, 2017) for lists of courses identified as advanced.

**Table 20**  
**Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, by Course Type, Texas Public Schools, 2012-13 Through 2016-17**

Year	AP examinees	At least one AP course		No AP course			
		Number	Percent	Other advanced course <sup>a</sup>		No advanced course	
				Number	Percent	Number	Percent
2012-13	197,741	183,588	92.8	4,219	2.1	9,934	5.0
2013-14	218,591	203,648	93.2	4,655	2.1	10,288	4.7
2014-15	249,337	230,988	92.6	4,429	1.8	13,920	5.6
2015-16	269,417	254,161	94.3	4,555	1.7	10,701	4.0
2016-17	289,686	272,991	94.2	4,614	1.6	12,081	4.2

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or year-long courses. For such courses, counts of courses completed include either version a student completed. Counts of AP examinees include only those who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP course completers may differ from counts of AP examinees because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Courses identified as advanced that are not AP courses. See the *Glossary for the Texas Academic Performance Report* (e.g., TEA, 2017) for lists of courses identified as advanced.

**Table 21**  
**Advanced Course Completers Taking Advanced Placement (AP) Examinations, Grades 9-12, by Course Type, Texas Public Schools, 2012-13 Through 2016-17**

Course type	Course completers	Course completers taking at least one AP examination	
		Number	Percent
2012-13			
At least one AP	262,262	183,588	70.0
Other (no AP) <sup>a</sup>	149,092	4,219	2.8
2013-14			
At least one AP	280,736	203,648	72.5
Other (no AP)	158,773	4,655	2.9
2014-15			
At least one AP	310,932	230,988	74.3
Other (no AP)	164,808	4,429	2.7
2015-16			
At least one AP	330,303	254,161	76.9
Other (no AP)	171,336	4,555	2.7
2016-17			
At least one AP	352,253	272,991	77.5
Other (no AP)	174,915	4,614	2.6

*Source.* Primary data from College Board and Texas Education Agency (TEA).

*Note.* A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP course completers may differ from counts of AP examinees because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in the Public Education Information Management System.

<sup>a</sup>Courses identified as advanced that are not AP courses. See the *Glossary for the Texas Academic Performance Report* (e.g., TEA, 2017) for lists of courses identified as advanced.

**Table 22****Correspondence Between Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 2012-13 Through 2016-17**

Year	AP examinations taken	Examinations taken with corresponding courses		AP courses completed	Courses completed with corresponding examinations	
		Number	Percent		Number	Percent
2012-13	363,115	324,043	89.2	488,891	324,043	66.3
2013-14	400,077	359,591	89.9	524,912	359,591	68.5
2014-15	470,622	417,726	88.8	596,824	417,726	70.0
2015-16	506,230	460,846	91.0	634,363	460,846	72.6
2016-17	550,642	501,657	91.1	677,876	501,657	74.0

*Source.* Primary data from College Board and Texas Education Agency.

*Note.* There are two AP Physics C examinations and courses: Mechanics, and Electricity and Magnetism. Prior to the 2016-17 school year, TEA counted students who took one or both examinations as having completed one Physics C examination, and students who took one or both courses were counted as having completed one Physics C course, in order to have a one-to-one relationship between a student's participation in an examination and his or her participation in the corresponding course. In 2016-17, counts of examinations and course completions included both of the two Physics C examinations and courses when students had data for both. Because of this change, counts of examinations and course completions from before the 2016-17 school year are different from the 2016-17 counts. See *Advanced Placement and International Baccalaureate General Information, 2016-17* (TEA, 2019a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS.

**Table 23**  
**Correspondence Between Advanced Placement (AP) Examination Scores**  
**and AP Courses Completed, Grades 9-12, Texas Public Schools, 2012-13**  
**Through 2016-17**

Examination score	Examinations taken with corresponding courses			Examinations taken without corresponding courses		
	Number	Percent	Mean score	Number	Percent	Mean score
2012-13			2.5			2.4
5	30,086	9.2		3,893	9.9	
4	50,001	15.3		5,469	13.9	
3	72,500	22.3		7,222	18.4	
2	82,001	25.2		8,889	22.6	
1	91,223	28.0		13,780	35.1	
2013-14			2.5			2.4
5	34,127	9.4		3,448	8.5	
4	57,238	15.8		5,621	13.8	
3	80,728	22.3		8,516	21.0	
2	89,627	24.8		9,580	23.6	
1	99,995	27.6		13,457	33.1	
2014-15			2.5			2.3
5	35,629	8.5		4,114	7.8	
4	61,128	14.6		7,051	13.3	
3	90,478	21.5		10,087	19.0	
2	103,866	24.7		12,067	22.7	
1	129,008	30.7		19,763	37.2	
2015-16			2.5			2.4
5	42,699	9.2		3,966	8.7	
4	67,719	14.6		6,305	13.8	
3	97,322	21.0		8,677	19.0	
2	114,480	24.7		10,303	22.6	
1	140,748	30.4		16,342	35.8	
2016-17			2.5			2.3
5	43,256	8.6		3,705	7.6	
4	75,087	15.0		6,563	13.4	
3	110,014	21.9		9,772	19.9	
2	126,665	25.2		10,971	22.4	
1	146,635	29.2		17,974	36.7	

Source. Primary data from College Board and Texas Education Agency.

Note. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS) and include both of the two Physics C examinations when students have scores for both. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

**Table 24**  
**Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2016-17**

Examination subject	Examinations	Examinations taken with corresponding courses			Examinations taken without corresponding courses		
		Number	Percent	Mean score	Number	Percent	Mean score
English Language and Composition	68,680	62,621	91.2	2.4	6,059	8.8	2.0
United States History	57,063	52,537	92.1	2.3	4,526	7.9	1.8
World History	56,106	52,560	93.7	2.5	3,546	6.3	1.9
English Literature and Composition	43,398	40,758	93.9	2.4	2,640	6.1	2.1
Human Geography	36,405	33,665	92.5	2.3	2,740	7.5	1.8
United States Government and Politics	34,541	32,108	93.0	2.1	2,433	7.0	2.2
Physics 1	32,135	29,728	92.5	1.9	2,407	7.5	1.6
Macroeconomics	27,110	25,162	92.8	2.3	1,948	7.2	2.2
Spanish Language	26,243	18,895	72.0	3.5	7,348	28.0	3.3
Calculus AB	23,954	22,480	93.8	2.6	1,474	6.2	1.6
Biology	22,459	21,248	94.6	2.6	1,211	5.4	2.3
Psychology	17,997	15,709	87.3	2.7	2,288	12.7	2.7
Statistics	16,873	16,283	96.5	2.6	590	3.5	1.4
Environmental Science	15,569	14,848	95.4	2.5	721	4.6	2.2
Chemistry	12,997	12,504	96.2	2.3	493	3.8	1.9
Calculus BC	9,053	8,669	95.8	3.6	384	4.2	2.8
Computer Science A	6,215	5,517	88.8	3.1	698	11.2	2.9
Spanish Literature and Culture	5,958	4,610	77.4	3.0	1,348	22.6	2.4
European History	4,304	4,003	93.0	3.0	301	7.0	3.0
Physics C: Mechanics	4,278	3,859	90.2	3.5	419	9.8	3.3
Microeconomics	3,716	2,491	67.0	2.4	1,225	33.0	2.1
Physics 2	3,588	2,864	79.8	2.6	724	20.2	2.7
Studio Art: 2-D Design	3,120	2,200	70.5	3.5	920	29.5	3.2
Art History	3,058	2,918	95.4	2.9	140	4.6	2.3
Physics C: Electricity and Magnetism	2,763	2,537	91.8	3.1	226	8.2	3.2

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS) and include both of the two Physics C examinations when students have scores for both. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Not applicable.

continues



**Table 24 (continued)**  
**Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2016-17**

Examination subject	Examinations	Examinations taken with corresponding courses			Examinations taken without corresponding courses		
		Number	Percent	Mean score	Number	Percent	Mean score
Computer Science Principles	2,333	1,866	80.0	3.1	467	20.0	2.6
Music Theory	2,270	2,147	94.6	3.0	123	5.4	2.5
Capstone Seminar	1,992	1,943	97.5	3.1	49	2.5	2.6
Studio Art: Drawing	1,988	1,551	78.0	3.5	437	22.0	3.4
French Language and Culture	1,356	1,082	79.8	2.8	274	20.2	2.7
Studio Art: 3-D Design	776	683	88.0	3.0	93	12.0	2.8
Chinese Language and Culture	584	284	48.6	4.3	300	51.4	4.3
Capstone Research	483	475	98.3	2.8	8	1.7	2.1
Comparative Government and Politics	432	297	68.8	2.5	135	31.3	1.9
Latin	345	271	78.6	2.6	74	21.4	2.1
German Language and Culture	336	220	65.5	2.7	116	34.5	3.3
Japanese Language and Culture	113	64	56.6	2.7	49	43.4	3.7
Italian Language and Culture	51	0	0.0	n/a <sup>a</sup>	51	100	3.9
All examination subjects	550,642	501,657	91.1	2.5	48,985	8.9	2.3

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS) and include both of the two Physics C examinations when students have scores for both. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Not applicable.

## References

- Texas Education Agency. (2017). *Glossary 2016-17 Texas Academic Performance Report*. Retrieved October 1, 2018, from <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html>
- Texas Education Agency. (2018a). *Advanced Placement and International Baccalaureate examination results in Texas public schools, 2015-16* (Document No. GE18 601 04). Available at [http://www.tea.texas.gov/acctres/ap\\_ib\\_index.html](http://www.tea.texas.gov/acctres/ap_ib_index.html)
- Texas Education Agency. (2018b). *Advanced Placement examination results in Texas and the United States, 2016-17* (Document No. GE19 601 03). Available at [http://www.tea.texas.gov/acctres/ap\\_ib\\_index.html](http://www.tea.texas.gov/acctres/ap_ib_index.html)
- Texas Education Agency. (2018c). *2018 accountability manual* (Document No. GE18 602 03). Retrieved September 24, 2018, from <http://tea.texas.gov/2018accountabilitymanual.aspx>
- Texas Education Agency. (2019a). *Advanced Placement and International Baccalaureate general information, 2016-17*. Available at [http://www.tea.texas.gov/acctres/ap\\_ib\\_index.html](http://www.tea.texas.gov/acctres/ap_ib_index.html)
- Texas Education Agency. (2019b). *Advanced Placement and International Baccalaureate glossary of terms, 2016-17*. Available at [http://www.tea.texas.gov/acctres/ap\\_ib\\_index.html](http://www.tea.texas.gov/acctres/ap_ib_index.html)
- Texas Education Code. (2018). *Texas school law bulletin*. Charlottesville, VA: Matthew Bender.

## Texas Education Agency

Mike Morath, Commissioner of Education

## Office of Standards and Engagement

Jeff Cottrill, Deputy Commissioner

## Division of Research and Analysis

Linda Roska, Executive Director

## Accountability Research Unit

Jennifer Broussard, Director

## Project Staff

Laurie Carranza

Rona Tong

Yanmei Wang

Keith Wechter

## Editorial Staff

Christine Whalen

Richard Kallus

Shannon Nagy

**Citation.** Texas Education Agency. (2019). *Advanced Placement and International Baccalaureate examination results in Texas public schools, 2016-17* (Document No. GE19 601 12). Austin, TX: Author.

**Abstract.** This report presents Advanced Placement (AP) and International Baccalaureate (IB) examination participation and performance results in Texas public schools for the 2016-17 school year. Data are provided by student characteristics, including race/ethnicity; gender; and economic, at-risk, dyslexic, English language learner, homeless, immigrant, and migrant statuses. Data also are provided by participation in bilingual education or English as a second language, career and technical education, gifted and talented, special education, and Title I programs.

The report is available in PDF format on the agency website at [http://tea.texas.gov/acctres/ap\\_ib\\_index.html](http://tea.texas.gov/acctres/ap_ib_index.html). Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at [Research@tea.texas.gov](mailto:Research@tea.texas.gov).

For additional information about AP examinations, contact the College Board Southwestern Regional Office at (866) 392-3017 or <http://www.collegeboard.org/>. For additional information about IB examinations, contact the IB Americas Office in Bethesda, Maryland, at (301)-202-3000 or <http://www.ibo.org/>.





**Texas Education Agency  
1701 North Congress Avenue  
Austin, Texas 78701-1494**

**Document No. GE19 601 12  
April 2019**