

Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2024-25

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

AP and IB examination results for Texas public school students are also used in the public school accountability system in evaluating the performance of districts and campuses in the assignment of rating labels and in awarding distinction designations, which recognize school districts and campuses for outstanding achievement in specified academic areas (Texas Education Agency [TEA], 2026d; Texas Education Code [TEC] Chapter 39, Subchapter G, 2026, as of May 27, 2026). In addition, AP and IB results are used to substitute for certain end-of-course assessments to meet graduation requirements (Title 19 of the Texas Administrative Code §101.4002, 2026, amended to be effective July 7, 2025; TEC §39.025, 2026, amended to be effective December 4, 2025).

For purposes of assigning accountability ratings and awarding distinction designations under the Texas public school accountability system, the criterion scores are defined as 3 or higher on an AP examination and 4 or higher on an IB examination.

It may be informative to compare a group's performance results over time, but the reliability of such comparisons is affected by group size. When a group is small, compared to other groups, reliability is reduced, and caution should be used when interpreting change over time. In general, changes in the performance of a large group, such as White AP examinees in Texas, are less likely to have occurred by chance than changes in the performance of a small group, such as American Indian or Pacific Islander AP examinees in Texas. The reliability of between-group comparisons also is affected by group size. When groups differ substantially in size, comparisons of performance results between them can be misleading and, thus, should be avoided. For example, the American Indian and Pacific Islander examinee populations are small in number, compared with other racial/ethnic examinee populations. Therefore, performance results for these groups

should not be compared from year to year or to other racial/ethnic groups.

Between 2022 and 2025, the College Board used evidence-based standard setting processes to evaluate student performance for most AP examinations (College Board, 2024, 2025). During this process, 14 examinations were identified as having percentages of scores of 3 or higher below the 60 to 80 percent range expected for each examination. Therefore, the College Board updated performance standards for these 14 examinations, resulting in increased percentages of scores of 3 or higher. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2024-25 to one another or to earlier years. For additional information, see the section, Highlights, on page 3.

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, 2024-25* (TEA, 2026a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2024-25* (TEA, 2026b). AP examination results for Texas public and nonpublic schools combined are presented in *Advanced Placement Examination Results in Texas and the United States, 2024-25* (TEA, 2026c).

Highlights

Comparison of Results Across Years

Between 2022 and 2025, the College Board used evidence-based standard setting processes to evaluate student performance for most AP examinations (College Board, 2024, 2025). During this process, 14 examinations were identified as having percentages of scores of 3 or higher below the 60 to 80 percent range expected for each examination. Therefore, the College Board updated performance standards for these 14 examinations, resulting in increased percentages of scores of 3 or higher. Year-over-year change in percentages of scores of 3 or higher after performance standards were updated ranged from 8.6 percentage points (Biology in 2022 and Human Geography in 2025) to 34.0 percentage points (English Literature and Composition in 2022). Performance standards were updated for AP examinations in the science, reading language arts (RLA), and social studies subject areas. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2024-25 to one another or to earlier years.

Advanced Placement (AP) Examinations with Updated Performance Standards, Worldwide, by Year, 2022 Through 2025

Examination	Subject area	Year updated	Change in percentage of examinees scoring 3 or higher (percentage-point) ^a
Biology	Science	2022	8.6
English Literature and Composition	Reading language arts	2022	34.0
World History: Modern	Social studies	2022	9.9
Chemistry	Science	2023	21.1
Macroeconomics	Social studies	2023	12.9
Microeconomics	Social studies	2023	9.0
European History	Social studies	2024	12.2
United States Government and Politics	Social studies	2024	23.8
United States History	Social studies	2024	24.7
English Language and Composition	Reading language arts	2025	19.7
Environmental Science	Science	2025	15.1
Human Geography	Social studies	2025	8.6
Physics 1: Algebra-Based	Science	2025	20.0
Psychology	Social studies	2025	8.8

Source: College Board (n.d., 2024, 2025).

Note. Data are based on public and nonpublic school examinees in the United States, United States territories, and other countries. From 2020-21 to 2024-25, the percentages of total examinations taken in the United States out of the total taken worldwide were: 96.2 percent, 96.5 percent, 95.6 percent, 95.4 percent, and 95.1 percent, respectively.

^aThe percentage-point change is calculated as the change in percentage of examinees scoring 3 or higher between the year the performance standard was updated and the previous year. For example, the percentage of examinees scoring 3 or higher on the Biology examination increased by 8.6 percentage points from 2020-21 to 2021-22.

Results for Texas public schools are reported by grade level. Between the 2021-22 and 2024-25 school years, the percentages of Texas public school AP examinees in Grade 8 taking at least one AP examination with performance standards updated that year ranged from 0.0 percent in the 2021-22 and 2022-23 school years to 0.4 percent in the 2024-25 school year. The percentages of AP examinees in Grades 9 and 10 taking at least one examination with performance standards updated that year ranged from 1.4 percent in 2022-23 to 47.1 percent in 2021-22. The percentages of AP examinees in Grades 11 and 12 taking at least one examination with performance standards updated that year ranged from 20.3 percent in 2022-23 to 51.5 percent in 2024-25.

Advanced Placement (AP) Examinees (%) Taking Examinations with Performance Standards Updated That Year, by School Year and Grade Level, Texas Public Schools, 2021-22 Through 2024-25

Year	Grade 8	Grades 9-10	Grades 11-12
2021-22 Examinees (%)	0.0	47.1	31.7
2022-23 Examinees (%)	0.0	1.4	20.3
2023-24 Examinees (%)	<0.1	3.8	44.2
2024-25 Examinees (%)	0.4	46.4	51.5

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

Distinction Designation Indicators for Advanced Placement and International Baccalaureate Combined

- In the 2024-25 school year, 15.0 percent of Texas public school students in Grades 11 and 12 took at least one AP or IB RLA examination, an increase of 0.4 percentage points from the previous year (Table 1 on page 7). Of those RLA examinees, 60.6 percent scored at or above criterion on at least one AP or IB RLA examination, an increase of 11.8 percentage points from the previous year.
- Among all students in Grades 11 and 12, 10.9 percent took at least one AP or IB mathematics examination, an increase of 1.3 percentage points from the previous year (Table 2 on page 9). Of those mathematics examinees, 56.3 percent scored at or above criterion on at least one AP or IB mathematics examination, an increase of 2.9 percentage points from the previous year.
- In 2024-25, 11.7 percent of all students in Grades 11 and 12 took at least one AP or IB science examination, an increase of 0.8 percentage points from the previous year (Table 3 on page 11). Of those science examinees, 55.5 percent scored at or above criterion on at least one AP or IB science examination, an increase of 9.4 percentage points from the previous year.
- Among all students in Grades 11 and 12, 14.4 percent took at least one AP or IB social studies examination, an increase of 0.7 percentage points from the previous year (Table 4 on page 13). Of those social studies examinees, 58.3 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.

- In 2024-25, 26.6 percent of all students in Grades 11 and 12 took at least one AP or IB examination in any subject, an increase of 0.9 percentage points from the previous year (Table 5 on page 15).

Advanced Placement and International Baccalaureate Combined

- In the 2024-25 school year, 215,150 (26.6%) Texas public school students in Grades 11 and 12 took at least one AP or IB examination. Of those, 62.8 percent scored at or above criterion on at least one of the examinations, an increase of 5.9 percentage points from the previous year (Table 5 on page 15).
- All Texas public 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, 2026, amended to be effective June 14, 2021). For this reason, 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. Among 11th- and 12th-grade students, 16.7 percent scored at or above criterion on at least one AP or IB examination, an increase of 2.1 percentage points from the previous year (Table 10 on page 23).

Advanced Placement

- In the 2024-25 school year, 210,841 Texas public school students in Grades 11 and 12 took 511,190 AP examinations (Table 11 on page 27). Among 11th- and 12th-grade students, 26.0 percent took at least one AP examination, an increase of 0.8 percentage points from the previous year. Of those AP examinees, 62.5 percent scored in the 3-5 range on at least one AP examination, an increase of 6.1 percentage points from the previous year.
- A total of 171,835 students in Grades 9 and 10 took 228,137 AP examinations (Table 12 on page 30). Among 9th- and 10th-grade students, 19.3 percent took at least one AP examination, an increase of 1.6 percentage points from the previous year. Of those AP examinees, 55.8 percent scored in the 3-5 range on at least one AP examination, an increase of 3.9 percentage points from the previous year.
- Of the 40 AP subject examinations taken by students in Grades 9-12, the five most frequently taken, in rank order, were: World History: Modern, English Language and Composition, Human Geography, United States History, and English Literature and Composition (Table 14 on page 34).

International Baccalaureate

- In the 2024-25 school year, 6,496 Texas public school students in Grades 11 and 12 took 21,207 IB examinations (Table 15 on page 42). Among 11th- and 12th-grade students, 0.8 percent took at least one IB examination, unchanged from the previous year. Of those IB examinees, 75.9 percent scored in the 4-7 range on at least one IB examination, a decrease of 0.2 percentage points from the previous year.

- The five most frequently taken IB examinations, in rank order, were: English A: Language and Literature, Spanish B, History of the Americas, Mathematics: Applications and Interpretation, and Biology (Table 16 on page 45).

Advanced Coursework

- In the 2024-25 school year, 738,565 Texas public school students in Grades 9-12 completed at least one advanced course (Table 17 on page 51). Of those students, 58.4 percent completed at least one AP course, an increase of 0.7 percentage points from the previous year.
- Of the 814,518 AP courses completed by students in Grades 9-12, 79.5 percent were completed by students taking corresponding examinations, an increase of 1.5 percentage points from the previous year (Table 20 on page 55). Of the 738,835 AP examinations taken, 87.7 percent were taken by students completing corresponding courses, an increase of 0.4 percentage points from the previous year.
- Of the 40 AP examination subjects, 30 had at least 250 examinees who completed corresponding AP courses and at least 250 examinees who did not complete corresponding AP courses (Table 22 on page 57). Of those 30 examination subjects, examinees who completed corresponding AP courses had higher mean scores on 24 examinations.

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

Comparison of Results Across Years

Between 2022 and 2025, the College Board used evidence-based standard setting processes to evaluate student performance for most AP examinations (College Board, 2024, 2025). During this process, 14 examinations were identified as having percentages of scores of 3 or higher below the 60 to 80 percent range expected for each examination. Therefore, the College Board updated performance standards for these 14 examinations, resulting in increased percentages of scores of 3 or higher. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2024-25 to one another or to earlier years. For additional information, see the section, Highlights, on page 3.

Reporting of Results

For the 2026 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.

Table 1
Participation and Performance in Reading 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, 2023-24 and 2024-25

Group	Students	RLA ^a examinees	RLA participation rate (%)	RLA examinees scoring at or above 3 (AP) or 4 (IB) (N)	RLA examinees scoring at or above 3 (AP) or 4 (IB) (%)
2023-24					
African American	98,877	10,343	10.5	3,213	31.1
American Indian	2,490	284	11.4	126	44.4
Asian	40,957	16,649	40.6	13,206	79.3
Hispanic	414,326	51,966	12.5	15,575	30.0
Pacific Islander	1,238	144	11.6	79	54.9
White	208,146	31,565	15.2	21,277	67.4

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aReading language arts. ^bEconomically disadvantaged.

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Table 1 (continued)
Participation and Performance in Reading 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, 2023-24 and 2024-25

Group	Students	RLA ^a examinees	RLA participation rate (%)	RLA examinees scoring at or above 3 (AP) or 4 (IB) (N)	RLA examinees scoring at or above 3 (AP) or 4 (IB) (%)
Multiracial	20,433	3,512	17.2	2,330	66.3
Econ. disad. ^b	441,512	48,179	10.9	12,769	26.5
Not econ. disad.	342,786	66,137	19.3	42,989	65.0
Female	387,554	66,018	17.0	32,441	49.1
Male	398,913	48,448	12.1	23,367	48.2
State	786,467	114,467	14.6	55,809	48.8
2024-25					
African American	102,116	11,011	10.8	4,901	44.5
American Indian	2,563	322	12.6	186	57.8
Asian	44,065	18,298	41.5	16,001	87.4
Hispanic	429,272	55,353	12.9	23,050	41.6
Pacific Islander	1,262	168	13.3	114	67.9
White	208,737	32,336	15.5	26,280	81.3
Multiracial	22,205	3,772	17.0	2,923	77.5
Econ. disad.	447,080	50,800	11.4	19,313	38.0
Not econ. disad.	360,853	70,254	19.5	54,044	76.9
Female	398,643	69,360	17.4	42,591	61.4
Male	411,577	51,903	12.6	30,867	59.5
State	810,220	121,264	15.0	73,458	60.6

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aReading language arts. ^bEconomically 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, 2023-24 and 2024-25

Group	Students	Math examinees	Math participation rate (%)	Math examinees scoring at or above 3 (AP) or 4 (IB) (N)	Math examinees scoring at or above 3 (AP) or 4 (IB) (%)
2023-24					
African American	98,877	4,736	4.8	1,757	37.1
American Indian	2,490	185	7.4	112	60.5
Asian	40,957	16,221	39.6	12,361	76.2
Hispanic	414,326	29,894	7.2	9,657	32.3
Pacific Islander	1,238	99	8.0	62	62.6
White	208,146	21,761	10.5	14,650	67.3
Multiracial	20,433	2,326	11.4	1,579	67.9
Econ. disad. ^a	441,512	27,326	6.2	8,429	30.8
Not econ. disad.	342,786	47,815	13.9	31,711	66.3
Female	387,554	35,729	9.2	17,791	49.8
Male	398,913	39,495	9.9	22,389	56.7
State	786,467	75,226	9.6	40,181	53.4
2024-25					
African American	102,116	5,929	5.8	2,588	43.6
American Indian	2,563	218	8.5	125	57.3
Asian	44,065	19,077	43.3	14,693	77.0
Hispanic	429,272	35,460	8.3	12,850	36.2
Pacific Islander	1,262	105	8.3	49	46.7
White	208,737	24,895	11.9	17,584	70.6
Multiracial	22,205	2,751	12.4	1,886	68.6
Econ. disad.	447,080	32,239	7.2	11,259	34.9
Not econ. disad.	360,853	56,056	15.5	38,463	68.6

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 2 (continued)
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, 2023-24 and 2024-25

Group	Students	Math examinees	Math participation rate (%)	Math examinees scoring at or above 3 (AP) or 4 (IB) (N)	Math examinees scoring at or above 3 (AP) or 4 (IB) (%)
Female	398,643	42,227	10.6	22,418	53.1
Male	411,577	46,212	11.2	27,359	59.2
State	810,220	88,441	10.9	49,777	56.3

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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, 2024-25* (TEA, 2026a), for additional information.

^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, 2023-24 and 2024-25

Group	Students	Science examinees	Science participation rate (%)	Science examinees scoring at or above 3 (AP) or 4 (IB) (N)	Science examinees scoring at or above 3 (AP) or 4 (IB) (%)
2023-24					
African American	98,877	5,564	5.6	1,633	29.3
American Indian	2,490	232	9.3	112	48.3
Asian	40,957	16,836	41.1	11,877	70.5
Hispanic	414,326	33,214	8.0	8,269	24.9
Pacific Islander	1,238	102	8.2	41	40.2
White	208,146	27,053	13.0	15,954	59.0
Multiracial	20,433	2,683	13.1	1,608	59.9
Econ. disad. ^a	441,512	29,614	6.7	6,833	23.1
Not econ. disad.	342,786	55,988	16.3	32,634	58.3
Female	387,554	44,066	11.4	18,721	42.5
Male	398,913	41,618	10.4	20,774	49.9
State	786,467	85,687	10.9	39,496	46.1
2024-25					
African American	102,116	6,430	6.3	2,521	39.2
American Indian	2,563	263	10.3	141	53.6
Asian	44,065	19,308	43.8	15,191	78.7
Hispanic	429,272	36,395	8.5	12,067	33.2
Pacific Islander	1,262	123	9.7	58	47.2
White	208,737	29,013	13.9	20,399	70.3
Multiracial	22,205	3,094	13.9	2,157	69.7
Econ. disad.	447,080	32,307	7.2	10,028	31.0
Not econ. disad.	360,853	62,168	17.2	42,451	68.3

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 3 (continued)
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, 2023-24 and 2024-25

Group	Students	Science examinees	Science participation rate (%)	Science examinees scoring at or above 3 (AP) or 4 (IB) (N)	Science examinees scoring at or above 3 (AP) or 4 (IB) (%)
Female	398,643	48,447	12.2	25,389	52.4
Male	411,577	46,184	11.2	27,149	58.8
State	810,220	94,634	11.7	52,540	55.5

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^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, 2023-24 and 2024-25

Group	Students	Social studies examinees	Social studies participation rate (%)	Social studies examinees scoring at or above 3 (AP) or 4 (IB) (N)	Social studies examinees scoring at or above 3 (AP) or 4 (IB) (%)
2023-24					
African American	98,877	8,967	9.1	3,757	41.9
American Indian	2,490	275	11.0	154	56.0
Asian	40,957	17,151	41.9	14,368	83.8
Hispanic	414,326	46,963	11.3	17,110	36.4
Pacific Islander	1,238	139	11.2	74	53.2
White	208,146	31,038	14.9	23,315	75.1
Multiracial	20,433	3,299	16.1	2,455	74.4
Econ. disad. ^a	441,512	43,176	9.8	14,331	33.2
Not econ. disad.	342,786	64,512	18.8	46,832	72.6
Female	387,554	57,409	14.8	31,009	54.0
Male	398,913	50,424	12.6	30,225	59.9
State	786,467	107,836	13.7	61,235	56.8
2024-25					
African American	102,116	9,828	9.6	4,333	44.1
American Indian	2,563	309	12.1	183	59.2
Asian	44,065	19,498	44.2	16,549	84.9
Hispanic	429,272	51,088	11.9	19,530	38.2
Pacific Islander	1,262	153	12.1	94	61.4
White	208,737	32,430	15.5	24,842	76.6
Multiracial	22,205	3,674	16.5	2,726	74.2
Econ. disad.	447,080	46,342	10.4	16,236	35.0
Not econ. disad.	360,853	70,440	19.5	51,928	73.7

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 4 (continued)
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, 2023-24 and 2024-25

Group	Students	Social studies examinees	Social studies participation rate (%)	Social studies examinees scoring at or above 3 (AP) or 4 (IB) (N)	Social studies examinees scoring at or above 3 (AP) or 4 (IB) (%)
Female	398,643	62,008	15.6	34,671	55.9
Male	411,577	54,975	13.4	33,588	61.1
State	810,220	116,985	14.4	68,260	58.3

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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

Comparison of Results Across Years

Between 2022 and 2025, the College Board used evidence-based standard setting processes to evaluate student performance for most AP examinations (College Board, 2024, 2025). During this process, 14 examinations were identified as having percentages of scores of 3 or higher below the 60 to 80 percent range expected for each examination. Therefore, the College Board updated performance standards for these 14 examinations, resulting in increased percentages of scores of 3 or higher. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2024-25 to one another or to earlier years. For additional information, see the section, Highlights, on page 3.

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, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams	Exams with scores at or above 3 (AP) or 4 (IB) (N)	Exams with scores at or above 3 (AP) or 4 (IB) (%)
2020-21								
African American	93,430	12,140	13.0	3,517	29.0	23,987	6,643	27.7
American Indian	2,462	413	16.8	218	52.8	910	406	44.6
Asian	37,113	20,557	55.4	15,136	73.6	66,206	45,049	68.0
Hispanic	392,531	70,486	18.0	24,407	34.6	145,275	42,049	28.9
Pacific Islander	1,143	205	17.9	90	43.9	447	162	36.2
White	214,251	52,041	24.3	31,846	61.2	122,421	69,972	57.2
Multiracial	17,037	3,998	23.5	2,431	60.8	10,036	5,781	57.6
Econ. disad. ^a	400,759	60,153	15.0	18,977	31.5	123,188	32,566	26.4
Not econ. disad.	355,060	99,001	27.9	58,404	59.0	244,829	137,054	56.0

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. During the COVID-19 pandemic, IB provided two assessment options for the 2020-21 examinations: an examination route and a non-examination route. For the 2021-22 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. Beginning with the 2022-23 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 5 (continued)
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB)
Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams	Exams with scores at or above 3 (AP) or 4 (IB) (N)	Exams with scores at or above 3 (AP) or 4 (IB) (%)
Female	375,525	90,022	24.0	42,997	47.8	200,971	89,658	44.6
Male	382,442	69,840	18.3	34,664	49.6	168,364	80,438	47.8
State	757,967	159,868	21.1	77,664	48.6	369,344	170,101	46.1
2021-22								
African American	94,128	13,866	14.7	4,650	33.5	27,653	8,450	30.6
American Indian	2,382	454	19.1	223	49.1	1,000	444	44.4
Asian	38,086	22,434	58.9	17,636	78.6	73,080	52,902	72.4
Hispanic	396,113	80,428	20.3	32,200	40.0	166,653	53,481	32.1
Pacific Islander	1,150	209	18.2	95	45.5	500	220	44.0
White	211,492	53,269	25.2	35,675	67.0	123,800	76,584	61.9
Multiracial	18,149	4,560	25.1	2,981	65.4	11,150	6,859	61.5
Econ. disad. ^a	408,458	70,717	17.3	25,863	36.6	145,740	42,772	29.3
Not econ. disad.	350,745	103,569	29.5	67,254	64.9	256,373	155,606	60.7
Female	376,343	97,825	26.0	51,793	52.9	219,265	104,979	47.9
Male	385,157	77,393	20.1	41,667	53.8	184,567	93,960	50.9
State	761,500	175,242	23.0	93,468	53.3	403,870	198,954	49.3
2022-23								
African American	95,145	15,134	15.9	5,164	34.1	30,360	9,495	31.3
American Indian	2,386	472	19.8	253	53.6	1,031	501	48.6
Asian	38,875	23,921	61.5	19,009	79.5	79,340	58,086	73.2
Hispanic	399,768	85,668	21.4	34,159	39.9	180,235	57,012	31.6
Pacific Islander	1,167	228	19.5	108	47.4	521	235	45.1
White	208,026	54,687	26.3	36,636	67.0	128,004	79,930	62.4
Multiracial	19,112	5,146	26.9	3,395	66.0	12,760	7,939	62.2

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. During the COVID-19 pandemic, IB provided two assessment options for the 2020-21 examinations: an examination route and a non-examination route. For the 2021-22 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. Beginning with the 2022-23 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 5 (continued)

Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams	Exams with scores at or above 3 (AP) or 4 (IB) (N)	Exams with scores at or above 3 (AP) or 4 (IB) (%)
Econ. disad. ^a	421,798	76,798	18.2	28,160	36.7	160,107	46,420	29.0
Not econ. disad.	340,316	108,004	31.7	70,333	65.1	271,079	166,200	61.3
Female	377,108	102,732	27.2	54,690	53.2	232,892	111,778	48.0
Male	387,371	82,531	21.3	44,039	53.4	199,374	101,432	50.9
State	764,479	185,268	24.2	98,731	53.3	432,276	213,212	49.3
2023-24								
African American	98,877	17,016	17.2	6,601	38.8	34,545	12,421	36.0
American Indian	2,490	538	21.6	308	57.2	1,237	674	54.5
Asian	40,957	26,159	63.9	21,749	83.1	89,827	69,171	77.0
Hispanic	414,326	95,602	23.1	41,617	43.5	206,818	72,997	35.3
Pacific Islander	1,238	264	21.3	149	56.4	602	317	52.7
White	208,146	56,946	27.4	40,590	71.3	137,260	93,320	68.0
Multiracial	20,433	5,725	28.0	4,052	70.8	14,829	10,081	68.0
Econ. disad.	441,512	87,874	19.9	35,414	40.3	187,968	61,547	32.7
Not econ. disad.	342,786	114,089	33.3	79,510	69.7	296,584	197,190	66.5
Female	387,554	111,108	28.7	62,194	56.0	257,355	133,085	51.7
Male	398,913	91,147	22.8	52,877	58.0	227,774	125,906	55.3
State	786,467	202,260	25.7	115,074	56.9	485,139	258,995	53.4
2024-25								
African American	102,116	18,571	18.2	8,642	46.5	38,789	16,850	43.4
American Indian	2,563	587	22.9	371	63.2	1,406	821	58.4
Asian	44,065	28,972	65.7	25,066	86.5	102,524	83,216	81.2
Hispanic	429,272	101,723	23.7	50,330	49.5	226,402	92,124	40.7

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. During the COVID-19 pandemic, IB provided two assessment options for the 2020-21 examinations: an examination route and a non-examination route. For the 2021-22 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. Beginning with the 2022-23 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 5 (continued)

Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams	Exams with scores at or above 3 (AP) or 4 (IB) (N)	Exams with scores at or above 3 (AP) or 4 (IB) (%)
Pacific Islander	1,262	282	22.3	184	65.2	672	385	57.3
White	208,737	58,648	28.1	45,821	78.1	146,055	108,783	74.5
Multiracial	22,205	6,356	28.6	4,787	75.3	16,520	11,996	72.6
Econ. disad. ^a	447,080	92,668	20.7	42,781	46.2	203,955	77,686	38.1
Not econ. disad.	360,853	122,093	33.8	92,214	75.5	327,549	236,116	72.1
Female	398,643	116,929	29.3	73,035	62.5	280,188	162,040	57.8
Male	411,577	98,217	23.9	62,170	63.3	252,200	152,150	60.3
State	810,220	215,150	26.6	135,208	62.8	532,397	314,193	59.0

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. During the COVID-19 pandemic, IB provided two assessment options for the 2020-21 examinations: an examination route and a non-examination route. For the 2021-22 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. Beginning with the 2022-23 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

Table 6
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB)
Examinations Combined, Grades 11 and 12, by Program Participation, Texas Public Schools,
2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams	Exams with scores at or above 3 (AP) or 4 (IB) (N)	Exams with scores at or above 3 (AP) or 4 (IB) (%)
Bilingual or ESL ^a	127,979	22,723	17.8	8,552	37.6	45,392	10,771	23.7
Not bilingual or ESL	679,954	192,038	28.2	126,443	65.8	486,112	303,031	62.3
CTE ^b concentrator	569,919	152,474	26.8	93,218	61.1	364,202	212,283	58.3
Not CTE concentrator	238,084	62,510	26.3	41,891	67.0	167,779	101,711	60.6
Gifted and talented	83,051	51,657	62.2	41,750	80.8	160,146	123,312	77.0
Not gifted and talented	724,882	163,104	22.5	93,245	57.2	371,358	190,490	51.3
Section 504	92,291	19,552	21.2	12,424	63.5	44,455	26,929	60.6
Not Section 504	715,642	195,209	27.3	122,571	62.8	487,049	286,873	58.9
Special education	89,165	4,220	4.7	1,522	36.1	8,756	2,699	30.8
Not special education	718,768	210,541	29.3	133,473	63.4	522,748	311,103	59.5
Title I	400,463	95,203	23.8	43,575	45.8	216,509	80,920	37.4
Not Title I	407,470	119,558	29.3	91,420	76.5	314,995	232,882	73.9
State	810,220	215,150	26.6	135,208	62.8	532,397	314,193	59.0

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees or examinations by program participation may differ from one another or from the total of all examinees or examinations. Students may be counted in more than one category. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^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,
2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams	Exams with scores at or above 3 (AP) or 4 (IB) (N)	Exams with scores at or above 3 (AP) or 4 (IB) (%)
At-risk	391,317	54,596	14.0	21,172	38.8	108,230	32,356	29.9
Not at-risk	418,903	159,447	38.1	113,440	71.1	421,961	280,835	66.6
Dyslexia	46,709	5,845	12.5	2,752	47.1	11,696	5,219	44.6
Not dyslexia	763,511	208,947	27.4	132,261	63.3	519,890	308,626	59.4
Emergent bilingual	135,113	23,857	17.7	8,883	37.2	47,731	11,284	23.6
Not emergent bilingual	672,820	190,904	28.4	126,112	66.1	483,773	302,518	62.5
Foster care	1,019	85	8.3	33	38.8	202	47	23.3
Not foster care	806,914	214,676	26.6	134,962	62.9	531,302	313,755	59.1
Homeless	13,061	1,630	12.5	669	41.0	3,266	1,091	33.4
Not homeless	794,872	213,131	26.8	134,326	63.0	528,238	312,711	59.2
Immigrant	16,682	3,514	21.1	2,627	74.8	7,526	5,098	67.7
Not immigrant	793,538	210,529	26.5	131,985	62.7	522,665	308,093	58.9
Migratory	2,137	322	15.1	104	32.3	645	133	20.6
Not migratory	805,796	214,439	26.6	134,891	62.9	530,859	313,669	59.1
Military-connected	35,267	9,663	27.4	6,443	66.7	21,966	13,218	60.2
Not military-connected	772,666	205,098	26.5	128,552	62.7	509,538	300,584	59.0
State	810,220	215,150	26.6	135,208	62.8	532,397	314,193	59.0

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees or examinations by student characteristic may differ from one another or from the total of all examinees or examinations. Students may be counted in more than one category. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

Table 8
Participation and Performance of Racial/Ethnic Groups on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Economic Status, Texas Public Schools, 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)
African American					
Econ. disad. ^a	69,071	10,734	15.5	4,109	38.3
Not econ. disad.	32,656	7,793	23.9	4,521	58.0
All students	102,116	18,571	18.2	8,642	46.5
American Indian					
Econ. disad.	1,380	254	18.4	119	46.9
Not econ. disad.	1,180	333	28.2	252	75.7
All students	2,563	587	22.9	371	63.2
Asian					
Econ. disad.	12,083	5,874	48.6	4,372	74.4
Not econ. disad.	31,895	23,035	72.2	20,653	89.7
All students	44,065	28,972	65.7	25,066	86.5
Hispanic					
Econ. disad.	302,415	66,875	22.1	28,620	42.8
Not econ. disad.	125,538	34,677	27.6	21,630	62.4
All students	429,272	101,723	23.7	50,330	49.5
Pacific Islander					
Econ. disad.	649	108	16.6	63	58.3
Not econ. disad.	609	173	28.4	120	69.4
All students	1,262	282	22.3	184	65.2
White					
Econ. disad.	52,635	7,500	14.2	4,760	63.5
Not econ. disad.	155,654	51,057	32.8	40,995	80.3
All students	208,737	58,648	28.1	45,821	78.1
Multiracial					
Econ. disad.	8,847	1,323	15.0	738	55.8
Not econ. disad.	13,321	5,025	37.7	4,043	80.5
All students	22,205	6,356	28.6	4,787	75.3
State					
Econ. disad.	447,080	92,668	20.7	42,781	46.2
Not econ. disad.	360,853	122,093	33.8	92,214	75.5
All students	810,220	215,150	26.6	135,208	62.8

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity or by economic status may differ from one another or from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

Table 9
Participation and Performance of Racial/Ethnic Groups on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Gender, Texas Public Schools, 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)
African American					
Female	50,223	10,851	21.6	5,223	48.1
Male	51,893	7,720	14.9	3,419	44.3
All students	102,116	18,571	18.2	8,642	46.5
American Indian					
Female	1,231	314	25.5	194	61.8
Male	1,332	273	20.5	177	64.8
All students	2,563	587	22.9	371	63.2
Asian					
Female	21,435	14,465	67.5	12,475	86.2
Male	22,630	14,507	64.1	12,591	86.8
All students	44,065	28,972	65.7	25,066	86.5
Hispanic					
Female	212,403	56,418	26.6	28,088	49.8
Male	216,869	45,305	20.9	22,242	49.1
All students	429,272	101,723	23.7	50,330	49.5
Pacific Islander					
Female	663	177	26.7	121	68.4
Male	599	105	17.5	63	60.0
All students	1,262	282	22.3	184	65.2
White					
Female	101,676	31,216	30.7	24,357	78.0
Male	107,061	27,430	25.6	21,462	78.2
All students	208,737	58,648	28.1	45,821	78.1
Multiracial					
Female	11,012	3,486	31.7	2,576	73.9
Male	11,193	2,870	25.6	2,211	77.0
All students	22,205	6,356	28.6	4,787	75.3
State					
Female	398,643	116,929	29.3	73,035	62.5
Male	411,577	98,217	23.9	62,170	63.3
All students	810,220	215,150	26.6	135,208	62.8

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity or by gender may differ from one another or from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

Table 10
Students Qualifying for College Credit Based on Advanced Placement (AP)
or International Baccalaureate (IB) Examination Performance, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2020-21 Through 2024-25

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
2020-21			
African American	93,430	3,517	3.8
American Indian	2,462	218	8.9
Asian	37,113	15,136	40.8
Hispanic	392,531	24,407	6.2
Pacific Islander	1,143	90	7.9
White	214,251	31,846	14.9
Multiracial	17,037	2,431	14.3
Economically disadvantaged	400,759	18,977	4.7
Not economically disadvantaged	355,060	58,404	16.4
Female	375,525	42,997	11.4
Male	382,442	34,664	9.1
State	757,967	77,664	10.2
2021-22			
African American	94,128	4,650	4.9
American Indian	2,382	223	9.4
Asian	38,086	17,636	46.3
Hispanic	396,113	32,200	8.1

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, by economic status, or by gender may differ from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. During the COVID-19 pandemic, IB provided two assessment options for the 2020-21 examinations: an examination route and a non-examination route. For the 2021-22 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. Beginning with the 2022-23 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information. All Texas public 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, 2026, amended to be effective June 14, 2021). For this reason, the percentage of all enrolled students who meet the criterion score (3 or higher on an AP examination or 4 or higher on an IB examination) may be viewed as one indicator of college readiness among Texas public high school students. Whereas indicators of performance presented 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.

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Table 10 (continued)
Students Qualifying for College Credit Based on Advanced Placement (AP)
or International Baccalaureate (IB) Examination Performance, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2020-21 Through 2024-25

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
Pacific Islander	1,150	95	8.3
White	211,492	35,675	16.9
Multiracial	18,149	2,981	16.4
Economically disadvantaged	408,458	25,863	6.3
Not economically disadvantaged	350,745	67,254	19.2
Female	376,343	51,793	13.8
Male	385,157	41,667	10.8
State	761,500	93,468	12.3
2022-23			
African American	95,145	5,164	5.4
American Indian	2,386	253	10.6
Asian	38,875	19,009	48.9
Hispanic	399,768	34,159	8.5
Pacific Islander	1,167	108	9.3
White	208,026	36,636	17.6
Multiracial	19,112	3,395	17.8
Economically disadvantaged	421,798	28,160	6.7
Not economically disadvantaged	340,316	70,333	20.7

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, by economic status, or by gender may differ from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. During the COVID-19 pandemic, IB provided two assessment options for the 2020-21 examinations: an examination route and a non-examination route. For the 2021-22 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. Beginning with the 2022-23 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information. All Texas public 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, 2026, amended to be effective June 14, 2021). For this reason, the percentage of all enrolled students who meet the criterion score (3 or higher on an AP examination or 4 or higher on an IB examination) may be viewed as one indicator of college readiness among Texas public high school students. Whereas indicators of performance presented 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.

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Table 10 (continued)
Students Qualifying for College Credit Based on Advanced Placement (AP)
or International Baccalaureate (IB) Examination Performance, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2020-21 Through 2024-25

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
Female	377,108	54,690	14.5
Male	387,371	44,039	11.4
State	764,479	98,731	12.9
2023-24			
African American	98,877	6,601	6.7
American Indian	2,490	308	12.4
Asian	40,957	21,749	53.1
Hispanic	414,326	41,617	10.0
Pacific Islander	1,238	149	12.0
White	208,146	40,590	19.5
Multiracial	20,433	4,052	19.8
Economically disadvantaged	441,512	35,414	8.0
Not economically disadvantaged	342,786	79,510	23.2
Female	387,554	62,194	16.0
Male	398,913	52,877	13.3
State	786,467	115,074	14.6

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, by economic status, or by gender may differ from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. During the COVID-19 pandemic, IB provided two assessment options for the 2020-21 examinations: an examination route and a non-examination route. For the 2021-22 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. Beginning with the 2022-23 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information. All Texas public 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, 2026, amended to be effective June 14, 2021). For this reason, the percentage of all enrolled students who meet the criterion score (3 or higher on an AP examination or 4 or higher on an IB examination) may be viewed as one indicator of college readiness among Texas public high school students. Whereas indicators of performance presented 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.

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Table 10 (continued)
Students Qualifying for College Credit Based on Advanced Placement (AP)
or International Baccalaureate (IB) Examination Performance, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2020-21 Through 2024-25

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
2024-25			
African American	102,116	8,642	8.5
American Indian	2,563	371	14.5
Asian	44,065	25,066	56.9
Hispanic	429,272	50,330	11.7
Pacific Islander	1,262	184	14.6
White	208,737	45,821	22.0
Multiracial	22,205	4,787	21.6
Economically disadvantaged	447,080	42,781	9.6
Not economically disadvantaged	360,853	92,214	25.6
Female	398,643	73,035	18.3
Male	411,577	62,170	15.1
State	810,220	135,208	16.7

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, by economic status, or by gender may differ from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. During the COVID-19 pandemic, IB provided two assessment options for the 2020-21 examinations: an examination route and a non-examination route. For the 2021-22 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. Beginning with the 2022-23 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information. All Texas public 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, 2026, amended to be effective June 14, 2021). For this reason, the percentage of all enrolled students who meet the criterion score (3 or higher on an AP examination or 4 or higher on an IB examination) may be viewed as one indicator of college readiness among Texas public high school students. Whereas indicators of performance presented 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.

Results for Texas Public Schools: Advanced Placement

Comparison of Results Across Years

Between 2022 and 2025, the College Board used evidence-based standard setting processes to evaluate student performance for most AP examinations (College Board, 2024, 2025). During this process, 14 examinations were identified as having percentages of scores of 3 or higher below the 60 to 80 percent range expected for each examination. Therefore, the College Board updated performance standards for these 14 examinations, resulting in increased percentages of scores of 3 or higher. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2024-25 to one another or to earlier years. For additional information, see the section, Highlights, on page 3.

Table 11
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2020-21								
African American	93,430	11,750	12.6	3,206	27.3	22,375	5,695	25.5
American Indian	2,462	403	16.4	209	51.9	871	379	43.5
Asian	37,113	20,037	54.0	14,537	72.6	62,240	41,347	66.4
Hispanic	392,531	68,357	17.4	22,361	32.7	135,811	36,176	26.6
Pacific Islander	1,143	198	17.3	82	41.4	430	151	35.1
White	214,251	51,235	23.9	30,938	60.4	117,518	65,860	56.0
Multiracial	17,037	3,907	22.9	2,340	59.9	9,503	5,330	56.1
Econ. disad. ^a	400,759	58,213	14.5	17,156	29.5	114,629	27,421	23.9
Not econ. disad.	355,060	96,988	27.3	56,255	58.0	232,860	127,077	54.6
Female	375,525	87,764	23.4	40,601	46.3	189,190	80,663	42.6
Male	382,442	68,137	17.8	33,082	48.6	159,598	74,298	46.6
State	757,967	155,907	20.6	73,686	47.3	348,797	154,966	44.4
2021-22								
African American	94,128	13,481	14.3	4,420	32.8	26,183	7,808	29.8
American Indian	2,382	446	18.7	216	48.4	967	416	43.0
Asian	38,086	21,929	57.6	17,055	77.8	69,408	49,637	71.5

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 11 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
Hispanic	396,113	78,289	19.8	30,253	38.6	156,595	48,150	30.7
Pacific Islander	1,150	204	17.7	89	43.6	469	199	42.4
White	211,492	52,552	24.8	34,870	66.4	119,355	72,950	61.1
Multiracial	18,149	4,465	24.6	2,894	64.8	10,640	6,449	60.6
Econ. disad. ^a	408,458	68,797	16.8	24,222	35.2	136,918	38,394	28.0
Not econ. disad.	350,745	101,636	29.0	65,233	64.2	244,983	146,659	59.9
Female	376,343	95,652	25.4	49,645	51.9	207,900	97,386	46.8
Male	385,157	75,712	19.7	40,152	53.0	175,713	88,222	50.2
State	761,500	171,388	22.5	89,805	52.4	383,651	185,623	48.4
2022-23								
African American	95,145	14,720	15.5	4,943	33.6	28,696	8,905	31.0
American Indian	2,386	462	19.4	243	52.6	983	466	47.4
Asian	38,875	23,430	60.3	18,482	78.9	75,696	54,973	72.6
Hispanic	399,768	83,591	20.9	32,356	38.7	170,416	52,726	30.9
Pacific Islander	1,167	225	19.3	105	46.7	501	224	44.7
White	208,026	53,895	25.9	35,867	66.5	123,483	76,680	62.1
Multiracial	19,112	5,057	26.5	3,326	65.8	12,264	7,612	62.1
Econ. disad.	421,798	74,827	17.7	26,578	35.5	151,101	42,797	28.3
Not econ. disad.	340,316	106,100	31.2	68,513	64.6	259,874	158,211	60.9
Female	377,108	100,521	26.7	52,684	52.4	221,353	104,986	47.4
Male	387,371	80,865	20.9	42,642	52.7	190,700	96,611	50.7
State	764,479	181,391	23.7	95,328	52.6	412,063	201,599	48.9
2023-24								
African American	98,877	16,581	16.8	6,376	38.5	32,766	11,826	36.1
American Indian	2,490	526	21.1	296	56.3	1,187	636	53.6
Asian	40,957	25,639	62.6	21,192	82.7	85,808	65,793	76.7
Hispanic	414,326	93,385	22.5	39,879	42.7	196,593	68,808	35.0
Pacific Islander	1,238	261	21.1	146	55.9	582	303	52.1

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 11 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
White	208,146	56,192	27.0	39,893	71.0	133,188	90,361	67.8
Multiracial	20,433	5,610	27.5	3,954	70.5	14,237	9,673	67.9
Econ. disad. ^a	441,512	85,770	19.4	33,862	39.5	178,226	57,754	32.4
Not econ. disad.	342,786	112,137	32.7	77,732	69.3	285,569	189,402	66.3
Female	387,554	108,805	28.1	60,221	55.3	245,672	126,342	51.4
Male	398,913	89,393	22.4	51,519	57.6	218,699	121,067	55.4
State	786,467	198,202	25.2	111,743	56.4	464,380	247,413	53.3
2024-25								
African American	102,116	18,054	17.7	8,391	46.5	36,883	16,194	43.9
American Indian	2,563	582	22.7	368	63.2	1,378	807	58.6
Asian	44,065	28,453	64.6	24,512	86.1	98,536	79,937	81.1
Hispanic	429,272	99,392	23.2	48,538	48.8	216,098	87,812	40.6
Pacific Islander	1,262	277	21.9	179	64.6	642	366	57.0
White	208,737	57,842	27.7	45,106	78.0	141,787	105,629	74.5
Multiracial	22,205	6,232	28.1	4,684	75.2	15,842	11,529	72.8
Econ. disad.	447,080	90,503	20.2	41,209	45.5	194,358	73,851	38.0
Not econ. disad.	360,853	119,952	33.2	90,364	75.3	315,950	228,053	72.2
Female	398,643	114,528	28.7	70,997	62.0	268,432	155,150	57.8
Male	411,577	96,310	23.4	60,784	63.1	242,751	147,136	60.6
State	810,220	210,841	26.0	131,783	62.5	511,190	302,288	59.1

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

Table 12
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2020-21								
African American	108,970	8,910	8.2	2,170	24.4	9,968	2,518	25.3
American Indian	2,837	302	10.6	138	45.7	364	170	46.7
Asian	37,915	17,712	46.7	12,790	72.2	26,101	18,885	72.4
Hispanic	452,794	53,250	11.8	16,872	31.7	65,130	19,354	29.7
Pacific Islander	1,281	150	11.7	61	40.7	179	79	44.1
White	228,217	34,719	15.2	19,119	55.1	40,604	22,416	55.2
Multiracial	20,263	3,150	15.5	1,745	55.4	3,831	2,156	56.3
Econ. disad. ^a	494,711	46,218	9.3	13,027	28.2	56,052	14,863	26.5
Not econ. disad.	357,139	71,215	19.9	39,582	55.6	89,180	50,358	56.5
Female	413,733	65,305	15.8	28,195	43.2	79,719	34,174	42.9
Male	438,544	52,904	12.1	24,702	46.7	66,475	31,406	47.2
State	852,277	118,221	13.9	52,903	44.7	146,208	65,586	44.9
2021-22								
African American	113,255	10,141	9.0	3,024	29.8	11,329	3,438	30.3
American Indian	2,898	377	13.0	190	50.4	462	232	50.2
Asian	39,256	18,746	47.8	14,933	79.7	27,116	21,439	79.1
Hispanic	467,693	62,802	13.4	22,841	36.4	77,011	26,156	34.0
Pacific Islander	1,375	162	11.8	72	44.4	184	86	46.7
White	228,024	35,528	15.6	22,248	62.6	41,212	25,765	62.5
Multiracial	22,145	3,643	16.5	2,194	60.2	4,334	2,657	61.3
Econ. disad.	514,373	55,611	10.8	18,455	33.2	67,729	21,164	31.2
Not econ. disad.	359,608	74,748	20.8	46,591	62.3	92,607	58,046	62.7
Female	423,456	71,530	16.9	34,327	48.0	87,012	41,099	47.2
Male	451,190	59,891	13.3	31,168	52.0	74,658	38,664	51.8
State	874,646	131,466	15.0	65,515	49.8	161,722	79,786	49.3

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 12 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2022-23								
African American	116,992	11,431	9.8	3,621	31.7	12,726	4,107	32.3
American Indian	2,924	410	14.0	209	51.0	508	268	52.8
Asian	42,636	22,087	51.8	17,880	81.0	33,543	27,031	80.6
Hispanic	486,122	71,973	14.8	26,783	37.2	88,728	30,890	34.8
Pacific Islander	1,388	161	11.6	88	54.7	197	106	53.8
White	229,501	39,001	17.0	24,756	63.5	46,381	29,490	63.6
Multiracial	23,917	4,142	17.3	2,587	62.5	5,155	3,305	64.1
Econ. disad. ^a	551,211	65,513	11.9	22,386	34.2	80,088	25,783	32.2
Not econ. disad.	351,717	83,073	23.6	53,202	64.0	106,201	68,857	64.8
Female	437,512	80,381	18.4	39,802	49.5	99,341	48,719	49.0
Male	465,968	68,835	14.8	36,127	52.5	87,913	46,486	52.9
State	903,480	149,226	16.5	75,932	50.9	187,267	95,208	50.8
2023-24								
African American	116,381	12,537	10.8	4,315	34.4	14,356	5,117	35.6
American Indian	3,162	554	17.5	261	47.1	683	340	49.8
Asian	44,826	24,332	54.3	19,949	82.0	39,713	32,398	81.6
Hispanic	485,743	77,007	15.9	29,339	38.1	97,238	34,688	35.7
Pacific Islander	1,411	192	13.6	82	42.7	230	91	39.6
White	224,089	40,647	18.1	26,100	64.2	49,645	32,121	64.7
Multiracial	24,986	4,576	18.3	2,888	63.1	5,760	3,750	65.1
Econ. disad.	552,612	71,981	13.0	25,400	35.3	90,405	30,102	33.3
Not econ. disad.	347,460	87,437	25.2	57,320	65.6	116,652	78,120	67.0
Female	437,135	85,946	19.7	43,330	50.4	109,802	55,198	50.3
Male	463,463	73,905	15.9	39,608	53.6	97,839	53,318	54.5
State	900,598	159,854	17.7	82,940	51.9	207,645	108,518	52.3

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 12 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2024-25								
African American	114,664	13,912	12.1	5,653	40.6	16,469	6,827	41.5
American Indian	3,638	769	21.1	354	46.0	966	448	46.4
Asian	46,510	26,553	57.1	22,512	84.8	45,178	38,320	84.8
Hispanic	477,696	82,358	17.2	34,378	41.7	106,174	41,414	39.0
Pacific Islander	1,497	205	13.7	103	50.2	246	121	49.2
White	218,736	42,857	19.6	29,296	68.4	52,408	36,124	68.9
Multiracial	26,076	5,168	19.8	3,575	69.2	6,677	4,709	70.5
Econ. disad. ^a	532,632	75,778	14.2	29,231	38.6	97,285	35,185	36.2
Not econ. disad.	355,631	95,558	26.9	66,388	69.5	130,180	92,454	71.0
Female	431,637	91,950	21.3	50,115	54.5	119,558	64,999	54.4
Male	457,180	79,884	17.5	45,765	57.3	108,577	62,974	58.0
State	888,817	171,835	19.3	95,881	55.8	228,137	127,975	56.1

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

Table 13
Advanced Placement (AP) Examination Participation and Performance, Grade 8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2023-24 and 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2023-24								
African American	52,549	40	0.1	26	65.0	40	26	65.0
American Indian	1,834	42	2.3	29	69.0	42	29	69.0
Asian	22,061	141	0.6	133	94.3	145	137	94.5
Hispanic	218,237	4,297	2.0	2,820	65.6	4,297	2,820	65.6
Pacific Islander	725	1	0.1	0	0.0	1	0	0.0
White	106,596	245	0.2	164	66.9	248	166	66.9
Multiracial	12,234	35	0.3	24	68.6	35	24	68.6
Econ. disad. ^b	256,717	3,610	1.4	2,288	63.4	3,610	2,288	63.4
Not econ. disad.	157,314	1,137	0.7	863	75.9	1,143	869	76.0
Female	201,706	2,712	1.3	1,938	71.5	2,714	1,939	71.4
Male	212,530	2,089	1.0	1,258	60.2	2,094	1,263	60.3
State	414,236	4,801	1.2	3,196	66.6	4,808	3,202	66.6
2024-25								
African American	52,271	37	0.1	19	51.4	37	19	51.4
American Indian	1,316	12	0.9	9	75.0	12	9	75.0
Asian	23,147	146	0.6	136	93.2	159	149	93.7
Hispanic	217,890	4,477	2.1	3,006	67.1	4,477	3,006	67.1
Pacific Islander	691	0	0.0	0	0.0	0	0	0.0
White	102,883	239	0.2	174	72.8	239	174	72.8
Multiracial	12,728	29	0.2	22	75.9	30	23	76.7
Econ. disad.	248,052	3,707	1.5	2,421	65.3	3,707	2,421	65.3
Not econ. disad.	162,695	1,214	0.7	930	76.6	1,227	943	76.9
Female	200,231	2,720	1.4	1,958	72.0	2,723	1,961	72.0
Male	210,695	2,220	1.1	1,408	63.4	2,231	1,419	63.6
State	410,926	4,940	1.2	3,366	68.1	4,954	3,380	68.2

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aNot applicable. ^bEconomically disadvantaged.

Table 14
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2024-25

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
World History: Modern				
Grade 9	2,217	2.8	38.3	2.4
Grade 10	76,632	95.7	50.5	2.8
Grade 11	1,053	1.3	40.0	2.5
Grade 12	177	0.2	56.5	2.9
Total	80,079	100	50.0	2.8
English Language and Composition				
Grade 9	16	<0.1	25.0	1.8
Grade 10	2,811	4.0	53.4	2.6
Grade 11	64,293	91.8	61.5	2.8
Grade 12	2,898	4.1	33.5	2.1
Total	70,018	100	60.0	2.8
Human Geography				
Grade 9	63,438	94.9	51.3	2.8
Grade 10	2,168	3.2	58.6	3.0
Grade 11	852	1.3	65.8	3.2
Grade 12	395	0.6	71.4	3.4
Total	66,853	100	51.8	2.8
United States History				
Grade 9	70	0.1	20.0	1.8
Grade 10	3,794	6.2	46.3	2.5
Grade 11	56,603	92.8	60.4	2.9
Grade 12	552	0.9	56.3	2.8
Total	61,019	100	59.4	2.9
English Literature and Composition				
Grade 9	3	<0.1	66.7	2.7
Grade 10	71	0.1	32.4	2.1
Grade 11	4,285	8.4	53.6	2.6
Grade 12	46,395	91.4	60.7	2.8
Total	50,754	100	60.1	2.8

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

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aNot applicable.

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Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2024-25

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
United States Government and Politics				
Grade 9	322	0.8	46.3	2.7
Grade 10	495	1.3	30.5	2.1
Grade 11	2,261	5.7	52.4	2.7
Grade 12	36,406	92.2	56.4	2.9
Total	39,484	100	55.8	2.8
Precalculus				
Grade 9	518	1.4	97.1	4.7
Grade 10	6,243	17.3	87.8	4.0
Grade 11	23,591	65.3	73.3	3.3
Grade 12	5,794	16.0	44.7	2.4
Total	36,146	100	71.6	3.3
Environmental Science				
Grade 9	247	0.8	26.3	1.8
Grade 10	2,102	6.4	43.8	2.4
Grade 11	15,735	48.0	62.2	2.8
Grade 12	14,701	44.8	56.1	2.7
Total	32,785	100	58.0	2.7
Biology				
Grade 9	876	2.9	73.1	3.3
Grade 10	2,943	9.8	67.7	3.2
Grade 11	12,967	43.1	59.5	2.9
Grade 12	13,291	44.2	52.4	2.7
Total	30,077	100	57.5	2.8
Spanish Language and Culture				
Grade 9	5,874	19.6	76.7	3.3
Grade 10	10,674	35.6	77.9	3.3
Grade 11	9,304	31.0	77.9	3.4
Grade 12	4,143	13.8	74.4	3.3
Total	29,995	100	77.2	3.3

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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aNot applicable.

continues

Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2024-25

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Macroeconomics				
Grade 9	12	<0.1	75.0	3.8
Grade 10	185	0.7	42.2	2.4
Grade 11	1,776	6.3	49.0	2.7
Grade 12	26,169	93.0	49.6	2.6
Total	28,142	100	49.5	2.6
Physics 1: Algebra-Based				
Grade 9	84	0.3	89.3	4.1
Grade 10	3,920	14.1	61.6	3.0
Grade 11	19,964	71.8	48.8	2.5
Grade 12	3,832	13.8	49.5	2.5
Total	27,800	100	50.9	2.6
Psychology				
Grade 9	234	1.0	37.6	2.2
Grade 10	6,394	27.1	61.5	3.0
Grade 11	11,328	47.9	63.2	3.0
Grade 12	5,677	24.0	57.8	2.8
Total	23,633	100	61.2	2.9
Statistics				
Grade 9	54	0.2	85.2	4.1
Grade 10	1,300	5.6	80.8	3.7
Grade 11	6,856	29.7	58.9	2.9
Grade 12	14,860	64.4	43.5	2.4
Total	23,070	100	50.3	2.6
Calculus AB				
Grade 9	65	0.3	92.3	4.5
Grade 10	457	2.0	81.0	3.9
Grade 11	5,228	23.3	62.7	3.2
Grade 12	16,704	74.4	44.4	2.6
Total	22,454	100	49.6	2.7

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

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aNot applicable.

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Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2024-25

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Computer Science Principles				
Grade 9	5,914	34.3	54.2	2.7
Grade 10	6,106	35.4	53.7	2.6
Grade 11	3,526	20.5	49.5	2.5
Grade 12	1,679	9.7	45.7	2.4
Total	17,225	100	52.2	2.6
Chemistry				
Grade 9	31	0.2	35.5	2.3
Grade 10	1,754	11.9	47.9	2.5
Grade 11	8,449	57.2	72.5	3.2
Grade 12	4,528	30.7	62.6	2.9
Total	14,762	100	66.5	3.0
Calculus BC				
Grade 9	23	0.2	91.3	4.7
Grade 10	318	2.6	93.7	4.6
Grade 11	3,018	25.0	84.1	4.1
Grade 12	8,713	72.2	66.6	3.4
Total	12,072	100	71.7	3.6
Seminar				
Grade 9	148	1.3	58.1	2.5
Grade 10	7,135	60.6	74.0	3.0
Grade 11	3,815	32.4	85.7	3.2
Grade 12	684	5.8	69.9	2.9
Total	11,782	100	77.4	3.1
Computer Science A				
Grade 9	454	4.4	81.1	3.7
Grade 10	3,747	35.9	61.0	2.9
Grade 11	4,273	41.0	54.8	2.7
Grade 12	1,959	18.8	46.0	2.4
Total	10,433	100	56.5	2.8

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

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aNot applicable.

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Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2024-25

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Spanish Literature and Culture				
Grade 9	499	7.7	43.5	2.3
Grade 10	1,891	29.2	60.4	2.7
Grade 11	2,227	34.4	57.6	2.7
Grade 12	1,854	28.7	60.0	2.7
Total	6,471	100	58.0	2.7
Microeconomics				
Grade 9	228	3.9	7.9	1.4
Grade 10	360	6.1	13.6	1.6
Grade 11	477	8.1	44.2	2.6
Grade 12	4,823	81.9	26.5	1.9
Total	5,888	100	26.5	1.9
2-D Art and Design				
Grade 9	103	2.0	49.5	2.5
Grade 10	335	6.6	68.4	2.9
Grade 11	1,962	38.4	72.6	3.1
Grade 12	2,708	53.0	73.4	3.1
Total	5,108	100	72.3	3.1
European History				
Grade 9	11	0.2	45.5	2.5
Grade 10	1,909	40.4	61.1	3.0
Grade 11	1,248	26.4	71.2	3.2
Grade 12	1,562	33.0	69.8	3.2
Total	4,730	100	66.6	3.1
Physics C: Mechanics				
Grade 9	1	<0.1	100	5.0
Grade 10	25	0.6	92.0	4.2
Grade 11	684	15.3	78.9	3.5
Grade 12	3,761	84.1	68.5	3.1
Total	4,471	100	70.2	3.2

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

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aNot applicable.

continues

Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2024-25

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Research				
Grade 9	0	0.0	.	.
Grade 10	23	0.6	39.1	2.3
Grade 11	2,306	55.8	85.4	3.4
Grade 12	1,804	43.6	83.0	3.2
Total	4,133	100	84.1	3.3
Physics C: Electricity and Magnetism				
Grade 9	1	<0.1	100	5.0
Grade 10	12	0.4	83.3	3.7
Grade 11	375	11.4	76.5	3.5
Grade 12	2,888	88.2	63.0	3.0
Total	3,276	100	64.6	3.1
Art History				
Grade 9	92	2.9	68.5	3.3
Grade 10	892	28.0	62.3	3.0
Grade 11	1,177	36.9	62.0	3.0
Grade 12	1,030	32.3	61.0	3.0
Total	3,191	100	62.0	3.0
Physics 2: Algebra-Based				
Grade 9	5	0.2	100	4.4
Grade 10	52	1.7	94.2	4.2
Grade 11	1,066	34.1	76.9	3.5
Grade 12	2,002	64.1	56.3	2.8
Total	3,125	100	64.1	3.1
Drawing				
Grade 9	40	1.4	27.5	2.0
Grade 10	233	8.0	62.7	2.9
Grade 11	1,010	34.6	74.9	3.2
Grade 12	1,639	56.1	74.3	3.2
Total	2,922	100	72.9	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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aNot applicable.

continues

Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2024-25

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Music Theory				
Grade 9	30	1.5	73.3	3.3
Grade 10	273	13.5	52.0	2.8
Grade 11	946	46.8	56.0	2.9
Grade 12	772	38.2	56.5	2.9
Total	2,021	100	55.9	2.9
African American Studies				
Grade 9	22	1.6	68.2	2.8
Grade 10	337	24.1	65.3	2.9
Grade 11	504	36.1	63.7	2.9
Grade 12	535	38.3	64.9	2.9
Total	1,398	100	64.6	2.9
3-D Art and Design				
Grade 9	5	0.4	100	3.6
Grade 10	26	2.2	50.0	2.5
Grade 11	301	25.7	56.1	2.7
Grade 12	838	71.6	64.3	2.9
Total	1,170	100	62.1	2.8
French Language and Culture				
Grade 9	23	2.8	60.9	2.9
Grade 10	196	23.7	63.3	2.9
Grade 11	274	33.1	62.0	2.8
Grade 12	335	40.5	53.4	2.6
Total	828	100	58.8	2.7
Chinese Language and Culture				
Grade 9	116	14.5	94.0	4.3
Grade 10	273	34.2	96.3	4.4
Grade 11	254	31.8	87.4	4.1
Grade 12	156	19.5	75.6	3.5
Total	799	100	89.1	4.1

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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aNot applicable.

continues

Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2024-25

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Comparative Government and Politics				
Grade 9	0	0.0	.	.
Grade 10	153	25.6	41.8	2.3
Grade 11	201	33.7	60.2	3.0
Grade 12	243	40.7	76.1	3.3
Total	597	100	62.0	2.9
German Language and Culture				
Grade 9	1	0.5	100	4.0
Grade 10	20	9.8	70.0	3.4
Grade 11	60	29.4	76.7	3.2
Grade 12	123	60.3	50.4	2.5
Total	204	100	60.3	2.8
Japanese Language and Culture				
Grade 9	17	8.7	94.1	4.7
Grade 10	21	10.8	85.7	4.1
Grade 11	43	22.1	58.1	2.9
Grade 12	114	58.5	46.5	2.3
Total	195	100	57.4	2.8
Latin				
Grade 9	6	3.2	66.7	3.0
Grade 10	52	27.7	73.1	3.0
Grade 11	49	26.1	61.2	2.9
Grade 12	81	43.1	44.4	2.4
Total	188	100	57.4	2.7
Italian Language and Culture				
Grade 9	4	13.8	100	4.8
Grade 10	1	3.4	100	5.0
Grade 11	9	31.0	100	4.3
Grade 12	15	51.7	100	3.7
Total	29	100	100	4.1

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. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aNot applicable.

Results for Texas Public Schools: International Baccalaureate

Table 15

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring 4-7 on exams (N)	Examinees scoring 4-7 on exams (%)	Exams	Exams with scores of 4-7 (N)	Exams with scores of 4-7 (%)
2020-21								
African American	93,430	495	0.5	360	72.7	1,612	948	58.8
American Indian	2,462	12	0.5	11	91.7	39	27	69.2
Asian	37,113	1,113	3.0	1,073	96.4	3,966	3,702	93.3
Hispanic	392,531	2,640	0.7	2,249	85.2	9,464	5,873	62.1
Pacific Islander	1,143	10	0.9	9	90.0	17	11	64.7
White	214,251	1,541	0.7	1,409	91.4	4,903	4,112	83.9
Multiracial	17,037	155	0.9	140	90.3	533	451	84.6
Econ. disad. ^a	400,759	2,394	0.6	1,987	83.0	8,559	5,145	60.1
Not econ. disad.	355,060	3,570	1.0	3,262	91.4	11,969	9,977	83.4
Female	375,525	3,405	0.9	3,071	90.2	11,781	8,995	76.4
Male	382,442	2,569	0.7	2,186	85.1	8,766	6,140	70.0
State	757,967	5,974	0.8	5,257	88.0	20,547	15,135	73.7
2021-22								
African American	94,128	488	0.5	264	54.1	1,470	642	43.7
American Indian	2,382	14	0.6	12	85.7	33	28	84.8
Asian	38,086	1,126	3.0	1,066	94.7	3,672	3,265	88.9
Hispanic	396,113	2,810	0.7	2,193	78.0	10,056	5,331	53.0
Pacific Islander	1,150	8	0.7	7	87.5	31	21	67.7
White	211,492	1,470	0.7	1,304	88.7	4,445	3,634	81.8
Multiracial	18,149	162	0.9	137	84.6	510	410	80.4
Econ. disad.	408,458	2,501	0.6	1,836	73.4	8,820	4,378	49.6
Not econ. disad.	350,745	3,575	1.0	3,145	88.0	11,390	8,947	78.6

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. During the COVID-19 pandemic, IB provided two assessment options for the 2020-21 examinations: an examination route and a non-examination route. For the 2021-22 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. Beginning with the 2022-23 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 15 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring 4-7 on exams (N)	Examinees scoring 4-7 on exams (%)	Exams	Exams with scores of 4-7 (N)	Exams with scores of 4-7 (%)
Female	376,343	3,443	0.9	2,871	83.4	11,365	7,593	66.8
Male	385,157	2,635	0.7	2,112	80.2	8,852	5,738	64.8
State	761,500	6,078	0.8	4,983	82.0	20,217	13,331	65.9
2022-23								
African American	95,145	538	0.6	261	48.5	1,664	590	35.5
American Indian	2,386	16	0.7	13	81.3	48	35	72.9
Asian	38,875	1,134	2.9	1,040	91.7	3,644	3,113	85.4
Hispanic	399,768	2,678	0.7	2,032	75.9	9,818	4,286	43.7
Pacific Islander	1,167	8	0.7	5	62.5	20	11	55.0
White	208,026	1,456	0.7	1,192	81.9	4,520	3,249	71.9
Multiracial	19,112	162	0.8	123	75.9	496	327	65.9
Econ. disad. ^a	421,798	2,508	0.6	1,787	71.3	9,005	3,623	40.2
Not econ. disad.	340,316	3,483	1.0	2,879	82.7	11,204	7,988	71.3
Female	377,108	3,426	0.9	2,715	79.2	11,538	6,792	58.9
Male	387,371	2,567	0.7	1,952	76.0	8,673	4,820	55.6
State	764,479	5,993	0.8	4,667	77.9	20,211	11,612	57.5
2023-24								
African American	98,877	541	0.5	264	48.8	1,779	595	33.4
American Indian	2,490	17	0.7	14	82.4	50	38	76.0
Asian	40,957	1,307	3.2	1,203	92.0	4,019	3,378	84.1
Hispanic	414,326	2,870	0.7	2,003	69.8	10,225	4,189	41.0
Pacific Islander	1,238	8	0.6	7	87.5	20	14	70.0
White	208,146	1,422	0.7	1,198	84.2	4,072	2,959	72.7
Multiracial	20,433	198	1.0	156	78.8	592	408	68.9
Econ. disad.	441,512	2,753	0.6	1,833	66.6	9,742	3,793	38.9
Not econ. disad.	342,786	3,610	1.1	3,012	83.4	11,015	7,788	70.7

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. During the COVID-19 pandemic, IB provided two assessment options for the 2020-21 examinations: an examination route and a non-examination route. For the 2021-22 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. Beginning with the 2022-23 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

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Table 15 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2020-21 Through 2024-25

Group	Students	Examinees	Participation rate (%)	Examinees scoring 4-7 on exams (N)	Examinees scoring 4-7 on exams (%)	Exams	Exams with scores of 4-7 (N)	Exams with scores of 4-7 (%)
Female	387,554	3,590	0.9	2,811	78.3	11,683	6,743	57.7
Male	398,913	2,774	0.7	2,035	73.4	9,075	4,839	53.3
State	786,467	6,365	0.8	4,846	76.1	20,759	11,582	55.8
2024-25								
African American	102,116	609	0.6	310	50.9	1,906	656	34.4
American Indian	2,563	10	0.4	8	80.0	28	14	50.0
Asian	44,065	1,279	2.9	1,164	91.0	3,988	3,279	82.2
Hispanic	429,272	2,940	0.7	2,055	69.9	10,304	4,312	41.8
Pacific Islander	1,262	8	0.6	7	87.5	30	19	63.3
White	208,737	1,435	0.7	1,206	84.0	4,268	3,154	73.9
Multiracial	22,205	213	1.0	179	84.0	678	467	68.9
Econ. disad. ^a	447,080	2,781	0.6	1,858	66.8	9,597	3,835	40.0
Not econ. disad.	360,853	3,712	1.0	3,070	82.7	11,599	8,063	69.5
Female	398,643	3,624	0.9	2,871	79.2	11,756	6,890	58.6
Male	411,577	2,871	0.7	2,059	71.7	9,449	5,014	53.1
State	810,220	6,496	0.8	4,931	75.9	21,207	11,905	56.1

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. During the COVID-19 pandemic, IB provided two assessment options for the 2020-21 examinations: an examination route and a non-examination route. For the 2021-22 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. Beginning with the 2022-23 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information.

^aEconomically disadvantaged.

Table 16
International Baccalaureate (IB) Examinations and Performance, Grades 11
and 12, by Subject, Texas Public Schools, 2024-25

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
English A: Language and Literature				
Higher Level	2,628	12.4	70.0	4.2
Standard Level	129	0.6	49.6	3.5
Total	2,757	13.0	69.1	4.1
Spanish B				
Higher Level	965	4.6	80.9	4.8
Standard Level	1,661	7.8	76.3	4.5
Total	2,626	12.4	78.0	4.6
History of the Americas				
Higher Level	2,611	12.3	57.0	3.7
Mathematics: Applications and Interpretation				
Higher Level	201	0.9	35.8	3.0
Standard Level	2,135	10.1	32.4	2.8
Total	2,336	11.0	32.7	2.8
Biology				
Higher Level	814	3.8	54.1	3.7
Standard Level	854	4.0	32.9	3.0
Total	1,668	7.9	43.2	3.3
English A: Literature				
Higher Level	1,220	5.8	80.7	4.2
Environmental Systems and Societies				
Standard Level	1,207	5.7	35.0	3.1
Mathematics: Analysis and Approaches				
Higher Level	328	1.5	66.2	4.1
Standard Level	648	3.1	51.7	3.7
Total	976	4.6	56.6	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: German AB, Hindi A: Literature, Japanese AB, Japanese B, Korean A: Literature, Portuguese A: Literature, Russian A: Literature, and Spanish A: Literature. Parts may not add to 100 percent because of rounding.

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Table 16 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2024-25

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Psychology				
Higher Level	290	1.4	70.3	4.0
Standard Level	552	2.6	62.3	3.9
Total	842	4.0	65.1	3.9
Visual Arts				
Higher Level	362	1.7	26.0	3.0
Standard Level	423	2.0	41.4	3.2
Total	785	3.7	34.3	3.1
Physics				
Higher Level	161	0.8	52.8	3.8
Standard Level	316	1.5	51.6	3.7
Total	477	2.2	52.0	3.8
Chemistry				
Higher Level	116	0.5	65.5	4.1
Standard Level	309	1.5	41.1	3.4
Total	425	2.0	47.8	3.6
Economics				
Higher Level	170	0.8	60.6	3.9
Standard Level	231	1.1	67.1	4.3
Total	401	1.9	64.3	4.1
Film				
Higher Level	189	0.9	41.8	3.0
Standard Level	162	0.8	38.9	3.3
Total	351	1.7	40.5	3.2
French B				
Higher Level	49	0.2	63.3	4.3
Standard Level	201	0.9	77.6	4.4
Total	250	1.2	74.8	4.4

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: German AB, Hindi A: Literature, Japanese AB, Japanese B, Korean A: Literature, Portuguese A: Literature, Russian A: Literature, and Spanish A: Literature. Parts may not add to 100 percent because of rounding.

continues

Table 16 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2024-25

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Business Management				
Higher Level	89	0.4	50.6	3.5
Standard Level	148	0.7	23.0	2.6
Total	237	1.1	33.3	3.0
Computer Science				
Higher Level	83	0.4	62.7	4.0
Standard Level	126	0.6	50.0	3.7
Total	209	1.0	55.0	3.8
Spanish AB				
Standard Level	200	0.9	68.0	4.1
Sports, Exercise and Health Science				
Higher Level	16	0.1	50.0	4.0
Standard Level	171	0.8	18.1	2.6
Total	187	0.9	20.9	2.7
Global Politics				
Higher Level	137	0.6	41.6	3.4
Standard Level	46	0.2	47.8	3.4
Total	183	0.9	43.2	3.4
Digital Society				
Higher Level	70	0.3	42.9	3.4
Standard Level	103	0.5	74.8	3.9
Total	173	0.8	61.8	3.7
History				
Standard Level	156	0.7	40.4	3.0
Philosophy				
Higher Level	11	0.1	90.9	4.7
Standard Level	120	0.6	60.8	4.1
Total	131	0.6	63.4	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: German AB, Hindi A: Literature, Japanese AB, Japanese B, Korean A: Literature, Portuguese A: Literature, Russian A: Literature, and Spanish A: Literature. Parts may not add to 100 percent because of rounding.

continues

Table 16 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2024-25

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Theatre				
Higher Level	63	0.3	55.6	3.7
Standard Level	59	0.3	64.4	3.8
Total	122	0.6	59.8	3.8
Music				
Higher Level	31	0.1	48.4	3.2
Standard Level	80	0.4	51.3	3.6
Total	111	0.5	50.5	3.5
Spanish A: Language and Literature				
Higher Level	73	0.3	47.9	3.5
Standard Level	33	0.2	63.6	3.9
Total	106	0.5	52.8	3.7
French AB				
Standard Level	68	0.3	57.4	3.9
Dance				
Higher Level	30	0.1	53.3	3.8
Standard Level	30	0.1	33.3	3.6
Total	60	0.3	43.3	3.7
Chinese B				
Higher Level	9	<0.1	44.4	3.9
Standard Level	50	0.2	72.0	4.4
Total	59	0.3	67.8	4.4
World Religions				
Standard Level	54	0.3	70.4	4.1
Art History				
Standard Level	40	0.2	35.0	3.0

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

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

continues

Table 16 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2024-25

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
German B				
Higher Level	6	<0.1	83.3	5.0
Standard Level	17	0.1	70.6	4.2
Total	23	0.1	73.9	4.4
Mandarin AB				
Standard Level	21	0.1	38.1	3.8
Design Technology				
Standard Level	20	0.1	95.0	4.8
Geography				
Higher Level	15	0.1	100	4.9
Standard Level	5	<0.1	100	5.2
Total	20	0.1	100	5.0
English B				
Standard Level	19	0.1	36.8	3.1
Latin				
Higher Level	7	<0.1	100	4.4
Standard Level	7	<0.1	57.1	4.4
Total	14	0.1	78.6	4.4
Social and Cultural Anthropology				
Standard Level	14	0.1	71.4	4.4
Arabic B				
Standard Level	12	0.1	25.0	2.8
Italian B				
Higher Level	1	<0.1	100	7.0
Standard Level	8	<0.1	87.5	4.3
Total	9	<0.1	88.9	4.6

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

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

continues

Table 16 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2024-25

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Astronomy				
Standard Level	6	<0.1	100	5.8
History of Europe				
Higher Level	5	<0.1	80.0	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: German AB, Hindi A: Literature, Japanese AB, Japanese B, Korean A: Literature, Portuguese A: Literature, Russian A: Literature, and Spanish A: Literature. Parts may not add to 100 percent because of rounding.

Results for Texas Public Schools: Advanced Coursework

Comparison of Results Across Years

Between 2022 and 2025, the College Board used evidence-based standard setting processes to evaluate student performance for most AP examinations (College Board, 2024, 2025). During this process, 14 examinations were identified as having percentages of scores of 3 or higher below the 60 to 80 percent range expected for each examination. Therefore, the College Board updated performance standards for these 14 examinations, resulting in increased percentages of scores of 3 or higher. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2024-25 to one another or to earlier years. For additional information, see the section, Highlights, on page 3.

Table 17
Advanced Course Completions, Grades 9-12, by Course Type, Texas
Public Schools, 2020-21 Through 2024-25

Course type	Students completing at least one course (N) ^a	Students completing at least one course (%)	Course completions (N)	Course completions (%) ^b	Course completions, avg. ^c number per student
2020-21					
AP ^d	351,001	57.7	645,208	52.5	1.8
IB ^e	9,199	1.5	40,545	3.3	4.4
Other advanced ^f	405,681	66.7	544,093	44.2	1.3
All advanced	608,513	100	1,229,846	100	2.0
2021-22					
AP	358,006	55.4	647,059	50.7	1.8
IB	9,678	1.5	41,037	3.2	4.2
Other advanced	438,220	67.8	588,303	46.1	1.3
All advanced	645,986	100	1,276,399	100	2.0
2022-23					
AP	384,099	57.1	695,948	52.3	1.8
IB	10,339	1.5	42,342	3.2	4.1
Other advanced	443,365	65.9	591,490	44.5	1.3
All advanced	672,294	100	1,329,780	100	2.0

Source: Primary data from College Board, International Baccalaureate, and Texas Education Agency (TEA).

Note: A student enrolled in a multi-semester course is counted as a completer only when the student completes the final semester of the course. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas.

^aParts will not add to totals for all advanced courses because students may complete more than one type of advanced course within a single year. ^bParts may not add to 100 percent because of rounding. ^cAverage. ^dAdvanced Placement.

^eInternational Baccalaureate. ^fCourses identified as advanced that are not AP or IB courses. See, for example, 2024-25 Texas Academic Performance Report (TAPR) Glossary (TEA, 2025) for lists of courses identified as advanced.

continues

Table 17 (continued)
Advanced Course Completions, Grades 9-12, by Course Type, Texas
Public Schools, 2020-21 Through 2024-25

Course type	Students completing at least one course (N) ^a	Students completing at least one course (%)	Course completions (N)	Course completions (%) ^b	Course completions, avg. ^c number per student
2023-24					
AP ^d	406,612	57.7	764,260	52.4	1.9
IB ^e	10,077	1.4	39,615	2.7	3.9
Other advanced ^f	470,752	66.8	655,676	44.9	1.4
All advanced	704,802	100	1,459,551	100	2.1
2024-25					
AP	431,150	58.4	826,098	53.8	1.9
IB	10,386	1.4	41,467	2.7	4.0
Other advanced	477,461	64.6	667,037	43.5	1.4
All advanced	738,565	100	1,534,602	100	2.1

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

Note. A student enrolled in a multi-semester course is counted as a completer only when the student completes the final semester of the course. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas.

^aParts will not add to totals for all advanced courses because students may complete more than one type of advanced course within a single year. ^bParts may not add to 100 percent because of rounding. ^cAverage. ^dAdvanced Placement.

^eInternational Baccalaureate. ^fCourses identified as advanced that are not AP or IB courses. See, for example, 2024-25 Texas Academic Performance Report (TAPR) Glossary (TEA, 2025) for lists of courses identified as advanced.

Table 18
Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, by Course Type, Texas Public Schools, 2020-21 Through 2024-25

Year	AP examinees	At least one AP course (N)	At least one AP course (%)	Other advanced course ^a only (N)	Other advanced course only (%)	No advanced course (N)	No advanced course (%)
2020-21	273,058	249,250	91.3	4,453	1.6	19,355	7.1
2021-22	301,259	282,887	93.9	5,582	1.9	12,790	4.2
2022-23	330,296	312,117	94.5	5,695	1.7	12,484	3.8
2023-24	357,812	329,239	92.0	5,964	1.7	22,609	6.3
2024-25	382,428	354,048	92.6	5,563	1.5	22,817	6.0

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 the student completes the final semester of the course. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. Counts of AP examinees include only those who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP course completers may differ from counts of AP examinees because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

^aCourses identified as advanced that are not AP courses. See, for example, *2024-25 Texas Academic Performance Report (TAPR) Glossary* (TEA, 2025) for lists of courses identified as advanced.

Table 19
Advanced Course Completers Taking Advanced Placement (AP) Examinations, Grades 9-12, by Course Type, Texas Public Schools, 2020-21 Through 2024-25

Course type	Course completers	Course completers taking at least one AP exam (N)	Course completers taking at least one AP exam (%)
2020-21			
At least one AP	351,001	249,250	71.0
Other (no AP) ^a	257,512	4,453	1.7
2021-22			
At least one AP	358,006	282,887	79.0
Other (no AP)	287,980	5,582	1.9
2022-23			
At least one AP	384,099	312,117	81.3
Other (no AP)	288,195	5,695	2.0
2023-24			
At least one AP	406,612	329,239	81.0
Other (no AP)	298,190	5,964	2.0
2024-25			
At least one AP	431,150	354,048	82.1
Other (no AP)	307,415	5,563	1.8

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 the student completes the final semester of the course. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. 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, for example, *2024-25 Texas Academic Performance Report (TAPR) Glossary* (TEA, 2025) for lists of courses identified as advanced.

Table 20

Correspondence Between Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 2020-21 Through 2024-25

Year	AP exams taken	Exams taken with courses ^a (N)	Exams taken with courses (%)	AP courses completed	Courses completed with exams ^b (N)	Courses completed with exams (%)
2020-21	493,358	427,340	86.6	635,315	427,340	67.3
2021-22	542,952	486,749	89.6	637,446	486,749	76.4
2022-23	598,795	540,493	90.3	684,819	540,493	78.9
2023-24	671,589	586,130	87.3	751,400	586,130	78.0
2024-25	738,835	647,762	87.7	814,518	647,762	79.5

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 the student completes the final semester of the course. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. Counts of AP examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS.

^aCorresponding courses. ^bCorresponding exams.

Table 21

Correspondence Between Advanced Placement (AP) Examination Scores and AP Courses Completed, Grades 9-12, Texas Public Schools, 2020-21 Through 2024-25

School year	Score of 1 (N)	Score of 1 (%)	Score of 2 (N)	Score of 2 (%)	Score of 3 (N)	Score of 3 (%)	Score of 4 (N)	Score of 4 (%)	Score of 5 (N)	Score of 5 (%)	Mean score
Exams taken with corresponding courses											
2020-21	127,536	29.8	103,499	24.2	90,218	21.1	66,603	15.6	39,484	9.2	2.5
2021-22	137,515	28.3	105,625	21.7	105,494	21.7	82,708	17.0	55,407	11.4	2.6
2022-23	147,024	27.2	118,380	21.9	121,436	22.5	92,868	17.2	60,785	11.2	2.6
2023-24	127,823	21.8	132,808	22.7	130,772	22.3	123,268	21.0	71,459	12.2	2.8
2024-25	112,046	17.3	141,478	21.8	158,486	24.5	148,212	22.9	87,540	13.5	2.9
Exams taken without corresponding courses											
2020-21	27,915	42.3	14,470	21.9	11,021	16.7	7,614	11.5	4,998	7.6	2.2
2021-22	23,675	42.1	11,614	20.7	9,853	17.5	6,658	11.8	4,403	7.8	2.2
2022-23	24,709	42.4	12,150	20.8	10,154	17.4	6,709	11.5	4,580	7.9	2.2
2023-24	36,976	43.3	18,317	21.4	14,066	16.5	10,023	11.7	6,077	7.1	2.2
2024-25	34,102	37.4	21,213	23.3	17,114	18.8	11,979	13.2	6,665	7.3	2.3

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 the student completes the final semester of the course. Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

Table 22

Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2024-25

Exam subject	Exams	Exams taken with courses ^a (N)	Exams taken with courses (%)	Mean score of exams taken with courses	Exams taken without courses (N)	Exams taken without courses (%)	Mean score of exams taken without courses
World History: Modern	80,037	72,294	90.3	2.9	7,743	9.7	1.8
English Language and Composition	69,976	61,787	88.3	2.9	8,189	11.7	2.1
Human Geography	66,827	59,963	89.7	2.9	6,864	10.3	1.7
United States History	60,986	52,826	86.6	3.0	8,160	13.4	2.3
English Literature and Composition	50,731	45,864	90.4	2.9	4,867	9.6	2.1
United States Government and Politics	39,459	35,886	90.9	2.8	3,573	9.1	2.8
Precalculus	36,117	30,436	84.3	3.5	5,681	15.7	2.6
Environmental Science	32,769	29,705	90.6	2.8	3,064	9.4	1.8
Biology	30,051	26,990	89.8	3.0	3,061	10.2	1.9
Spanish Language and Culture	29,984	21,514	71.8	3.4	8,470	28.2	3.1
Macroeconomics	28,125	26,056	92.6	2.6	2,069	7.4	2.6
Physics 1: Algebra-Based	27,773	25,170	90.6	2.7	2,603	9.4	1.8
Psychology	23,615	18,937	80.2	3.0	4,678	19.8	2.6
Statistics	23,048	21,166	91.8	2.7	1,882	8.2	1.5
Calculus AB	22,433	20,680	92.2	2.8	1,753	7.8	1.6
Computer Science Principles	17,209	14,202	82.5	2.8	3,007	17.5	1.5
Chemistry	14,746	13,982	94.8	3.1	764	5.2	2.2
Calculus BC	12,057	11,310	93.8	3.6	747	6.2	3.0
Seminar	11,776	11,352	96.4	3.1	424	3.6	2.3
Computer Science A	10,421	9,108	87.4	2.8	1,313	12.6	2.7
Spanish Literature and Culture	6,470	4,783	73.9	2.8	1,687	26.1	2.3
Microeconomics	5,875	4,702	80.0	1.9	1,173	20.0	2.3
2-D Art and Design	5,105	3,103	60.8	3.2	2,002	39.2	2.8
European History	4,722	3,976	84.2	3.2	746	15.8	2.7
Physics C: Mechanics	4,465	2,654	59.4	3.1	1,811	40.6	3.3

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

Note. Examinations are listed in descending order by total number of examinations taken. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS). Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when the student completes the final semester of the course. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

^aCorresponding courses. ^bNot applicable.

continues

Table 22 (continued)
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2024-25

Exam subject	Exams	Exams taken with courses ^a (N)	Exams taken with courses (%)	Mean score of exams taken with courses	Exams taken without courses (N)	Exams taken without courses (%)	Mean score of exams taken without courses
Research	4,132	4,029	97.5	3.3	103	2.5	2.9
Physics C: Electricity and Magnetism	3,273	2,470	75.5	3.1	803	24.5	2.9
Art History	3,190	2,834	88.8	3.1	356	11.2	1.9
Physics 2: Algebra-Based	3,121	2,754	88.2	3.1	367	11.8	3.5
Drawing	2,922	2,192	75.0	3.3	730	25.0	2.9
Music Theory	2,020	1,917	94.9	2.9	103	5.1	2.4
African American Studies	1,395	n/a ^b	n/a	n/a	1,395	100	2.9
3-D Art and Design	1,170	959	82.0	2.9	211	18.0	2.5
French Language and Culture	828	687	83.0	2.7	141	17.0	2.9
Chinese Language and Culture	796	502	63.1	4.1	294	36.9	4.3
Comparative Government and Politics	596	514	86.2	3.0	82	13.8	2.8
German Language and Culture	203	161	79.3	2.7	42	20.7	3.3
Japanese Language and Culture	195	133	68.2	2.3	62	31.8	4.1
Latin	188	150	79.8	2.7	38	20.2	2.8
Italian Language and Culture	29	14	48.3	3.6	15	51.7	4.5
All examination subjects	738,835	647,762	87.7	2.9	91,073	12.3	2.3

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

Note. Examinations are listed in descending order by total number of examinations taken. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS). Because of changes to some AP examination performance standards between 2021-22 and 2024-25, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2024-25* (TEA, 2026a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when the student completes the final semester of the course. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

^aCorresponding courses. ^bNot applicable.

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Citation. Texas Education Agency. (2026). *Advanced Placement and International Baccalaureate examination results in Texas public schools, 2024-25* (Document No. GE26 601 09). Austin, TX: Author.

Abstract. This report presents Advanced Placement (AP) and International Baccalaureate (IB) examination participation and performance results in Texas public schools for the 2024-25 school year. Data are provided by student characteristics, including race/ethnicity; gender; and economic, at-risk, dyslexia, emergent bilingual, foster care, homeless, immigrant, migratory, and military-connected statuses. Data also are provided by participation in bilingual education or English as a second language, career and technical education, gifted and talented, Section 504, special education, and Title I programs.

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 at (866) 630-9305 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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**Document No. GE26 601 09
August 2026**