

Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2014-15

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 awarding distinction designations, which recognize school districts and campuses for outstanding achievement in specified academic areas (Texas Education Agency [TEA], 2016d; Texas Education Code Chapter 39, Subchapter G, 2016). 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. To be eligible to earn a distinction designation, a district or campus must receive an accountability rating of *Met Standard*.

For the 2016 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 postsecondary readiness distinction designation (PRDD) was available at the campus level, and one was available at the district level. In each case, the PRDD included one AP/IB indicator: performance on AP/IB examinations in any subject.

The AP/IB indicators were evaluated based on data for the 2014-15 school year. For purposes of awarding distinction designations, AP/IB examination performance indicators measure 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.

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, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b). 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, 2014-15* (TEA, 2016c).

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

Reporting of Results

For the 2016 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

- In the 2014-15 school year, 15.1 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 0.1 percentage points from the previous year (Table 1 on page 7).
- Among 11th- and 12th-grade students, 39.0 percent of Asian, 18.6 percent of multiracial, 17.1 percent of White, 16.0 percent of Pacific Islander, 12.8 percent of Hispanic, 11.2 percent of American Indian, and 10.8 percent of African American students took at least one AP or IB ELA examination.
- Among 11th and 12th graders, a higher percentage of students not identified as economically disadvantaged (19.1%) than students identified as economically disadvantaged (11.0%) took at least one AP or IB ELA examination.
- A higher percentage of female (18.2%) than male (12.1%) students in Grades 11 and 12 took at least one AP or IB ELA examination.

ELA Performance

- In the 2014-15 school year, 43.7 percent of all ELA examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB ELA examination, a decrease of 1.0 percentage point from the previous year (Table 1 on page 7).
- Among 11th- and 12th-grade ELA examinees in the five largest racial/ethnic groups, 69.9 percent of Asian, 62.1 percent of White, 60.7 percent of multiracial, 24.5 percent of African American, and 23.8 percent of Hispanic students scored at or above criterion on at least one AP or IB ELA examination.
- A higher percentage of non-economically disadvantaged (57.0%) than economically disadvantaged (20.7%) ELA examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB ELA examination.

- A higher percentage of male (44.3%) than female (43.4%) ELA examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB ELA examination.

Mathematics Participation

- In the 2014-15 school year, 6.8 percent of all students in Grades 11 and 12 took at least one AP or IB mathematics examination, an increase of 0.3 percentage points from the previous year (Table 2 on page 8).
- Among 11th- and 12th-grade students, 27.1 percent of Asian, 9.1 percent of multiracial, 8.6 percent of White, 8.3 percent of Pacific Islander, 5.3 percent of American Indian, 4.7 percent of Hispanic, and 3.0 percent of African American students took at least one AP or IB mathematics examination.
- A higher percentage of non-economically disadvantaged (9.5%) than economically disadvantaged (4.0%) students in Grades 11 and 12 took at least one AP or IB mathematics examination.
- A higher percentage of male (6.8%) than female (6.7%) students in Grades 11 and 12 took at least one AP or IB mathematics examination.

Mathematics Performance

- In the 2014-15 school year, 51.7 percent of all mathematics examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB mathematics examination, a decrease of 1.9 percentage points from the previous year (Table 2 on page 8).
- Among 11th- and 12th-grade mathematics examinees in the five largest racial/ethnic groups, 71.7 percent of Asian, 63.2 percent of multiracial, 62.6 percent of White, 31.9 percent of African American, and 31.2 percent of Hispanic students scored at or above criterion on at least one AP or IB mathematics examination.
- A higher percentage of non-economically disadvantaged (61.1%) than economically disadvantaged (29.3%) mathematics examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB mathematics examination.
- A higher percentage of male (55.0%) than female (48.2%) mathematics examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB mathematics examination.

Science Participation

- In the 2014-15 school year, 10.2 percent of all students in Grades 11 and 12 took at least one AP or IB science examination, an increase of 3.3 percentage points from the previous year (Table 3 on page 9). The increase coincided with the introduction of the AP Physics 1 examination, which was taken by a relatively large number of students (Table 16 on page 36).

- Among 11th- and 12th-grade students, 35.0 percent of Asian, 12.9 percent of multiracial, 11.9 percent of White, 11.6 percent of Pacific Islander, 8.1 percent of Hispanic, 7.8 American Indian, and 5.6 percent of African American students took at least one AP or IB science examination.
- A higher percentage of non-economically disadvantaged (13.3%) than economically disadvantaged (7.0%) students in Grades 11 and 12 took at least one AP or IB science examination.
- A higher percentage of female (10.4%) than male (10.0%) students in Grades 11 and 12 took at least one AP or IB science examination.

Science Performance

- In the 2014-15 school year, 35.4 percent of all science examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB science examination, a decrease of 10.3 percentage points from the previous year (Table 3 on page 9). The decrease coincided with the introduction of the AP Physics 1 examination, which had the lowest mean score of all AP examinations offered (Table 16 on page 36).
- Among 11th- and 12th-grade science examinees in the five largest racial/ethnic groups, 56.6 percent of Asian, 48.1 percent of White, 46.4 percent of multiracial, 17.7 percent of Hispanic, and 17.0 percent of African American students scored at or above criterion on at least one AP or IB science examination.
- A higher percentage of non-economically disadvantaged (45.7%) than economically disadvantaged (16.0%) science examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB science examination.
- A higher percentage of male (40.3%) than female (30.6%) science examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB science examination.

Social Studies Participation

- In the 2014-15 school year, 14.4 percent of all students in Grades 11 and 12 took at least one AP or IB social studies examination, an increase of 0.6 percentage points from the previous year (Table 4 on page 10).
- Among 11th- and 12th-grade students, 41.2 percent of Asian, 17.6 percent of multiracial, 16.1 percent of White, 15.8 percent of Pacific Islander, 12.2 percent of Hispanic, 11.3 percent of American Indian, and 9.4 percent of African American students took at least one AP or IB social studies examination.
- A higher percentage of non-economically disadvantaged (18.2%) than economically disadvantaged (10.5%) students in Grades 11 and 12 took at least one AP or IB social studies examination.

- A higher percentage of female (15.7%) than male (13.2%) students in Grades 11 and 12 took at least one AP or IB social studies examination.

Social Studies Performance

- In the 2014-15 school year, 40.1 percent of all social studies examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB social studies examination, a decrease of 1.5 percentage points from the previous year (Table 4 on page 10).
- Among 11th- and 12th-grade social studies examinees in the five largest racial/ethnic groups, 65.2 percent of Asian, 56.2 percent of White, 55.6 percent of multiracial, 23.5 percent of African American, and 21.2 percent of Hispanic students scored at or above criterion on at least one AP or IB social studies examination.
- A higher percentage of non-economically disadvantaged (52.3%) than economically disadvantaged (19.0%) social studies examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB social studies examination.
- A higher percentage of male (43.4%) than female (37.3%) social studies examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB social studies examination.

Postsecondary Readiness Distinction Designations

Performance in Any Subject

- In the 2014-15 school year, 49.1 percent of all examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB examination, a decrease of 2.2 percentage points from the previous year (Table 5 on page 16).
- Among 11th- and 12th-grade examinees in the five largest racial/ethnic groups, 72.0 percent of Asian, 62.9 percent of White, 61.7 percent of multiracial, 36.5 percent of Hispanic, and 27.2 percent of African American students scored at or above criterion on at least one AP or IB examination.
- A higher percentage of non-economically disadvantaged (59.2%) than economically disadvantaged (33.4%) examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB examination.
- A higher percentage of male (50.5%) than female (48.0%) examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB examination.

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, 2013-14 and 2014-15

Group	Students	English language arts examinees		English language arts examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
2013-14					
African American	81,635	8,401	10.3	2,106	25.1
American Indian	2,750	342	12.4	159	46.5
Asian	26,257	10,035	38.2	6,974	69.5
Hispanic	302,927	37,887	12.5	9,233	24.4
Pacific Islander	934	164	17.6	67	40.9
White	213,725	37,034	17.3	23,098	62.4
Multiracial	10,987	2,029	18.5	1,214	59.8
Econ. disad. ^a	322,053	34,320	10.7	7,275	21.2
Not econ. disad.	317,162	60,849	19.2	35,272	58.0
Female	316,072	57,087	18.1	25,183	44.1
Male	323,143	38,852	12.0	17,693	45.5
State	639,215	95,939	15.0	42,876	44.7
2014-15					
African American	85,012	9,150	10.8	2,245	24.5
American Indian	2,810	315	11.2	130	41.3
Asian	27,390	10,676	39.0	7,459	69.9
Hispanic	320,587	40,905	12.8	9,749	23.8
Pacific Islander	971	155	16.0	65	41.9
White	215,454	36,875	17.1	22,888	62.1
Multiracial	11,567	2,147	18.6	1,303	60.7
Econ. disad.	332,232	36,546	11.0	7,565	20.7
Not econ. disad.	331,559	63,310	19.1	36,118	57.0
Female	327,746	59,700	18.2	25,889	43.4
Male	336,045	40,545	12.1	17,958	44.3
State	663,791	100,245	15.1	43,847	43.7

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically 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, 2013-14 and 2014-15

Group	Students	Mathematics examinees		Mathematics examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
2013-14					
African American	81,635	2,372	2.9	820	34.6
American Indian	2,750	137	5.0	73	53.3
Asian	26,257	6,868	26.2	5,006	72.9
Hispanic	302,927	13,400	4.4	4,461	33.3
Pacific Islander	934	69	7.4	34	49.3
White	213,725	17,455	8.2	11,104	63.6
Multiracial	10,987	943	8.6	590	62.6
Econ. disad. ^a	322,053	11,599	3.6	3,728	32.1
Not econ. disad.	317,162	29,250	9.2	18,128	62.0
Female	316,072	19,971	6.3	10,130	50.7
Male	323,143	21,297	6.6	11,974	56.2
State	639,215	41,268	6.5	22,104	53.6
2014-15					
African American	85,012	2,567	3.0	819	31.9
American Indian	2,810	149	5.3	82	55.0
Asian	27,390	7,431	27.1	5,325	71.7
Hispanic	320,587	15,127	4.7	4,715	31.2
Pacific Islander	971	81	8.3	39	48.1
White	215,454	18,522	8.6	11,587	62.6
Multiracial	11,567	1,053	9.1	666	63.2
Econ. disad.	332,232	13,147	4.0	3,848	29.3
Not econ. disad.	331,559	31,600	9.5	19,297	61.1
Female	327,746	21,943	6.7	10,583	48.2
Male	336,045	22,994	6.8	12,651	55.0
State	663,791	44,937	6.8	23,234	51.7

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically 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, 2013-14 and 2014-15

Group	Students	Science examinees		Science examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
2013-14					
African American	81,635	2,763	3.4	640	23.2
American Indian	2,750	135	4.9	49	36.3
Asian	26,257	7,293	27.8	4,775	65.5
Hispanic	302,927	15,461	5.1	3,793	24.5
Pacific Islander	934	80	8.6	31	38.8
White	213,725	17,265	8.1	10,245	59.3
Multiracial	10,987	1,006	9.2	587	58.3
Econ. disad. ^a	322,053	13,785	4.3	3,113	22.6
Not econ. disad.	317,162	29,829	9.4	16,817	56.4
Female	316,072	21,943	6.9	8,823	40.2
Male	323,143	22,084	6.8	11,310	51.2
State	639,215	44,027	6.9	20,133	45.7
2014-15					
African American	85,012	4,772	5.6	812	17.0
American Indian	2,810	219	7.8	77	35.2
Asian	27,390	9,577	35.0	5,418	56.6
Hispanic	320,587	25,827	8.1	4,581	17.7
Pacific Islander	971	113	11.6	38	33.6
White	215,454	25,602	11.9	12,323	48.1
Multiracial	11,567	1,488	12.9	691	46.4
Econ. disad.	332,232	23,296	7.0	3,723	16.0
Not econ. disad.	331,559	44,042	13.3	20,125	45.7
Female	327,746	34,122	10.4	10,443	30.6
Male	336,045	33,491	10.0	13,499	40.3
State	663,791	67,613	10.2	23,942	35.4

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically 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, 2013-14 and 2014-15

Group	Students	Social studies examinees		Social studies examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
2013-14					
African American	81,635	7,229	8.9	1,575	21.8
American Indian	2,750	322	11.7	129	40.1
Asian	26,257	10,522	40.1	6,924	65.8
Hispanic	302,927	34,306	11.3	7,630	22.2
Pacific Islander	934	137	14.7	48	35.0
White	213,725	33,653	15.7	19,305	57.4
Multiracial	10,987	1,888	17.2	995	52.7
Econ. disad. ^a	322,053	31,380	9.7	6,153	19.6
Not econ. disad.	317,162	56,012	17.7	30,191	53.9
Female	316,072	47,476	15.0	18,304	38.6
Male	323,143	40,630	12.6	18,324	45.1
State	639,215	88,106	13.8	36,628	41.6
2014-15					
African American	85,012	7,988	9.4	1,876	23.5
American Indian	2,810	317	11.3	119	37.5
Asian	27,390	11,279	41.2	7,355	65.2
Hispanic	320,587	39,202	12.2	8,318	21.2
Pacific Islander	971	153	15.8	61	39.9
White	215,454	34,752	16.1	19,539	56.2
Multiracial	11,567	2,036	17.6	1,131	55.6
Econ. disad.	332,232	34,869	10.5	6,622	19.0
Not econ. disad.	331,559	60,499	18.2	31,659	52.3
Female	327,746	51,539	15.7	19,204	37.3
Male	336,045	44,206	13.2	19,203	43.4
State	663,791	95,745	14.4	38,407	40.1

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

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

Comparison of Results Across Years

Beginning with results for 2011-12, Texas public school Advanced Placement (AP) and International Baccalaureate (IB) participation rate calculations were changed to include students served in special education programs in the denominators. Consequently, results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (Texas Education Agency [TEA], 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

Statewide Results

- In the 2014-15 school year, 24.9 percent of Texas public school students in Grades 11 and 12 took at least one AP or IB examination, an increase of 1.4 percentage points from the previous year (Figure 1 on page 14 and Table 5 on page 16).
- 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 2.2 percentage points from the previous year (Figure 2 on page 15 and Table 5 on page 16).
- 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, 2016), 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, 12.2 percent scored at or above criterion on at least one AP or IB examination, an increase of 0.1 percentage points from the previous year (Figure 3 on page 21 and Table 8 on page 22).

Participation and Performance by Race/Ethnicity

- Among 11th- and 12th-grade students in the 2014-15 school year, 58.3 percent of Asian, 28.4 percent of multiracial, 27.4 percent of White, 25.3 percent of Pacific Islander, 22.5 percent of Hispanic, 19.6 percent of American Indian, and 16.6 percent of African American students took at least one AP or IB examination (Table 5 on page 16).

- Among 11th- and 12th-grade examinees in the five largest racial/ethnic groups, 72.0 percent of Asian, 62.9 percent of White, 61.7 percent of multiracial, 36.5 percent of Hispanic, and 27.2 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 2014-15 school year, a higher percentage of students not identified as economically disadvantaged (30.3%) than students identified as economically disadvantaged (19.3%) took at least one AP or IB examination (Table 5 on page 16).
- Similarly, a higher percentage of non-economically disadvantaged (59.2%) than economically disadvantaged (33.4%) 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 2014-15 school year, a higher percentage of female (28.1%) than male (21.8%) students in Grades 11 and 12 took at least one AP or IB examination (Table 5 on page 16).
- By contrast, a higher percentage of male (50.5%) than female (48.0%) 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

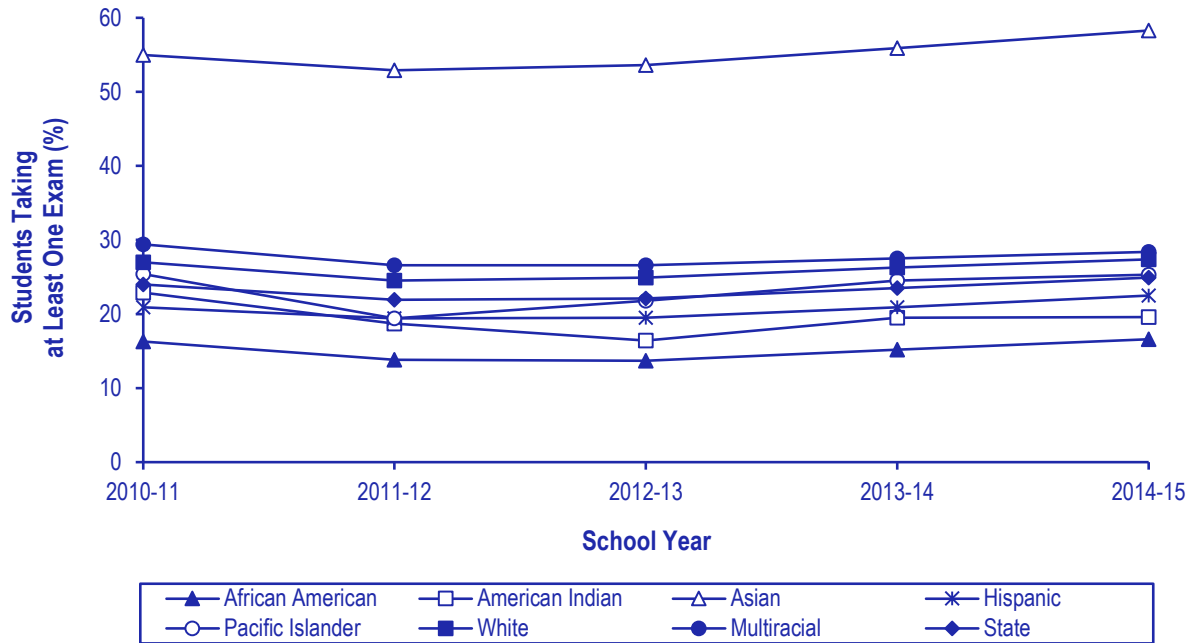
- Among 11th- and 12th-grade students in the 2014-15 school year, participation rates for students in all special instructional programs except gifted and talented (65.6%) were lower than the state average (24.9%), ranging from 1.9 percent for students in special education to 22.9 percent for students in career and technical education (CTE) (Table 6 on page 19).
- Among 11th- and 12th-grade examinees, those in gifted and talented or 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 (66.9% and 51.4%, respectively) than the state average (49.1%). Students in CTE, special education, or 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 2014-15 school year, participation rates for all special populations were lower than the state average (24.9%), ranging from 9.9 percent for students identified as English language learners (ELLs) to 19.2 percent for students identified as immigrants (Table 7 on page 20).

- Among 11th- and 12th-grade examinees, those identified as immigrants or ELLs scored at or above criterion on at least one AP or IB examination at higher rates (66.7% and 50.5%, respectively) than the state average (49.1%). Students identified as at risk of dropping out or migrant scored at or above criterion on at least one AP or IB examination at lower rates than the state average.

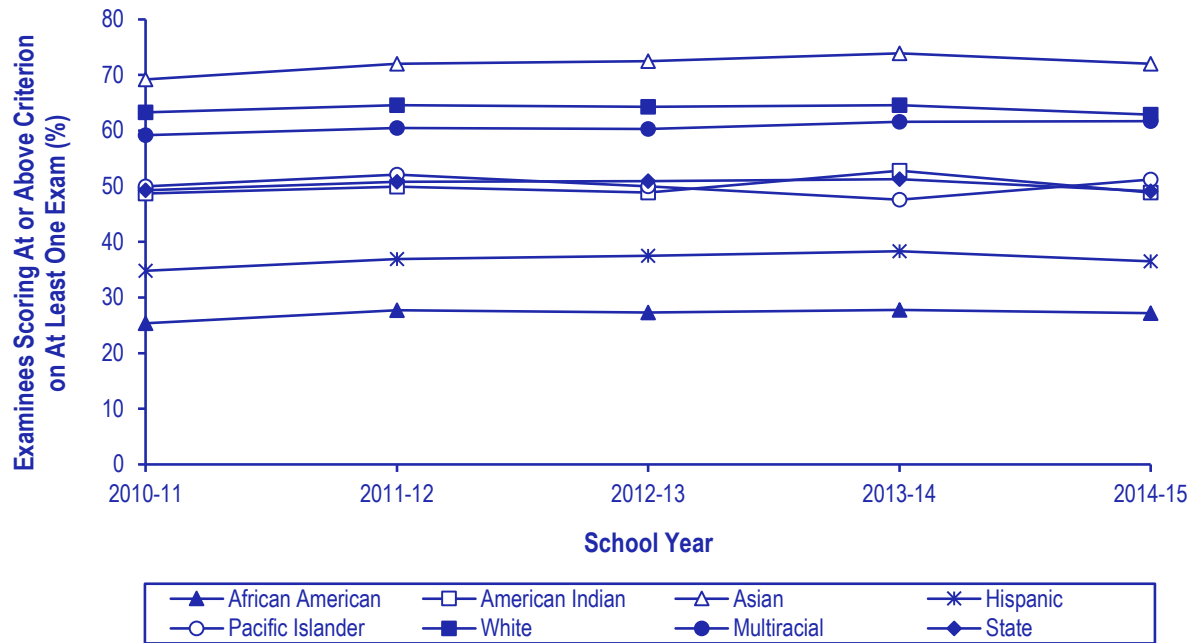
Figure 1
Participation in Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 2010-11 Through 2014-15



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

Note. Examinees who took multiple examinations are counted only once. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school AP and IB participation results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

Figure 2
Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 2010-11 Through 2014-15



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

Note. Examinees who took multiple examinations are counted only once. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

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, 2010-11 Through 2014-15

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	at or above criterion	Percent		with scores at or above criterion	Number
2010-11								
African American	69,436	11,337	16.3	2,875	25.4	21,262	4,909	23.1
American Indian	2,684	614	22.9	299	48.7	1,280	545	42.6
Asian	21,218	11,664	55.0	8,077	69.2	35,570	22,450	63.1
Hispanic	243,788	50,920	20.9	17,713	34.8	100,535	28,137	28.0
Pacific Islander	794	202	25.4	101	50.0	492	242	49.2
White	198,638	53,691	27.0	33,970	63.3	120,954	69,782	57.7
Multiracial	8,314	2,447	29.4	1,448	59.2	5,702	3,076	53.9
Econ. disad. ^a	246,121	44,352	18.0	13,703	30.9	86,718	21,133	24.4
Not econ. disad.	298,751	84,942	28.4	50,113	59.0	196,423	106,932	54.4
Female	278,173	73,895	26.6	35,570	48.1	156,024	67,487	43.3
Male	266,699	57,064	21.4	28,949	50.7	129,912	61,715	47.5
State	544,872	130,973	24.0	64,530	49.3	285,976	129,223	45.2
2011-12								
African American	81,132	11,209	13.8	3,105	27.7	21,129	5,418	25.6
American Indian	3,104	579	18.7	289	49.9	1,184	518	43.8
Asian	23,215	12,270	52.9	8,834	72.0	37,289	25,020	67.1
Hispanic	281,504	54,737	19.4	20,207	36.9	108,164	32,455	30.0
Pacific Islander	840	163	19.4	85	52.1	385	182	47.3
White	216,140	52,979	24.5	34,206	64.6	119,073	70,766	59.4
Multiracial	9,914	2,633	26.6	1,594	60.5	6,250	3,521	56.3
Econ. disad.	298,204	48,050	16.1	15,988	33.3	94,351	25,195	26.7
Not econ. disad.	317,645	84,675	26.7	51,553	60.9	195,874	111,333	56.8
Female	304,605	75,890	24.9	37,258	49.1	159,854	71,217	44.6
Male	311,244	58,769	18.9	31,090	52.9	133,752	66,706	49.9
State	615,849	134,671	21.9	68,357	50.8	293,630	137,937	47.0

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school AP and IB participation results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

^aEconomically disadvantaged.

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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, 2010-11 Through 2014-15

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	at or above criterion	Percent		with scores at or above criterion	Number
2012-13								
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. ^a	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
2013-14								
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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school AP and IB participation results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

^aEconomically 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, 2010-11 Through 2014-15

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	at or above criterion	Percent		with scores at or above criterion	Percent
2014-15								
African American	85,012	14,085	16.6	3,838	27.2	28,608	7,014	24.5
American Indian	2,810	550	19.6	269	48.9	1,286	538	41.8
Asian	27,390	15,982	58.3	11,507	72.0	52,731	34,607	65.6
Hispanic	320,587	72,172	22.5	26,316	36.5	154,301	43,342	28.1
Pacific Islander	971	246	25.3	126	51.2	640	264	41.3
White	215,454	58,969	27.4	37,093	62.9	142,318	81,369	57.2
Multiracial	11,567	3,287	28.4	2,029	61.7	8,449	4,750	56.2
Econ. disad. ^a	332,232	64,056	19.3	21,373	33.4	136,791	34,815	25.5
Not econ. disad.	331,559	100,496	30.3	59,452	59.2	250,058	136,446	54.6
Female	327,746	92,159	28.1	44,225	48.0	209,331	88,501	42.3
Male	336,045	73,180	21.8	36,973	50.5	179,079	83,412	46.6
State	663,791	165,339	24.9	81,198	49.1	388,410	171,913	44.3

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 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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school AP and IB participation results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

^aEconomically 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, 2014-15

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Participation		Number	Percent		Number	Percent
		Number	rate (%)	Number	Percent		Number	Percent
Bilingual or ESL ^a	35,338	3,499	9.9	1,799	51.4	5,403	2,058	38.1
Not bilingual or ESL	628,453	161,053	25.6	79,026	49.1	381,446	169,203	44.4
CTE ^b	300,129	68,742	22.9	27,606	40.2	146,776	50,483	34.4
Not CTE	363,662	95,810	26.3	53,219	55.5	240,073	120,778	50.3
Gifted and talented	63,199	41,458	65.6	27,746	66.9	123,833	73,857	59.6
Not gifted and talented	600,592	123,094	20.5	53,079	43.1	263,016	97,404	37.0
Special education	59,208	1,133	1.9	393	34.7	1,977	647	32.7
Not special education	604,583	163,419	27.0	80,432	49.2	384,872	170,614	44.3
Title I	286,209	64,877	22.7	21,240	32.7	141,521	36,541	25.8
Not Title I	377,582	99,675	26.4	59,585	59.8	245,328	134,720	54.9
State	663,791	165,339	24.9	81,198	49.1	388,410	171,913	44.3

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, 2014-15* (TEA, 2016a) for additional information. Students may be counted in more than one category.

^aEnglish as a second language. ^bCareer and technical education.

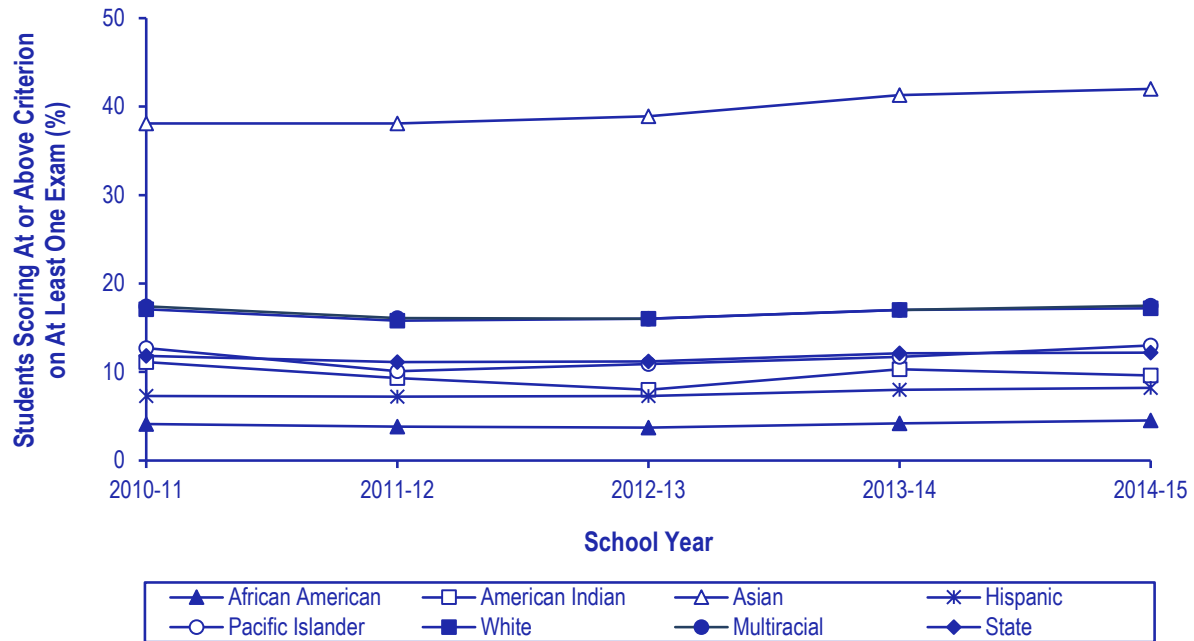
Table 7
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Student Characteristic, Texas Public Schools, 2014-15

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	Participation rate (%)	Number	Percent		Number	Percent
At-risk	323,215	34,597	10.7	9,336	27.0	63,327	13,213	20.9
Not at-risk	340,576	128,978	37.9	71,091	55.1	321,810	157,420	48.9
English language learner	37,614	3,733	9.9	1,884	50.5	5,843	2,185	37.4
Not English language learner	626,177	160,819	25.7	78,941	49.1	381,006	169,076	44.4
Immigrant	8,442	1,617	19.2	1,079	66.7	3,226	1,798	55.7
Not immigrant	655,349	161,958	24.7	79,348	49.0	381,911	168,835	44.2
Migrant	4,429	602	13.6	181	30.1	1,152	230	20.0
Not migrant	659,362	163,950	24.9	80,644	49.2	385,697	171,031	44.3
State	663,791	165,339	24.9	81,198	49.1	388,410	171,913	44.3

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, 2014-15* (TEA, 2016a) 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, 2010-11 Through 2014-15



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

Note. Students who took multiple examinations are counted only once. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Beginning with results for 2011-12, calculation of percentages of Texas public school students qualifying for college credit based on AP or IB examination performance was changed to include students served in special education programs in the denominator. Consequently, results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

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, 2010-11 Through 2014-15

Group	Students	Students scoring at or above 3 (AP) or 4 (IB)	
		Number	Percent
2010-11			
African American	69,436	2,875	4.1
American Indian	2,684	299	11.1
Asian	21,218	8,077	38.1
Hispanic	243,788	17,713	7.3
Pacific Islander	794	101	12.7
White	198,638	33,970	17.1
Multiracial	8,314	1,448	17.4
State	544,872	64,530	11.8
2011-12			
African American	81,132	3,105	3.8
American Indian	3,104	289	9.3
Asian	23,215	8,834	38.1
Hispanic	281,504	20,207	7.2
Pacific Islander	840	85	10.1
White	216,140	34,206	15.8
Multiracial	9,914	1,594	16.1
State	615,849	68,357	11.1
2012-13			
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

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Beginning with results for 2011-12, calculation of percentages of Texas public school students qualifying for college credit based on AP or IB examination performance was changed to include students served in special education programs in the denominator. Consequently, results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

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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, 2010-11 Through 2014-15

Group	Students	Students scoring at or above 3 (AP) or 4 (IB)	
		Number	Percent
2013-14			
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
2014-15			
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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Beginning with results for 2011-12, calculation of percentages of Texas public school students qualifying for college credit based on AP or IB examination performance was changed to include students served in special education programs in the denominator. Consequently, results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

Results for Texas Public Schools: Advanced Placement

Comparison of Results Across Years

Beginning with results for 2011-12, Texas public school Advanced Placement (AP) participation rate calculations were changed to include students served in special education programs in the denominators. Consequently, results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (Texas Education Agency [TEA], 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

Statewide Results

- In the 2014-15 school year, 163,120 Texas public school students in Grades 11 and 12 took 374,459 AP examinations (Table 9 on page 27). Among 11th- and 12th-grade students, 24.6 percent took at least one AP examination, an increase of 1.4 percentage points from the previous year (Table 15 on page 33).
- Among 11th- and 12th-grade AP examinees, 48.3 percent scored in the 3-5 range on at least one AP examination, a decrease of 2.1 percentage points from the previous year.
- A total of 86,896 students in Grades 9 and 10 took 99,817 AP examinations (Table 11 on page 29). Among 9th- and 10th-grade students, 11.1 percent took at least one AP examination, an increase of 1.7 percentage points from the previous year.
- Among 9th- and 10th-grade AP examinees, 47.0 percent scored in the 3-5 range on at least one AP examination, a decrease of 3.4 percentage points from the previous year.
- A total of 4,775 students in Grade 8 took 4,795 AP examinations (Table 13 on page 31). Among 8th-grade students, 1.2 percent took at least one AP examination, an increase of 0.1 percentage points from the previous year.
- Among 8th-grade AP examinees, 79.1 percent scored in the 3-5 range on at least one AP examination, a decrease of 2.5 percentage points from the previous year.
- Of the 36 AP subject examinations taken by students in Grades 9-12 in 2014-15, the five most frequently taken, in rank order, were: English Language and Composition, United States History, World History, English Literature and Composition, and Physics 1 (Table 16 on page 36).
- Between 2013-14 and 2014-15, the number of AP examinations taken by students in Grades 9-12 increased for 30 of the 33 subjects available in both years (Table 16 on page 36 and TEA, 2015, Table 16). In 2014-15, a new examination—Capstone Seminar—was introduced, and Physics 1 and Physics 2 replaced Physics B. Compared to the 9,525 Physics B examinations taken in the

2013-14 school year, 31,290 Physics 1 examinations and 2,843 Physics 2 examinations were taken in 2014-15.

Participation and Performance by Race/Ethnicity

- Among 11th- and 12th-grade students in the 2014-15 school year, 57.1 percent of Asian, 28.0 percent of multiracial, 27.0 percent of White, 24.5 percent of Pacific Islander, 22.3 percent of Hispanic, 19.3 percent of American Indian, and 16.2 percent of African American students took at least one AP examination (Table 9 on page 27).
- Among 11th- and 12th-grade AP examinees in the five largest racial/ethnic groups, 71.1 percent of Asian, 62.3 percent of White, 61.1 percent of multiracial, 35.6 percent of Hispanic, and 25.9 percent of African American students scored in the 3-5 range on at least one AP examination.
- Of the 320,587 students in Grades 11 and 12 who identified their ethnicity as Hispanic, 224,237 (69.9%) identified White as their race, and 80,525 (25.1%) identified American Indian (Table 10 on page 28). Among 11th- and 12th-grade Hispanic students, 22.4 percent of White and 21.3 percent of American Indian students took at least one AP examination.
- Among 11th- and 12th-grade Hispanic AP examinees, 35.9 percent of White and 34.2 percent of American Indian students scored in the 3-5 range on at least one AP examination.
- Among 9th- and 10th-grade students in the 2014-15 school year, 35.7 percent of Asian, 13.1 percent of multiracial, 12.0 percent of White, 10.3 percent of Pacific Islander, 9.8 percent of Hispanic, 8.5 percent of American Indian, and 6.4 percent of African American students took at least one AP examination (Table 11 on page 29).
- Among 9th- and 10th-grade AP examinees in the five largest racial/ethnic groups, 67.5 percent of Asian, 54.5 percent of multiracial, 54.1 percent of White, 39.8 percent of Hispanic, and 24.2 percent of African American students scored in the 3-5 range on at least one AP examination.
- Of the 397,933 students in Grades 9 and 10 who identified their ethnicity as Hispanic, 285,855 (71.8%) identified White as their race, and 92,918 (23.4%) identified American Indian (Table 12 on page 30). Among 9th- and 10th-grade Hispanic students, 9.9 percent of White and 9.3 percent of American Indian students took at least one AP examination.
- Among 9th- and 10th-grade Hispanic AP examinees, 41.6 percent of American Indian and 39.3 percent of White students scored in the 3-5 range on at least one AP examination.
- 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 2014-15 school year, a higher percentage of students not identified as economically disadvantaged (29.9%) than students identified as economically disadvantaged (19.0%) took at least one AP examination (Table 9 on page 27).
- Similarly, a higher percentage of non-economically disadvantaged (58.4%) than economically disadvantaged (32.5%) 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 (15.0%) than economically disadvantaged (7.8%) students took at least one AP examination, and a higher percentage of non-economically disadvantaged (53.8%) than economically disadvantaged (36.8%) examinees scored in the 3-5 range on at least one AP examination (Table 11 on page 29).
- 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 2014-15 school year, a higher percentage of female (27.7%) than male (21.5%) students in Grades 11 and 12 took at least one AP examination (Table 9 on page 27).
- By contrast, a higher percentage of male (49.8%) than female (47.1%) 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 (12.6%) than male (9.6%) students took at least one AP examination (Table 11 on page 29), and a higher percentage of male (49.2%) than female (45.3%) 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, 2014-15

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	rate (%)	Number	Percent		Number	Percent
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. ^a	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

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

Table 10
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, Hispanic Students by Race, Texas Public Schools, 2014-15

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
Hispanic	320,587	71,407	22.3	25,450	35.6	149,831	40,581	27.1
African American	4,475	811	18.1	238	29.3	1,612	391	24.3
American Indian	80,525	17,176	21.3	5,873	34.2	35,279	8,774	24.9
Asian	1,140	394	34.6	182	46.2	1,002	379	37.8
Pacific Islander	995	205	20.6	73	35.6	404	109	27.0
White	224,237	50,165	22.4	17,995	35.9	105,806	29,076	27.5
Multiracial	9,215	2,321	25.2	963	41.5	5,121	1,681	32.8
State	663,791	163,120	24.6	78,778	48.3	374,459	162,057	43.3

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 may differ from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a) 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, 2013-14 and 2014-15

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations	Percent		Number	Percent
2013-14								
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. ^a	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
2014-15								
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.	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

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

Table 12
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, Hispanic Students by Race, Texas Public Schools, 2014-15

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
Hispanic	397,933	39,011	9.8	15,538	39.8	44,677	17,033	38.1
African American	5,863	429	7.3	126	29.4	470	138	29.4
American Indian	92,918	8,629	9.3	3,588	41.6	10,007	4,014	40.1
Asian	1,351	208	15.4	110	52.9	245	130	53.1
Pacific Islander	1,109	86	7.8	28	32.6	90	28	31.1
White	285,855	28,321	9.9	11,117	39.3	32,357	12,092	37.4
Multiracial	10,837	1,107	10.2	459	41.5	1,254	515	41.1
State	785,462	86,896	11.1	40,875	47.0	99,817	46,987	47.1

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, 2014-15* (TEA, 2016a) for additional information.

Table 13
Advanced Placement (AP) Examination Participation and Performance, Grade 8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2013-14 and 2014-15

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2013-14								
African American	48,483	10	<0.1	8	80.0	10	8	80.0
American Indian	1,382	14	1.0	9	64.3	14	9	64.3
Asian	14,050	16	0.1	14	87.5	16	14	87.5
Hispanic	191,655	4,048	2.1	3,304	81.6	4,048	3,304	81.6
Pacific Islander	462	<5	–	<5	–	<5	<5	–
White	117,032	62	0.1	51	82.3	62	51	82.3
Multiracial	6,620	<5	–	<5	–	<5	<5	–
Econ. disad. ^a	225,423	3,579	1.6	2,910	81.3	3,579	2,910	81.3
Not econ. disad.	154,261	474	0.3	402	84.8	474	402	84.8
Female	185,366	2,560	1.4	2,158	84.3	2,560	2,158	84.3
Male	194,318	1,599	0.8	1,235	77.2	1,599	1,235	77.2
State	379,684	4,159	1.1	3,393	81.6	4,159	3,393	81.6
2014-15								
African American	48,842	10	<0.1	8	80.0	10	8	80.0
American Indian	1,449	18	1.2	12	66.7	18	12	66.7
Asian	15,029	57	0.4	32	56.1	71	34	47.9
Hispanic	199,873	4,577	2.3	3,659	79.9	4,582	3,661	79.9
Pacific Islander	535	<5	–	<5	–	<5	<5	–
White	115,864	100	0.1	57	57.0	101	57	56.4
Multiracial	6,963	<15	–	<10	–	<15	<10	–
Econ. disad.	228,763	4,067	1.8	3,235	79.5	4,067	3,235	79.5
Not econ. disad.	159,792	678	0.4	517	76.3	698	521	74.6
Female	189,454	2,942	1.6	2,461	83.7	2,949	2,461	83.5
Male	199,101	1,833	0.9	1,314	71.7	1,846	1,318	71.4
State	388,555	4,775	1.2	3,775	79.1	4,795	3,779	78.8

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinees or examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity.

^aEconomically disadvantaged.

Table 14
Advanced Placement (AP) Examination Participation and Performance, Grade 8, Hispanic Students
by Race, Texas Public Schools, 2014-15

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations			with scores of 3-5	
				Number	Percent		Number	Percent
Hispanic	199,873	4,577	2.3	3,659	79.9	4,582	3,661	79.9
African American	2,952	12	0.4	8	66.7	12	8	66.7
American Indian	47,063	1,566	3.3	1,315	84.0	1,566	1,315	84.0
Asian	701	<10	–	<10	–	<10	<10	–
Pacific Islander	499	<5	–	<5	–	<5	<5	–
White	143,242	2,850	2.0	2,216	77.8	2,855	2,218	77.7
Multiracial	5,416	112	2.1	93	83.0	112	93	83.0
State	388,555	4,775	1.2	3,775	79.1	4,795	3,779	78.8

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, 2014-15* (TEA, 2016a) for additional information. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinees or examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity.

Table 15
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2010-11 Through 2014-15

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations	Percent		Number	Percent
2010-11								
African American	69,436	11,151	16.1	2,729	24.5	20,428	4,484	22.0
American Indian	2,684	605	22.5	289	47.8	1,227	510	41.6
Asian	21,218	11,396	53.7	7,772	68.2	33,407	20,696	62.0
Hispanic	243,788	50,366	20.7	17,150	34.1	97,632	26,324	27.0
Pacific Islander	794	183	23.0	72	39.3	356	138	38.8
White	198,638	53,053	26.7	33,283	62.7	116,832	66,541	57.0
Multiracial	8,314	2,400	28.9	1,402	58.4	5,449	2,885	52.9
Econ. disad. ^a	246,121	43,876	17.8	13,251	30.2	84,287	19,750	23.4
Not econ. disad.	298,751	83,697	28.0	48,779	58.3	188,390	100,752	53.5
Female	278,173	72,884	26.2	34,503	47.3	150,024	63,169	42.1
Male	266,699	56,354	21.1	28,230	50.1	125,448	58,470	46.6
State	544,872	129,238	23.7	62,733	48.5	275,472	121,639	44.2
2011-12								
African American	81,132	11,026	13.6	2,928	26.6	20,089	4,824	24.0
American Indian	3,104	576	18.6	286	49.7	1,141	489	42.9
Asian	23,215	11,954	51.5	8,469	70.8	34,672	22,847	65.9
Hispanic	281,504	54,156	19.2	19,571	36.1	104,745	30,191	28.8
Pacific Islander	840	154	18.3	70	45.5	301	122	40.5
White	216,140	52,382	24.2	33,530	64.0	114,949	67,513	58.7
Multiracial	9,914	2,599	26.2	1,554	59.8	5,956	3,306	55.5
Econ. disad.	298,204	47,544	15.9	15,425	32.4	91,317	23,376	25.6
Not econ. disad.	317,645	83,458	26.3	50,204	60.2	187,287	104,564	55.8
Female	304,605	74,873	24.6	36,098	48.2	153,119	66,229	43.3
Male	311,244	58,063	18.7	30,338	52.3	128,866	63,106	49.0
State	615,849	132,936	21.6	66,436	50.0	281,985	129,335	45.9

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school AP participation results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

^aEconomically disadvantaged.

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Table 15 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2010-11 Through 2014-15

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2012-13								
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. ^a	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
2013-14								
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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school AP participation results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

^aEconomically disadvantaged.

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Table 15 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2010-11 Through 2014-15

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2014-15								
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. ^a	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

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school AP participation results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

^aEconomically disadvantaged.

Table 16
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2014-15

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
English Language and Composition				
Grade 9	42	<0.1	31.0	2.1
Grade 10	1,490	2.4	25.5	2.0
Grade 11	58,754	93.8	41.2	2.4
Grade 12	2,326	3.7	34.1	2.2
Total	62,612	100	40.5	2.4
United States History				
Grade 9	147	0.3	4.8	1.3
Grade 10	1,486	2.8	23.1	1.8
Grade 11	50,496	95.8	36.9	2.2
Grade 12	575	1.1	36.3	2.2
Total	52,704	100	36.4	2.2
World History				
Grade 9	1,082	2.1	25.2	1.9
Grade 10	50,330	96.1	39.8	2.3
Grade 11	829	1.6	35.7	2.3
Grade 12	122	0.2	42.6	2.3
Total	52,363	100	39.5	2.3
English Literature and Composition				
Grade 9	29	<0.1	20.7	2.2
Grade 10	31	<0.1	19.4	2.0
Grade 11	2,299	6.0	37.6	2.4
Grade 12	35,939	93.8	45.6	2.5
Total	38,298	100	45.1	2.5
Physics 1				
Grade 9	80	0.3	56.3	2.8
Grade 10	1,650	5.3	38.7	2.3
Grade 11	25,114	80.3	20.6	1.8
Grade 12	4,446	14.2	26.6	1.9
Total	31,290	100	22.5	1.8

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

Note. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aNot applicable.

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Table 16 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2014-15

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
United States Government and Politics				
Grade 9	44	0.2	50.0	2.5
Grade 10	129	0.4	46.5	2.4
Grade 11	846	2.9	30.7	2.1
Grade 12	28,064	96.5	31.6	2.1
Total	29,083	100	31.7	2.1
Human Geography				
Grade 9	20,784	83.8	41.4	2.3
Grade 10	1,197	4.8	61.6	3.0
Grade 11	1,927	7.8	60.6	2.9
Grade 12	883	3.6	71.7	3.3
Total	24,791	100	44.9	2.4
Macroeconomics				
Grade 9	<5	–	100	5.0
Grade 10	<95	–	20.4	1.8
Grade 11	658	2.9	42.1	2.4
Grade 12	21,709	96.7	34.2	2.1
Total	22,461	100	34.4	2.1
Spanish Language				
Grade 9	3,975	18.2	85.3	3.5
Grade 10	6,483	29.6	87.9	3.7
Grade 11	7,749	35.4	87.6	3.7
Grade 12	3,675	16.8	86.7	3.7
Total	21,882	100	87.1	3.6
Calculus AB				
Grade 9	26	0.1	96.2	4.8
Grade 10	194	0.9	76.3	3.6
Grade 11	2,920	13.9	62.2	3.1
Grade 12	17,901	85.1	42.8	2.3
Total	21,041	100	45.9	2.5

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

Note. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 16 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2014-15

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Biology				
Grade 9	475	2.9	66.1	2.9
Grade 10	1,512	9.2	58.9	2.8
Grade 11	3,550	21.6	56.3	2.7
Grade 12	10,923	66.4	48.3	2.5
Total	16,460	100	51.5	2.6
Statistics				
Grade 9	12	<0.1	75.0	3.9
Grade 10	434	2.8	81.3	3.7
Grade 11	3,711	24.0	62.4	3.0
Grade 12	11,298	73.1	44.9	2.4
Total	15,455	100	50.2	2.6
Psychology				
Grade 9	78	0.5	55.1	2.8
Grade 10	1,212	8.0	55.1	2.8
Grade 11	8,594	56.6	55.3	2.7
Grade 12	5,295	34.9	49.5	2.6
Total	15,179	100	53.3	2.7
Environmental Science				
Grade 9	9	<0.1	77.8	3.3
Grade 10	414	3.2	48.8	2.7
Grade 11	2,632	20.4	46.5	2.6
Grade 12	9,818	76.3	36.6	2.3
Total	12,873	100	39.0	2.3
Chemistry				
Grade 9	9	<0.1	66.7	3.2
Grade 10	560	4.9	31.1	2.1
Grade 11	6,082	53.5	45.3	2.4
Grade 12	4,719	41.5	33.3	2.1
Total	11,370	100	39.6	2.3

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

Note. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 16 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2014-15

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Calculus BC				
Grade 9	<5	–	100	4.3
Grade 10	<180	–	98.3	4.8
Grade 11	1,152	14.6	83.5	4.0
Grade 12	6,581	83.2	69.7	3.3
Total	7,913	100	72.3	3.4
Computer Science A				
Grade 9	368	7.5	78.3	3.6
Grade 10	1,352	27.6	67.0	3.2
Grade 11	1,773	36.2	63.7	3.0
Grade 12	1,400	28.6	50.0	2.6
Total	4,893	100	61.8	3.0
Physics C: Mechanics				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	12	0.3	91.7	4.3
Grade 11	328	7.1	77.1	3.7
Grade 12	4,308	92.7	65.0	3.1
Total	4,648	100	65.9	3.1
Spanish Literature and Culture				
Grade 9	342	7.4	52.3	2.6
Grade 10	1,123	24.3	58.2	2.7
Grade 11	1,651	35.8	66.4	2.9
Grade 12	1,496	32.4	68.5	3.0
Total	4,612	100	64.1	2.9
European History				
Grade 9	<5	–	100	4.0
Grade 10	<720	–	79.0	3.4
Grade 11	1,110	33.7	61.4	2.7
Grade 12	1,467	44.5	61.0	2.7
Total	3,297	100	65.1	2.9

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

Note. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 16 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2014-15

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Microeconomics				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	8	0.3	62.5	3.3
Grade 11	183	6.1	47.5	2.6
Grade 12	2,832	93.7	41.6	2.3
Total	3,023	100	42.0	2.4
Physics 2				
Grade 9	0	0.0	n/a	n/a
Grade 10	44	1.5	77.3	3.5
Grade 11	986	34.7	53.8	2.7
Grade 12	1,813	63.8	36.3	2.3
Total	2,843	100	43.0	2.5
Physics C: Electricity and Magnetism				
Grade 9	0	0.0	n/a	n/a
Grade 10	6	0.2	66.7	3.8
Grade 11	155	5.8	84.5	4.1
Grade 12	2,519	94.0	53.0	2.9
Total	2,680	100	54.9	2.9
Studio Art: 2-D Design				
Grade 9	46	1.9	82.6	3.9
Grade 10	162	6.5	65.4	3.1
Grade 11	720	29.0	74.3	3.2
Grade 12	1,551	62.6	74.8	3.3
Total	2,479	100	74.2	3.3
Art History				
Grade 9	36	1.6	55.6	2.6
Grade 10	535	23.1	48.4	2.5
Grade 11	850	36.7	55.8	2.8
Grade 12	897	38.7	54.8	2.7
Total	2,318	100	53.7	2.7

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

Note. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 16 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2014-15

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Music Theory				
Grade 9	13	0.6	61.5	3.2
Grade 10	194	9.0	55.2	2.8
Grade 11	998	46.4	59.3	3.0
Grade 12	948	44.0	62.0	3.0
Total	2,153	100	60.1	3.0
Studio Art: Drawing				
Grade 9	5	0.3	80.0	3.2
Grade 10	89	5.1	69.7	3.2
Grade 11	521	29.7	77.4	3.2
Grade 12	1,140	65.0	73.6	3.2
Total	1,755	100	74.5	3.2
French Language and Culture				
Grade 9	20	1.7	85.0	3.7
Grade 10	121	10.0	62.0	2.9
Grade 11	493	40.9	59.8	2.9
Grade 12	572	47.4	44.6	2.4
Total	1,206	100	53.2	2.7
Capstone Seminar				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	195	37.9	63.1	2.7
Grade 11	297	57.8	57.6	2.6
Grade 12	22	4.3	81.8	3.4
Total	514	100	60.7	2.7
Studio Art: 3-D Design				
Grade 9	<5	–	0.0	1.0
Grade 10	<10	–	37.5	2.4
Grade 11	142	28.2	67.6	2.9
Grade 12	353	70.0	60.9	2.9
Total	504	100	62.3	2.9

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

Note. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 16 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2014-15

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Chinese Language and Culture				
Grade 9	38	7.9	100	4.7
Grade 10	119	24.6	97.5	4.7
Grade 11	196	40.5	96.4	4.6
Grade 12	131	27.1	93.9	4.2
Total	484	100	96.3	4.5
German Language and Culture				
Grade 9	<5	–	100	5.0
Grade 10	<25	–	66.7	3.3
Grade 11	83	24.6	73.5	3.4
Grade 12	228	67.7	49.1	2.6
Total	337	100	56.7	2.9
Latin				
Grade 9	<5	–	0.0	1.0
Grade 10	<25	–	68.2	3.0
Grade 11	104	32.2	60.6	2.8
Grade 12	196	60.7	43.4	2.4
Total	323	100	50.5	2.6
Comparative Government and Politics				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	<5	–	–	2.5
Grade 11	<110	–	39.6	2.3
Grade 12	183	62.5	48.6	2.6
Total	293	100	45.7	2.5
Japanese Language and Culture				
Grade 9	6	6.1	100	5.0
Grade 10	11	11.1	100	4.6
Grade 11	28	28.3	46.4	2.6
Grade 12	54	54.5	44.4	2.4
Total	99	100	54.5	2.8
Italian Language and Culture				
Grade 9	<5	–	100	3.0
Grade 10	<5	–	100	4.0
Grade 11	<15	–	90.0	3.9
Grade 12	28	70.0	85.7	3.8
Total	40	100	87.5	3.8

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

Note. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aNot applicable.

Results for Texas Public Schools: International Baccalaureate

Comparison of Results Across Years

Beginning with results for 2011-12, Texas public school International Baccalaureate (IB) participation rate calculations were changed to include students served in special education programs in the denominators. Consequently, results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (Texas Education Agency [TEA], 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

Statewide Results

- In the 2014-15 school year, 4,302 Texas public school students in Grades 11 and 12 took 13,963 IB examinations (Table 17 on page 44). Among 11th- and 12th-grade students, 0.6 percent took at least one IB examination, a decrease of 0.1 percentage points from the previous year (Table 19 on page 46)
- Among 11th- and 12th-grade IB examinees, 85.6 percent scored in the 4-7 range on at least one IB examination, a decrease of 2.0 percentage points from the previous year.
- The five most frequently taken IB examinations, in rank order, were: English A: Literature, History: Americas, Spanish B, Mathematics, and Biology (Table 20 on page 49).

Participation and Performance by Race/Ethnicity

- Among 11th- and 12th-grade students in the 2014-15 school year, 3.3 percent of Asian, 1.1 percent of Pacific Islander, 0.9 percent of multiracial, 0.7 percent of White, 0.6 percent of both African American, and American Indian, and 0.4 percent of Hispanic students took at least one IB examination (Table 17 on page 44).
- Among 11th- and 12th-grade IB examinees in the five largest racial/ethnic groups, 91.3 percent of Asian, 89.9 percent of White, 86.3 percent of multiracial, 83.5 percent of Hispanic, and 68.4 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 18 on page 45.

Participation and Performance by Economic Status

- Among 11th- and 12th-grade students in the 2014-15 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 17).

- Similarly, a higher percentage of non-economically disadvantaged (88.8%) than economically disadvantaged (78.2%) 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 2014-15 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 17).
- Similarly, a higher percentage of female (86.0%) than male (85.1%) examinees in Grades 11 and 12 scored in the 4-7 range on at least one IB examination.

Table 17
International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	4-7 on examinations			with scores of 4-7	
				Number	Percent		Number	Percent
African American	85,012	474	0.6	324	68.4	1,364	694	50.9
American Indian	2,810	16	0.6	12	75.0	45	22	48.9
Asian	27,390	900	3.3	822	91.3	3,043	2,515	82.6
Hispanic	320,587	1,329	0.4	1,110	83.5	4,473	2,761	61.7
Pacific Islander	971	11	1.1	9	81.8	43	24	55.8
White	215,454	1,467	0.7	1,319	89.9	4,656	3,587	77.0
Multiracial	11,567	102	0.9	88	86.3	336	259	77.1
Econ. disad. ^a	332,232	1,257	0.4	983	78.2	4,201	2,375	56.5
Not econ. disad.	331,559	3,040	0.9	2,699	88.8	9,755	7,483	76.7
Female	327,746	2,491	0.8	2,143	86.0	7,931	5,691	71.8
Male	336,045	1,811	0.5	1,541	85.1	6,032	4,171	69.1
State	663,791	4,302	0.6	3,684	85.6	13,963	9,862	70.6

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

Table 18
International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12,
Hispanic Students by Race, Texas Public Schools, 2014-15

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	4-7 on examinations	Percent		Number	Percent
Hispanic	320,587	1,329	0.4	1,110	83.5	4,473	2,761	61.7
African American	4,475	23	0.5	16	69.6	<65	<30	46.0
American Indian	80,525	357	0.4	269	75.4	1,140	630	55.3
Asian	1,140	<25	–	<20	90.0	80	67	83.8
Pacific Islander	995	<5	–	<5	50.0	<10	<5	42.9
White	224,237	879	0.4	769	87.5	3,028	1,936	63.9
Multiracial	9,215	46	0.5	36	78.3	155	96	61.9
State	663,791	4,302	0.6	3,684	85.6	13,963	9,862	70.6

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 may differ from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a) for additional information. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinees or examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity.

Table 19

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2010-11 Through 2014-15

Group	Students	Examinees		Examinees scoring 4-7 on examinations		Examinations	Examinations with scores of 4-7	
		Number	rate (%)	Number	Percent		Number	Percent
2010-11								
African American	69,436	296	0.4	197	66.6	834	425	51.0
American Indian	2,684	13	0.5	13	100	53	35	66.0
Asian	21,218	679	3.2	628	92.5	2,163	1,754	81.1
Hispanic	243,788	904	0.4	750	83.0	2,897	1,808	62.4
Pacific Islander	794	39	4.9	34	87.2	136	104	76.5
White	198,638	1,380	0.7	1,205	87.3	4,128	3,246	78.6
Multiracial	8,314	81	1.0	72	88.9	253	191	75.5
Econ. disad. ^a	246,121	769	0.3	590	76.7	2,431	1,383	56.9
Not econ. disad.	298,751	2,623	0.9	2,309	88.0	8,033	6,180	76.9
Female	278,173	1,947	0.7	1,676	86.1	6,000	4,318	72.0
Male	266,699	1,445	0.5	1,223	84.6	4,464	3,245	72.7
State	544,872	3,406	0.6	2,910	85.4	10,504	7,584	72.2
2011-12								
African American	81,132	327	0.4	234	71.6	1,044	597	57.2
American Indian	3,104	14	0.5	12	85.7	43	29	67.4
Asian	23,215	761	3.3	719	94.5	2,618	2,173	83.0
Hispanic	281,504	1,022	0.4	873	85.4	3,406	2,253	66.1
Pacific Islander	840	26	3.1	20	76.9	84	60	71.4
White	216,140	1,277	0.6	1,141	89.4	4,129	3,257	78.9
Multiracial	9,914	94	0.9	77	81.9	295	217	73.6
Econ. disad.	298,204	876	0.3	713	81.4	3,034	1,819	60.0
Not econ. disad.	317,645	2,645	0.8	2,363	89.3	8,585	6,767	78.8
Female	304,605	2,035	0.7	1,788	87.9	6,735	4,988	74.1
Male	311,244	1,486	0.5	1,288	86.7	4,884	3,598	73.7
State	615,849	3,533	0.6	3,085	87.3	11,643	8,600	73.9

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school IB participation results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

^aEconomically disadvantaged.

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Table 19 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2010-11 Through 2014-15

Group	Students	Examinees		Examinees scoring 4-7 on examinations		Examinations	Examinations with scores of 4-7	
		Number	rate (%)	Number	Percent		Number	Percent
2012-13								
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. ^a	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
2013-14								
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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school IB participation results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

^aEconomically disadvantaged.

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Table 19 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2010-11 Through 2014-15

Group	Students	Examinees		Examinees scoring 4-7 on examinations		Examinations	Examinations with scores of 4-7	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2014-15								
African American	85,012	474	0.6	324	68.4	1,364	694	50.9
American Indian	2,810	16	0.6	12	75.0	45	22	48.9
Asian	27,390	900	3.3	822	91.3	3,043	2,515	82.6
Hispanic	320,587	1,329	0.4	1,110	83.5	4,473	2,761	61.7
Pacific Islander	971	11	1.1	9	81.8	43	24	55.8
White	215,454	1,467	0.7	1,319	89.9	4,656	3,587	77.0
Multiracial	11,567	102	0.9	88	86.3	336	259	77.1
Econ. disad. ^a	332,232	1,257	0.4	983	78.2	4,201	2,375	56.5
Not econ. disad.	331,559	3,040	0.9	2,699	88.8	9,755	7,483	76.7
Female	327,746	2,491	0.8	2,143	86.0	7,931	5,691	71.8
Male	336,045	1,811	0.5	1,541	85.1	6,032	4,171	69.1
State	663,791	4,302	0.6	3,684	85.6	13,963	9,862	70.6

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, 2014-15* (TEA, 2016a) for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school IB participation results for 2011-12 and later school years are not comparable to results for 2010-11 and earlier school years. See *Advanced Placement and International Baccalaureate General Information, 2014-15* (TEA, 2016a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2014-15* (TEA, 2016b), for additional information.

^aEconomically disadvantaged.

Table 20
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2014-15

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
English A: Literature				
Higher Level	2,289	16.4	87.3	4.5
Standard Level	27	0.2	96.3	4.5
Total	2,316	16.6	87.4	4.5
History: Americas				
Higher Level	1,909	13.7	75.6	4.1
Spanish B				
Higher Level	246	1.8	92.7	5.5
Standard Level	1,175	8.4	93.3	5.1
Total	1,421	10.2	93.2	5.2
Mathematics				
Higher Level	172	1.2	55.2	3.9
Standard Level	1,075	7.7	66.2	4.3
Total	1,247	8.9	64.7	4.2
Biology				
Higher Level	609	4.4	54.8	3.7
Standard Level	538	3.9	37.9	3.2
Total	1,147	8.2	46.9	3.4
Mathematical Studies				
Standard Level	1,028	7.4	64.7	4.1
Physics				
Higher Level	141	1.0	68.8	4.3
Standard Level	485	3.5	54.8	3.8
Total	626	4.5	58.0	3.9

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

Note. 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: Arabic AB, Astronomy, German A: Literature, Hebrew B, Hindi A: Literature, Italian AB, Japanese AB, Japanese B, Korean A: Literature, Mandarin AB, Portuguese A: Literature, and Swahili AB. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 20 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2014-15

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Chemistry				
Higher Level	204	1.5	61.8	4.1
Standard Level	378	2.7	40.5	3.3
Total	582	4.2	47.9	3.6
Economics				
Higher Level	165	1.2	61.8	4.0
Standard Level	371	2.7	42.6	3.5
Total	536	3.8	48.5	3.6
Visual Arts				
Higher Level	239	1.7	84.1	4.6
Standard Level	236	1.7	61.0	3.9
Total	475	3.4	72.6	4.2
Psychology				
Higher Level	215	1.5	75.3	4.3
Standard Level	240	1.7	83.3	4.5
Total	455	3.3	79.6	4.4
French B				
Higher Level	33	0.2	66.7	4.5
Standard Level	323	2.3	70.0	4.1
Total	356	2.5	69.7	4.1
Environmental Systems and Societies				
Standard Level	323	2.3	52.6	3.5
Information Tech. in a Global Society ^a				
Higher Level	82	0.6	59.8	3.8
Standard Level	77	0.6	79.2	4.2
Total	159	1.1	69.2	4.0

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

Note. 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: Arabic AB, Astronomy, German A: Literature, Hebrew B, Hindi A: Literature, Italian AB, Japanese AB, Japanese B, Korean A: Literature, Mandarin AB, Portuguese A: Literature, and Swahili AB. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 20 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2014-15

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Film				
Higher Level	94	0.7	69.1	3.9
Standard Level	53	0.4	50.9	3.4
Total	147	1.1	62.6	3.7
Computer Science				
Higher Level	49	0.4	67.3	4.2
Standard Level	89	0.6	58.4	4.0
Total	138	1.0	61.6	4.1
English A: Language and Literature				
Higher Level	<140	–	94.9	5.0
Standard Level	<5	–	100	4.0
Total	137	1.0	94.9	5.0
Spanish AB				
Standard Level	112	0.8	67.9	4.2
Business and Management				
Higher Level	93	0.7	7.5	2.3
History: Europe				
Higher Level	66	0.5	97.0	4.9
Design Technology				
Higher Level	<5	–	0.0	3.0
Standard Level	<65	–	63.9	3.7
Total	62	0.4	62.9	3.7
Art History				
Standard Level	58	0.4	37.9	3.2

Note. 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: Arabic AB, Astronomy, German A: Literature, Hebrew B, Hindi A: Literature, Italian AB, Japanese AB, Japanese B, Korean A: Literature, Mandarin AB, Portuguese A: Literature, and Swahili AB. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 20 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2014-15

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Latin				
Higher Level	<5	–	50.0	4.8
Standard Level	<55	–	79.2	4.2
Total	57	0.4	77.2	4.3
Theatre				
Higher Level	30	0.2	63.3	4.0
Standard Level	27	0.2	77.8	4.3
Total	57	0.4	70.2	4.2
Music: Group Performance				
Standard Level	53	0.4	75.5	4.3
Dance				
Higher Level	30	0.2	80.0	4.7
Standard Level	22	0.2	45.5	3.8
Total	52	0.4	65.4	4.3
Chinese B				
Standard Level	49	0.4	95.9	5.3
Geography				
Higher Level	27	0.2	70.4	4.1
Standard Level	14	0.1	100	5.0
Total	41	0.3	80.5	4.4
German B				
Higher Level	6	<0.1	83.3	5.0
Standard Level	35	0.3	85.7	4.4
Total	41	0.3	85.4	4.5
Music				
Standard Level	40	0.3	60.0	3.7

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

Note. 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: Arabic AB, Astronomy, German A: Literature, Hebrew B, Hindi A: Literature, Italian AB, Japanese AB, Japanese B, Korean A: Literature, Mandarin AB, Portuguese A: Literature, and Swahili AB. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 20 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2014-15

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
German AB				
Standard Level	30	0.2	70.0	3.9
French AB				
Standard Level	27	0.2	22.2	3.1
Italian B				
Higher Level	5	<0.1	60.0	4.2
Standard Level	15	0.1	66.7	4.1
Total	20	0.1	65.0	4.1
Music Creating				
Standard Level	19	0.1	47.4	3.4
Music: Solo Performance				
Standard Level	18	0.1	61.1	3.8
World Religions				
Standard Level	12	0.1	91.7	4.7
Philosophy				
Higher Level	10	0.1	70.0	3.8
Spanish A: Language and Literature				
Higher Level	9	0.1	88.9	4.1
History				
Standard Level	7	0.1	57.1	3.6
Spanish A: Literature				
Higher Level	<5	–	100	4.7
Standard Level	<5	–	75.0	3.8
Total	7	0.1	85.7	4.1

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

Note. 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: Arabic AB, Astronomy, German A: Literature, Hebrew B, Hindi A: Literature, Italian AB, Japanese AB, Japanese B, Korean A: Literature, Mandarin AB, Portuguese A: Literature, and Swahili AB. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

continues

Table 20 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2014-15

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Hindi B				
Higher Level	<5	–	0.0	3.0
Standard Level	<5	–	50.0	4.0
Total	5	<0.1	40.0	3.8

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

Note. 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: Arabic AB, Astronomy, German A: Literature, Hebrew B, Hindi A: Literature, Italian AB, Japanese AB, Japanese B, Korean A: Literature, Mandarin AB, Portuguese A: Literature, and Swahili AB. A dash (–) indicates data are not reported to protect student anonymity. When the number of examinations is not reported, it is presented in such a manner as to provide a general idea of the number while maintaining student anonymity. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

Results for Texas Public Schools: Advanced Coursework

- In the 2014-15 school year, 475,740 Texas public school students in Grades 9-12 completed at least one advanced course (Table 21 on page 56). Of those, 65.4 percent completed at least one Advanced Placement (AP) course, an increase of 1.5 percentage points from the previous year.
- Most students who took AP examinations also completed at least one advanced course. Among AP examinees, 92.6 percent completed at least one AP course, and an additional 1.8 percent completed other types of advanced courses (Table 22 on page 57). Fewer than 6 percent of AP examinees did not take any advanced course.
- Among students who completed at least one AP course, 74.3 percent took at least one AP examination, an increase of 1.8 percentage points from the previous year (Table 23 on page 58).
- Of the 596,824 AP courses completed, 70.0 percent were completed by students taking corresponding examinations, an increase of 1.5 percentage points from the previous year (Table 24 on page 59). Of the 470,622 AP examinations taken, 88.8 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 25 on page 60).
- On 19 of the 25 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 26 on page 61). AP examinees who did not complete corresponding AP courses had the same mean scores as examinees who completed corresponding AP courses on Physics 1, Physics C: Mechanics, and Studio Art: Drawing examinations and higher mean scores on European History, Microeconomics, and Physics 2.

Table 21
Advanced Course Completions, Grades 9-12, by Course Type, Texas
Public Schools, 2010-11 Through 2014-15

Course type	Students completing at least one course ^a		Course completions		
	Number	Percent	Number	Percent ^c	Avg. ^b number per student
2010-11					
AP ^d	231,891	60.7	429,412	57.9	1.9
IB ^e	5,710	1.5	21,028	2.8	3.7
Other advanced ^f	247,254	64.7	291,026	39.3	1.2
All advanced	381,938	100	741,466	100	1.9
2011-12					
AP	248,454	63.1	461,524	59.6	1.9
IB	5,846	1.5	21,690	2.8	3.7
Other advanced	246,863	62.7	290,696	37.6	1.2
All advanced	393,682	100	773,910	100	2.0
2012-13					
AP	262,262	63.8	491,085	60.3	1.9
IB	6,443	1.6	23,086	2.8	3.6
Other advanced	254,838	62.0	300,742	36.9	1.2
All advanced	411,354	100	814,913	100	2.0
2013-14					
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
2014-15					
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

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

^aParts will not add to totals for all advanced courses because students may take more than one type of advanced course within a single year. ^bAverage. ^cParts may not add to 100 percent because of rounding. ^dAdvanced Placement. ^eInternational Baccalaureate. ^fCourses identified as advanced that are not AP or IB courses. See the *Glossary for the Texas Academic Performance Report* (e.g., TEA, 2015) and the *Glossary for the Academic Excellence Indicator System* (e.g., TEA, 2012) for lists of courses identified as advanced.

Table 22
Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, by Course Type, Texas Public Schools, 2010-11 Through 2014-15

Year	AP examinees	At least one AP course		No AP course			
		Number	Percent	Other advanced course ^a		No advanced course	
				Number	Percent	Number	Percent
2010-11	180,187	166,330	92.3	4,230	2.3	9,627	5.3
2011-12	187,518	174,355	93.0	3,843	2.0	9,320	5.0
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

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. 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. Parts may not add to 100 percent because of rounding.

^aCourses identified as advanced that are not AP courses. See the *Glossary for the Texas Academic Performance Report* (e.g., TEA, 2015) and the *Glossary for the Academic Excellence Indicator System* (e.g., TEA, 2012) for lists of courses identified as advanced.

Table 23
Advanced Course Completers Taking Advanced Placement (AP) Examinations, Grades 9-12, by Course Type, Texas Public Schools, 2010-11 Through 2014-15

Course type	Course completers	Course completers taking at least one AP examination	
		Number	Percent
2010-11			
At least one AP	231,891	166,330	71.7
Other (no AP) ^a	150,047	4,230	2.8
2011-12			
At least one AP	248,454	174,355	70.2
Other (no AP)	145,228	3,843	2.6
2012-13			
At least one AP	262,262	183,588	70.0
Other (no AP)	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

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. 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.

^aCourses identified as advanced that are not AP courses. See the *Glossary for the Texas Academic Performance Report* (e.g., TEA, 2015) and the *Glossary for the Academic Excellence Indicator System* (e.g., TEA, 2012) for lists of courses identified as advanced.

Table 24
Correspondence Between Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 2010-11 Through 2014-15

Year	AP examinations taken	Examinations taken with corresponding courses		AP courses completed	Courses completed with corresponding examinations	
		Number	Percent		Number	Percent
2010-11	330,244	291,473	88.3	426,894	291,473	68.3
2011-12	340,792	304,864	89.5	458,581	304,864	66.5
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

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

Note. Counts of examinations include only one of the two Physics C examinations when students have scores for both. This is because the table provides a count of instances in which there is a one-to-one relationship between a student's participation in an examination and his or her participation in the corresponding course. 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. 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.

Table 25
Correspondence Between Advanced Placement (AP) Examination Scores
and AP Courses Completed, Grades 9-12, Texas Public Schools, 2010-11
Through 2014-15

Examination score	Examinations taken with corresponding courses			Examinations taken without corresponding courses		
	Number	Percent	Mean score	Number	Percent	Mean score
2010-11			2.5			2.4
5	26,506	9.0		3,300	8.5	
4	43,043	14.7		5,297	13.6	
3	60,226	20.6		7,328	18.8	
2	69,346	23.7		8,867	22.8	
1	93,902	32.0		14,091	36.2	
2011-12			2.5			2.5
5	30,073	9.8		3,703	10.3	
4	47,111	15.4		5,359	14.9	
3	65,537	21.4		7,079	19.6	
2	74,313	24.2		8,165	22.6	
1	89,431	29.2		11,768	32.6	
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	

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

Note. Counts of examinations 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. 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. Parts may not add to 100 percent because of rounding.

Table 26
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2014-15

Examination subject	Examinations taken with corresponding courses		Examinations taken without corresponding courses	
	Number	Mean score	Number	Mean score
English Language and Composition	55,500	2.4	6,986	2.1
World History	48,042	2.3	4,229	1.9
United States History	47,833	2.3	4,742	1.8
English Literature and Composition	35,496	2.5	2,717	2.3
United States Government and Politics	27,089	2.1	1,957	1.9
Physics 1	25,624	1.8	5,621	1.8
Human Geography	21,221	2.5	3,523	1.9
Macroeconomics	20,528	2.2	1,905	1.9
Calculus AB	19,679	2.5	1,305	1.7
Biology	15,039	2.6	1,375	2.2
Statistics	14,892	2.6	510	1.7
Spanish Language	14,041	3.7	7,703	3.5
Psychology	13,507	2.7	1,657	2.5
Environmental Science	12,141	2.4	695	1.9
Chemistry	10,647	2.3	694	1.8
Calculus BC	7,560	3.5	336	2.6
Physics C: Mechanics	4,278	3.1	356	3.1
Computer Science A	4,023	3.0	855	2.6
Spanish Literature and Culture	3,449	3.0	1,146	2.6
European History	2,977	2.8	318	3.1
Physics C: Electricity and Magnetism	2,455	2.9	217	3.1
Microeconomics	2,443	2.3	568	2.5
Art History	2,079	2.8	236	2.1
Music Theory	2,001	3.0	148	2.5
Physics 2	1,785	2.4	1,056	2.6

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

Note. Counts of examinations 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. 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.

^aNot applicable.

continues

Table 26 (continued)
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2014-15

Examination subject	Examinations taken with corresponding courses		Examinations taken without corresponding courses	
	Number	Mean score	Number	Mean score
Studio Art: 2-D Design	1,664	3.3	808	3.2
Studio Art: Drawing	1,308	3.2	441	3.2
French Language and Culture	917	2.7	282	2.6
Studio Art: 3-D Design	435	3.0	68	2.7
Capstone Seminar	426	2.6	87	2.9
Latin	262	2.7	60	2.1
Chinese Language and Culture	249	4.5	234	4.5
Comparative Government and Politics	240	2.5	53	2.5
German Language and Culture	231	2.6	104	3.5
Japanese Language and Culture	48	2.5	50	3.1
Italian Language and Culture	0	n/a ^a	40	3.8
All examination subjects	420,109	2.5	53,082	2.3

Note. Counts of examinations 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. 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.

^aNot applicable.

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Citation. Texas Education Agency. (2016). *Advanced Placement and International Baccalaureate examination results in Texas public schools, 2014-15* (2nd ed.) (Document No. GE17 601 02). 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 2014-15 school year. Data are provided by student characteristics, including race/ethnicity; gender; and economic, at-risk, English language learner, 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.

Keywords. *Advanced placement, International Baccalaureate, credit by examination, testing, high school, scores, gifted and talented.*

The report is available in PDF format on the agency website at 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.

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/>.

Notes on Second Edition. The 2014-15 IB data for Texas public schools were reprocessed after it was discovered that Environmental Systems and Societies examinations were mistakenly counted twice. The update affected the examination counts and percentages in Tables 5-7 and Tables 17-20 (as well as the order of appearance of examinations in Table 20) and the corresponding text. The campus- and district-level data files available at http://tea.texas.gov/acctres/ap_ib_index.html were also updated to account for the correction. In addition, the final bullet on page 55 was corrected to consider only 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.



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**Document No. GE17 601 02
November 2016; Update September 2017**