

Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2015-16

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], 2017b; 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 2017 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 2015-16 school year. For purposes of awarding distinction designations in a particular subject area, (a) AP/IB examination participation indicators measured the percentages of students in Grades 11 and 12 who took at least one AP or IB examination, and (b) AP/IB examination performance indicators measured the percentages of examinees in Grades 11 and 12 who scored at or above a criterion score on at least one examination. The criterion scores are defined as 3 or higher on an AP examination and 4 or higher on an IB examination.

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, 2015-16* (TEA, 2018a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2015-16* (TEA, 2018b). 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, 2015-16* (TEA, 2018c).

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

Reporting of Results

For the 2017 accountability ratings cycle, the distinction designation indicators for Advanced Placement (AP) and International Baccalaureate (IB) examinations were evaluated for all students only. In addition to results for all students, this section of the report presents results by race/ethnicity, economic status, and gender.

Academic Achievement Distinction Designations

English Language Arts Participation and Performance

- In the 2015-16 school year, 15.5 percent of Texas public school students in Grades 11 and 12 took at least one AP or IB English language arts (ELA) examination, an increase of 0.4 percentage points from the previous year (Table 1 on page 5).
- Among 11th- and 12th-grade ELA examinees, 43.3 percent scored at or above criterion on at least one AP or IB ELA examination, a decrease of 0.4 percentage points from the previous year.

Mathematics Participation and Performance

- In the 2015-16 school year, 6.8 percent of all students in Grades 11 and 12 took at least one AP or IB mathematics examination, the same percentage as the previous year (Table 2 on page 6).
- Among 11th- and 12th-grade mathematics examinees, 54.0 percent scored at or above criterion on at least one AP or IB mathematics examination, an increase of 2.3 percentage points from the previous year.

Science Participation and Performance

- In the 2015-16 school year, 10.4 percent of all students in Grades 11 and 12 took at least one AP or IB science examination, an increase of 0.2 percentage points from the previous year (Table 3 on page 7).
- Among 11th- and 12th-grade science examinees, 35.1 percent scored at or above criterion on at least one AP or IB science examination, a decrease of 0.3 percentage points from the previous year.

Social Studies Participation and Performance

- In the 2015-16 school year, 14.8 percent of all students in Grades 11 and 12 took at least one AP or IB social studies examination, an increase of 0.4 percentage points from the previous year (Table 4 on page 8).

- Among 11th- and 12th-grade social studies examinees, 41.6 percent scored at or above criterion on at least one AP or IB social studies examination, an increase of 1.5 percentage points from the previous year.

Postsecondary Readiness Distinction Designation

Performance in Any Subject

- In the 2015-16 school year, 49.5 percent of all examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB examination, an increase of 0.4 percentage points from the previous year (Table 5 on page 13).

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, 2014-15 and 2015-16

Group	Students	English language arts examinees		English language arts examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
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. ^a	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
2015-16					
African American	86,973	9,624	11.1	2,406	25.0
American Indian	2,689	311	11.6	130	41.8
Asian	28,194	11,306	40.1	7,902	69.9
Hispanic	335,368	44,265	13.2	10,654	24.1
Pacific Islander	1,002	157	15.7	73	46.5
White	217,096	37,723	17.4	23,295	61.8
Multiracial	12,334	2,332	18.9	1,364	58.5
Econ. disad.	347,607	39,503	11.4	8,170	20.7
Not econ. disad.	336,049	65,906	19.6	37,556	57.0
Female	338,021	63,235	18.7	27,161	43.0
Male	345,635	42,488	12.3	18,665	43.9
State	683,656	105,723	15.5	45,826	43.3

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, 2015-16* (TEA, 2018a), 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, 2014-15 and 2015-16

Group	Students	Mathematics examinees		Mathematics examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
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. ^a	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
2015-16					
African American	86,973	2,855	3.3	1,030	36.1
American Indian	2,689	143	5.3	63	44.1
Asian	28,194	8,030	28.5	5,900	73.5
Hispanic	335,368	15,709	4.7	5,336	34.0
Pacific Islander	1,002	84	8.4	49	58.3
White	217,096	18,643	8.6	12,024	64.5
Multiracial	12,334	1,129	9.2	737	65.3
Econ. disad.	347,607	13,629	3.9	4,409	32.4
Not econ. disad.	336,049	32,839	9.8	20,667	62.9
Female	338,021	22,698	6.7	11,690	51.5
Male	345,635	23,898	6.9	13,449	56.3
State	683,656	46,596	6.8	25,139	54.0

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, 2015-16* (TEA, 2018a), 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,
2014-15 and 2015-16

Group	Students	Science examinees		Science examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
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. ^a	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
2015-16					
African American	86,973	5,054	5.8	838	16.6
American Indian	2,689	205	7.6	71	34.6
Asian	28,194	10,049	35.6	5,585	55.6
Hispanic	335,368	27,905	8.3	4,816	17.3
Pacific Islander	1,002	114	11.4	40	35.1
White	217,096	26,033	12.0	12,775	49.1
Multiracial	12,334	1,626	13.2	757	46.6
Econ. disad.	347,607	25,000	7.2	3,812	15.2
Not econ. disad.	336,049	45,801	13.6	21,027	45.9
Female	338,021	36,557	10.8	10,779	29.5
Male	345,635	34,432	10.0	14,103	41.0
State	683,656	70,989	10.4	24,882	35.1

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, 2015-16* (TEA, 2018a), 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, 2014-15 and 2015-16

Group	Students	Social studies examinees		Social studies examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
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. ^a	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
2015-16					
African American	86,973	8,750	10.1	2,168	24.8
American Indian	2,689	281	10.4	120	42.7
Asian	28,194	12,018	42.6	8,019	66.7
Hispanic	335,368	41,861	12.5	9,532	22.8
Pacific Islander	1,002	154	15.4	59	38.3
White	217,096	35,902	16.5	20,989	58.5
Multiracial	12,334	2,185	17.7	1,232	56.4
Econ. disad.	347,607	37,391	10.8	7,569	20.2
Not econ. disad.	336,049	63,471	18.9	34,461	54.3
Female	338,021	55,455	16.4	21,769	39.3
Male	345,635	45,700	13.2	20,351	44.5
State	683,656	101,155	14.8	42,120	41.6

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, 2015-16* (TEA, 2018a), 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

Statewide Results

- In the 2015-16 school year, 25.5 percent of Texas public school students in Grades 11 and 12 took at least one AP or IB examination, an increase of 0.6 percentage points from the previous year (Figure 1 on page 11 and Table 5 on page 13).
- Among 11th- and 12th-grade examinees, 49.5 percent scored at or above criterion on at least one AP or IB examination, an increase of 0.4 percentage points from the previous year (Figure 2 on page 12 and Table 5 on page 13).
- 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, 12.6 percent scored at or above criterion on at least one AP or IB examination, an increase of 0.4 percentage points from the previous year (Figure 3 on page 18 and Table 8 on page 19).

Participation and Performance by Race/Ethnicity

- Among 11th- and 12th-grade students in the 2015-16 school year, 59.3 percent of Asian, 29.0 percent of multiracial, 27.9 percent of White, 25.1 percent of Pacific Islander, 23.1 percent of Hispanic, 19.4 percent of American Indian, and 17.2 percent of African American students took at least one AP or IB examination (Table 5 on page 13).
- Among 11th- and 12th-grade examinees in the five largest racial/ethnic groups, 72.9 percent of Asian, 63.3 percent of White, 60.1 percent of multiracial, 37.3 percent of Hispanic, and 28.2 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 2015-16 school year, a higher percentage of students not identified as economically disadvantaged (31.1%) than students identified as economically disadvantaged (19.9%) took at least one AP or IB examination (Table 5 on page 13).
- Similarly, a higher percentage of non-economically disadvantaged (59.6%) than economically disadvantaged (34.2%) 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 2015-16 school year, a higher percentage of female (29.1%) than male (22.0%) students in Grades 11 and 12 took at least one AP or IB examination (Table 5 on page 13).
- By contrast, a higher percentage of male (50.9%) than female (48.4%) examinees in Grades 11 and 12 scored at or above criterion on at least one AP or IB examination.

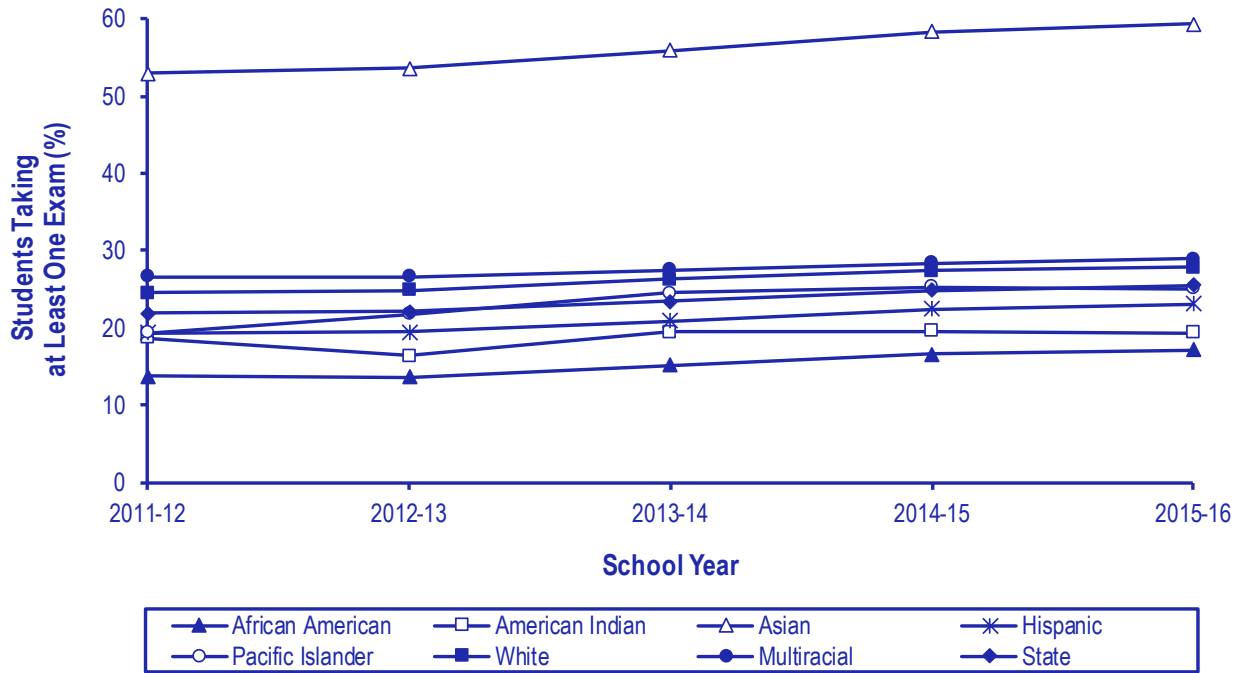
Participation and Performance by Program Participation

- Among 11th- and 12th-grade students in the 2015-16 school year, AP/IB participation rates for students in all special programs except gifted and talented (66.2%) were lower than the state average (25.5%), ranging from 1.9 percent for students in special education to 23.4 percent for students in Title I programs (Table 6 on page 16).
- Among 11th- and 12th-grade examinees, those in gifted and talented and in bilingual or English as a second language programs scored at or above criterion on at least one AP or IB examination at higher rates (67.4% and 51.8%, respectively) than the state average (49.5%). Students in career and technical education, special education, and Title I programs scored at or above criterion on at least one AP or IB examination at lower rates than the state average.

Participation and Performance by Student Characteristic

- Among 11th- and 12th-grade students in the 2015-16 school year, AP/IB participation rates for all special populations were lower than the state average (25.5%), ranging from 10.2 percent for students identified as at risk of dropping out to 19.1 percent for students identified as immigrants (Table 7 on page 17).
- Among 11th- and 12th-grade examinees, those identified as immigrants and as English language learners scored at or above criterion on at least one AP or IB examination at higher rates (65.9% and 51.3%, respectively) than the state average (49.5%). Students identified as at risk of dropping out and as migrants scored at or above criterion on at least one AP or IB examination at lower rates than the state average.

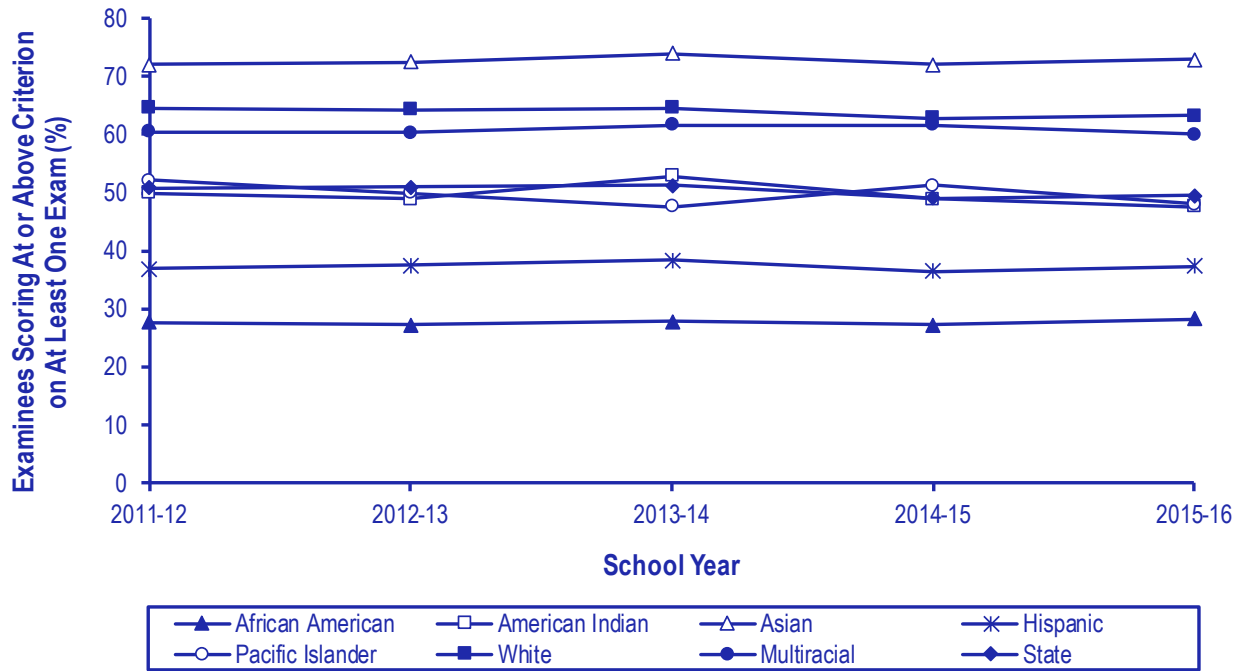
Figure 1
Participation in Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 2011-12 Through 2015-16



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.

Figure 2
Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 2011-12 Through 2015-16



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, 2011-12 Through 2015-16

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	Number	Percent		with scores at or above criterion	Number
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. ^a	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
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.	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

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, 2015-16* (TEA, 2018a), for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^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, 2011-12 Through 2015-16

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	Number	Percent		with scores at or above criterion	Number
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. ^a	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
2014-15								
African American	85,012	14,085	16.6	3,838	27.2	28,662	7,026	24.5
American Indian	2,810	550	19.6	269	48.9	1,288	538	41.8
Asian	27,390	15,982	58.3	11,507	72.0	52,791	34,656	65.6
Hispanic	320,587	72,172	22.5	26,316	36.5	154,379	43,370	28.1
Pacific Islander	971	246	25.3	126	51.2	641	264	41.2
White	215,454	58,969	27.4	37,093	62.9	142,440	81,447	57.2
Multiracial	11,567	3,287	28.4	2,029	61.7	8,455	4,753	56.2
Econ. disad.	332,232	64,056	19.3	21,373	33.4	136,879	34,842	25.5
Not econ. disad.	331,559	100,496	30.3	59,452	59.2	250,293	136,589	54.6
Female	327,746	92,159	28.1	44,225	48.0	209,530	88,602	42.3
Male	336,045	73,180	21.8	36,973	50.5	179,203	83,481	46.6
State	663,791	165,339	24.9	81,198	49.1	388,733	172,083	44.3

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, 2015-16* (TEA, 2018a), for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^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, 2011-12 Through 2015-16

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	rate (%)	Number	Percent		Number	Percent
2015-16								
African American	86,973	14,949	17.2	4,220	28.2	30,907	7,916	25.6
American Indian	2,689	523	19.4	249	47.6	1,201	511	42.5
Asian	28,194	16,710	59.3	12,189	72.9	56,072	37,022	66.0
Hispanic	335,368	77,632	23.1	28,963	37.3	165,709	48,021	29.0
Pacific Islander	1,002	252	25.1	121	48.0	627	272	43.4
White	217,096	60,579	27.9	38,340	63.3	145,774	85,265	58.5
Multiracial	12,334	3,580	29.0	2,153	60.1	9,067	5,124	56.5
Econ. disad. ^a	347,607	69,054	19.9	23,634	34.2	146,974	38,393	26.1
Not econ. disad.	336,049	104,547	31.1	62,337	59.6	261,227	145,306	55.6
Female	338,021	98,206	29.1	47,512	48.4	223,611	96,232	43.0
Male	345,635	76,036	22.0	38,730	50.9	185,767	87,906	47.3
State	683,656	174,242	25.5	86,242	49.5	409,378	184,138	45.0

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2015-16* (TEA, 2018a), 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 6
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Program Participation, Texas Public Schools, 2015-16

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	rate (%)	Number	Percent		Number	Percent
Bilingual or ESL ^a	38,516	4,037	10.5	2,093	51.8	6,162	2,401	39.0
Not bilingual or ESL	645,140	169,564	26.3	83,878	49.5	402,039	181,298	45.1
CTE ^b	317,955	74,176	23.3	30,383	41.0	158,627	56,930	35.9
Not CTE	365,701	99,425	27.2	55,588	55.9	249,574	126,769	50.8
Gifted and talented	64,857	42,915	66.2	28,914	67.4	128,354	77,903	60.7
Not gifted and talented	618,799	130,686	21.1	57,057	43.7	279,847	105,796	37.8
Special education	58,970	1,128	1.9	388	34.4	1,996	622	31.2
Not special education	624,686	172,473	27.6	85,583	49.6	406,205	183,077	45.1
Title I	290,750	68,099	23.4	22,552	33.1	148,952	38,888	26.1
Not Title I	392,906	105,502	26.9	63,419	60.1	259,249	144,811	55.9
State	683,656	174,242	25.5	86,242	49.5	409,378	184,138	45.0

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

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, 2015-16* (TEA, 2018a), for additional information. Students may be counted in more than one category.

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

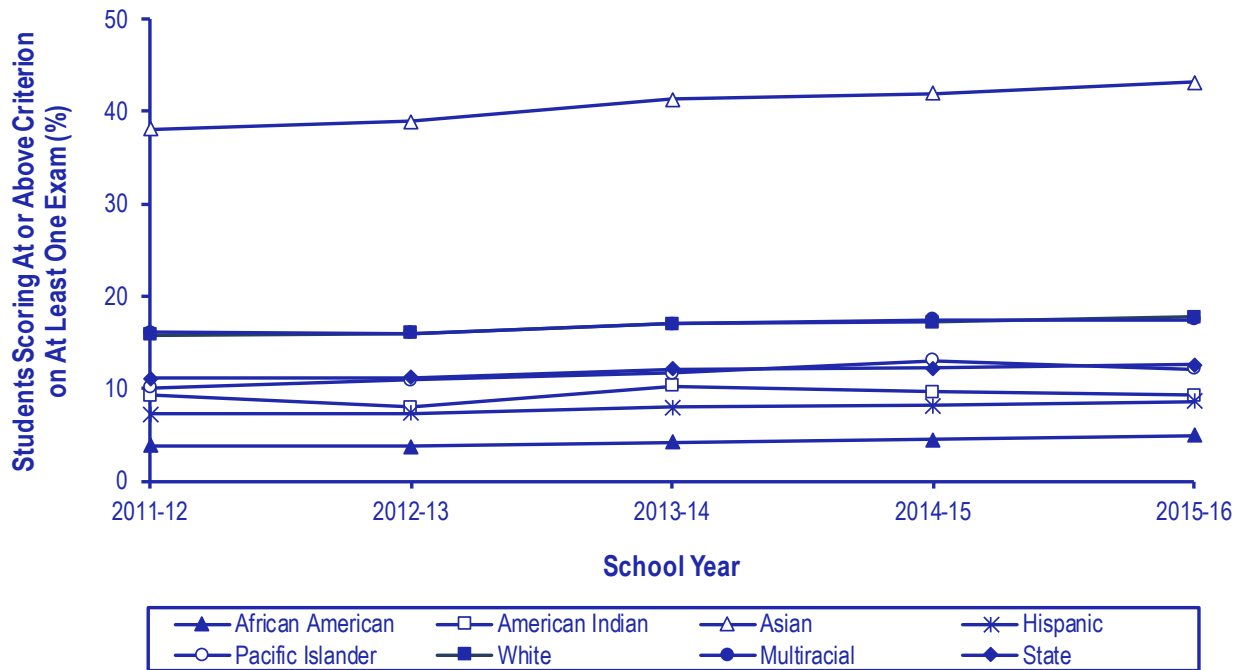
Table 7
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Student Characteristic, Texas Public Schools, 2015-16

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	rate (%)	Number	Percent		Number	Percent
At-risk	305,700	31,204	10.2	8,713	27.9	56,102	12,107	21.6
Not at-risk	377,956	141,415	37.4	76,873	54.4	350,400	171,012	48.8
English language learner	40,844	4,267	10.4	2,187	51.3	6,635	2,539	38.3
Not English language learner	642,812	169,334	26.3	83,784	49.5	401,566	181,160	45.1
Immigrant	9,378	1,789	19.1	1,179	65.9	3,559	2,033	57.1
Not immigrant	674,278	170,830	25.3	84,407	49.4	402,943	181,086	44.9
Migrant	4,106	632	15.4	165	26.1	1,176	207	17.6
Not migrant	679,550	172,969	25.5	85,806	49.6	407,025	183,492	45.1
State	683,656	174,242	25.5	86,242	49.5	409,378	184,138	45.0

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

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, 2015-16* (TEA, 2018a), 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, 2011-12 Through 2015-16



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.

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, 2011-12 Through 2015-16

Group	Students	Students scoring at or above 3 (AP) or 4 (IB)	
		Number	Percent
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
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

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, 2015-16* (TEA, 2018a), for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

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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, 2011-12 Through 2015-16

Group	Students	Students scoring at or above 3 (AP) or 4 (IB)	
		Number	Percent
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
2015-16			
African American	86,973	4,220	4.9
American Indian	2,689	249	9.3
Asian	28,194	12,189	43.2
Hispanic	335,368	28,963	8.6
Pacific Islander	1,002	121	12.1
White	217,096	38,340	17.7
Multiracial	12,334	2,153	17.5
State	683,656	86,242	12.6

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, 2015-16* (TEA, 2018a), for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Results for Texas Public Schools: Advanced Placement

Statewide Results

- In the 2015-16 school year, 172,035 Texas public school students in Grades 11 and 12 took 395,091 AP examinations (Table 9 on page 24). Among 11th- and 12th-grade students, 25.2 percent took at least one AP examination, an increase of 0.6 percentage points from the previous year.
- Among 11th- and 12th-grade AP examinees, 48.7 percent scored in the 3-5 range on at least one AP examination, an increase of 0.4 percentage points from the previous year.
- A total of 97,966 students in Grades 9 and 10 took 114,275 AP examinations (Table 11 on page 27). Among 9th- and 10th-grade students, 12.1 percent took at least one AP examination, an increase of 1.0 percentage point from the previous year.
- Among 9th- and 10th-grade AP examinees, 46.6 percent scored in the 3-5 range on at least one AP examination, a decrease of 0.4 percentage points from the previous year.
- A total of 4,452 students in Grade 8 took 4,455 AP examinations (Table 13 on page 30). Among 8th-grade students, 1.2 percent took at least one AP examination, the same percentage as the previous year.
- Among 8th-grade AP examinees, 82.2 percent scored in the 3-5 range on at least one AP examination, an increase of 3.1 percentage points from the previous year.
- Of the 37 AP subject examinations taken by students in Grades 9-12 in 2015-16, 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 15 on page 32).
- Between 2014-15 and 2015-16, the number of AP examinations taken by students in Grades 9-12 increased for 30 of the 36 subjects available in both years (Table 15 on page 32 and TEA, 2017a, Table 16). In 2015-16, a new examination—Capstone Research—was introduced.

Participation and Performance by Race/Ethnicity

- Among 11th- and 12th-grade students in the 2015-16 school year, 58.1 percent of Asian, 28.6 percent of multiracial, 27.6 percent of White, 24.3 percent of Pacific Islander, 22.9 percent of Hispanic, 19.2 percent of American Indian, and 16.9 percent of African American students took at least one AP examination (Table 9 on page 24).
- Among 11th- and 12th-grade AP examinees in the five largest racial/ethnic groups, 72.0 percent of Asian, 62.7 percent of White, 59.6 percent of multiracial, 36.6 percent of Hispanic, and 27.0 percent

of African American students scored in the 3-5 range on at least one AP examination. AP participation and performance results for 11th- and 12th-grade Hispanic students by race are shown in Table 10 on page 26.

- Among 9th- and 10th-grade students in the 2015-16 school year, 38.3 percent of Asian, 14.4 percent of multiracial, 13.2 percent of White, 10.7 percent of Hispanic, 10.3 percent of Pacific Islander, 8.9 percent of American Indian, and 7.2 percent of African American students took at least one AP examination (Table 11 on page 27).
- Among 9th- and 10th-grade AP examinees in the five largest racial/ethnic groups, 70.0 percent of Asian, 56.1 percent of multiracial, 54.4 percent of White, 38.1 percent of Hispanic, and 22.7 percent of African American students scored in the 3-5 range on at least one AP examination. AP participation and performance results for 9th- and 10th-grade Hispanic students by race are shown in Table 12 on page 29.
- AP participation and performance results for 8th-grade students by race/ethnicity are shown in Table 13 on page 30, and results for 8th-grade Hispanic students by race are shown in Table 14 on page 31.

Participation and Performance by Economic Status

- Among 11th- and 12th-grade students in the 2015-16 school year, a higher percentage of students not identified as economically disadvantaged (30.7%) than students identified as economically disadvantaged (19.6%) took at least one AP examination (Table 9 on page 24). Similarly, a higher percentage of non-economically disadvantaged (58.9%) than economically disadvantaged (33.5%) 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 (16.6%) than economically disadvantaged (8.6%) students took at least one AP examination, and a higher percentage of non-economically disadvantaged (54.7%) than economically disadvantaged (34.8%) examinees scored in the 3-5 range on at least one AP examination (Table 11 on page 27).
- AP participation and performance results for 8th-grade students by economic status are shown in Table 13 on page 30.

Participation and Performance by Gender

- In the 2015-16 school year, a higher percentage of female (28.7%) than male (21.8%) students in Grades 11 and 12 took at least one AP examination (Table 9 on page 24). By contrast, a higher percentage of male (50.3%) than female (47.5%) 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 female (13.9%) than male (10.4%) students took at least one AP examination (Table 11 on page 27), and a higher percentage of male (48.8%) than female (44.7%) 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 30.

Table 9
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2011-12 Through 2015-16

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

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, 2015-16* (TEA, 2018a), for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

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Table 9 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2011-12 Through 2015-16

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	rate (%)	Number	Percent		Number	Percent
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. ^a	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
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.	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, 2015-16* (TEA, 2018a), for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

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Table 9 (continued)**Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2011-12 Through 2015-16**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2015-16								
African American	86,973	14,656	16.9	3,958	27.0	29,370	7,117	24.2
American Indian	2,689	515	19.2	240	46.6	1,150	483	42.0
Asian	28,194	16,380	58.1	11,792	72.0	52,947	34,454	65.1
Hispanic	335,368	76,852	22.9	28,100	36.6	161,337	45,339	28.1
Pacific Islander	1,002	243	24.3	116	47.7	590	252	42.7
White	217,096	59,841	27.6	37,522	62.7	140,922	81,582	57.9
Multiracial	12,334	3,533	28.6	2,105	59.6	8,758	4,880	55.7
Econ. disad. ^a	347,607	68,286	19.6	22,847	33.5	142,824	36,026	25.2
Not econ. disad.	336,049	103,111	30.7	60,723	58.9	251,095	137,650	54.8
Female	338,021	96,852	28.7	46,019	47.5	215,253	90,298	41.9
Male	345,635	75,183	21.8	37,819	50.3	179,838	83,814	46.6
State	683,656	172,035	25.2	83,838	48.7	395,091	174,112	44.1

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2015-16* (TEA, 2018a), 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, 2015-16**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	Number	Percent		Number	Percent
Hispanic	335,368	76,852	22.9	28,100	36.6	161,337	45,339	28.1
African American	4,960	894	18.0	289	32.3	1,760	459	26.1
American Indian	78,885	17,733	22.5	6,157	34.7	36,469	9,401	25.8
Asian	1,251	425	34.0	219	51.5	1,061	472	44.5
Pacific Islander	1,001	198	19.8	65	32.8	420	109	26.0
White	239,900	55,034	22.9	20,287	36.9	116,120	32,965	28.4
Multiracial	9,371	2,396	25.6	1,017	42.4	5,243	1,847	35.2
State	683,656	172,035	25.2	83,838	48.7	395,091	174,112	44.1

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race may differ from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2015-16* (TEA, 2018a), 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, 2011-12 Through 2015-16

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations	Percent		Number	Percent
2011-12								
African American	98,156	4,288	4.4	960	22.4	4,566	1,032	22.6
American Indian	3,583	203	5.7	83	40.9	223	90	40.4
Asian	26,496	6,972	26.3	4,704	67.5	8,626	5,976	69.3
Hispanic	361,572	24,271	6.7	9,852	40.6	27,470	10,609	38.6
Pacific Islander	952	78	8.2	30	38.5	88	34	38.6
White	237,393	20,220	8.5	11,505	56.9	22,066	12,603	57.1
Multiracial	11,689	1,132	9.7	594	52.5	1,273	673	52.9
Econ. disad. ^a	405,276	20,994	5.2	7,872	37.5	23,670	8,424	35.6
Not econ. disad.	334,565	34,980	10.5	19,355	55.3	39,341	22,045	56.0
Female	356,717	31,369	8.8	14,260	45.5	35,009	15,723	44.9
Male	383,124	25,885	6.8	13,504	52.2	29,398	15,333	52.2
State	739,841	57,254	7.7	27,764	48.5	64,407	31,056	48.2
2012-13								
African American	99,731	4,561	4.6	963	21.1	4,882	1,071	21.9
American Indian	3,474	215	6.2	80	37.2	244	90	36.9
Asian	26,987	7,721	28.6	5,045	65.3	9,746	6,572	67.4
Hispanic	373,063	26,892	7.2	10,204	37.9	30,569	11,035	36.1
Pacific Islander	1,019	99	9.7	35	35.4	109	40	36.7
White	235,986	22,429	9.5	12,178	54.3	24,752	13,587	54.9
Multiracial	12,332	1,269	10.3	689	54.3	1,436	787	54.8
Econ. disad.	413,852	23,824	5.8	8,277	34.7	26,878	8,893	33.1
Not econ. disad.	338,740	38,330	11.3	20,498	53.5	43,704	23,809	54.5
Female	362,680	34,593	9.5	14,987	43.3	38,910	16,746	43.0
Male	389,912	28,655	7.3	14,225	49.6	32,895	16,457	50.0
State	752,592	63,248	8.4	29,212	46.2	71,805	33,203	46.2

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, 2015-16* (TEA, 2018a), for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

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Table 11 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2011-12 Through 2015-16

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, 2015-16* (TEA, 2018a), for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

continues

Table 11 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2011-12 Through 2015-16

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations			Number	Percent
2015-16								
African American	103,639	7,441	7.2	1,692	22.7	8,101	1,860	23.0
American Indian	3,115	276	8.9	124	44.9	317	138	43.5
Asian	31,799	12,193	38.3	8,532	70.0	15,991	11,295	70.6
Hispanic	414,720	44,293	10.7	16,886	38.1	51,619	18,658	36.1
Pacific Islander	1,158	119	10.3	58	48.7	135	67	49.6
White	238,547	31,538	13.2	17,143	54.4	35,711	19,526	54.7
Multiracial	14,545	2,094	14.4	1,174	56.1	2,386	1,349	56.5
Econ. disad. ^a	458,544	39,658	8.6	13,796	34.8	45,984	15,162	33.0
Not econ. disad.	348,979	57,866	16.6	31,634	54.7	67,776	37,536	55.4
Female	390,317	54,406	13.9	24,340	44.7	62,969	27,678	44.0
Male	417,206	43,560	10.4	21,276	48.8	51,306	25,222	49.2
State	807,523	97,966	12.1	45,616	46.6	114,275	52,900	46.3

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2015-16* (TEA, 2018a), 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, 2015-16

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations			Number	Percent
Hispanic	414,720	44,293	10.7	16,886	38.1	51,619	18,658	36.1
African American	6,250	493	7.9	122	24.7	552	142	25.7
American Indian	92,959	9,380	10.1	3,640	38.8	10,922	4,020	36.8
Asian	1,399	246	17.6	116	47.2	272	125	46.0
Pacific Islander	1,156	99	8.6	34	34.3	104	34	32.7
White	301,832	32,581	10.8	12,341	37.9	38,051	13,622	35.8
Multiracial	11,124	1,323	11.9	558	42.2	1,529	636	41.6
State	807,523	97,966	12.1	45,616	46.6	114,275	52,900	46.3

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race may differ from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2015-16* (TEA, 2018a), for additional information.

Table 13
Advanced Placement (AP) Examination Participation and Performance, Grade 8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 and 2015-16

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations			Number	Percent
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	1	0.2	1	100	1	1	100
White	115,864	100	0.1	57	57.0	101	57	56.4
Multiracial	6,963	11	0.2	5	45.5	11	5	45.5
Econ. disad. ^a	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
2015-16								
African American	48,453	9	<0.1	6	66.7	9	6	66.7
American Indian	1,397	9	0.6	8	88.9	9	8	88.9
Asian	15,582	36	0.2	32	88.9	38	34	89.5
Hispanic	199,246	4,310	2.2	3,545	82.3	4,310	3,545	82.3
Pacific Islander	516	0	0.0	0	n/a ^b	0	0	n/a
White	114,258	74	0.1	59	79.7	75	60	80.0
Multiracial	7,250	14	0.2	9	64.3	14	9	64.3
Econ. disad.	227,862	3,852	1.7	3,156	81.9	3,852	3,156	81.9
Not econ. disad.	158,840	591	0.4	495	83.8	594	498	83.8
Female	188,187	2,741	1.5	2,340	85.4	2,741	2,340	85.4
Male	198,515	1,711	0.9	1,319	77.1	1,714	1,322	77.1
State	386,702	4,452	1.2	3,659	82.2	4,455	3,662	82.2

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, 2015-16* (TEA, 2018a), for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged. ^bNot applicable.

Table 14
Advanced Placement (AP) Examination Participation and Performance, Grade 8, Hispanic Students
by Race, Texas Public Schools, 2015-16

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations	Percent		Number	Percent
Hispanic	199,246	4,310	2.2	3,545	82.3	4,310	3,545	82.3
African American	3,148	12	0.4	12	100	12	12	100
American Indian	44,467	1,445	3.2	1,222	84.6	1,445	1,222	84.6
Asian	748	5	0.7	4	80.0	5	4	80.0
Pacific Islander	505	5	1.0	1	20.0	5	1	20.0
White	144,844	2,744	1.9	2,227	81.2	2,744	2,227	81.2
Multiracial	5,534	99	1.8	79	79.8	99	79	79.8
State	386,702	4,452	1.2	3,659	82.2	4,455	3,662	82.2

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race may differ from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2015-16* (TEA, 2018a), for additional information.

Table 15
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2015-16

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
English Language and Composition				
Grade 9	17	<0.1	41.2	2.1
Grade 10	1,490	2.3	27.0	2.1
Grade 11	61,861	93.6	42.3	2.5
Grade 12	2,716	4.1	32.5	2.2
Total	66,084	100	41.5	2.4
United States History				
Grade 9	162	0.3	7.4	1.3
Grade 10	3,302	5.8	28.9	2.0
Grade 11	52,575	92.8	38.7	2.3
Grade 12	620	1.1	38.7	2.3
Total	56,659	100	38.0	2.3
World History				
Grade 9	983	1.8	25.2	1.9
Grade 10	50,846	95.2	39.6	2.3
Grade 11	1,328	2.5	31.9	2.1
Grade 12	229	0.4	37.1	2.3
Total	53,386	100	39.2	2.3
English Literature and Composition				
Grade 9	11	<0.1	36.4	2.3
Grade 10	54	0.1	35.2	2.2
Grade 11	2,350	5.8	30.0	2.2
Grade 12	37,765	94.0	43.6	2.5
Total	40,180	100	42.8	2.4
Physics 1				
Grade 9	92	0.3	66.3	3.1
Grade 10	2,274	7.0	31.0	2.1
Grade 11	26,947	82.6	19.6	1.8
Grade 12	3,325	10.2	22.1	1.8
Total	32,638	100	20.8	1.8

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

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

^aNot applicable.

continues

Table 15 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2015-16

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Human Geography				
Grade 9	26,500	82.9	41.6	2.3
Grade 10	2,578	8.1	47.2	2.5
Grade 11	1,935	6.1	58.9	2.9
Grade 12	938	2.9	62.4	3.0
Total	31,951	100	43.7	2.4
United States Government and Politics				
Grade 9	184	0.6	31.5	2.1
Grade 10	281	0.9	21.7	1.8
Grade 11	905	2.9	36.6	2.2
Grade 12	29,662	95.6	35.2	2.2
Total	31,032	100	35.1	2.2
Macroeconomics				
Grade 9	20	0.1	65.0	3.1
Grade 10	235	1.0	15.3	1.6
Grade 11	783	3.2	42.7	2.5
Grade 12	23,641	95.8	37.0	2.2
Total	24,679	100	37.0	2.2
Spanish Language and Culture				
Grade 9	4,257	18.2	85.3	3.6
Grade 10	6,835	29.2	87.2	3.7
Grade 11	8,455	36.1	86.6	3.7
Grade 12	3,873	16.5	86.1	3.7
Total	23,420	100	86.5	3.7
Calculus AB				
Grade 9	37	0.2	97.3	4.7
Grade 10	215	1.0	80.5	3.9
Grade 11	3,305	14.9	65.5	3.2
Grade 12	18,629	84.0	43.2	2.4
Total	22,186	100	47.0	2.5

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

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

^aNot applicable.

continues

Table 15 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2015-16

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Biology				
Grade 9	480	2.6	60.0	2.8
Grade 10	1,807	9.7	53.6	2.7
Grade 11	4,047	21.8	52.0	2.6
Grade 12	12,245	65.9	46.1	2.5
Total	18,579	100	48.5	2.5
Psychology				
Grade 9	70	0.4	48.6	2.6
Grade 10	1,927	11.3	55.9	2.8
Grade 11	9,264	54.4	52.9	2.7
Grade 12	5,768	33.9	48.1	2.5
Total	17,029	100	51.6	2.6
Statistics				
Grade 9	23	0.1	91.3	4.3
Grade 10	549	3.5	79.2	3.6
Grade 11	3,772	24.3	67.6	3.1
Grade 12	11,149	72.0	49.6	2.5
Total	15,493	100	55.1	2.7
Environmental Science				
Grade 9	18	0.1	55.6	2.8
Grade 10	470	3.5	52.1	2.8
Grade 11	2,929	21.9	49.2	2.6
Grade 12	9,936	74.4	38.6	2.3
Total	13,353	100	41.4	2.4
Chemistry				
Grade 9	8	0.1	50.0	3.3
Grade 10	712	6.1	40.7	2.3
Grade 11	6,299	54.2	45.1	2.5
Grade 12	4,603	39.6	32.7	2.1
Total	11,622	100	39.9	2.3

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

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

^aNot applicable.

continues

Table 15 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2015-16

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Calculus BC				
Grade 9	19	0.2	100	4.9
Grade 10	213	2.5	90.6	4.5
Grade 11	1,344	16.0	86.2	4.1
Grade 12	6,808	81.2	71.8	3.4
Total	8,384	100	74.7	3.6
Spanish Literature and Culture				
Grade 9	640	11.1	46.6	2.5
Grade 10	1,410	24.5	58.0	2.7
Grade 11	2,070	36.0	64.5	2.9
Grade 12	1,624	28.3	63.9	2.9
Total	5,744	100	60.7	2.8
Computer Science A				
Grade 9	424	7.6	79.5	3.5
Grade 10	1,657	29.5	64.6	3.0
Grade 11	2,046	36.4	61.8	2.9
Grade 12	1,487	26.5	49.4	2.5
Total	5,614	100	60.7	2.9
Physics C: Mechanics				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	12	0.3	100	4.4
Grade 11	332	8.0	80.1	3.8
Grade 12	3,799	91.7	69.2	3.3
Total	4,143	100	70.1	3.3
European History				
Grade 9	3	0.1	33.3	3.0
Grade 10	1,128	29.4	55.4	2.9
Grade 11	1,083	28.3	56.2	2.8
Grade 12	1,618	42.2	60.8	2.9
Total	3,832	100	57.9	2.9

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

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

^aNot applicable.

continues

Table 15 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2015-16

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Physics 2				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	54	1.5	79.6	3.4
Grade 11	1,091	30.6	58.5	2.8
Grade 12	2,426	67.9	43.2	2.4
Total	3,571	100	48.4	2.6
Microeconomics				
Grade 9	229	7.1	23.6	1.7
Grade 10	92	2.9	20.7	1.6
Grade 11	173	5.4	43.9	2.5
Grade 12	2,709	84.6	41.5	2.3
Total	3,203	100	39.7	2.3
Studio Art: 2-D Design				
Grade 9	24	0.8	91.7	3.6
Grade 10	173	6.0	69.9	3.1
Grade 11	954	32.8	67.3	3.0
Grade 12	1,754	60.4	78.1	3.3
Total	2,905	100	74.2	3.2
Art History				
Grade 9	20	0.8	60.0	2.7
Grade 10	580	21.9	55.5	2.8
Grade 11	1,060	40.0	57.3	2.9
Grade 12	989	37.3	57.5	2.9
Total	2,649	100	57.0	2.9
Physics C: Electricity and Magnetism				
Grade 9	0	0.0	n/a	n/a
Grade 10	9	0.4	66.7	3.7
Grade 11	176	7.1	75.0	3.8
Grade 12	2,284	92.5	60.2	3.1
Total	2,469	100	61.3	3.2

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

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

^aNot applicable.

continues

Table 15 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2015-16

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Music Theory				
Grade 9	15	0.7	66.7	3.3
Grade 10	219	10.4	65.8	3.1
Grade 11	993	47.2	61.9	3.1
Grade 12	875	41.6	59.3	2.9
Total	2,102	100	61.3	3.0
Studio Art: Drawing				
Grade 9	3	0.2	33.3	1.7
Grade 10	99	5.7	75.8	3.2
Grade 11	547	31.7	79.9	3.4
Grade 12	1,079	62.4	80.1	3.3
Total	1,728	100	79.7	3.3
French Language and Culture				
Grade 9	9	0.7	33.3	2.3
Grade 10	111	9.0	65.8	3.0
Grade 11	471	38.1	63.1	2.9
Grade 12	645	52.2	47.0	2.5
Total	1,236	100	54.7	2.7
Capstone Seminar				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	381	45.2	55.9	2.6
Grade 11	406	48.2	70.9	2.8
Grade 12	56	6.6	67.9	2.8
Total	843	100	63.9	2.7
Studio Art: 3-D Design				
Grade 9	0	0.0	n/a	n/a
Grade 10	13	2.2	46.2	2.3
Grade 11	155	26.8	70.3	3.0
Grade 12	411	71.0	71.5	3.2
Total	579	100	70.6	3.1

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

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

^aNot applicable.

continues

Table 15 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2015-16

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Chinese Language and Culture				
Grade 9	67	13.7	100	4.7
Grade 10	116	23.7	100	4.7
Grade 11	191	39.0	95.3	4.3
Grade 12	116	23.7	81.0	3.7
Total	490	100	93.7	4.3
Comparative Government and Politics				
Grade 9	4	0.9	0.0	1.5
Grade 10	44	10.3	54.5	2.6
Grade 11	146	34.1	36.3	2.3
Grade 12	234	54.7	43.2	2.4
Total	428	100	41.6	2.4
Latin				
Grade 9	1	0.3	0.0	2.0
Grade 10	15	4.4	80.0	2.9
Grade 11	133	39.0	60.9	2.7
Grade 12	192	56.3	54.7	2.6
Total	341	100	58.1	2.7
German Language and Culture				
Grade 9	5	1.5	80.0	3.6
Grade 10	28	8.4	78.6	3.5
Grade 11	82	24.6	57.3	3.2
Grade 12	219	65.6	44.7	2.4
Total	334	100	51.2	2.7
Capstone Research				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	0	0.0	n/a	n/a
Grade 11	139	43.2	51.8	2.7
Grade 12	183	56.8	45.9	2.6
Total	322	100	48.4	2.7
Japanese Language and Culture				
Grade 9	8	8.6	100	4.8
Grade 10	9	9.7	100	4.8
Grade 11	30	32.3	70.0	3.3
Grade 12	46	49.5	43.5	2.4
Total	93	100	62.4	3.2

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

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

^aNot applicable.

continues

Table 15 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2015-16

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Italian Language and Culture				
Grade 9	1	1.5	100	5.0
Grade 10	3	4.6	66.7	3.7
Grade 11	8	12.3	100	4.6
Grade 12	53	81.5	96.2	3.9
Total	65	100	95.4	4.0

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

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

^aNot applicable.

Results for Texas Public Schools: International Baccalaureate

Statewide Results

- In the 2015-16 school year, 4,347 Texas public school students in Grades 11 and 12 took 14,287 IB examinations (Table 16). Among 11th- and 12th-grade students, 0.6 percent took at least one IB examination, the same percentage as the previous year.
- Among 11th- and 12th-grade IB examinees, 84.3 percent scored in the 4-7 range on at least one IB examination, a decrease of 1.3 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 18 on page 44).

Participation and Performance by Race/Ethnicity

- Among 11th- and 12th-grade students in the 2015-16 school year, 3.2 percent of Asian, 1.2 percent of Pacific Islander, 0.9 percent of multiracial, 0.7 percent of White, 0.6 percent of African American, and 0.4 percent of both American Indian and Hispanic students took at least one IB examination (Table 16).
- Among 11th- and 12th-grade IB examinees in the five largest racial/ethnic groups, 91.2 percent of Asian, 88.6 percent of White, 85.3 percent of multiracial, 81.8 percent of Hispanic, and 66.7 percent of African American students scored in the 4-7 range on at least one IB examination. IB participation and performance results for 11th- and 12th-grade Hispanic students by race are shown in Table 17 on page 43.

Participation and Performance by Economic Status

- Among 11th- and 12th-grade students in the 2015-16 school year, a higher percentage of students not identified as economically disadvantaged (0.9%) than students identified as economically disadvantaged (0.4%) took at least one IB examination (Table 16).
- Similarly, a higher percentage of non-economically disadvantaged (87.8%) than economically disadvantaged (76.1%) 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 2015-16 school year, a higher percentage of female (0.8%) than male (0.5%) students in Grades 11 and 12 took at least one IB examination (Table 16).
- Similarly, a higher percentage of female (85.1%) than male (83.2%) examinees in Grades 11 and 12 scored in the 4-7 range on at least one IB examination.

Table 16
International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2011-12 Through 2015-16

Group	Students	Examinees		Examinees scoring 4-7 on examinations		Examinations	Examinations with scores of 4-7	
		Number	rate (%)	Number	Percent		Number	Percent
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. ^a	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
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.	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

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, 2015-16* (TEA, 2018a), for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

continues

Table 16 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2011-12 Through 2015-16

Group	Students	Examinees		Examinees scoring 4-7 on examinations		Examinations	Examinations with scores of 4-7	
		Number	Participation rate (%)	Number	Percent		Number	Percent
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. ^a	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
2014-15								
African American	85,012	474	0.6	324	68.4	1,418	706	49.8
American Indian	2,810	16	0.6	12	75.0	47	22	46.8
Asian	27,390	900	3.3	822	91.3	3,103	2,564	82.6
Hispanic	320,587	1,329	0.4	1,110	83.5	4,551	2,789	61.3
Pacific Islander	971	11	1.1	9	81.8	44	24	54.5
White	215,454	1,467	0.7	1,319	89.9	4,778	3,665	76.7
Multiracial	11,567	102	0.9	88	86.3	342	262	76.6
Econ. disad.	332,232	1,257	0.4	983	78.2	4,289	2,402	56.0
Not econ. disad.	331,559	3,040	0.9	2,699	88.8	9,990	7,626	76.3
Female	327,746	2,491	0.8	2,143	86.0	8,130	5,792	71.2
Male	336,045	1,811	0.5	1,541	85.1	6,156	4,240	68.9
State	663,791	4,302	0.6	3,684	85.6	14,286	10,032	70.2

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, 2015-16* (TEA, 2018a), for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

continues

Table 16 (continued)**International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2011-12 Through 2015-16**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	4-7 on examinations			Number	Percent
2015-16								
African American	86,973	493	0.6	329	66.7	1,537	799	52.0
American Indian	2,689	12	0.4	11	91.7	51	28	54.9
Asian	28,194	897	3.2	818	91.2	3,124	2,567	82.2
Hispanic	335,368	1,381	0.4	1,129	81.8	4,372	2,682	61.3
Pacific Islander	1,002	12	1.2	6	50.0	37	20	54.1
White	217,096	1,440	0.7	1,276	88.6	4,852	3,683	75.9
Multiracial	12,334	109	0.9	93	85.3	309	244	79.0
Econ. disad. ^a	347,607	1,309	0.4	996	76.1	4,148	2,365	57.0
Not econ. disad.	336,049	3,033	0.9	2,664	87.8	10,132	7,656	75.6
Female	338,021	2,564	0.8	2,181	85.1	8,358	5,934	71.0
Male	345,635	1,783	0.5	1,484	83.2	5,929	4,092	69.0
State	683,656	4,347	0.6	3,665	84.3	14,287	10,026	70.2

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2015-16* (TEA, 2018a), 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 17**International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, Hispanic Students by Race, Texas Public Schools, 2015-16**

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	4-7 on examinations			Number	Percent
Hispanic	335,368	1,381	0.4	1,129	81.8	4,372	2,682	61.3
African American	4,960	14	0.3	10	71.4	57	27	47.4
American Indian	78,885	394	0.5	286	72.6	1,092	593	54.3
Asian	1,251	17	1.4	14	82.4	66	45	68.2
Pacific Islander	1,001	6	0.6	5	83.3	23	13	56.5
White	239,900	914	0.4	780	85.3	2,988	1,905	63.8
Multiracial	9,371	35	0.4	33	94.3	145	98	67.6
State	683,656	4,347	0.6	3,665	84.3	14,287	10,026	70.2

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race may differ from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2015-16* (TEA, 2018a), for additional information.

Table 18
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2015-16

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
English A: Literature				
Higher Level	2,285	16.0	87.7	4.6
Standard Level	7	<0.1	85.7	4.0
Total	2,292	16.0	87.7	4.6
History: Americas				
Higher Level	1,998	14.0	76.3	4.1
Spanish B				
Higher Level	263	1.8	91.6	5.5
Standard Level	1,335	9.3	90.4	5.0
Total	1,598	11.2	90.6	5.1
Mathematics				
Higher Level	153	1.1	74.5	4.4
Standard Level	1,158	8.1	62.2	4.1
Total	1,311	9.2	63.6	4.1
Biology				
Higher Level	647	4.5	56.7	3.7
Standard Level	594	4.2	46.0	3.5
Total	1,241	8.7	51.6	3.6
Mathematical Studies				
Standard Level	1,049	7.3	63.0	4.0
Physics				
Higher Level	214	1.5	52.3	3.8
Standard Level	365	2.6	42.5	3.5
Total	579	4.1	46.1	3.6
Economics				
Higher Level	163	1.1	21.5	2.8
Standard Level	387	2.7	44.4	3.5
Total	550	3.8	37.6	3.3

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

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

^aInformation Technology in a Global Society.

continues

Table 18 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2015-16

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Chemistry				
Higher Level	152	1.1	59.2	3.9
Standard Level	381	2.7	46.5	3.4
Total	533	3.7	50.1	3.6
Visual Arts				
Higher Level	263	1.8	70.7	4.2
Standard Level	259	1.8	57.5	3.9
Total	522	3.7	64.2	4.1
Psychology				
Higher Level	198	1.4	85.4	4.4
Standard Level	276	1.9	83.0	4.4
Total	474	3.3	84.0	4.4
French B				
Higher Level	44	0.3	81.8	4.8
Standard Level	295	2.1	70.2	4.2
Total	339	2.4	71.7	4.2
Environmental Systems and Societies				
Standard Level	308	2.2	46.8	3.5
Film				
Higher Level	150	1.0	63.3	3.8
Standard Level	13	0.1	61.5	3.8
Total	163	1.1	63.2	3.8
Information Tech. in a Global Society ^a				
Higher Level	92	0.6	70.7	4.1
Standard Level	62	0.4	75.8	4.3
Total	154	1.1	72.7	4.2

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

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

^aInformation Technology in a Global Society.

continues

Table 18 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2015-16

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Computer Science				
Higher Level	50	0.3	50.0	3.6
Standard Level	86	0.6	55.8	3.8
Total	136	1.0	53.7	3.8
English A: Language and Literature				
Higher Level	128	0.9	98.4	5.0
Standard Level	1	<0.1	100	5.0
Total	129	0.9	98.4	5.0
Theatre				
Higher Level	69	0.5	68.1	4.1
Standard Level	35	0.2	65.7	3.6
Total	104	0.7	67.3	3.9
History: Europe				
Higher Level	83	0.6	98.8	5.1
Spanish AB				
Standard Level	83	0.6	80.7	4.3
German B				
Higher Level	7	<0.1	100	6.0
Standard Level	59	0.4	83.1	4.4
Total	66	0.5	84.8	4.6
Music: Group Performance				
Standard Level	64	0.4	89.1	4.3
Design Technology				
Higher Level	2	<0.1	0.0	2.0
Standard Level	52	0.4	30.8	3.3
Total	54	0.4	29.6	3.2

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

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

^aInformation Technology in a Global Society.

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Table 18 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2015-16

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Latin				
Higher Level	8	0.1	37.5	3.3
Standard Level	40	0.3	45.0	3.6
Total	48	0.3	43.8	3.5
Business and Management				
Higher Level	44	0.3	31.8	3.0
Music				
Higher Level	44	0.3	59.1	3.7
Chinese B				
Higher Level	2	<0.1	100	5.5
Standard Level	41	0.3	95.1	5.2
Total	43	0.3	95.3	5.2
French AB				
Standard Level	42	0.3	42.9	3.7
Art History				
Standard Level	34	0.2	64.7	3.8
Dance				
Higher Level	18	0.1	83.3	4.2
Standard Level	13	0.1	76.9	4.3
Total	31	0.2	80.6	4.3
Geography				
Higher Level	21	0.1	76.2	4.3
Standard Level	5	<0.1	80.0	4.4
Total	26	0.2	76.9	4.3

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

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

*Information Technology in a Global Society.

continues

Table 18 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2015-16

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
World Religions				
Standard Level	25	0.2	60.0	3.8
German AB				
Standard Level	22	0.2	59.1	3.7
Spanish A: Language and Literature				
Higher Level	16	0.1	93.8	4.2
Music: Solo Performance				
Standard Level	15	0.1	60.0	3.8
Arabic B				
Standard Level	14	0.1	71.4	4.4
History				
Standard Level	12	0.1	58.3	3.8
Hindi B				
Standard Level	9	0.1	100	4.9
Italian B				
Higher Level	1	<0.1	0.0	3.0
Standard Level	6	<0.1	66.7	4.0
Total	7	<0.1	57.1	3.9
Spanish A: Literature				
Higher Level	2	<0.1	100	5.0
Standard Level	4	<0.1	0.0	3.0
Total	6	<0.1	33.3	3.7
Italian AB				
Standard Level	5	<0.1	60.0	3.8

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

Note. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Astronomy, Dutch A: Literature, German A: Literature, Japanese B, Mandarin AB, Philosophy, Portuguese A: Literature, and Russian A: Literature. 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 2015-16 school year, 501,639 Texas public school students in Grades 9-12 completed at least one advanced course (Table 19 on page 50). Of those, 65.8 percent completed at least one Advanced Placement (AP) course, an increase of 0.4 percentage points from the previous year.
- Most students who took AP examinations also completed at least one advanced course. Among AP examinees, 94.3 percent completed at least one AP course, and an additional 1.7 percent completed at least one other type of advanced course (Table 20 on page 51). Only 4.0 percent of AP examinees did not take any advanced course.
- Among students who completed at least one AP course, 76.9 percent took at least one AP examination, an increase of 2.6 percentage points from the previous year (Table 21 on page 52).
- Of the 634,363 AP courses completed, 72.6 percent were completed by students taking corresponding examinations, an increase of 2.6 percentage points from the previous year (Table 22 on page 53). Of the 506,230 AP examinations taken, 91.0 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 (2.4) (Table 23 on page 54).
- On 21 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 24 on page 55). AP examinees who did not complete corresponding AP courses had the same mean scores as examinees who completed corresponding AP courses on United States Government and Politics and Studio Art: Drawing examinations and higher mean scores on Physics 2 and Microeconomics.

Table 19
Advanced Course Completions, Grades 9-12, by Course Type, Texas
Public Schools, 2011-12 Through 2015-16

Course type	Students completing at least one course ^a		Course completions		
	Number	Percent	Number	Percent ^c	Avg. ^b number per student
2011-12					
AP ^d	248,454	63.1	461,524	59.6	1.9
IB ^e	5,846	1.5	21,690	2.8	3.7
Other advanced ^f	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
2015-16					
AP	330,303	65.8	639,614	62.5	1.9
IB	7,402	1.5	27,638	2.7	3.7
Other advanced	301,152	60.0	356,547	34.8	1.2
All advanced	501,639	100	1,023,799	100	2.0

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

Note. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed.

^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, 2016) and the *Glossary for the Academic Excellence Indicator System* (e.g., TEA, 2012) for lists of courses identified as advanced.

Table 20
Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, by Course Type, Texas Public Schools, 2011-12 Through 2015-16

Year	AP examinees	At least one AP course		No AP course			
		Number	Percent	Other advanced course ^a		No advanced course	
				Number	Percent	Number	Percent
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
2015-16	269,417	254,161	94.3	4,555	1.7	10,701	4.0

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

Note. Examinees who took multiple examinations are counted only once. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or year-long courses. For such courses, counts of courses completed include either version a student completed. Counts of AP 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, 2016) and the *Glossary for the Academic Excellence Indicator System* (e.g., TEA, 2012) for lists of courses identified as advanced.

Table 21
Advanced Course Completers Taking Advanced Placement (AP) Examinations, Grades 9-12, by Course Type, Texas Public Schools, 2011-12 Through 2015-16

Course type	Course completers	Course completers taking at least one AP examination	
		Number	Percent
2011-12			
At least one AP	248,454	174,355	70.2
Other (no AP) ^a	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
2015-16			
At least one AP	330,303	254,161	76.9
Other (no AP)	171,336	4,555	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. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP course completers may differ from counts of AP examinees because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in the Public Education Information Management System.

^aCourses identified as advanced that are not AP courses. See the *Glossary for the Texas Academic Performance Report* (e.g., TEA, 2016) and the *Glossary for the Academic Excellence Indicator System* (e.g., TEA, 2012) for lists of courses identified as advanced.

Table 22
Correspondence Between Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 2011-12 Through 2015-16

Year	AP examinations taken	Examinations taken with corresponding courses		AP courses completed	Courses completed with corresponding examinations	
		Number	Percent		Number	Percent
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
2015-16	506,230	460,846	91.0	634,363	460,846	72.6

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

Table 23
Correspondence Between Advanced Placement (AP) Examination Scores
and AP Courses Completed, Grades 9-12, Texas Public Schools, 2011-12
Through 2015-16

Examination score	Examinations taken with corresponding courses			Examinations taken without corresponding courses		
	Number	Percent	Mean score	Number	Percent	Mean score
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	
2015-16			2.5			2.4
5	42,699	9.2		3,966	8.7	
4	67,719	14.6		6,305	13.8	
3	97,322	21.0		8,677	19.0	
2	114,480	24.7		10,303	22.6	
1	140,748	30.4		16,342	35.8	

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. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in the Public Education Information Management System. Parts may not add to 100 percent because of rounding.

Table 24
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2015-16

Examination subject	Examinations	Examinations taken with corresponding courses			Examinations taken without corresponding courses		
		Number	Percent	Mean score	Number	Percent	Mean score
English Language and Composition	65,995	59,348	89.9	2.5	6,647	10.1	2.2
United States History	56,582	52,606	93.0	2.3	3,976	7.0	1.9
World History	53,287	49,786	93.4	2.3	3,501	6.6	1.7
English Literature and Composition	40,136	38,093	94.9	2.5	2,043	5.1	2.2
Physics 1	32,608	29,752	91.2	1.8	2,856	8.8	1.6
Human Geography	31,891	29,097	91.2	2.4	2,794	8.8	2.2
United States Government and Politics	31,004	28,885	93.2	2.2	2,119	6.8	2.2
Macroeconomics	24,662	22,497	91.2	2.3	2,165	8.8	2.0
Spanish Language	23,288	16,267	69.9	3.7	7,021	30.1	3.5
Calculus AB	22,159	20,926	94.4	2.6	1,233	5.6	1.6
Biology	18,554	17,656	95.2	2.6	898	4.8	2.1
Psychology	17,012	15,145	89.0	2.7	1,867	11.0	2.5
Statistics	15,472	15,009	97.0	2.7	463	3.0	1.8
Environmental Science	13,329	12,842	96.3	2.4	487	3.7	2.2
Chemistry	11,609	11,089	95.5	2.3	520	4.5	2.0
Calculus BC	8,370	7,891	94.3	3.6	479	5.7	2.6
Spanish Literature and Culture	5,719	4,433	77.5	2.9	1,286	22.5	2.4
Computer Science A	5,601	4,878	87.1	2.9	723	12.9	2.6
Physics C: Mechanics	4,141	3,807	91.9	3.3	334	8.1	3.2
European History	3,826	3,599	94.1	2.9	227	5.9	3.0
Physics 2	3,567	2,839	79.6	2.5	728	20.4	2.7
Microeconomics	3,198	2,687	84.0	2.2	511	16.0	2.5
Studio Art: 2-D Design	2,903	1,958	67.4	3.2	945	32.6	3.1
Art History	2,643	2,547	96.4	2.9	96	3.6	2.1
Physics C: Electricity and Magnetism	2,468	2,215	89.7	3.2	253	10.3	2.9

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

Note. Examinations are listed in descending order by total number of examinations taken. 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. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in the Public Education Information Management System. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 24 (continued)
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2015-16

Examination subject	Examinations	Examinations taken with corresponding courses			Examinations taken without corresponding courses		
		Number	Percent	Mean score	Number	Percent	Mean score
Music Theory	2,096	1,978	94.4	3.1	118	5.6	2.1
Studio Art: Drawing	1,724	1,345	78.0	3.3	379	22.0	3.3
French Language and Culture	1,229	971	79.0	2.7	258	21.0	2.6
Capstone Seminar	843	833	98.8	2.7	10	1.2	2.1
Studio Art: 3-D Design	578	505	87.4	3.1	73	12.6	2.9
Chinese Language and Culture	489	244	49.9	4.2	245	50.1	4.4
Comparative Government and Politics	427	346	81.0	2.5	81	19.0	2.1
Latin	341	284	83.3	2.8	57	16.7	2.1
German Language and Culture	334	234	70.1	2.6	100	29.9	3.1
Capstone Research	322	321	99.7	2.7	1	0.3	1.0
Japanese Language and Culture	93	55	59.1	2.6	38	40.9	4.0
Italian Language and Culture	61	0	0.0	n/a ^a	61	100	4.0
All examination subjects	508,561	462,968	91.0	2.5	45,593	9.0	2.4

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

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

^aNot applicable.

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Abstract. This report presents Advanced Placement (AP) and International Baccalaureate (IB) examination participation and performance results in Texas public schools for the 2015-16 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.

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/>.



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