

Advanced Placement and International Baccalaureate Examination Results in Texas 2009-10

Division of Accountability Research
Department of Assessment, Accountability, and Data Quality
Texas Education Agency
June 2011

Advanced Placement and International Baccalaureate Examination Results in Texas 2009-10

Project Staff

Amanda Callinan
Shawn P. Thomas
Tunu Loponi

Editorial Staff

Anthony Grasso
Richard Kallus
Christine Whalen

Division of Accountability Research
Department of Assessment, Accountability, and Data Quality
Texas Education Agency
June 2011

Texas Education Agency

Robert Scott, Commissioner of Education

Lizzette Reynolds, Deputy Commissioner for Statewide Policy and Programs

Department of Assessment, Accountability, and Data Quality

Criss Cloudt, Associate Commissioner

Office of Data Development, Analysis, and Research

Patricia Sullivan, Deputy Associate Commissioner

Division of Accountability Research

Linda Roska, Director

Additional Acknowledgments

Special thanks to Rosemary Reshetar, Andrew Wiley, and Kay Wilson with the College Board for reviewing this report.

Citation. Texas Education Agency. (2011). *Advanced Placement and International Baccalaureate examination results in Texas, 2009-10* (Document No. GE11 601 07). Austin, TX: Author.

Abstract. This report reviews Advanced Placement (AP) and International Baccalaureate (IB) examination participation and performance in Texas during the 2009-10 school year. Campus-, district-, and state-level examination results for students in Texas public schools are presented, as well as state-level examination results for students in Texas public and nonpublic schools combined. The report discusses the use of AP and IB examination results in college admissions and the Academic Excellence Indicator System. It also provides descriptions and brief histories of the AP and IB programs, along with a brief history of state policy and funding related to the AP and IB programs in Texas.

Keywords. *Advanced placement, international baccalaureate, credit by examination, testing, incentive, high school, financial need, scores, gifted and talented.*

Additional copies of this document may be purchased using the order form in the back of this publication. Also, the report is available in PDF format on the agency website at http://www.tea.state.tx.us/acctres/ap_ib_index.html. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Accountability Research by phone at (512) 475-3523 or by e-mail at research@tea.state.tx.us.

For additional information about AP examinations, contact the College Board Southwestern Regional Office at (512) 721-1800 or <http://www.collegeboard.com>. For information about IB examinations, contact the IB Americas New York Office at (212) 696-4464 or <http://www.ibo.org/>.

Copyright © Notice. The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions: (1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA; (2) residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA; (3) any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way; and (4) no monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged. Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** **MUST** obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty. For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270 or 512-936-6060; email: copyrights@tea.state.tx.us.

Advanced Placement Program,® AP,® Pre-AP,® AP Central,® Thinking Maps,® AP Vertical Teams,® SAT,® and PSAT/NMSQT® are either registered trademarks or trademarks of the College Board in the U.S.A. or other countries. International Baccalaureate® (IB) is a registered trademark of International Baccalaureate in the U.S.A. and other countries.

Contents

Highlights	vii
Results for Texas Public Schools.....	viii
Results for Public and Nonpublic Schools Combined in Texas, Other States, and the United States.....	x
Advanced Placement and International Baccalaureate Programs	1
Introduction.....	2
History	4
Courses.....	8
Examinations	9
Examination Fees.....	12
Policy Related to Access to Advanced Placement and International Baccalaureate Programs.....	13
College Board Policy	14
State Policy	14
Federal Policy	17
Policy Related to Uses of Advanced Placement and International Baccalaureate Examination Results	19
Texas College Admissions Policy	20
Academic Excellence Indicator System Measures	20
Data Sources and Methodological Considerations.....	23
Data Sources	24
Data Limitations	24
Reporting of Scores	24
Coding and Reporting of Race/Ethnicity.....	25
Results for Texas Public Schools	29
Advanced Placement and International Baccalaureate Combined Participation and Performance, Grades 11 and 12	30
Advanced Placement Participation and Performance	32
International Baccalaureate Participation and Performance	38
Qualification for College Credit	41
Examinee Population Profile	42
Relationship Between Advanced Course Participation and Advanced Placement Examination Participation and Performance.....	46
Results for Texas and the United States	49
Introduction.....	50

Advanced Placement Examination Trends.....	50
Advanced Placement Examinee Profile	51
Advanced Placement Examination Profile.....	51
Appendix A. Supplemental Tables.....	53
Appendix B. Advanced Placement and International Baccalaureate Examination Results, by District and Campus, Texas Public Schools, 2009-10	97
Notes on Appendix B	156
Appendix C. Advanced Placement and International Baccalaureate Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10.....	157
Notes on Appendix C	174
References.....	181

List of Tables

Table 1.	Description of Scores in Advanced Placement (AP) and International Baccalaureate (IB) Examination Grading Scales.....	10
Table 2.	Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2009-10	33
Table 3.	Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2009-10	37
Table 4.	Advanced Placement (AP) Examination Participation and Performance, Grade 8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2009-10	39
Table 5.	International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2009-10	40
Table 6.	Enrollment and Examinees (%), Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10.....	44
Table 7.	Texas Public Schools With Grades 9-12 Advanced Placement (AP) Courses and Examinations, 1999-00 Through 2009-10	46
Table 8.	Advanced Placement (AP) Examination Trends, Texas and the United States, 1999-00 Through 2009-10	50
Table 9.	Advanced Placement (AP) Examinees, by Grade Level, Race/Ethnicity, and Gender, Texas and the United States, 2009-10	52
Table A-1.	Advanced Placement (AP) Examinations, Texas Public School Courses, and Recommended College Credit Hours for AP Examination Scores of 3 or Above, 2009-10	54

Table A-2.	Advanced Placement (AP)/International Baccalaureate (IB) Incentives, Texas Public Schools, 1994-1995 Through 2010-2011 Biennia.....	56
Table A-3.	Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10.....	57
Table A-4.	Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10.....	61
Table A-5.	Advanced Placement (AP) Examinations and Performance, by Subject and Grade, Texas Public Schools, 2009-10.....	65
Table A-6.	International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10.....	72
Table A-7.	International Baccalaureate (IB) Examinations and Performance, by Subject, Texas Public Schools, 2009-10.....	76
Table A-8.	Students Qualifying for College Credit Based on Advanced Placement (AP) or International Baccalaureate (IB) Examination Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10.....	81
Table A-9.	Advanced Course Completions, Grades 9-12, by Course Type, Texas Public Schools, 1999-00 Through 2009-10.....	84
Table A-10.	Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, by Course Type, Texas Public Schools, 1999-00 Through 2009-10.....	86
Table A-11.	Advanced Course Completers Taking Advanced Placement (AP) Examinations, Grades 9-12, by Course Type, Texas Public Schools, 1999-00 Through 2009-10.....	87
Table A-12.	Correspondence Between Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 1999-00 Through 2009-10.....	88
Table A-13.	Correspondence Between Advanced Placement (AP) Examination Scores and AP Courses Completed, Grades 9-12, Texas Public Schools, 2003-04 Through 2009-10.....	89
Table A-14.	Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2009-10.....	91
Table A-15.	Advanced Placement (AP) Examination Results, Grades 11 and 12, by State and for the United States, 2009-10.....	93
Table A-16.	Advanced Placement (AP) Examinations and Scores, by Subject, Texas and the United States, 2009-10.....	95
Table B-1.	Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10.....	99
Table B-2.	International Baccalaureate (IB) Examination Results, by District and Campus, Texas Public Schools, 2009-10.....	149
Table B-3.	Combined Advanced Placement (AP) and International Baccalaureate (IB) Examination Results, by District and Campus, Texas Public Schools, 2009-10.....	153

Table C-1.	Advanced Placement (AP) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10.....	159
Table C-2.	International Baccalaureate (IB) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10.....	167

List of Figures

Figure 1.	State Funding for Advanced Placement (AP)/International Baccalaureate (IB) Programs, Texas Public Schools, 1996-1997 Through 2010-2011 Biennia	16
Figure 2.	Advanced Placement (AP) and International Baccalaureate (IB) Examination Participation, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10	31
Figure 3.	Advanced Placement (AP) and International Baccalaureate (IB) Examinee Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10	32
Figure 4.	Advanced Placement (AP) Examination Participation, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10	34
Figure 5.	Advanced Placement (AP) Examinee Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10	35
Figure 6.	Students Qualifying for College Credit Based on Advanced Placement (AP) or International Baccalaureate (IB) Examination Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10.	42
Figure 7.	Enrollment and Examinees, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 2009-10.....	43

Highlights

Results for Texas Public Schools

Results for Public and Nonpublic Schools Combined
in Texas, Other States, and the United States

Results for Texas Public Schools

Advanced Placement

Statewide Results

- In the 2009-10 school year, 119,743 Texas public school students in 11th and 12th grade took 251,614 Advanced Placement (AP) examinations. Between 2008-09 and 2009-10, the percentage of 11th and 12th graders taking AP examinations rose from 21.0 percent to 22.5 percent.
- Depending on individual college and university admissions policies, students may receive college credit or advanced placement for scores in the 3-5 range on AP examinations. The percentage of 11th- and 12th-grade AP examinees scoring in the 3-5 range on at least one examination was 50.1 percent in 2009-10, a decrease of 0.6 percentage points from 50.7 percent in 2008-09.
- In the 2009-10 school year, 93.7 percent of AP examinees in Grades 9 through 12 completed advanced academic courses. This was virtually unchanged from 93.8 percent in 2008-09.
- In 2009-10, a total of 672 (61.8%) of the 1,087 Texas public school districts and charter schools with enrollment in Grade 11 and/or Grade 12 had students who took at least one AP examination.

Participation and Performance by Race/Ethnicity

- In the 2009-10 school year, 19.4 percent of Hispanic students in Grades 11 and 12 participated in at least one AP examination. Among non-Hispanic students, 52.5 percent of Asians, 26.7 percent of multiracial students, 25.6 percent of Whites, 22.5 percent of Pacific Islanders, 19.2 percent of American Indians, and 14.3 percent of African Americans participated in at least one AP examination in 2009-10.
- In 2009-10, Hispanic students made up 43.5 percent of public school enrollees in Grades 11 and 12 and 37.6 percent of AP examinees. Among non-Hispanics, African American students represented 12.9 percent of enrollees and 8.2 percent of AP examinees. In contrast, White students made up 37.7 percent of enrollees and 43.0 percent of AP examinees.
- In 2009-10, the percentages of Texas public school AP examinees in 11th and 12th grade scoring in the 3-5 range on at least one AP examination decreased from the previous year for Hispanic examinees, stayed the same for non-Hispanic African American examinees, and increased for non-Hispanic White examinees.

Participation and Performance by Gender

- Between 2008-09 and 2009-10, the participation rate for 11th- and 12th-grade female students taking AP examinations increased from 23.1 percent to 24.8 percent; participation for males increased from 18.7 percent to 20.1 percent.
- The percentage of 11th- and 12th-grade female examinees scoring in the 3-5 range on AP examinations was 48.7 percent in 2009-10. The percentage of male examinees scoring in the 3-5 range was 52.0 percent.

International Baccalaureate

Statewide Results

- A total of 2,805 Texas public school students in Grades 11 and 12 took 8,196 International Baccalaureate (IB) examinations in 2009-10. This was an increase from the 2008-09 school year, during which 2,364 Texas public school students took 7,244 examinations.
- Colleges that recognize IB scores usually award credit or advanced placement to students who score in the 4-7 range on IB examinations. In the 2009-10 school year, 87.9 percent of IB examinees scored in the 4-7 range, an increase of 0.8 percentage points from 87.1 percent in 2008-09.
- In 2009-10, a total of 34 (3.1%) of the 1,087 Texas public school districts and charter schools with enrollment in Grade 11 and/or Grade 12 had students who took at least one IB examination.

Participation and Performance by Race/Ethnicity

- IB examination participation rates ranged from 0.2 percent to 4.2 percent across racial/ethnic groups in 2009-10.
- In 2009-10, most IB examinees in Texas public schools (87.9%) scored in the 4-7 range on IB examinations. Among non-Hispanic examinees, 92.4 percent of Asian, 89.3 percent of White, and 72.2 percent of African American examinees scored in the 4-7 range. Hispanic IB examinees scored in the 4-7 range at a rate of 86.9 percent.

Participation and Performance by Gender

- A higher percentage of female (89.1%) than male (86.4%) IB examinees achieved scores in the 4-7 range in 2009-10.

Results for Public and Nonpublic Schools Combined in Texas, Other States, and the United States

- In 2009-10, a total of 179,320 students in Texas public and nonpublic schools took 325,571 AP examinations. Compared to the 50 states and the District of Columbia, Texas was 5th in the percentage increase in number of examinees from the previous year (12.8%).
- In 2009-10, the three AP examinations with the largest numbers of test takers were the same in Texas and the United States: English Language and Composition, United States History, and English Literature and Composition.
- Compared to the United States, Texas had higher percentages of examinees with scores in the 3-5 range on 3 out of 34 examinations: European History, Chinese Language and Culture, and Japanese Language and Culture.

Advanced Placement and International Baccalaureate Programs

Introduction

History

Courses

Examinations

Examination Fees

Introduction

Program Descriptions

The Advanced Placement (AP) Program and the International Baccalaureate (IB) Diploma Programme are advanced academic programs that make rigorous, college-level academic content available to secondary school students. The Advanced Placement Program is a cooperative educational partnership between secondary schools and colleges and universities, overseen by the College Board. The International Baccalaureate Diploma Programme is an academic program offered in secondary schools throughout the world and is overseen by International Baccalaureate (IB), a nonprofit educational foundation.

The Advanced Placement Program offers students the opportunity to take one or more advanced level courses and examinations from six academic areas: arts, English, history and social sciences, mathematics and computer science, sciences, and world languages (College Board, 2010e). Although most students participate in AP courses before taking the corresponding examinations, they may take AP examinations without having taken the courses.

The International Baccalaureate Diploma Programme is a high school curriculum for students ages 16-19 that is anchored by three core components: a Theory of Knowledge (TOK) course; Creativity, Action, and Service (CAS) activities; and an extended essay project based on original, independent research. Six academic subject groups build on the core components: Language A1 (first language), Second Language, Individuals and Societies, Experimental Sciences, Mathematics and Computer Science, and The Arts. Although student participation in the IB courses and examinations is designed to culminate in attainment of an IB Diploma, students who do not satisfy all requirements or who choose to take fewer than six subject examinations are awarded certificates for examinations completed with acceptable scores (IB, 2007).

Outcomes for Students

Participation in AP and IB programs benefits students, teachers, high schools, and the colleges and universities attended by program participants. Students who participate in AP or IB courses are given the opportunity to complete college-level coursework while still in high school. Those who perform well on AP or IB examinations may qualify for college credit and gain advanced placement in college courses when they enroll in institutions of higher education. Students who perform well on AP examinations are eligible and automatically considered for several types of AP Scholar Awards.

Colleges and universities around the world recognize student participation and performance in AP and IB courses and examinations (College Board, 2010e). Students participating in the AP Program can earn the Advanced Placement International Diploma (APID) for overseas study (College Board 2010a). In order for students attending schools in the United States to obtain an APID they must indicate on at least one AP examination answer sheet that scores should be sent to a designated university outside the United States. The APID is not a substitute for a high school

diploma; rather, it is an acknowledgment to universities in other countries that recipients are ready for the challenge of post-secondary work. Outside the United States, universities in more than 60 countries recognize AP examination scores in the admissions process and/or for credit and advanced placement (College Board, 2010e). To receive an APID, students must earn scores of 3 or higher on at least five AP examinations in the following content areas:

- two different languages selected from among English and the other world languages;
- one from a discipline designated as offering a global perspective, such as World History, Government and Politics: Comparative, and Human Geography;
- one from a science or mathematics content area; and
- one from any content area except English and other world languages (College Board, 2010a).

To satisfy one of the two AP language requirements, students may submit letters from administrators at their schools verifying mastery of a language that is not currently available in the AP Program. Students who take this option must submit the results of an additional AP examination from another content area. Regardless of how students satisfy the two-examination language requirement, they must submit a total of five AP examination scores of 3 or higher to qualify for the APID.

Students who successfully complete the IB Diploma Programme and meet IB score criteria on examinations are awarded IB Diplomas in addition to traditional high school diplomas (IB, 2007). To receive an IB Diploma, candidates must accumulate at least 24 of 45 total examination points in the required subject areas, plus complete the TOK course, CAS activities, and the extended essay at satisfactory levels. The maximum score of 45 points includes scores of 7 on each of the six subject examinations and three bonus points for an exceptional essay and exceptional performance in the TOK course. Many institutions of higher education outside the United States accept the IB Diploma for partial fulfillment of admissions requirements.

Benefits for Teachers and Schools

Secondary school teachers who teach AP or IB courses benefit from opportunities for professional development and the chance to teach challenging subjects to high-performing, motivated students. High schools benefit by expanding the academic choices for students who wish to take rigorous courses and by enhancing the quality and reputation of their college preparatory programs. Colleges and universities have a means of identifying and recruiting students who successfully meet the demands of challenging, college-level courses while still in high school.

Advanced Placement Scholar Awards

Each year, the College Board offers Advanced Placement (AP) Scholar awards to recognize students who demonstrate an ability to perform college-level work by obtaining high scores on AP examinations (College Board, 2010g). There are nine different types of AP Scholar awards, each defined by varying participation and performance criteria on AP examinations taken in the current and all previous years. Although no monetary awards are provided to AP Scholars, the designation is acknowledged on AP grade reports that are delivered to colleges and universities. In the 2009-10 school year, a total of 27,810 AP Scholar Awards were awarded to Texas public and nonpublic school students (College Board, 2011d). The types of AP Scholar awards are shown below.

Type of Award	Recipient	AP Participation/Performance Requirements
AP Scholar	Any AP participant in the United States.	Scores of 3 or higher on three or more examinations.
AP Scholar with Honor	Any AP participant in the United States.	Average score of 3.25 on all examinations and scores of at least 3 on four or more examinations.
AP Scholar with Distinction	Any AP participant in the United States.	Average score of at least 3.5 on all examinations and scores of 3 or higher on at least five examinations.
State AP Scholar	One male and one female AP participant in each U.S. state and the District of Columbia.	Scores of 3 or higher on the greatest number of examinations and a minimum of 3.5 average score on all examinations.
National AP Scholar	Any AP participant in the United States.	Average score of at least 4 on all examinations taken and scores of 4 or higher on eight or more of these examinations.
National AP Scholar (Canada)	Any AP participant in Canada.	Average score of 4 or higher on all examinations taken and scores of 4 on at least five or more of these examinations.
National AP Scholar (Bermuda)	Any AP participant in Bermuda.	Average score of at least 4 on all examinations taken and scores of 4 on five or more of these examinations.
DoDEA AP Scholar	One male and one female AP participant attending Department of Defense Education Activity (DoDEA) schools.	Highest average score on the greatest number of examinations, with a minimum score of 3 on three examinations.
International AP Scholar	One male and one female AP participant attending a school outside the United States and Canada that is not a DoDEA school.	Highest average score on the greatest number of examinations, with a minimum score of 3 on three examinations.

Source. College Board, 2010g.

History

Advanced Placement Program

The AP Program was developed over a six-year period, beginning in 1951. Initially named the Kenyon Plan, the program originated with a committee of representatives from 12 colleges and was organized by Kenyon College President Gordon Keith Chalmers. The committee, known as the School and College Study of Admissions and Advanced Standing Committee, was established to develop descriptions of advanced level courses through which high school students could obtain

college credit. Funding for the work was provided through the Ford Foundation Fund for the Advancement of Education. Later expanded to include 12 secondary schools, the committee was renamed the Central Committee of the School and College Study (CCSCS).

Also in 1951, a study supported through the Fund for the Advancement of Education examined what students were being taught in the final two years of high school and the first two years of college. The study was conducted by a committee of representatives from three private high schools and three universities and resulted in the report, *General Education in School and College* (Blackmer et al., 1952). The report concluded that secondary and post-secondary schools were failing to view their roles in education as parts of a single, continuous process. Following adoption of the recommendations contained in the *General Education in School and College* report, CCSCS developed 11 advanced course and examination descriptions for secondary schools that would satisfy the credit-granting standards of the 12 member colleges. In 1952, CCSCS implemented a program to pilot the 11 courses in seven high schools. Academically advanced students in each high school were offered the opportunity to take the courses in their senior years.

During the 1953-54 school year, the Educational Testing Service (ETS) assisted CCSCS in the development and administration of examinations for each of the 11 advanced courses. The examinations were first administered in May 1954 to seniors in the pilot high schools and to freshmen at the 12 member colleges. To evaluate the ability of the examinations to measure college-level achievement, results for the high school students were compared to those for the college freshmen. In 1956, CCSCS invited the College Board to administer what was still referred to as the Kenyon Plan on a national level. Under College Board leadership, the Kenyon Plan became what is now the Advanced Placement Program.

Since that time, the AP Program has continued to grow and gain recognition. Articles promoting the benefits of the program began appearing in academic and education journals, and increasing numbers of colleges and universities began awarding credit for AP examination grades of 3 or higher. Teacher training summer institutes were started, and teachers began reporting that the program was revitalizing their careers. An increasing number of schools participated in the program each year, and as more and more students participated in the program, schools added courses and examinations. Moreover, as academic course offerings grew and changed, the AP Program introduced new courses and examinations.

By 1960, five times as many examinations were taken as in the first year the College Board supervised the program. In 2010, that number grew to more than 3.2 million (College Board, 2011f). During the 2009-10 school year, the AP Program offered 33 examinations to approximately 1.8 million students in 17,861 schools (College Board, 2010f, 2010h).

International Baccalaureate Diploma Programme

An interest in creating a high school program and college entrance examination that would be acceptable to colleges and universities around the world emerged through discussions over a number

International Baccalaureate Primary and Middle Years Programmes

This report focuses on the International Baccalaureate (IB) Diploma Programme, which is offered in high school to students typically between the ages of 16 and 19. IB programs are available to younger students as well. The Middle Years Programme (MYP), introduced in 1994, is offered to students ages 11 to 16, and the Primary Years Programme (PYP), introduced in 1997, is offered to students ages 3 to 12.

The IB describes the MYP as a program that "provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers" (IB, 2010e). Students are required to study eight subject groups: their primary language, a second language, humanities, sciences, mathematics, arts, physical education, and technology. Students complete a personal project in the final year of the program, which allows them to demonstrate the knowledge and skills they have developed throughout the program.

The PYP focuses on the development of the "whole child as an inquirer, both in the classroom and in the world outside" (IB, 2010f). The program has six transdisciplinary themes and offers a "balance between learning about or through the subject areas, and learning beyond them." The six transdisciplinary themes are: who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; and sharing the planet.

Any school wishing to offer an IB program and become an IB World School must first go through an authorization process. The requirements for authorization are the same for all schools, but the process may be administered differently within each IB region. The process is designed to ensure schools are well prepared to implement the program successfully. Once schools are authorized, they are subject to an ongoing process of review and development, using standards and practices that apply to all IB World Schools (IB, 2010b).

In the United States, there are 1,239 IB World Schools offering one or more of the three IB programs (IB, 2010c). PYP is offered in 261 schools; 428 schools offer the MYP; and 718 schools offer the Diploma Programme. In Texas, there were 103 IB World Schools offering one or more of the three IB programs in 2010. The PYP is offered in 33 schools; 36 schools offer the MYP; and 48 schools offer the Diploma Programme.

of years among faculty in primarily European institutions of higher education. The idea was first presented by the International School of Geneva (Ecolint) in 1925 and reemerged in 1948 at the Conference of Internationally Minded Schools. Finally, in 1961, faculty and administrators at Ecolint organized a conference aimed at exploring social studies curricula in international schools. The conference took place with the assistance of the International Schools Association (ISA) and with funding from the United Nations Educational, Scientific and Cultural Organization (UNESCO). After the conference, ISA obtained further funding from UNESCO and called for the establishment of a separate organization dedicated to the development of an international high school program and college entrance examination. The International Schools Examination Syndicate (ISES) was created in 1965.

Initially, membership in ISES included individuals from ISA, Ecolint, the European Office of the Carnegie Endowment for World Peace, and Oxford University. Using grants from UNESCO and the

Twentieth Century Fund, ISES studied several elements of an international curriculum and associated set of examinations. Forming an internationally agreed upon curriculum required a compromise among different curriculum traditions/standards in the various countries. At one extreme was a standard that required students to devote the first half of their secondary education to "general studies" and then allowed them to devote the remaining two years to a narrower, specialized course of study. At the opposite extreme was a standard requiring students to devote all four years of their secondary education to the same wide range of general studies.

The first draft of a common, international curriculum was presented at a conference in Geneva in March 1965. To accommodate the variety of standards from different countries, it was proposed that the curriculum include no individual subject specifications for students enrolled in the two-year program. Instead, the curriculum would consist of several general subject areas, from which students would choose at least one specific course each. In 1966, after a second curriculum conference, the completion of several studies, and an expansion of ISES to include individuals from the United Nations International School in New York and the College Board, ISES received a grant from the Ford Foundation. Subsequently, ISES was renamed the International Baccalaureate Organization (IBO).

The newly established IBO set out to meet five objectives: (a) to establish a unified international curriculum and examination system; (b) to obtain the agreement of a significant number of universities in different countries to accept results of the IBO examinations for admission; (c) to obtain the agreement of several schools to teach the new curriculum; (d) to obtain acceptance of the program by parents whose children would be educated using the new curriculum; and (e) to obtain sufficient funding to maintain the program. In large part, all of these objectives were achieved within a year, and the entire proposed structure, along with several completed syllabi, were presented at a final conference in 1967. In 1970, the first 29 students completed the program and used their examination results for college entrance.

During the 1970s and 1980s, the IBO expanded worldwide. In 1977, the IBO North American office was opened in New York. The IBO's Africa, Europe, Middle East regional office first opened in London in 1978 and has since moved to Geneva. In 1982, the IBO Latin American office was opened in Buenos Aires. That same year, the IBO Asia-Pacific office was opened in Singapore. Regional offices promote IB programs to universities and governments within each region. Today, the IB Diploma Programme is accepted by universities around the world. Overall, IB works with 3,142 schools in 140 countries to offer IB programs to approximately 902,000 students (IB, 2010a).

In 2007, the official name of the organization changed from International Baccalaureate Organization (IBO) to International Baccalaureate (IB), and IB endorsed a new logo to be used as the sole logo for IB. The IB website (<http://www.ibo.org/>) explains that the change was intended to make the name more inclusive; the emphasis on the "Organization" of IBO was ignoring the wider IB community. The new name and the use of one logo is intended to "help potential parents, teachers, administrators and others to more quickly recognize that a school is part of the IB worldwide community and committed to quality education, pedagogical leadership and international-mindedness" (IB, 2010g).

Courses

Advanced Placement Program

As of the 2009-10 school year, the College Board's AP Program offered 33 courses: 5 in the arts, 2 in English, 9 in history and social sciences, 4 in mathematics and computer science, 6 in the sciences, and 7 in world languages (College Board, 2010e). Computer Science AB, French Literature, Italian Language and Culture, and Latin Literature were dropped after the 2008-09 school year. Table A-1 in Appendix A lists each Texas public school AP course and corresponding AP examinations, along with the minimum college credit hours recommended by the American Council on Education (American Council on Education, 2008). Although a large proportion of participation in AP courses and examinations is accounted for by students in Grades 11 and 12 as they approach the transition to college, students in Grades 8 through 10 may also take courses and examinations. Participation in Grade 8 is driven largely by programs such as the Texas Middle School Program for AP Spanish which focus on increasing access to the AP program and providing early exposure to college-level work.

AP courses are developed at individual campuses by high school educators, based on course descriptions provided by the College Board. Although high school AP teachers have discretion to present the material in the way they deem most appropriate, course descriptions include specific information about what students are expected to know in the corresponding college courses. Each course description was developed by an AP Development Committee consisting of college and university academic faculty and experienced AP high school teachers. The committee members represent a wide range of institutions throughout the country and possess a diversity of knowledge and perspectives in their respective fields (College Board, 2004).

In 2007, the College Board began requiring high schools to submit AP Course Audit materials to request authorization to assign the "AP" designation to advanced classes. AP Course Audit materials include a subject-specific audit form and a course syllabus from each teacher who teaches an AP course. For courses to receive the AP designation from the College Board, course curricula must meet or exceed expectations established by college and secondary school faculty for corresponding college-level courses. After receiving initial authorization from the College Board to offer a specific AP-designated course, schools will not need to re-submit Course Audit materials in subsequent years unless the teacher of the course changes, requirements for the course are revised, or a new AP course is added.

The AP Course Audit was created to provide to teachers and administrators clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities better interpret courses designated as AP on student transcripts (College Board, 2010b). Schools that do not offer AP courses are not affected by the AP Course Audit requirement; the College Board allows any school to administer AP examinations, regardless of the courses offered to students.

International Baccalaureate Diploma Programme

The IB Diploma Programme offers courses across the six academic areas: First Language, Second Language, Individuals and Societies, Experimental Sciences, Mathematics and Computer Sciences, and The Arts (IB, 2007). First Language courses introduce students to literature from around the world in their native language, allowing them to develop their oral and written communication skills and to learn techniques of literary criticism. Second Language courses promote an understanding of another culture through the study of a second language. Individuals and Societies courses include nine subjects: economics, geography, history, philosophy, psychology, social and cultural anthropology, business and management, Islamic history, and information technology in a global society. Experimental Sciences courses include biology, chemistry, design technology, and physics. Mathematics courses allow students to either study the topic in depth or enhance their understanding of other subjects. Computer Science courses teach students about the range and organization of computer systems as well as the use of computers in a wide range of disciplines, applications, and contexts. Courses in The Arts area include film, music, theater, and visual arts—allowing students to learn to express themselves artistically and to explore art forms from different cultures.

Diploma candidates are required to select one course from each academic area. The single exception is in The Arts area, where students may substitute a second course from one of the other five areas. The six subject-area courses are taken at either the Standard Level, which consists of 150 teaching hours, or the Higher Level, which consists of 240 teaching hours. Students must take at least three, but not more than four, subject-area courses at the Higher Level. This allows them sufficient freedom to investigate their favorite subjects in greater depth and still ensures they complete a broad curriculum during the two-year period. Typically, course materials are reviewed every seven years, although curricula may be revised more often if significant changes occur within a discipline.

Examinations

Advanced Placement Program

Each AP examination includes a free-response section, either essay or problem solving, and a section of multiple-choice questions (College Board, 2011a). The only exception to this format is AP Studio Art, which is a portfolio assessment. In addition to the free response and multiple choice sections, the language examinations include a speaking component, and the AP Music Theory examination includes a sight-singing task. Examinations vary in length, and scores range from 1 to 5 (Table 1 on page 10). AP examinations are administered each year in May.

Annual AP examinations are developed by the same committees that produce AP course specifications. The committees meet throughout the year to discuss and develop new examination items (College Board, 2004). Multiple-choice items are created by college faculty members serving

Table 1
Description of Scores in Advanced Placement (AP) and International Baccalaureate (IB) Examination Grading Scales

AP examinations		IB examinations			
Score	Description	Subject examinations		Theory of Knowledge examination and Extended Essay examinations	
Score	Description	Score	Description	Score	Description
5	Extremely well qualified	7	Excellent	A	Excellent
4	Well qualified	6	Very good	B	Good
3	Qualified	5	Good	C	Satisfactory
2	Possibly qualified	4	Satisfactory	D	Mediocre
1	No recommendation	3	Mediocre	E	Elementary
		2	Poor	F	No grade
		1	Very poor		

Source. College Board (2010d) and International Baccalaureate (2010d).

on the development committees, and free-response questions are created by the full committees. To help ensure the reliability of the free-response and essay sections, scorers of these sections receive extensive training and monitoring.

The process of examination development can be broken down into three stages. The first stage consists of writing test items and ensuring the content validity of the items. During this stage, Educational Testing Service (ETS) collaborates closely with AP development committees, which are composed of college and university faculty and experienced AP teachers. The committees may develop model test items, and they carefully review any item developed to ensure content validity and accuracy. The second stage consists of pretesting items and ensuring they meet proper psychometric standards, then developing final AP test forms. In this stage, sets of AP test items are assembled into pretests that reflect the course content specifications, then the pretests are administered in college classrooms. Test item statistics, including difficulty and discrimination, are calculated, and only items that meet acceptable statistical criteria are added to the final pool of test items to be available for inclusion in operational test forms. Final AP test forms are assembled based on content and statistical specifications. The third stage consists of setting grading standards through the use of college comparability studies. ETS and AP development committees collaborate on establishing grading standards to ensure AP scores are valid measures of college-level performance. College comparability studies begin with administration of newly created AP examinations to college students in corresponding college courses. For example, an AP psychology examination would be administered to college students in an introductory-level college psychology course. The students' raw scores on the AP examinations would then be compared with their grades in the course. The average AP raw score among students who receive an "A" in the course then becomes the minimum cutoff for a standard score of 5 on the AP examination. The average AP raw score among students who receive a "B" in the course then becomes the minimum cutoff for a standard score of 4 on the AP examination, and so on for standard scores of 3, 2, and 1. After the initial development of an

Siemens Awards for Advanced Placement

The Siemens Foundation, established in 1998, is a nonprofit organization affiliated with the Siemens Corporation, the U.S. holding company for Siemens AG, the electronics and electrical engineering group. The foundation supports educational initiatives in the United States in the areas of science, technology, engineering, and mathematics (Siemens Foundation, 2010a). Each year, the foundation provides awards to students who obtain the greatest number of scores of 5 on the following eight Advanced Placement (AP) mathematics and science examinations: Biology, Calculus BC, Chemistry, Computer Science A, Environmental Science, Physics C: Mechanics, Physics C: Electricity and Magnetism, and Statistics (Siemens Foundation, 2010b). Potentially, each state has two student recipients, one male and one female, who each receive a \$2,000 scholarship. Two additional national recipients are awarded \$5,000 scholarships. Any enrolled or home-schooled high school student who has taken any of the eight qualifying AP examinations during the award year is eligible for the award.

The Siemens Foundation no longer offers the Siemens Awards for AP Teachers. The foundation encourages AP teachers to explore Science, Technology, Engineering, and Mathematics (STEM) professional development opportunities in lieu of the AP award (College Board, 2010j). These opportunities include the first online shared repository of STEM best teaching practices, an ongoing webinar series featuring leading scientists and experts in their fields, the Siemens Teachers as Researchers (STARs) Program, and the STEM Institute. For more information on these programs, visit siemensstemacademy.com.

examination, college comparability studies are conducted only intermittently to recalibrate scores. Year-to-year scoring standards are maintained through test equating procedures to ensure that scores have the same meaning from one year to the next.

International Baccalaureate Diploma Programme

The IB Diploma Programme uses three types of assessments to evaluate student mastery of IB course material: internal assessments, standardized examinations, and non-examination components. Internal assessments include oral presentations, art and music portfolios, and write-ups of experimental results; they are overseen and scored by the local teacher of a course. Non-examination components include extended essays, theory of knowledge essays, language world literature assignments, language written tasks, and music investigations; they are assessed externally by an IB examiner. Standardized examinations include the traditional formats of multiple-choice, short-response, and essay questions; they are administered locally but scored externally. Because standardized examinations are assumed to be the most objective and reliable of the three types of assessment, their results account for the largest portion of final student scores.

Examination questions are developed during the 18 to 24 months prior to the administration of an examination by a team of senior examiners, IB staff, and external consultants. After initial examination drafts are completed, editing meetings are held to review items for attributes such as course content coverage and lack of bias. Revised drafts are sent to external advisors for review

and, after final revisions have been made, examinations are sent to a production department for formatting, typesetting, and printing. Finally, the examinations are translated into French and Spanish, reviewed one more time for translation accuracy, and delivered to schools. For open-ended and non-multiple-choice items, detailed scoring criteria are provided to examiners so the items can be scored as objectively as possible. Raw scores for each assessment are converted to standard scores ranging from 1 to 7, which are then combined to create a final score (Table 1).

Most diploma candidates complete all six subject-area assessments in May at the end of the two-year program, but some choose to take one or two examinations at the end of their first year. Candidates complete the standardized assessments over a two-day period and are tested for no more than six hours each day.

Examination Fees

Advanced Placement Program

For the 2009-10 school year, the fee for each AP examination was \$86. TEA assumed \$30 of the cost of every AP examination taken by an eligible Texas public school student, which reduced the cost to \$56 per examination (D. Gonzales, personal communication, March 15, 2010). To be eligible for this TEA program, a student must have taken an AP course at a Texas public school or been recommended by his or her principal or teacher to take the examination (TEC §28.053, 2010).

Students in financial need received further reductions. Qualifying low-income students received a \$22 fee reduction from the College Board. In addition, through a U.S. Department of Education grant, TEA paid an additional \$18 for each examination taken by a student who qualified for the College Board fee reduction. To qualify for this fee reduction, a student must have been eligible for free or reduced-priced lunch under the National School Lunch Act. Additionally, testing centers may have chosen to waive the \$8 administrative fee, bringing the AP examination cost to \$8 for low-income students.

International Baccalaureate Diploma Programme

For the 2009-10 school year, the fee for each IB examination was \$92. TEA assumed \$30 of the cost of every IB examination taken by an eligible Texas high school student, which reduced the cost to \$62 per examination (D. Gonzales, personal communication, March 15, 2010). To be eligible for this TEA program, a student must have taken an IB course at a Texas public school or been recommended by his or her principal or teacher to take the examination (TEC §28.053, 2010).

Students in financial need received further reductions. Qualifying low-income students received an \$18 fee reduction through a U.S. Department of Education grant, bringing the IB examination cost to \$44 for low-income students (D. Gonzales, personal communication, March 15, 2010).

Policy Related to Access to Advanced Placement and International Baccalaureate Programs

College Board Policy

State Policy

Federal Policy

College Board Policy

In an effort to promote participation in the Advanced Placement (AP) Program by traditionally underserved populations, the College Board provides fee assistance to students in financial need (College Board, 2011e) and offers programs, such as the AP Fellows Program, to teachers (College Board, 2011c). The AP Fellows Program provides teachers with funding to help pay the cost of attending the AP Summer Institutes. Eligible teachers are those who plan to teach AP courses in schools that serve student groups that have been traditionally underrepresented in AP courses. The institutes provide subject-specific professional development opportunities related to teaching AP courses.

State Policy

Texas Advanced Placement Incentive Program

Purpose. The Texas AP Incentive Program was created in 1993 by the 73rd Texas Legislature to recognize and reward students, teachers, and schools that demonstrate success in achieving the educational goals of the state (Texas Education Code [TEC] §§35.001-35.008, 1994; Title 19 of the Texas Administrative Code [TAC] §74.29, 1996). The International Baccalaureate (IB) Diploma Programme was added to the AP Incentive Program by the 74th Texas Legislature in 1995 (TEC §§28.051-28.058, 1996). In 2001, State Board of Education (SBOE) rules implementing the AP Incentive Program were amended to include IB (19 TAC §74.29, 2002).

Awards and subsidies. Six types of awards may be funded under the AP Incentive Program (TEC §28.053, 2010). Funding of individual components of the AP Incentive Program during each fiscal biennium is subject to legislative appropriations (Table A-2 in Appendix A). Teachers may receive subsidies of up to \$450 for Pre-AP, AP, Pre-IB, or IB teacher training sponsored or endorsed by the College Board or International Baccalaureate (IB). Teachers may also receive a share of the teacher bonus pool proportional to the number of classes taught (TEC §28.053, 2010). Participating schools may receive up to \$100 for each student who receives a score of at least 3 on an AP examination or 4 on an IB examination. Awards received by schools must be used for the sole purpose of academic enhancement, and school principals must establish campus teams to determine the uses of funds awarded (TEC §28.053, 2010; TEC §28.055, 2010). A one-time \$3,000 equipment grant for providing a College Board AP course or IB course, based on need as determined by the commissioner of education, was funded from the 1998-1999 fiscal biennium through the 2002-2003 fiscal biennium. (K. Callaway, personal communication, January 6, 2011) Two types of awards specified in the AP Incentive Program have never been funded by the state: (1) a one-time award of \$250 for teaching an AP or IB course for the first time; and (2) a testing fee reimbursement, not to exceed \$65, for a student receiving a score of at least 3 on an AP examination or 4 on an IB examination.

The AP Incentive Program also includes subsidies for AP and IB examinations. Subsidies are available to all examinees in Texas public schools, with greater subsidies available to examinees

who exhibit financial need (TEC §28.053, TEC §28.054, 2010). The SBOE is responsible for adopting guidelines for determining financial need that are consistent with College Board and IB definitions of financial need. TEA allocates \$30 for each AP and IB examination taken by Texas public school students who participate in AP or IB courses or are recommended by their principals or teachers. Additionally, a student who qualifies under the College Board criteria for financial need is eligible for an additional \$22 fee reduction from the College Board and an additional \$18 fee reduction from TEA through a U.S. Department of Education grant (D. Gonzales, personal communication, March 15, 2010).

With subsidies provided by the AP Incentive Program, AP examinees in 2009-10 who met financial need criteria and took AP courses corresponding with the tests paid no more than \$8 per AP examination. Support from the program also ensured that all other AP examinees taking AP courses in corresponding subject areas paid no more than \$56 per examination. Students in financial need who took IB courses corresponding with the tests paid no more than \$44 per examination in 2009-10; all other IB examinees paid no more than \$62 per examination.

History of funding. The AP Incentive Program was first implemented in the 1994-1995 fiscal biennium under the authority of TEC §35.001 (1994).

1994-1995 fiscal biennium. One million dollars of the appropriation for Gifted and Talented education was transferred and reallocated to TEA for the purpose of implementing the AP Incentive Program (General Appropriations Act, 73rd Texas Legislature). A separate and additional source of funding for the program was recommended by the SBOE in 1994.

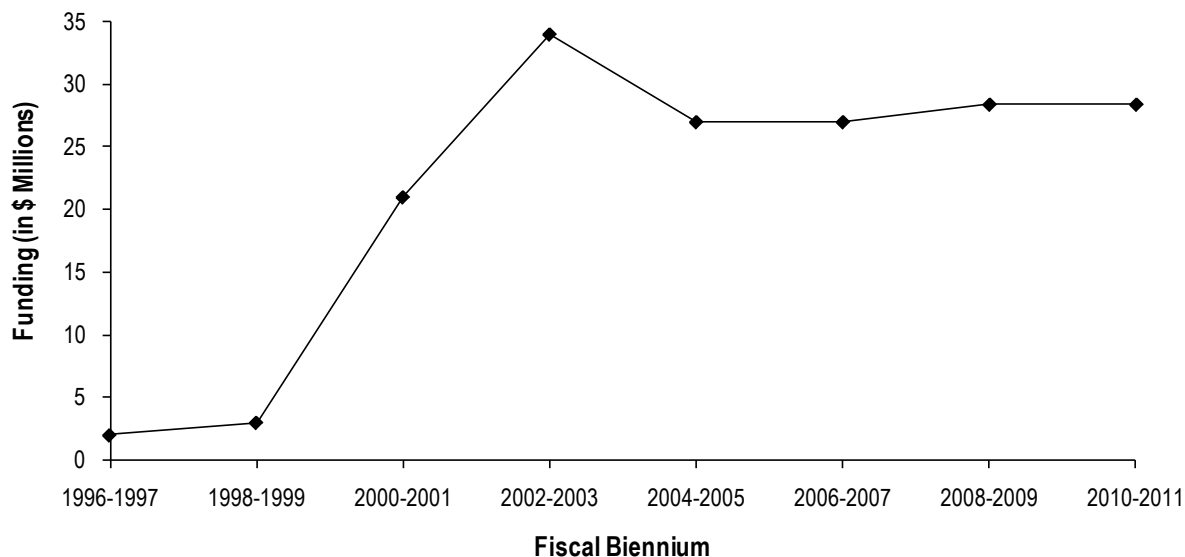
1996-1997 fiscal biennium. Two million dollars from the appropriation for Gifted and Talented education was allocated for the AP Incentive Program (General Appropriations Act, 74th Legislature) (Figure 1 on page 16).

1998-1999 fiscal biennium. A total of \$3 million was appropriated for the program. Two million dollars was again transferred from the Gifted and Talented appropriation; in addition, \$500,000 for each year of the biennium was allocated from funds appropriated for the Foundation School Program (General Appropriations Act, 75th Texas Legislature).

2000-2001 fiscal biennium. Funding for the AP Incentive Program received a substantial increase to \$21 million. In addition to \$2 million allocated from the Gifted and Talented fund, \$19 million was allocated in fiscal year (FY) 2000 and FY 2001 (\$8 million and \$11 million, respectively) from the Foundation School Program (General Appropriations Act, 76th Texas Legislature).

2002-2003 fiscal biennium. A total of \$34 million was appropriated for the AP Incentive Program. One million dollars per year was allocated from the Gifted and Talented fund for the AP Incentive Program and pre-AP and IB activities. From the Foundation School Program, \$14.5 million was allocated for FY 2002 and \$17.5 million was allocated for FY 2003. Additional support for AP and IB programs came from funds appropriated for textbook expenditures (General Appropriations

Figure 1
State Funding for Advanced Placement (AP)/International Baccalaureate (IB) Programs, Texas Public Schools, 1996-1997 Through 2010-2011 Biennia



Source. General Appropriations Act, 74th Texas Legislature; General Appropriations Act, 75th Texas Legislature; General Appropriations Act, 76th Texas Legislature; General Appropriations Act, 77th Texas Legislature; General Appropriations Act, 78th Texas Legislature; General Appropriations Act, 79th Texas Legislature; General Appropriations Act, 80th Texas Legislature; and General Appropriations Act, 81st Texas Legislature.

Act, 77th Texas Legislature). According to Rider 29, funding priority for teacher training was to be given to teachers at public school campuses not offering AP or IB courses. The rider also provided for making AP and IB courses available at as many public schools as possible, "without regard to the rural/urban status of the campus and the socioeconomic status of its students" (p. III-13).

2004-2005 fiscal biennium. Funding decreased to \$27 million; \$13.5 million per year was allocated from the Foundation School Program for pre-AP and IB activities and the AP Incentive Program. Unlike in previous years, no additional funding was appropriated from the Gifted and Talented fund. Any funds allocated for FY 2004 but not used by August 31, 2004, were appropriated for FY 2005 (General Appropriations Act, 78th Texas Legislature).

2006-2007 fiscal biennium. Funding remained at \$27 million; \$13.5 million per year was allocated from the Foundation School Program to support pre-AP and IB activities and the AP Incentive Program (General Appropriations Act, 79th Texas Legislature). Based on Rider 27, TEA continues to give funding priority to examination fee subsidies for students and to training for teachers at public school campuses not offering AP or IB courses. Rider 27 also restates the goal of providing student access to AP and IB courses at as many public schools as possible (p. III-11).

2008-2009 fiscal biennium. Funding increased to \$28.4 million; out of the funds appropriated in Strategy A.2.1, Student Success, \$14.2 million in fiscal year 2008 and \$14.2 million in fiscal year 2009 was allocated for both pre-Advanced Placement/International Baccalaureate activities and for the Advanced Placement Incentive Program (General Appropriations Act, 80th Texas Legislature). Rider 25 also states that examination fee subsidies for students should be the priority for the allocated

funds. For funds allocated to teacher training, funding priority should be given to teachers at public school campuses that do not currently offer Advanced Placement/International Baccalaureate courses (p. III-11).

2010-2011 fiscal biennium. Funding remained at \$28.4 million; out of the funds appropriated in Strategy A.2.1, Statewide Educational Programs, \$14.2 million in fiscal year 2010 and \$14.2 million in fiscal year 2011 was allocated for both pre-Advanced Placement/International Baccalaureate activities and for the Advanced Placement Incentive Program (General Appropriations Act, 81st Texas Legislature). Rider 24 also states that examination fee subsidies for students should be the priority for the allocated funds. For funds allocated to teacher training, funding priority should be given to teachers at public school campuses that do not currently offer Advanced Placement/International Baccalaureate courses (p. III-10).

Federal Policy

The federal AP fee assistance program was authorized by Congress in the 1992 Higher Education Act and funded for the first time in federal FY 1998. It was first implemented in 34 states, including Texas, to provide fee assistance for low-income students, defined as students whose family incomes were at or below the Census Bureau definition of the poverty threshold. The secretary of education expanded the program to include students with financial need taking IB examinations. In federal FY 2009, the U.S. Department of Education awarded \$1,383,940 to Texas for the AP and IB fee assistance program (United States Department of Education, 2011a). In FY 2010, Texas was awarded \$1,706,421 for the program (United States Department of Education, 2011b).

The U. S. Department of Education also awards grants as part of its Advanced Placement Incentive Program (U.S. Department of Education, 2010a). These grants were designed to provide assistance to students from low-income families, encourage their enrollment and participation in the AP Program, and increase the availability of AP courses in schools serving low-income areas. In federal FY 2009, the U. S. Department of Education awarded \$4,030,636 to Texas for the Advanced Placement Incentive Program (U.S. Department of Education, 2011c). In federal FY 2010, Texas was awarded \$3,736,185 for the program.

Policy Related to Uses of Advanced Placement and International Baccalaureate Examination Results

Texas College Admissions Policy

Academic Excellence Indicator System Measures

Texas College Admissions Policy

In 2005, the 79th Legislature passed a mandate requiring all public institutions of higher education in Texas that provide freshman-level courses to develop and implement policy granting college credit to entering students who have successfully completed the International Baccalaureate (IB) Diploma Programme or have achieved qualifying scores on one or more Advanced Placement (AP) examinations (Texas Education Code [TEC] §51.968, 2005). Additionally, the legislation requires colleges and universities to grant at least 24 hours of credit to entering students who have obtained an IB Diploma and received scores of at least 4 on all examinations taken to achieve the diploma.

The American Council on Education recommends a minimum number of college credit hours to be granted for AP examination scores of 3 or higher (American Council on Education, 2008). Colleges that recognize IB scores usually award credit or advanced placement to students who score in the 4-7 range on IB examinations. Each college and university determines its own policies regarding the use of data on course and examination participation and performance to evaluate the abilities of applicants and admitted students (College Board, 2010i). Students can contact colleges or universities for information about specific academic policies related to AP and IB courses and examinations, or they can visit the College Board website to find the policies different colleges and universities have in place for granting AP credit (College Board, 2010c).

The State Board of Education (SBOE) encourages high schools to participate in the programs by allowing AP and IB courses to satisfy high school graduation requirements (Title 19 of the Texas Administrative Code [TAC] §§74.11-74.13, 2009).

Academic Excellence Indicator System Measures

The goals for public education in Texas are supported by an integrated state accountability system known as the Academic Excellence Indicator System (AEIS). AEIS is a comprehensive, statewide system that reports district and campus performance on all indicators used for Texas public school accountability. Through AEIS, Texas recognizes, rewards, sanctions, and intervenes with school districts and campuses to ensure excellence in education for all students. Three types of indicators are used in AEIS reports: base, Gold Performance Acknowledgment, and report-only (Texas Education Agency [TEA], 2010d).

AP examination results are used as one of many indicators of educational progress and comparative performance. AP examinations measure college-level achievement in a broad array of subject areas. The results provide valuable information to high schools about preparing students for academic challenges beyond the secondary school level. In April 1996, the SBOE approved inclusion of 11th- and 12th-grade student participation in, and performance on, AP examinations as an indicator in the AEIS. The indicator was made up of three measures to be reported at the district, region, and state levels: the percentage of non-special education students taking at least one AP examination, the percentage of examinations with scores of 3 or above, and the percentage of examinees with at least

one score of 3 or above. At the time, not all schools participated in the AP Program. As a result, the indicator was defined as "report-only" and not used for campus and district ratings.

The SBOE recommended the incorporation of IB participation and performance within two years. In the fall of 1998, the indicator was revised to include IB and was defined as follows:

- the percentage of non-special education 11th and 12th graders taking at least one AP or IB examination;
- the percentage of non-special education examinees scoring 3 or above on at least one AP examination or 4 or above on at least one IB examination; and
- the percentage of total AP examinations with scores of 3 or above and IB examinations with scores of 4 or above.

In 2001, the Texas Legislature enacted the Gold Performance Acknowledgment (GPA) system to acknowledge districts and campuses for high performance on indicators not used to determine accountability ratings (TEC, §39.0721, 2002). Included in the GPA is an indicator made up of two measures: the percentage of non-special education students who take an AP or IB examination and the percentage of non-special education examinees who perform at or above the criterion score of 3 on at least one AP examination or 4 on at least one IB examination.

For acknowledgment on the GPA indicator, the following two criteria must be met for all students and separately for African American, Hispanic, and White students:

- Non-special education 11th and 12th graders taking at least one AP or IB examination must represent 15.0 percent or more of the non-special education students enrolled in 11th and 12th grades, and
- Fifty percent or more of the non-special education examinees must have at least one score of 3 or above on an AP examination or 4 or above on an IB examination.

Data Sources and Methodological Considerations

Data Sources

Data Limitations

Reporting of Scores

Coding and Reporting of Race/Ethnicity

Data Sources

Advanced Placement (AP) test data for Texas public high school examinees were provided to the Texas Education Agency (TEA) by the College Board. International Baccalaureate (IB) test data for Texas public high school examinees were provided to TEA by International Baccalaureate (IB). AP and IB results for Texas public high school examinees in previous years were obtained from TEA reports (2001, 2002, 2003, 2004, 2005, 2006a, 2007a, 2008, 2009, 2010a). AP results for all public and nonpublic school examinees in Texas and the United States were obtained from summary reports released annually by the College Board and Educational Testing Service (2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010). Comparable reports were not available for IB performance.

In the section of this report titled "Results for Texas Public Schools," data on student grade level, race/ethnicity, economic status, and gender, as well as other relevant district, campus, and student information, were obtained from the TEA Public Education Information Management System (PEIMS). The College Board also collects student grade level, ethnicity, and gender information for AP examinees; these data were used when they were not available in PEIMS. IB does not collect this information.

Data Limitations

In a small percentage of cases, student demographic data were not available in PEIMS or from the College Board. As a result, sums of Texas public school examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees.

Reporting of Scores

The College Board AP Program offered 33 subject examinations across six academic areas in the 2009-10 school year. The International Baccalaureate Diploma Programme offered subject examinations across six academic areas in the 2009-10 school year. Students may take AP and IB subject examinations only once per school year. Students who have valid AP scores in the range of 1 to 5 or valid IB scores in the range of 1 to 7 for at least one examination taken in the current school year are counted as examinees that year. Counts of examinations are based on the number of examinations taken in the current school year that received valid scores. Examination counts are higher than examinee counts, because some examinees take more than one subject examination. Although most students participate in AP courses before having taken the corresponding examinations, they may take AP examinations without having taken the course.

For two AP examinations, Music Theory and Calculus BC, students receive examination subscores in addition to overall examination scores. Students who take the Music Theory examination receive aural and non-aural subscores. Students who take the Calculus BC examination receive

Calculus AB subscores in addition to Calculus BC scores. By TEA convention, subscores were included with overall examination scores in all calculations during the period 1994-95 through 2002-03. Since the 2003-04 school year, subscores have no longer been included in the calculations.

There are two AP Physics C examinations: the Mechanics examination and the Electricity and Magnetism examination. Each of the two examinations is applicable to a single semester of a year-long AP Physics C course, and students can choose to take one or both of the examinations. Generally in this report, counts of examinations include both Physics C examinations when students have scores for both. In Table A-12 in Appendix A, however, the counts of examinations include only one of the two Physics C examinations when students have scores for both. This is because the table provides a count of instances in which there is a one-to-one relationship between a student's participation in an examination and his or her participation in the corresponding course.

AP and IB courses can be one or more semesters in length. For a course that extends over more than one semester, completion of the course is defined as successful completion of all semesters of the course. For example, a student is counted as having completed AP United States History, a two-semester course, only after completing both the first and second semesters of the course. In addition, successful completion of a course requires a student to meet "... the standard requirements of the course, including demonstrated proficiency in the subject matter ..." (Title 19 of the Texas Administrative Code [TAC] §74.26, 2009).

When comparing performance measures within a student group over time, the reliability of such comparisons are dependent on the size of the group. The smaller the student group the less reliable the comparisons within that group over time become. Caution should be used when interpreting year-to-year change.

When comparing performance measures across student groups, the appropriateness of comparisons is dependent on the sizes of all groups. When groups differ substantially in size, comparisons of performance changes between them can be misleading and generally are not recommended. Because of the interpretive difficulties resulting from the small sizes of some of the racial/ethnic student and examinee populations, such as American Indians and Pacific Islanders, performance results for these groups are not discussed.

Coding and Reporting of Race/Ethnicity

School districts report student demographic information to the Texas Education Agency (TEA) through the Public Education Information Management System (PEIMS). The data are submitted each school year at the end of the fall semester and in the summer. Prior to the 2009-10 school year, TEA required that districts report one of five racial/ethnic categories for each student enrolled. Those categories were: (1) American Indian or Alaska Native, (2) Asian or Pacific Islander, (3) Black or African American (not of Hispanic origin), (4) Hispanic/Latino, and (5) White (not of Hispanic origin).

Starting with the 2009-10 school year, TEA began collecting race and ethnicity in compliance with a new federal standard (TEA, 2010c). The federal standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered.

Part 1. Ethnicity: Is the person Hispanic/Latino? Choose only one.

- Hispanic/Latino
- Not Hispanic/Latino

Part 2. Race: What is the person's race? Choose one or more, regardless of ethnicity.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian/Other Pacific Islander
- White

The Hispanic/Latino ethnic group includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The American Indian or Alaska Native racial group includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. The Asian racial group includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. The Black or African American racial group includes students having origins in any of the black racial groups of Africa. The Native Hawaiian or Other Pacific Islander racial group includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. The White racial group includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa. Of the racial/ethnic group definitions, only the definition for the American Indian or Alaska Native racial group differs from that used in previous years. Prior to 2009-10, the definition for this group included only the original peoples of North America.

Although the historical AP and IB examination participation and performance results presented in this report are not affected by the change to the collection of racial/ethnic information, presentations of information for the 2009-10 school year are. Three important differences result. The first is that results for students who were previously classified as Asian/Pacific Islander are now presented in one of two categories, either Asian or Pacific Islander. Second, any students who selected more than one race are reported in a "two or more races" category.

The third important difference is based on the fact that students who were once classified exclusively as "Hispanic" are now classified under a racial category, as well. As a result, in addition to the overall Hispanic group results, participation and performance information for each race within the Hispanic ethnic category are presented. It is also important to note that results for any examinees for whom racial information was not available are included in an "unknown" category.

Throughout this report, students classified in PEIMS as Hispanic/Latino are referred to as Hispanic; students classified as American Indian or Alaska Native are referred to as American Indian;

students classified as Black or African American are referred to as African American; students classified as Native Hawaiian/Other Pacific Islander are referred to as Pacific Islander; and students classified as having two or more races are referred to as multiracial.

Results for Texas Public Schools

Advanced Placement and International Baccalaureate
Combined Participation and Performance, Grades 11 and 12

Advanced Placement
Participation and Performance

International Baccalaureate
Participation and Performance

Qualification for College Credit

Examinee Population Profile

Relationship Between Advanced Course Participation
and Advanced Placement Examination
Participation and Performance

Advanced Placement and International Baccalaureate Combined Participation and Performance, Grades 11 and 12

Gold Performance Acknowledgment

The Academic Excellence Indicator System (AEIS) reports results for Texas public school students who take Advanced Placement (AP) examinations, International Baccalaureate (IB) examinations, or both AP and IB examinations. Combined results of AP and IB examination participation and performance are used as indicators for Gold Performance Acknowledgment (GPA) (see the section, "Academic Excellence Indicator System Measures," on page 20). GPA indicators are reported for all examinees and for the three student groups included in determining school and district ratings: African American, Hispanic, and White examinees. The indicators include the percentage of students in 11th and 12th grade participating in at least one AP or IB examination, the percentage of examinees meeting or exceeding the criterion score, and the percentage of examinations with scores at or above the criterion score.

State Summary

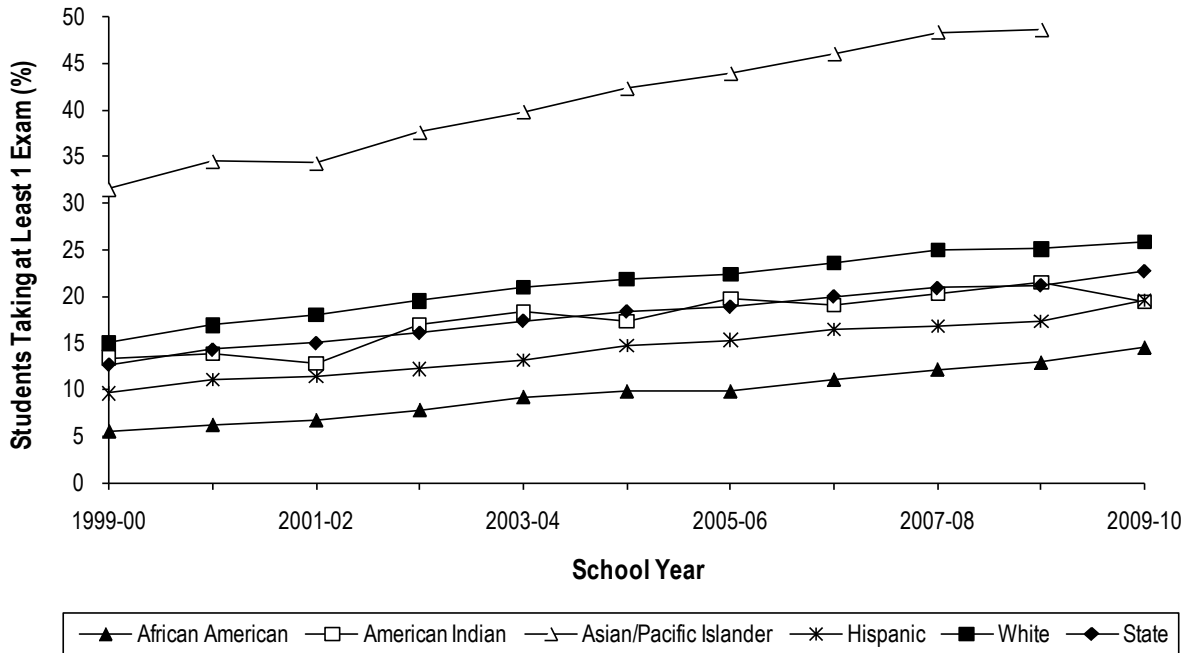
In the 2009-10 school year, 121,136 Texas public school students in 11th and 12th grade took 259,810 Advanced Placement (AP) and International Baccalaureate (IB) examinations (Table A-3 in Appendix A). The percentage of Texas public school 11th and 12th graders participating in at least one AP or IB examination increased by 1.5 percentage points, from 21.2 percent in 2008-09 to 22.7 percent in 2009-10 (Figure 2 on page 31 and Table A-3 in Appendix A). Over the 10-year period between 1999-00 and 2009-10, the participation rate rose 10.0 percentage points, from 12.7 percent to 22.7 percent.

The percentage of examinees scoring at or above criterion on at least one AP or IB examination decreased by 0.4 percentage points from 51.2 percent in 2008-09 to 50.8 percent in 2009-10 (Figure 3 on page 32 and Table A-3 in Appendix A). The percentage of all AP or IB examinations with scores at or above criterion decreased by 0.7 percentage points from 47.4 percent in 2008-09 to 46.7 percent in 2009-10 (Table A-3 in Appendix A).

Combined Participation and Performance by Race/Ethnicity

Prior to the 2009-10 school year, the Texas Education Agency (TEA) required classification of students as either African American (of non-Hispanic origin), Asian/Pacific Islander, Hispanic, Native American, or White (of non-Hispanic origin). In the 2009-10 school year, TEA began collecting racial and ethnic information separately, and allowed for identification of more than one race for an individual student (see the section, "Data Sources and Methodological Considerations," on page 23). Using this new information, Texas public school students may be classified by race/ethnicity, where ethnicity includes Hispanic and not Hispanic, and race includes African American, American Indian, Asian, Pacific Islander, and White. In addition, students may be

Figure 2
Advanced Placement (AP) and International Baccalaureate (IB) Examination Participation, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10



Source: College Board, International Baccalaureate, and Texas Education Agency.

Note: Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

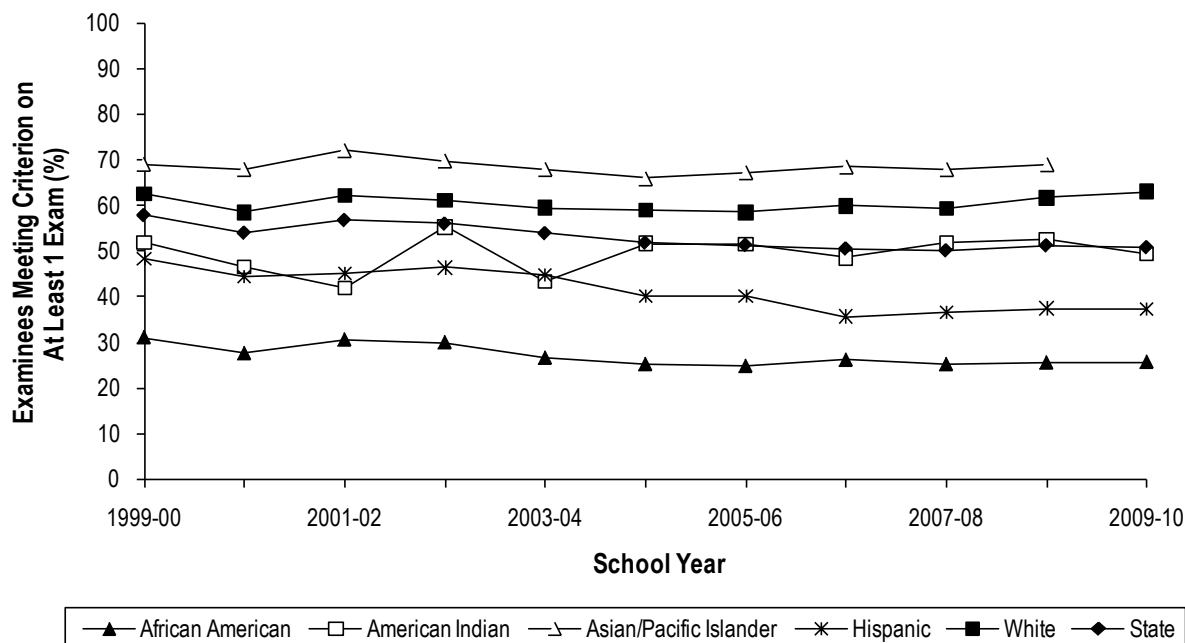
classified as having two or more races. In this report, results for all school years prior to 2009-10 are based on the old groupings, and results for 2009-10 are based on the new racial/ethnic groupings.

In 2009-10, among non-Hispanic students, 53.6 percent of Asian, 27.0 percent of multiracial, 25.9 percent of White, 25.6 percent of Pacific Islander, 19.4 percent of American Indian, and 14.5 percent of African American students took at least one AP or IB examination (Table A-3 in Appendix A). Between 2008-09 and 2009-10, the percentage of White students participating in at least one AP or IB examination increased from 25.1 percent to 25.9 percent, and the percentage of African American students increased from 12.9 percent to 14.5 percent.

Overall, 19.6 percent of Hispanic students took at least one AP or IB examination. The percentage of Hispanic students participating in at least one AP or IB examination increased from 17.3 percent in 2008-09 to 19.6 percent in 2009-10. Within the Hispanic group, 31.0 percent of Asian, 24.7 percent of multiracial, 19.3 percent of White, 17.6 percent of African American, 17.5 percent of American Indian, and 17.0 percent of Pacific Islander students took at least one AP or IB examination.

In 2009-10, among non-Hispanic examinees, 69.0 percent of Asians, 63.1 percent of Whites, and 25.7 percent of African Americans received at least one score at or above criterion. Between 2008-09 and 2009-10, the percentage of White examinees receiving at least one score at or above

Figure 3
Advanced Placement (AP) and International Baccalaureate (IB) Examinee Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10



Source. College Board, International Baccalaureate, and Texas Education Agency.

Note. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

critterion increased from 61.7 percent to 63.1 percent, and the percentage of African American examinees receiving at least one score at or above criterion increased from 25.5 percent to 25.7 percent.

Overall, 37.3 percent of Hispanic examinees received at least one score at or above criterion in the 2009-10 school year. This was a decrease of 0.2 percentage points from the 37.5 percent of Hispanic examinees who received at least one score at or above criterion in 2008-09. Within the Hispanic group, 43.6 percent of multiracial examinees, 38.0 percent of American Indian examinees and 36.6 percent of White examinees received at least one score at or above criterion.

Advanced Placement Participation and Performance

Examinees in Grades 11 and 12

State summary. In 2009-10, a total of 119,743 11th and 12th grade students in 1,007 Texas public schools took 251,614 AP examinations (Table 2). Between 2008-09 and 2009-10, patterns of AP participation and performance among Texas public school 11th and 12th graders were similar to the patterns for AP and IB combined discussed in the previous section. The percentage of students participating in at least one AP examination increased from 21.0 percent in 2008-09 to 22.5 percent

Table 2
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2009-10

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	rate (%)	3-5 on examinations	Percent		with scores of 3-5	Percent
African American	68,829	9,816	14.3	2,436	24.8	17,993	4,053	22.5
American Indian	2,798	536	19.2	262	48.9	1,119	445	39.8
Asian	20,274	10,652	52.5	7,254	68.1	30,663	19,184	62.6
Hispanic	231,622	45,000	19.4	16,514	36.7	85,288	24,576	28.8
African American	2,229	390	17.5	108	27.7	696	163	23.4
American Indian	74,017	12,787	17.3	4,746	37.1	24,759	6,658	26.9
Asian	758	234	30.9	116	49.6	493	214	43.4
Pacific Islander	765	130	17.0	55	42.3	270	125	46.3
White	145,930	28,077	19.2	10,123	36.1	52,888	15,378	29.1
Multiracial	7,923	1,948	24.6	843	43.3	3,951	1,369	34.6
Unknown	n/a ^a	1,434	n/a	523	36.5	2,231	669	30.0
Pacific Islander	720	162	22.5	74	45.7	317	137	43.2
White	200,892	51,438	25.6	32,221	62.6	111,450	63,905	57.3
Multiracial	7,432	1,987	26.7	1,212	61.0	4,521	2,570	56.8
Unknown	n/a	152	n/a	52	34.2	263	80	30.4
Economically disadvantaged	234,017	38,148	16.3	12,275	32.2	71,941	17,878	24.9
Not economically disadvantaged	298,550	78,385	26.3	46,423	59.2	174,112	94,921	54.5
Female	272,280	67,437	24.8	32,816	48.7	136,701	59,278	43.4
Male	260,287	52,306	20.1	27,209	52.0	114,913	55,672	48.4
State	532,567	119,743	22.5	60,025	50.1	251,614	114,950	45.7

Source: College Board and Texas Education Agency (TEA).

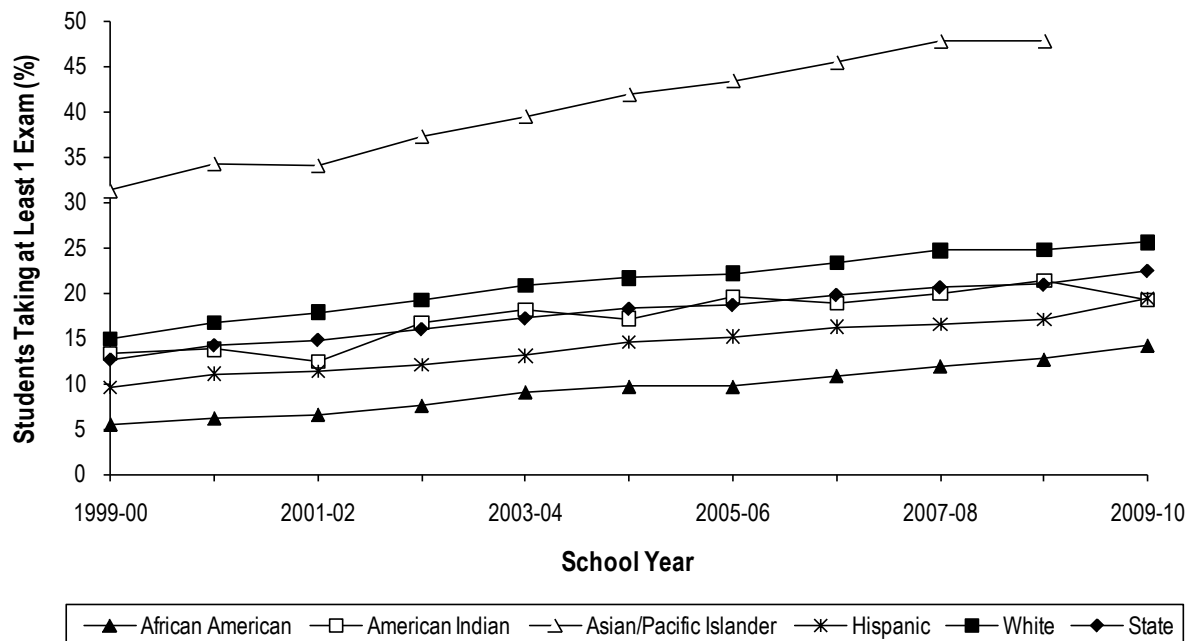
Note: Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

^aNot applicable.

in 2009-10 (Figure 4 on page 34 and Table A-4 in Appendix A). The percentage of AP examinees scoring in the 3-5 range on at least one examination decreased from 50.7 percent in 2008-09 to 50.1 percent in 2009-10 (Figure 5 on page 35 and Table A-4 in Appendix A).

Of the 33 AP examinations taken by Texas public school 11th and 12th graders in 2009-10, the 5 most popular for 11th graders, in rank order, were: English Language and Composition, United States History, Spanish Language, Psychology, and Chemistry (Table A-5 in Appendix A). For 12th graders the 5 most popular, in rank order, were: English Literature and Composition, Government and Politics: U.S., Macroeconomics, Calculus AB, and Statistics.

Figure 4
Advanced Placement (AP) Examination Participation, Grades 11 and 12, by Race/Ethnicity,
Texas Public Schools, 1999-00 Through 2009-10



Source: College Board and Texas Education Agency.

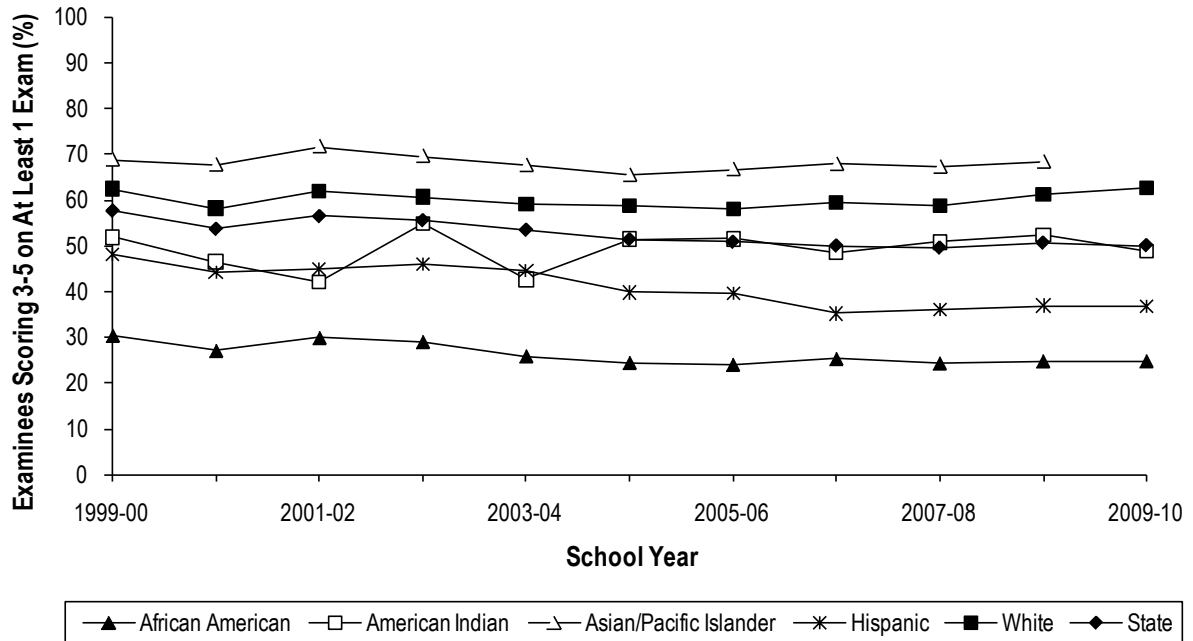
Note: Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

Participation and performance by race/ethnicity. Among non-Hispanic students in Grades 11 and 12, 52.5 percent of Asians, 26.7 percent of multiracial students, 25.6 percent of Whites, 22.5 percent of Pacific Islanders, 19.2 percent of American Indians, and 14.3 percent of African Americans participated in at least one AP examination in 2009-10 (Table 2 on page 33). Between 2008-09 and 2009-10, the percentage of White students participating in at least one AP examination increased from 24.8 percent to 25.6 percent, and the percentage of African American students participating in at least one AP examination increased from 12.7 percent to 14.3 percent (Figure 4 on this page and Table A-4 in Appendix A).

The percentage of Hispanic students participating in at least one AP examination increased from 17.1 percent in 2008-09 to 19.4 percent in 2009-10. Within the Hispanic group, the AP examination participation rate in 2009-10 was highest for Asian students (30.9%), followed by multiracial (24.6%), White (19.2%), African American (17.5%), American Indian (17.3%), and Pacific Islander students (17.0%).

Among non-Hispanic examinees, in 2009-10, the percentage of examinees scoring in the 3-5 range on at least one examination was 68.1 percent for Asian, 62.6 percent for White, and 24.8 percent for African American examinees (Table 2 on page 33). Between 2008-09 and 2009-10, the percentage of White examinees scoring in the 3-5 range on at least one examination increased

Figure 5
Advanced Placement (AP) Examinee Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10



Source: College Board and Texas Education Agency.

Note: Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

from 61.3 percent to 62.6 percent, and the percentage of African American examinees scoring in the 3-5 range on at least one examination remained the same (24.8%) (Table A-4 in Appendix A).

The percentage of Hispanic examinees scoring in the 3-5 range on at least one examination decreased from 36.9 percent in 2008-09 to 36.7 percent in 2009-10. Within the Hispanic group, the percentage of examinees scoring in the 3-5 range on at least one examination was 37.1 percent for American Indians and 36.1 percent for Whites.

Participation and performance by gender. Among Texas public school 11th and 12th graders in 2009-10, the AP examination participation rate was higher for female students (24.8%) than male students (20.1%) (Table A-4 in Appendix A). By contrast, the percentage of AP examinees scoring in the 3-5 range on at least one examination was higher for male examinees (52.0%) than female examinees (48.7%). Between 2008-09 and 2009-10, however, the percentage of AP examinees scoring in the 3-5 range on at least one examination decreased by 1.3 percentage points from 53.3 percent for males and remained the same for female examinees.

Participation and performance by economic status. Among Texas public school 11th and 12th graders in 2009-10, AP examination participation and performance results were considerably lower for students classified as economically disadvantaged than students not classified as economically disadvantaged (Table 2 on page 33). Economically disadvantaged students participated in at least one AP examination at a rate of 16.3 percent, compared to 26.3 percent for students who

were not economically disadvantaged. Compared to 59.2 percent of examinees who were not economically disadvantaged, 32.2 percent of economically disadvantaged examinees scored in the 3-5 range on at least one examination.

Examinees in Grades 9 and 10

State summary. In 2009-10, the AP examination participation rate for Texas public school 9th and 10th graders was 6.8 percent (Table 3). A total of 44,244 9th and 10th grade students in 695 schools took 49,438 examinations. Of the examinees, 44.4 percent (19,650) received at least one score in the 3-5 range. The five most popular AP examinations among 10th-grade examinees, in rank order, were: World History, Spanish Language, English Language and Composition, Computer Science A, and Human Geography (Table A-5 in Appendix A). The five most popular AP examinations among ninth-grade examinees, in rank order, were: Human Geography, Spanish Language, World History, Spanish Literature, and Computer Science A.

Participation and performance by race/ethnicity. Among Texas public school non-Hispanic 9th and 10th graders, the AP examination participation rate in 2009-10 was highest for Asian students (21.7%), followed by multiracial (8.8%), White (7.5%), American Indian (5.3%), Pacific Islander (4.6%), and African American students (3.7%) (Table 3). Overall, Hispanics participated at a rate of 6.0 percent, and within the Hispanic group, 9.2 percent of Asian, 6.1 percent of multiracial, 5.9 percent of White, 5.2 percent of American Indian, 4.6 percent of African American, and 4.4 percent of Pacific Islander students participated.

The percentage of non-Hispanic AP examinees scoring in the 3-5 range on at least one examination was 62.3 percent for Asians, 49.2 percent for Whites, and 20.1 percent for African American examinees. Overall, the percentage of Hispanic AP examinees scoring in the 3-5 range was 39.6 percent. Within the Hispanic group, 41.3 percent of American Indian and 38.8 percent of White examinees scored in the 3-5 range.

Participation and performance by gender. Among Texas public school 9th and 10th graders in 2009-10, the AP examination participation rate was higher for female students (7.5%) than male students (6.1%) (Table 3). By contrast, the percentage of AP examinees scoring in the 3-5 range on at least one examination was higher for male examinees (47.4%) than female examinees (42.0%).

Participation and performance by economic status. Among Texas public school 9th and 10th graders in 2009-10, economically disadvantaged students participated in at least one AP examination at a rate of 4.5 percent, compared to 8.6 percent for students who were not economically disadvantaged (Table 3). Compared to 48.6 percent of examinees who were not economically disadvantaged, 37.1 percent of economically disadvantaged examinees scored in the 3-5 range on at least one examination.

Table 3
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2009-10

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	Number	Percent		Number	Percent
African American	84,884	3,134	3.7	629	20.1	3,347	670	20.0
American Indian	3,760	199	5.3	72	36.2	215	73	34.0
Asian	22,782	4,942	21.7	3,078	62.3	5,973	3,819	63.9
Hispanic	307,320	18,560	6.0	7,351	39.6	20,847	7,811	37.5
African American	3,120	143	4.6	31	21.7	155	35	22.6
American Indian	103,084	5,404	5.2	2,234	41.3	6,210	2,404	38.7
Asian	1,017	94	9.2	36	38.3	98	37	37.8
Pacific Islander	1,050	46	4.4	8	17.4	60	9	15.0
White	188,213	11,134	5.9	4,315	38.8	12,438	4,558	36.6
Multiracial	10,836	660	6.1	263	39.8	727	283	38.9
Unknown	n/a ^a	1,079	n/a	464	43.0	1,159	485	41.8
Pacific Islander	828	38	4.6	9	23.7	43	10	23.3
White	218,703	16,400	7.5	8,073	49.2	17,939	8,885	49.5
Multiracial	9,834	866	8.8	401	46.3	960	449	46.8
Unknown	n/a	105	n/a	37	35.2	114	40	35.1
Economically disadvantaged	333,262	15,039	4.5	5,576	37.1	16,947	5,926	35.0
Not economically disadvantaged	314,849	27,049	8.6	13,134	48.6	30,165	14,821	49.1
Female	322,304	24,304	7.5	10,199	42.0	26,947	11,117	41.3
Male	325,807	19,940	6.1	9,451	47.4	22,491	10,640	47.3
State	648,111	44,244	6.8	19,650	44.4	49,438	21,757	44.0

Source: College Board and Texas Education Agency (TEA).

Note: Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

^aNot applicable.

Examinees in Grade 8

Texas Middle School Program for Advanced Placement Spanish. Historically, some groups, such as African Americans and Hispanics, have not been well-represented in college preparatory classes offered in Texas public schools. To increase participation in advanced classes by Spanish-speaking students, the Texas Education Agency (TEA) created the Texas Middle School Program for Advanced Placement (AP) Spanish in 2000 with a grant from the U.S. Department of Education. The purpose of the program is to provide Spanish-speaking middle school students the opportunity to participate in AP Spanish language courses. The long-term goal is to encourage students to participate in advanced courses in high school after having completed advanced-level

coursework in middle school (TEA, 2006c). In 2000-01, the program was piloted in 17 middle schools in seven districts. In 2002, TEA awarded two-year grants to an additional 13 sites. In March 2005, TEA awarded planning grants to 59 schools, some of which had participated in the pilot or scale-up phase. Between 2000-01 and 2005-06, the proportion of students who scored at least 3 on the AP Spanish Language examination ranged from 78 percent to 95 percent (TEA, 2007c).

In 2005, an evaluation of the long-term impact of the program was conducted (TEA, 2006b). The evaluation focused on data from three cohorts of students at the pilot campuses: students who participated in the program in 2000-01, those who participated in 2001-02, and those who participated in 2002-03. The evaluation reported that students who participated in the Texas Middle School Program for Advanced Placement (AP) Spanish were more likely than their peers to complete one or more AP courses in high school. Likewise, students who participated in the program were more likely than their peers to graduate early and/or graduate under the Distinguished Achievement Program. In addition, survey data indicated that student self-confidence and motivation, as well as academic self-image, were positively affected by participating in the program.

State summary. In 2009-10, the AP examination participation rate for Texas public school eighth graders was 1.0 percent (Table 4). A total of 3,211 8th grade students in 144 schools took 3,214 examinations. Most of the examinees were Hispanic (98.8%) and classified as economically disadvantaged (90.8%). Of the examinees, 72.3 percent (2,320) received at least one score in the 3-5 range. Economically disadvantaged examinees scored in the 3-5 range at nearly the same rate as examinees who were not economically disadvantaged, 72.4 percent and 70.4 percent, respectively. Economically disadvantaged examinees in Grade 8 had a considerably higher percentage of examinees scoring in the 3-5 range (72.4%) than economically disadvantaged examinees in Grades 9 and 10 (37.1%), as well as those in Grades 11 and 12 (32.2%). Almost all of the examinations (99.5%) taken by Grade 8 students were the AP Spanish Language examination.

International Baccalaureate Participation and Performance

State Summary

In 2009-10, a total of 2,805 students in Grades 11 and 12 in 40 public schools in Texas took 8,196 IB examinations (Table B-2 in Appendix B and Table 5 on page 40). Over the 10-year period between 1999-00 and 2009-10, the number of 11th and 12th graders in Texas public schools participating in at least one IB examination increased 232.7 percent, from 843 to 2,805 examinees (Table A-6 in Appendix A).

The percentage of IB examinees scoring in the 4-7 range increased from 87.1 percent in 2008-09 to 87.9 percent in 2009-10 (Table A-6 in Appendix A). The percentage of all IB examinations with scores in the 4-7 range increased from 75.2 percent in 2008-09 to 76.5 percent in 2009-10.

Table 4
Advanced Placement (AP) Examination Participation and Performance, Grade 8, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2009-10

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Participation	Participation	3-5 on examinations	3-5 on examinations		with scores of 3-5	with scores of 3-5
		Number	rate (%)	Number	Percent		Number	Percent
African American	38,617	10	<0.1	<5	–	10	<5	–
American Indian	1,741	<5	–	<5	–	<5	<5	–
Asian	11,331	<5	–	<5	–	5	5	100
Hispanic	149,049	3,174	2.1	2,300	72.5	3,176	2,300	72.4
African American	1,716	7	0.4	5	71.4	7	5	71.4
American Indian	45,273	1,272	2.8	934	73.4	1,273	934	73.4
Asian	528	<5	–	<5	–	<5	<5	–
Pacific Islander	438	6	1.4	<5	–	6	<5	–
White	96,706	1,838	1.9	1,329	72.3	1,839	1,329	72.3
Multiracial	4,388	50	1.1	28	56.0	50	28	56.0
Unknown	n/a ^a	<5	n/a	<5	–	<5	<5	–
Pacific Islander	377	<5	–	<5	–	<5	<5	–
White	104,450	18	<0.1	12	66.7	18	12	66.7
Multiracial	4,933	<5	–	<5	–	<5	<5	–
Unknown	n/a	<5	n/a	<5	–	<5	<5	–
Economically disadvantaged	169,254	2,916	1.7	2,111	72.4	2,918	2,111	72.3
Not economically disadvantaged	141,244	280	0.2	197	70.4	281	198	70.5
Female	156,483	2,024	1.3	1,541	76.1	2,025	1,541	76.1
Male	154,015	1,187	0.8	779	65.6	1,189	780	65.7
State	310,498	3,211	1.0	2,320	72.3	3,214	2,321	72.2

Source: College Board and Texas Education Agency (TEA).

Note: Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Percentages calculated using values <5 are replaced with a dash (–).

^aNot applicable.

The five most popular IB examinations in 2009-10, in rank order, were: English A1, Higher Level; History: Americas, Higher Level; Spanish B, Standard Level; Mathematics, Standard Level; and Mathematical Studies, Standard Level (Table A-7 in Appendix A). Across the five examinations, the mean score was highest on Mathematical Studies, Standard Level (5.0).

Table 5
International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12,
by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2009-10

Group	Students	Examinees		Examinees scoring		Examinations		
		Participation	Participation	4-7 on examinations	4-7 on examinations	Examinations	with scores of 4-7	
		Number	rate (%)	Number	Percent	Examinations	Number	Percent
African American	68,829	227	0.3	164	72.2	619	341	55.1
American Indian	2,798	9	0.3	7	77.8	25	14	56.0
Asian	20,274	551	2.7	509	92.4	1,762	1,428	81.0
Hispanic	231,622	642	0.3	558	86.9	1,841	1,319	71.6
African American	2,229	<5	–	<5	–	11	11	100
American Indian	74,017	267	0.4	229	85.8	768	506	65.9
Asian	758	5	0.7	5	100	16	14	87.5
Pacific Islander	765	<5	–	<5	–	<5	<5	–
White	145,930	342	0.2	300	87.7	967	727	75.2
Multiracial	7,923	23	0.3	19	82.6	76	60	78.9
Unknown	n/a ^a	<5	n/a	<5	–	<5	<5	–
Pacific Islander	720	30	4.2	26	86.7	105	74	70.5
White	200,892	1,266	0.6	1,131	89.3	3,626	2,918	80.5
Multiracial	7,432	61	0.8	55	90.2	177	145	81.9
Unknown	n/a	19	n/a	16	84.2	41	34	82.9
Economically disadvantaged	234,017	540	0.2	440	81.5	1,592	1,063	66.8
Not economically disadvantaged	298,550	2,246	0.8	2,010	89.5	6,563	5,176	78.9
Female	272,280	1,628	0.6	1,450	89.1	4,793	3,676	76.7
Male	260,287	1,158	0.4	1,000	86.4	3,362	2,563	76.2
State	532,567	2,805	0.5	2,466	87.9	8,196	6,273	76.5

Source. International Baccalaureate (IB) and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Percentages calculated using values <5 are replaced with a dash (–).

^aNot applicable.

Participation and Performance by Race/Ethnicity

Among non-Hispanic Texas public school 11th and 12th graders, the IB examination participation rate in 2009-10 was highest for Pacific Islander students (4.2%), followed by Asian (2.7%), multiracial (0.8%), White (0.6%), and African American and American Indian students (0.3% each) (Table 5).

The Hispanic participation rate was 0.3 percent as well, and within the Hispanic student group, Asians participated at a rate of 0.7 percent, American Indians at 0.4 percent, multiracial students at 0.3 percent, and Whites at a rate of 0.2 percent.

In 2009-10, the rate of non-Hispanic IB examinees scoring in the 4-7 range on at least one examination was 92.4 percent for Asians, 89.3 percent for Whites, and 72.2 percent for African American examinees. From the 2008-09 school year to the 2009-10 school year, the rate increased for White examinees by 1.2 percentage points and decreased for African American examinees by 1.9 percentage points (Table A-6 in Appendix A).

Hispanic examinees scored in the 4-7 range at a rate of 86.9 percent in 2009-10. Within the Hispanic group, 87.7 percent of White and 85.8 percent of American Indian examinees scored in the 4-7 range (Table 5). Compared to 2008-09, percentages of examinees scoring in the 4-7 range increased for Hispanic examinees by 2.3 percentage points (Table A-6 in Appendix A).

Participation and Performance by Gender

Among Texas public school 11th and 12th graders in 2009-10, female students participated in at least one IB examination at a rate of 0.6 percent, compared to 0.4 percent for male students (Table 5). Over the 10-year period between 1999-00 and 2009-10, the number of female examinees increased from 506 to 1,628, and the number of male examinees increased from 336 to 1,158 (Table A-6 in Appendix A).

In 2009-10, the percentage of IB examinees scoring in the 4-7 range, as well as the percentage of all IB examinations scored in the 4-7 range, were higher for female examinees (89.1% and 76.7%, respectively) than male examinees (86.4% and 76.2%, respectively) (Table 5).

Participation and Performance by Economic Status

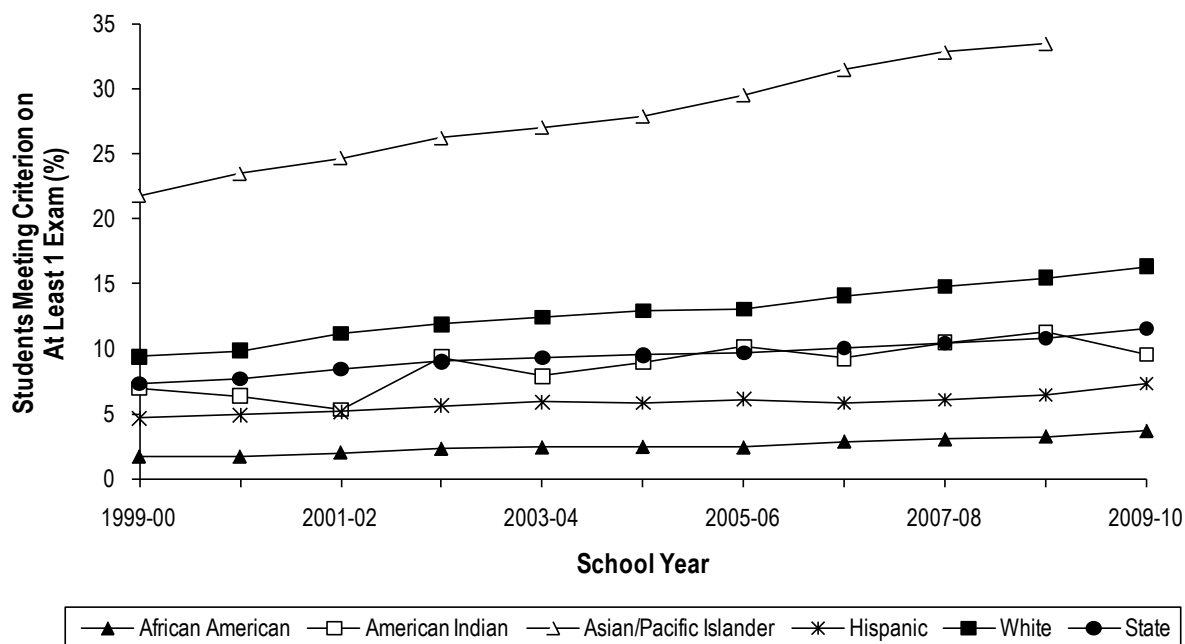
Among Texas public school 11th and 12th graders in 2009-10, less than one percent of economically disadvantaged students and less than one percent of students who were not economically disadvantaged participated in at least one IB examination (Table 5). Compared to 81.5 percent of economically disadvantaged examinees, 89.5 percent of examinees who were not economically disadvantaged scored in the 4-7 range on at least one examination.

Qualification for College Credit

Because many colleges and universities award credit for freshman courses to students who meet the criterion scores on one or more AP or IB examinations, the percentage of all enrolled students who meet the criterion may be viewed as one indicator of college readiness among Texas public high school students. Whereas indicators of performance discussed earlier in this section 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.

In the 2009-10 school year, 11.5 percent of all Texas public school 11th and 12th graders scored at or above criterion on at least one AP or IB examination (Figure 6 on this page and Table A-8 in Appendix A). Among non-Hispanic students, the percentage was 37.0 percent for Asian, 16.4 percent for White, and 3.7 percent for African American examinees. Overall, Hispanics scored at or above criterion at a rate of 7.3 percent, and within the Hispanic group, 7.1 percent of Whites and 6.7 percent of American Indians scored at or above criterion. Over the 10-year period between 1999-00 and 2009-10, the percentage of all 11th and 12th graders scoring at or above criterion increased by 4.2 percentage points. The percentages also rose across race/ethnicity, with increases ranging from 2.0 percentage points to 7.2 percentage points for non-Hispanic groups (African American and White students, respectively). Additionally, there was an increase of 2.6 percentage points for Hispanic students.

Figure 6
Students Qualifying for College Credit Based on Advanced Placement (AP) or International Baccalaureate (IB) Examination Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10



Source: College Board, International Baccalaureate, and Texas Education Agency.

Note: Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

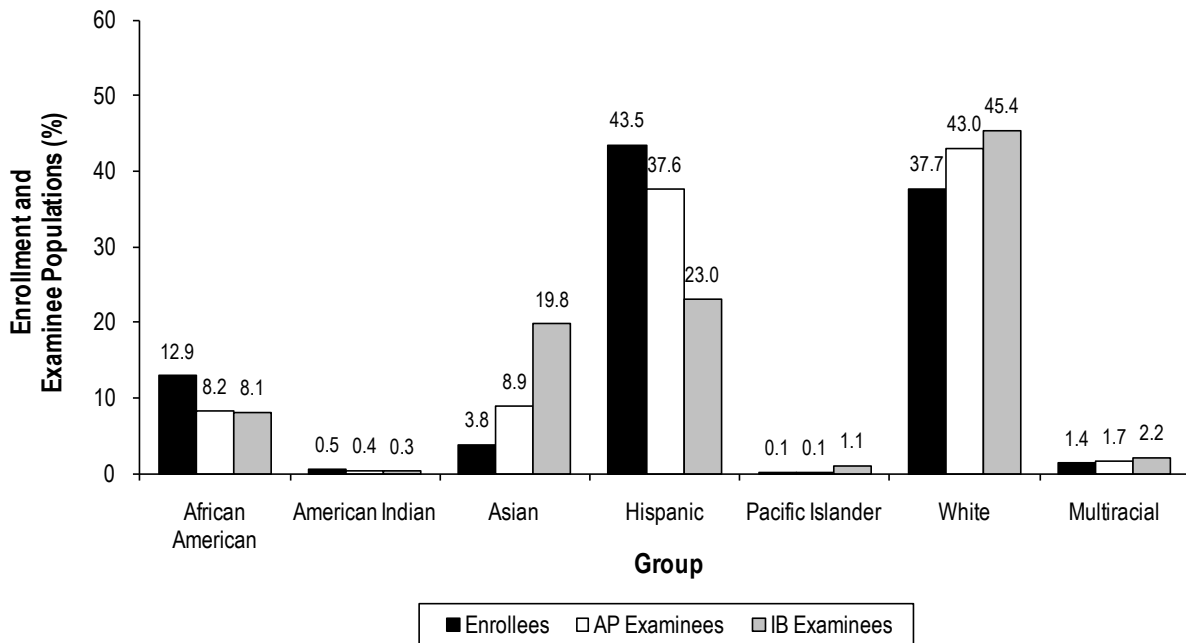
Examinee Population Profile

Historically, Hispanic, non-Hispanic African American, and economically disadvantaged students have accounted for smaller proportions of the AP and IB examinee populations than of the overall student population in Texas public high schools. This trend continued in 2009-10. In the following analyses, percentage representation of demographic groups among AP and IB examinees was calculated based on sums of examinees for whom the related demographic data were available.

These sums may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information.

African Americans made up 12.9 percent of public school students in Grades 11 and 12, but only 8.2 percent of AP examinees and 8.1 percent of IB examinees (Figure 7 on this page and Table 6 on page 44). Hispanics made up 43.5 percent of enrollment in Grades 11 and 12, but only 37.6 percent of AP examinees and 23.0 percent of IB examinees. Lastly, economically disadvantaged students made up 43.9 percent of public school students in Grades 11 and 12, but only 32.7 percent of AP examinees and 19.4 percent of IB examinees (Table 2 on page 33 and Table 5 on page 40).

Figure 7
Enrollment and Examinees, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 2009-10



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

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Table 6
Enrollment and Examinees (%), Grades 11 and 12, by Race/Ethnicity,
Texas Public Schools, 1999-00 Through 2009-10

Group	Enrollees	AP Examinees	IB Examinees
1999-00			
African American	12.7	5.5	6.3
Asian/Pacific Islander	3.5	8.7	19.1
Hispanic	32.6	24.9	13.6
White	50.9	60.5	60.6
2000-01			
African American	12.7	5.5	6.1
Asian/Pacific Islander	3.6	8.7	20.7
Hispanic	33.0	25.7	10.7
White	50.4	59.7	62.1
2001-02			
African American	12.7	5.6	7.3
Asian/Pacific Islander	3.7	8.4	15.8
Hispanic	33.7	25.8	13.9
White	49.6	59.9	62.5
2002-03			
African American	12.8	6.1	7.2
Asian/Pacific Islander	3.6	8.5	17.3
Hispanic	34.7	26.3	13.2
White	48.6	58.6	62.0
2003-04			
African American	13.0	6.8	6.4
Asian/Pacific Islander	3.7	8.4	19.7
Hispanic	35.8	27.3	13.7
White	47.3	57.1	60.1
2004-05			
African American	13.1	7.0	6.9
Asian/Pacific Islander	3.8	8.8	19.6
Hispanic	36.9	29.5	16.5
White	46.1	54.7	56.9
2005-06			
African American	13.9	7.2	6.6
Asian/Pacific Islander	4.0	9.2	20.1
Hispanic	37.3	30.4	17.4
White	44.8	53.1	56.0

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

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

continues

Table 6 (continued)
Enrollment and Examinees (%), Grades 11 and 12, by Race/Ethnicity,
Texas Public Schools, 1999-00 Through 2009-10

Group	Enrollees	AP Examinees	IB Examinees
2006-07			
African American	13.7	7.5	7.2
Asian/Pacific Islander	4.0	9.1	21.2
Hispanic	38.5	31.6	20.9
White	43.9	51.7	50.7
2007-08			
African American	13.7	8.0	7.0
Asian/Pacific Islander	4.0	9.3	18.9
Hispanic	39.8	32.0	21.9
White	42.5	50.8	52.3
2008-09			
African American	13.7	8.3	7.1
American Indian ^a	0.3	0.4	0.3
Asian/Pacific Islander	4.1	9.4	20.7
Hispanic	41.2	33.7	21.6
White	40.6	48.2	50.3
2009-10			
African American	12.9	8.2	8.1
American Indian	0.5	0.4	0.3
Asian	3.8	8.9	19.8
Hispanic	43.5	37.6	23.0
African American	0.4	0.3	0.1
American Indian	13.9	10.7	9.6
Asian	0.1	0.2	0.2
Pacific Islander	0.1	0.1	<0.1
White	27.4	23.5	12.3
Multiracial	1.5	1.6	0.8
Pacific Islander	0.1	0.1	1.1
White	37.7	43.0	45.4
Multiracial	1.4	1.7	2.2

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

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aAmerican Indians were not included in calculations prior to 2008-09.

Relationship Between Advanced Course Participation and Advanced Placement Examination Participation and Performance

School Participation in the Advanced Placement Program

Based on data collected through the Texas Education Agency Public Education Information Management System (PEIMS), there were 2,204 schools serving any of Grades 9 through 12 in 2009-10. Of these, 52.4 percent (1,154) offered AP courses, 48.0 percent (1,057) had students who took at least one AP examination, and 44.3 percent (977) both offered courses and had students who took at least one examination (Table 7). Of the 1,154 schools that offered courses, 15.3 percent had no students who took examinations. Of the 1,057 schools with students who took examinations, 7.6 percent did not offer AP courses.

Table 7
Texas Public Schools With Grades 9-12 Advanced Placement (AP) Courses and Examinations, 1999-00 Through 2009-10

Year	Examinations	Courses	Both examinations and courses	Examinations but no courses	Courses but no examinations
1999-00	892	1,073	855	37	218
2000-01	949	1,088	914	35	174
2001-02	951	1,111	919	32	192
2002-03	968	1,114	925	43	189
2003-04	994	1,114	949	45	165
2004-05	967	1,137	942	25	195
2005-06	996	1,135	961	35	174
2006-07	991	1,134	951	40	183
2007-08	1,026	1,124	955	71	169
2008-09	1,008	1,131	947	61	184
2009-10	1,057	1,154	977	80	177

Source. College Board and Texas Education Agency.

Note. Final semester completion of courses was used as the basis for numerical counts.

Student Completion of Advanced Courses

The period from 1999-00 through 2009-10 was marked by a steady increase in the number of Texas public school students completing one or more courses considered academically advanced (Table A-9 in Appendix A). The number of students in Grades 9 through 12 completing at least one advanced course increased from 189,315 in 1999-00 to 317,482 in 2009-10. The percentage of students completing at least one advanced course who took an AP course increased from 55.1 percent in 1999-00 to 65.0 percent in 2009-10. The percentage of students in Grades 9-12 completing at least one advanced course who took a course described as "other advanced" decreased from 70.1 percent in 1999-00 to 61.2 percent in 2009-10.

In the 1999-00 school year, 53.8 percent of all advanced courses completed by students in Grades 9-12 were AP courses. By 2009-10, the proportion had increased to 60.9 percent. In contrast, the proportion of all advanced courses completed that were identified as "other advanced" decreased from 44.7 percent in 1999-00 to 36.4 percent in 2009-10.

Correspondence Between Advanced Courses and Advanced Placement Examinations

Most students who take AP examinations also complete at least one advanced course—an AP course, other advanced course, or both. Specifically, in 2009-10, 90.9 percent of AP examinees completed an AP course, and an additional 2.7 percent completed another type of advanced course (Table A-10 in Appendix A). Students who complete AP courses do not necessarily take AP examinations though. In 2009-10, almost a third (29.9%) of students who completed AP courses did not take AP examinations (Table A-11 in Appendix A). However, the proportion of AP course completers taking AP examinations has increased considerably over the past 10 years. In 1999-00, 45.8 percent of AP course completers took AP examinations, and in 2009-10, the rate had increased to 70.1 percent. The growth of student participation in AP examinations generally coincided with state funding increases between the 1998-1999 and 2002-2003 biennia (Figure 1 on page 16). Although state funding decreased in the 2004-2005 biennium, student participation continued to rise through school year 2009-10.

Advanced Placement Course and Examination Correspondence Within Subjects

Between 1999-00 and 2009-10, the relationship between student AP course completion and participation in corresponding AP examinations changed considerably. In the 1999-00 school year, 39.0 percent of AP course completers took the corresponding examinations (Table A-12 in Appendix A). By 2009-10, the proportion had increased to 66.5 percent. Similarly, the percentage of AP examinees that completed the corresponding courses increased from 74.7 percent in 1999-00 to 86.4 percent in 2009-10. Of examinations taken by students who had not completed the corresponding AP courses, the largest percentage was in the Spanish Language subject area (20.3%), followed by English Language and Composition (16.5%) and World History (9.0%) (Table A-14 in Appendix A).

In 2009-10, the mean score on all AP examinations taken by students who had completed corresponding AP courses was higher than the mean score achieved by students who had not completed corresponding AP courses, at 2.50 and 2.44, respectively (Table A-13 in Appendix A). Likewise, students who had completed the corresponding AP courses earned higher mean scores on average than students who had not completed the corresponding AP courses on 20 of the 27 examinations in which at least 500 students participated (Table A-14 in Appendix A). Students who had not completed the corresponding course performed better on Environmental Science and French Language. Mean scores on Art: Drawing, Computer Science A, Economics: Microeconomics, Physics B, and Psychology were the same for both groups of students.

Results for Texas and the United States

Introduction

Advanced Placement Examination Trends

Advanced Placement Examinee Profile

Advanced Placement Examination Profile

Introduction

Policymakers and educators view statewide student participation and performance in advanced academic programs as indicators of how well schools and districts in their state are preparing high school students for college-level courses. Comparisons of state performance with nationwide performance and with other states are most appropriate when examination participation rates, demographic characteristics of examinees, and policies are similar. The College Board prepares summary reports of national and state Advanced Placement (AP) examination results (College Board & Educational Testing Service, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010).

Advanced Placement Examination Trends

In 2009-10, a total of 179,320 students in Texas public and nonpublic schools took 325,571 AP examinations (Table 8). This put Texas second in the nation, behind California, in the number of AP examinees and the number of AP examinations taken (Table A-15 in Appendix A). Texas was 5th among the states in the percentage increase (12.8%) in the number of examinees from the previous year.

Table 8
Advanced Placement (AP) Examination Trends, Texas and the United States, 1999-00 Through 2009-10

Year	Examinees		Examinations		Examinations with scores of 3-5		Scores in 3-5 range (%)	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1999-00	60,405	747,922	107,640	1,242,324	58,964	790,810	54.8	63.6
2000-01	69,569	820,880	125,785	1,380,146	64,157	845,933	51.0	61.3
2001-02	80,240	913,251	144,060	1,548,999	76,802	977,760	53.3	63.1
2002-03	90,880	998,329	164,804	1,705,207	85,545	1,048,510	51.9	61.5
2003-04	101,115	1,081,102	183,130	1,852,700	93,321	1,138,455	51.0	61.4
2004-05	112,263	1,197,439	204,403	2,065,045	99,428	1,225,845	48.6	59.4
2005-06	122,969	1,312,523	224,168	2,266,038	108,824	1,345,521	48.5	59.4
2006-07	135,130	1,432,169	246,096	2,476,962	116,809	1,460,806	47.5	59.0
2007-08	147,241	1,546,020	270,466	2,674,296	125,779	1,534,686	46.5	57.4
2008-09	158,993	1,653,962	287,756	2,860,912	138,276	1,672,594	48.1	58.5
2009-10	179,320	1,802,144	325,571	3,134,686	153,539	1,802,472	47.2	57.5

Source: College Board and Educational Testing Service (2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010).

Note: Data are based on public and nonpublic school examinees.

Between 1999-00 to 2009-10, participation in AP examinations increased more rapidly in Texas than in the United States as a whole (Table 8). In Texas, the number of AP examinees increased by 196.9 percent over the 10-year period from 1999-00 to 2009-10 and by 12.8 percent from the previous year. Nationally, the number increased by approximately 141.0 percent over the 10-year period and by 9.0 percent from the previous year. Similar to the number of examinees, the number

of examinations increased more rapidly in Texas than the United States over the same time period. In Texas, the number of AP examinations increased by 202.5 percent over the 10-year period from 1999-00 to 2009-10 and by 13.1 percent from the previous year. Nationally, the number increased by 152.3 percent over the 10-year period and by 9.6 percent from the previous year.

Although the numbers of AP examinations with scores in the 3-5 range increased sharply over the 10-year period for both Texas and the nation, the percentages of examinations with scores in the 3-5 range decreased. The declines may be related to rising participation rates. An increasing number of schools are offering AP Programs for the first time. As a result, a growing proportion of AP examinees are students taking AP courses and examinations for the first time. AP examinees who have had progressively rigorous academic preparation may have some performance advantage over students who have not (College Board, 2006).

Advanced Placement Examinee Profile

In the 2009-10 school year, 54.4 percent of Texas AP examinees reported their race/ethnicity to the College Board as African American, American Indian, Asian/Pacific Islander, or Hispanic, whereas the combined proportion of these non-White student groups across the United States was considerably smaller (34.8%) (Table 9 on page 52). In large part, the difference reflects the higher percentage of Hispanic AP examinees in Texas (36.8%) compared to the United States (15.1%).

Advanced Placement Examination Profile

The three examinations with the largest numbers of test takers were the same in Texas and in the United States as a whole: English Language and Composition, United States History, and English Literature and Composition (Table A-16 in Appendix A). Nationally, Calculus AB remained the fourth most popular AP examination in 2009-10, whereas in Texas, World History was the fourth most popular examination. The top four examinations accounted for 48.1 percent of all AP examinations taken in 2009-10 by Texas public and nonpublic school students and 42.7 percent of all AP examinations taken by students in the United States (Table A-16 in Appendix A and Table 8 on page 50).

In 2009-10, the five AP examinations with the highest percentages of scores in the 3-5 range in Texas were Chinese Language and Culture (96.6%), Japanese Language and Culture (80.6%), Calculus BC (75.4%), European History (71.0%), and Spanish Language (70.0%) (Table A-16 in Appendix A). The five AP examinations with the highest percentage of scores in the 3-5 range in the United States were Chinese Language and Culture (95.8%), Calculus BC (82.4%), Japanese Language and Culture (76.3%), Studio Art: Drawing: (72.3%), and Physics C: Mechanics (72.2%). Compared to the United States, Texas had higher percentages of examinations with scores in the 3-5 range on 3 of 33 examinations: Chinese Language and Culture, European History, and Japanese Language and Culture.

Table 9
Advanced Placement (AP) Examinees, by Grade Level, Race/Ethnicity,
and Gender, Texas and the United States, 2009-10

Examinee group	Number		Percent		Change, 2008-09 to 2009-10 (percentage-point)	
	Texas	U.S.	Texas	U.S.	Texas	U.S.
9th/10th grade	44,492	346,506	24.8	19.2	1.5	1.2
11th grade	66,650	659,589	37.2	36.6	-0.6	-0.5
12th grade	56,957	719,136	31.8	39.9	-1.5	-1.3
11th/12th grade	123,607	1,378,725	68.9	76.5	-2.1	-1.8
African American	13,469	138,933	7.5	7.7	0.3	0.3
American Indian	909	8,974	0.5	0.5	>-0.1	>-0.1
Asian/Pacific Islander	17,248	207,998	9.6	11.5	-0.1	>-0.1
Hispanic	65,993	271,516	36.8	15.1	1.7	0.7
White	72,434	1,046,864	40.4	58.1	-2.6	-1.6
Other ethnicity	3,453	61,163	1.9	3.4	-0.2	-0.1
Not stated	5,814	66,696	3.2	3.7	0.9	0.8
Female	99,952	1,009,696	55.7	56.0	-0.5	-0.2
Male	79,368	792,448	44.3	44.0	0.5	0.2
Total	179,320	1,802,144	100	100		

Source. College Board and Educational Testing Service (2009, 2010).

Note. Data are based on public and nonpublic school examinees. Statistics for examinees who were not in Grades 9-12 are excluded from the grade-level groups above. Parts may not add to 100 percent because of rounding. Change in percent calculations are based on non-rounded values.

Appendix A Supplemental Tables

Table A-1**Advanced Placement (AP) Examinations, Texas Public School Courses, and Recommended College Credit Hours for AP Examination Scores of 3 or Above, 2009-10**

AP examination	AP course Number	Course in Public Education Information Management System	Recommended college credit hours
Art and Music			
Art History	A3500100	History of Art	6
Studio Art – Drawing	A3500300	Studio Art – Drawing	6
Studio Art – 2-D Design	A3500400	Studio Art – 2-D Design	n/a ^a
Studio Art – 3-D Design	A3500500	Studio Art – 3-D Design	n/a
Music Theory	A3150200	Music Theory	6
English			
English Language and Composition	A3220100	English Language and Composition	6
English Literature and Composition	A3220200	English Literature and Composition	6
Languages			
Chinese Language and Culture	A3490400	Chinese Language	6
French Language	A3410100	French Language	6-8
French Literature	A3410200	French Literature	6-12
German Language	A3420100	German Language	6
Italian Language and Culture	A3400400	Italian Language	6-8
Japanese Language and Culture	A3120400	Japanese Language	6
Latin Literature	A3430200	Latin (Catullus-Horace)	6-8
Latin – Vergil	A3430100	Latin (Vergil)	6-8
Spanish Language	A3440100	Spanish Language	6-8
Spanish Literature	A3440200	Spanish Literature	6-12
Mathematics/Computer Science			
Calculus AB	A3100101	Calculus AB ^b	3-4
Calculus BC	A3100102	Calculus BC	6-8
Computer Science A	A3580100	Computer Science I ^b	3-4
Computer Science AB	A3580200	Computer Science II	6-8
Statistics	A3100200	Statistics ^b	3
Science			
Biology	A3010200	General Biology	8
Chemistry	A3040000	Chemistry	8
Physics B	A3050001	Physics B	6-8
Physics C – Electricity and Magnetism	A3050002	Physics C ^b	4
Physics C – Mechanics	A3050002	Physics C ^b	4
Environmental Science	A3020000	Environmental Science ^b	4
Social Science/History			
Government and Politics: Comparative	A3330200	Comparative Government and Politics ^b	3
Government and Politics: United States	A3330100	American Government and Politics ^b	3
History – European	A3340200	European History	6
History – United States	A3340100	United States History	6
Human Geography	A3360100	Human Geography	3
World History	A3370100	World History	6

Source: American Council on Education (2008) and Texas Education Agency.

^aNot available. ^bHalf-year courses.

continues

Table A-1 (continued)**Advanced Placement (AP) Examinations, Texas Public School Courses, and Recommended College Credit Hours for AP Examination Scores of 3 or Above, 2009-10**

AP examination	AP course Number	Course in Public Education Information Management System	Recommended college credit hours
Macroeconomics	A3310200	Macroeconomics ^b	3
Microeconomics	A3310100	Microeconomics ^b	3
Psychology	A3350100	Psychology ^b	3

Source. American Council on Education (2008) and Texas Education Agency.

^aNot available. ^bHalf-year courses.

**Table A-2
Advanced Placement (AP)/International Baccalaureate (IB) Incentives, Texas Public Schools,
1994-1995 Through 2010-2011 Biennia**

Incentive description	1994- 1995	1996- 1997	1998- 1999	2000- 2001	2002- 2003	2004- 2005	2006- 2007	2008- 2009	2010- 2011
School									
A school may receive a one-time \$3,000 equipment grant for providing a college-level AP or IB course. Schools are selected based on need as determined by the commissioner of education.	No	No	Yes	Yes	Yes	No	No	No	No
A school may receive up to \$100 for each student who scores a 3 or higher on a college-level AP examination or 4 or higher on an IB examination.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Teacher									
A teacher of AP or IB courses may receive a subsidy of up to \$450 for AP or IB teacher training.	No	Yes	Yes	Yes	Yes ^a	Yes	Yes	Yes	Yes ^b
A teacher may receive a one-time award of \$250 for teaching a college-level AP or IB course for the first time.	No	No	No	No	No	No	No	No	No
A teacher may receive a share of the teacher bonus pool, which shall be distributed by the teacher's school in shares proportional to the number of courses taught. Fifty dollars may be deposited in the teacher bonus pool for each student enrolled in the school who scores a 3 or above on an AP examination or 4 or above on an IB examination.	No	No	No	No	No	No	Yes	No	No
Student									
A student receiving a score of 3 or above on an AP examination or 4 or above on an IB examination may receive reimbursement, not to exceed \$65, for the testing fee.	No	No	No	No	No	No	No	No	No
The Texas Education Agency (TEA) may pay for all AP and IB examinations taken by students who take an AP/IB course (as designated in the Public Education Information Management System) in the subject of the test.	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Students in financial need may receive further federal and state fee reductions.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Source. General Appropriations Act, 73rd Texas Legislature; General Appropriations Act, 74th Texas Legislature; General Appropriations Act, 75th Texas Legislature; General Appropriations Act, 76th Texas Legislature; General Appropriations Act, 77th Texas Legislature; General Appropriations Act, 78th Texas Legislature; General Appropriations Act, 79th Texas Legislature; General Appropriations Act, 80th Texas Legislature; General Appropriations Act, 81st Texas Legislature; K. Callaway, personal communication, January 6, 2011; Texas Administrative Code (1996); TEA (2006a); and Texas Education Code (1994).

^aBeginning in summer 2002, the reimbursement also was available for teachers of pre-AP and pre-IB courses in Grades 9-12 (TEA, 2007b). ^bAs of the 2009-10 school year, this incentive is provided every other year.

**Table A-3
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10**

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	Rate (%)	Number	Percent		Number	Percent
1999-00								
African American	52,069	2,873	5.5	894	31.1	4,691	1,368	29.2
American Indian	979	131	13.4	68	51.9	237	122	51.5
Asian/Pacific Islander	14,376	4,530	31.5	3,132	69.1	11,692	7,633	65.3
Hispanic	133,844	12,911	9.6	6,252	48.4	21,132	8,148	38.6
White	209,040	31,427	15.0	19,673	62.6	60,017	35,421	59.0
Female	213,139	30,017	14.1	16,982	56.6	53,735	27,710	51.6
Male	197,169	21,922	11.1	13,080	59.7	44,143	25,045	56.7
State	410,308	51,939	12.7	30,062	57.9	97,878	52,755	53.9
2000-01								
African American	52,963	3,293	6.2	909	27.6	5,661	1,518	26.8
American Indian	1,047	144	13.8	67	46.5	288	132	45.8
Asian/Pacific Islander	14,955	5,166	34.5	3,511	68.0	13,658	8,725	63.9
Hispanic	137,190	15,221	11.1	6,761	44.4	25,686	8,888	34.6
White	209,683	35,459	16.9	20,732	58.5	69,262	38,060	55.0
Female	216,003	34,389	15.9	17,916	52.1	63,351	30,110	47.5
Male	199,835	24,967	12.5	14,113	56.5	51,353	27,304	53.2
State	415,838	59,357	14.3	32,029	54.0	114,705	57,414	50.1
2001-02								
African American	54,727	3,647	6.7	1,117	30.6	6,227	1,793	28.8
American Indian	1,120	143	12.8	60	42.0	282	111	39.4
Asian/Pacific Islander	15,758	5,407	34.3	3,892	72.0	14,917	10,012	67.1
Hispanic	145,222	16,594	11.4	7,507	45.2	28,235	10,163	36.0
White	213,731	38,575	18.0	23,996	62.2	77,875	45,445	58.4
Female	223,741	37,308	16.7	20,629	55.3	70,428	35,679	50.7
Male	206,817	27,059	13.1	15,943	58.9	57,109	31,845	55.8
State	430,558	64,369	15.0	36,574	56.8	127,540	67,527	53.0

Source. College Board, International Baccalaureate (IB), and Texas Education Agency (TEA).

Note. Students who took either an AP or IB examination or both are counted only once. Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

^aNot applicable.

continues

Table A-3 (continued)
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2002-03								
African American	57,016	4,430	7.8	1,327	30.0	7,831	2,122	27.1
American Indian	1,225	208	17.0	115	55.3	432	215	49.8
Asian/Pacific Islander	16,192	6,084	37.6	4,247	69.8	17,009	11,161	65.6
Hispanic	154,447	18,827	12.2	8,731	46.4	32,876	11,824	36.0
White	216,439	42,165	19.5	25,753	61.1	87,596	49,642	56.7
Female	230,502	41,552	18.0	22,680	54.6	80,934	39,822	49.2
Male	214,817	30,333	14.1	17,574	57.9	65,093	35,266	54.2
State	445,319	71,885	16.1	40,254	56.0	146,027	75,088	51.4
2003-04								
African American	58,548	5,359	9.2	1,424	26.6	9,386	2,296	24.5
American Indian	1,275	233	18.3	101	43.3	443	166	37.5
Asian/Pacific Islander	16,437	6,539	39.8	4,447	68.0	18,065	11,289	62.5
Hispanic	161,250	21,280	13.2	9,563	44.9	36,979	12,770	34.5
White	212,755	44,586	21.0	26,516	59.5	91,453	50,562	55.3
Female	232,912	45,234	19.4	23,772	52.6	87,005	41,141	47.3
Male	217,353	32,942	15.2	18,374	55.8	69,654	36,094	51.8
State	450,265	78,177	17.4	42,147	53.9	156,660	77,236	49.3
2004-05								
African American	60,091	5,901	9.8	1,488	25.2	10,438	2,424	23.2
American Indian	1,356	234	17.3	121	51.7	496	218	44.0
Asian/Pacific Islander	17,473	7,391	42.3	4,877	66.0	20,266	12,465	61.5
Hispanic	169,038	24,787	14.7	9,954	40.2	44,185	13,704	31.0
White	211,053	46,089	21.8	27,258	59.1	95,826	52,417	54.7
Female	237,184	48,786	20.6	24,474	50.2	95,345	43,176	45.3
Male	221,827	35,746	16.1	19,290	54.0	76,096	38,153	50.1
State	459,011	84,532	18.4	43,764	51.8	171,441	81,329	47.4

Source: College Board, International Baccalaureate (IB), and Texas Education Agency (TEA).

Note: Students who took either an AP or IB examination or both are counted only once. Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

^aNot applicable.

continues

Table A-3 (continued)
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2005-06								
African American	65,851	6,450	9.8	1,599	24.8	11,495	2,599	22.6
American Indian	1,501	297	19.8	153	51.5	645	314	48.7
Asian/Pacific Islander	18,786	8,247	43.9	5,552	67.3	23,159	14,411	62.2
Hispanic	176,747	27,022	15.3	10,858	40.2	49,472	15,030	30.4
White	211,967	47,407	22.4	27,739	58.5	100,337	55,084	54.9
Female	245,545	51,483	21.0	25,548	49.6	102,914	46,226	44.9
Male	229,307	38,047	16.6	20,415	53.7	82,385	41,312	50.1
State	474,852	89,539	18.9	45,968	51.3	185,314	87,549	47.2
2006-07								
African American	66,287	7,331	11.1	1,917	26.1	13,067	3,134	24.0
American Indian	1,670	319	19.1	155	48.6	652	280	42.9
Asian/Pacific Islander	19,346	8,898	46.0	6,096	68.5	25,264	16,002	63.3
Hispanic	186,670	30,630	16.4	10,938	35.7	56,465	16,165	28.6
White	212,801	50,142	23.6	30,053	59.9	106,683	59,085	55.4
Female	252,835	55,959	22.1	27,269	48.7	111,625	49,549	44.4
Male	233,939	41,423	17.7	21,917	52.9	90,612	45,154	49.8
State	486,774	97,392	20.0	49,193	50.5	202,262	94,724	46.8
2007-08								
African American	68,334	8,305	12.2	2,092	25.2	15,087	3,473	23.0
American Indian	1,753	355	20.3	184	51.8	740	325	43.9
Asian/Pacific Islander	20,004	9,666	48.3	6,571	68.0	28,166	17,504	62.2
Hispanic	198,824	33,292	16.7	12,165	36.5	62,065	17,970	29.0
White	212,008	52,920	25.0	31,369	59.3	115,312	62,497	54.2
Female	259,718	59,845	23.0	29,187	48.8	122,324	53,345	43.6
Male	241,205	44,827	18.6	23,256	51.9	99,275	48,515	48.9
State	500,923	104,672	20.9	52,443	50.1	221,599	101,860	46.0

Source. College Board, International Baccalaureate (IB), and Texas Education Agency (TEA).

Note. Students who took either an AP or IB examination or both are counted only once. Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

^aNot applicable.

continues

Table A-3 (continued)
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	rate (%)	Number	Percent		Number	Percent
2008-09								
African American	70,480	9,086	12.9	2,321	25.5	16,454	3,859	23.5
American Indian	1,802	387	21.5	204	52.7	800	405	50.6
Asian/Pacific Islander	21,243	10,317	48.6	7,120	69.0	29,903	18,939	63.3
Hispanic	212,845	36,770	17.3	13,780	37.5	69,387	20,695	29.8
White	209,831	52,644	25.1	32,495	61.7	114,888	65,728	57.2
Female	265,636	61,972	23.3	30,544	49.3	126,110	56,314	44.7
Male	250,565	47,434	18.9	25,470	53.7	105,692	53,468	50.6
State	516,201	109,406	21.2	56,014	51.2	231,802	109,782	47.4
2009-10								
African American	68,829	9,956	14.5	2,558	25.7	18,608	4,391	23.6
American Indian	2,798	543	19.4	268	49.4	1,144	459	40.1
Asian	20,274	10,858	53.6	7,494	69.0	32,425	20,612	63.6
Hispanic	231,622	45,357	19.6	16,915	37.3	87,134	25,899	29.7
African American	2,229	392	17.6	110	28.1	707	174	24.6
American Indian	74,017	12,988	17.5	4,938	38.0	25,525	7,160	28.1
Asian	758	235	31.0	118	50.2	509	228	44.8
Pacific Islander	765	130	17.0	56	43.1	273	126	46.2
White	145,930	28,223	19.3	10,316	36.6	53,864	16,109	29.9
Multiracial	7,923	1,958	24.7	854	43.6	4,033	1,433	35.5
Unknown	n/a ^a	1,431	n/a	523	36.5	2,223	669	30.1
Pacific Islander	720	184	25.6	95	51.6	422	211	50.0
White	200,892	52,060	25.9	32,874	63.1	115,077	66,824	58.1
Multiracial	7,432	2,008	27.0	1,237	61.6	4,697	2,714	57.8
Unknown	n/a	170	n/a	67	39.4	303	113	37.3
Female	272,280	68,262	25.1	33,715	49.4	141,507	62,965	44.5
Male	260,287	52,874	20.3	27,793	52.6	118,303	58,258	49.2
State	532,567	121,136	22.7	61,508	50.8	259,810	121,223	46.7

Source. College Board, International Baccalaureate (IB), and Texas Education Agency (TEA).

Note. Students who took either an AP or IB examination or both are counted only once. Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

^aNot applicable.

Table A-4
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by
Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	Number	Percent		Number	Percent
1999-00								
African American	52,069	2,852	5.5	870	30.5	4,592	1,302	28.4
American Indian	979	131	13.4	68	51.9	234	119	50.9
Asian/Pacific Islander	14,376	4,497	31.3	3,094	68.8	11,312	7,313	64.7
Hispanic	133,844	12,881	9.6	6,213	48.2	20,934	8,055	38.5
White	209,040	31,242	14.9	19,512	62.5	59,002	34,577	58.6
Female	213,139	29,859	14.0	16,830	56.4	52,755	26,963	51.1
Male	197,169	21,811	11.1	12,970	59.5	43,428	24,466	56.3
State	410,308	51,670	12.6	29,800	57.7	96,183	51,429	53.5
2000-01								
African American	52,963	3,264	6.2	884	27.1	5,542	1,429	25.8
American Indian	1,047	144	13.8	67	46.5	280	124	44.3
Asian/Pacific Islander	14,955	5,133	34.3	3,474	67.7	13,177	8,306	63.0
Hispanic	137,190	15,185	11.1	6,721	44.3	25,451	8,743	34.4
White	209,683	35,251	16.8	20,526	58.2	68,009	37,004	54.4
Female	216,003	34,196	15.8	17,718	51.8	62,185	29,140	46.9
Male	199,835	24,854	12.4	14,003	56.3	50,423	26,557	52.7
State	415,838	59,050	14.2	31,721	53.7	112,608	55,697	49.5
2001-02								
African American	54,727	3,586	6.6	1,076	30.0	6,049	1,684	27.8
American Indian	1,120	140	12.5	59	42.1	278	110	39.6
Asian/Pacific Islander	15,758	5,368	34.1	3,847	71.7	14,366	9,530	66.3
Hispanic	145,222	16,499	11.4	7,409	44.9	27,865	9,926	35.6
White	213,731	38,241	17.9	23,667	61.9	76,117	44,018	57.8
Female	223,741	36,968	16.5	20,294	54.9	68,761	34,361	50.0
Male	206,817	26,866	13.0	15,764	58.7	55,914	30,907	55.3
State	430,558	63,834	14.8	36,058	56.5	124,675	65,268	52.4

Source. College Board and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

*Not applicable.

continues

Table A-4 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Participation	rate (%)	3-5 on examinations	Percent		with scores of 3-5	Percent
2002-03								
African American	57,016	4,358	7.6	1,270	29.1	7,623	1,984	26.0
American Indian	1,225	206	16.8	113	54.9	427	211	49.4
Asian/Pacific Islander	16,192	6,047	37.3	4,208	69.6	16,452	10,685	65.0
Hispanic	154,447	18,729	12.1	8,620	46.0	32,403	11,500	35.5
White	216,439	41,794	19.3	25,381	60.7	85,557	47,967	56.1
Female	230,502	41,204	17.9	22,317	54.2	78,993	38,254	48.4
Male	214,817	30,102	14.0	17,356	57.7	63,756	34,220	53.7
State	445,319	71,306	16.0	39,673	55.6	142,749	72,474	50.8
2003-04								
African American	58,548	5,302	9.1	1,375	25.9	9,152	2,158	23.6
American Indian	1,275	232	18.2	99	42.7	438	162	37.0
Asian/Pacific Islander	16,437	6,486	39.5	4,384	67.6	17,219	10,589	61.5
Hispanic	161,250	21,166	13.1	9,443	44.6	36,463	12,403	34.0
White	212,755	44,217	20.8	26,137	59.1	89,128	48,685	54.6
Female	232,912	44,888	19.3	23,399	52.1	84,837	39,432	46.5
Male	217,353	32,694	15.0	18,134	55.5	67,888	34,711	51.1
State	450,265	77,582	17.2	41,533	53.5	152,725	74,143	48.5
2004-05								
African American	60,091	5,835	9.7	1,425	24.4	10,158	2,244	22.1
American Indian	1,356	233	17.2	120	51.5	491	216	44.0
Asian/Pacific Islander	17,473	7,320	41.9	4,790	65.4	19,421	11,791	60.7
Hispanic	169,038	24,649	14.6	9,821	39.8	43,543	13,267	30.5
White	211,053	45,721	21.7	26,889	58.8	93,659	50,673	54.1
Female	237,184	48,388	20.4	24,069	49.7	93,020	41,350	44.5
Male	221,827	35,500	16.0	19,042	53.6	74,482	36,942	49.6
State	459,011	83,888	18.3	43,111	51.4	167,502	78,292	46.7

Source: College Board and Texas Education Agency (TEA).

Note: Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

*Not applicable.

continues

Table A-4 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by
Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2005-06								
African American	65,851	6,389	9.7	1,533	24.0	11,164	2,385	21.4
American Indian	1,501	295	19.7	152	51.5	634	307	48.4
Asian/Pacific Islander	18,786	8,156	43.4	5,441	66.7	22,109	13,551	61.3
Hispanic	176,747	26,864	15.2	10,676	39.7	48,653	14,464	29.7
White	211,967	46,973	22.2	27,279	58.1	97,694	52,966	54.2
Female	245,545	51,041	20.8	25,063	49.1	100,197	44,087	44.0
Male	229,307	37,743	16.5	20,080	53.2	80,248	39,686	49.5
State	474,852	88,784	18.7	45,143	50.8	180,445	83,773	46.4
2006-07								
African American	66,287	7,241	10.9	1,832	25.3	12,699	2,895	22.8
American Indian	1,670	315	18.9	153	48.6	631	267	42.3
Asian/Pacific Islander	19,346	8,785	45.4	5,960	67.8	24,075	15,004	62.3
Hispanic	186,670	30,401	16.3	10,717	35.3	55,400	15,463	27.9
White	212,801	49,674	23.3	29,573	59.5	104,125	57,057	54.8
Female	252,835	55,434	21.9	26,721	48.2	108,687	47,261	43.5
Male	233,939	41,044	17.5	21,541	52.5	88,349	43,462	49.2
State	486,774	96,478	19.8	48,262	50.0	197,036	90,723	46.0
2007-08								
African American	68,334	8,197	12.0	1,992	24.3	14,596	3,148	21.6
American Indian	1,753	350	20.0	178	50.9	707	295	41.7
Asian/Pacific Islander	20,004	9,549	47.7	6,420	67.2	26,757	16,336	61.1
Hispanic	198,824	32,989	16.6	11,881	36.0	60,709	17,058	28.1
White	212,008	52,345	24.7	30,797	58.8	112,035	59,927	53.5
Female	259,718	59,150	22.8	28,487	48.2	118,453	50,423	42.6
Male	241,205	44,405	18.4	22,839	51.4	96,560	46,423	48.1
State	500,923	103,555	20.7	51,326	49.6	215,013	96,846	45.0

Source. College Board and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

*Not applicable.

continues

Table A-4 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Participation	rate (%)	3-5 on examinations	Percent		with scores of 3-5	Percent
2008-09								
African American	70,480	8,979	12.7	2,225	24.8	15,991	3,573	22.3
American Indian	1,802	385	21.4	202	52.5	778	385	49.5
Asian/Pacific Islander	21,243	10,145	47.8	6,933	68.3	28,354	17,718	62.5
Hispanic	212,845	36,445	17.1	13,464	36.9	67,799	19,626	28.9
White	209,831	52,072	24.8	31,912	61.3	111,312	62,904	56.5
Female	265,636	61,251	23.1	29,810	48.7	121,887	53,114	43.6
Male	250,565	46,962	18.7	25,008	53.3	102,671	51,218	49.9
State	516,201	108,213	21.0	54,818	50.7	224,558	104,332	46.5
2009-10								
African American	68,829	9,816	14.3	2,436	24.8	17,993	4,053	22.5
American Indian	2,798	536	19.2	262	48.9	1,119	445	39.8
Asian	20,274	10,652	52.5	7,254	68.1	30,663	19,184	62.6
Hispanic	231,622	45,000	19.4	16,514	36.7	85,288	24,576	28.8
African American	2,229	390	17.5	108	27.7	696	163	23.4
American Indian	74,017	12,787	17.3	4,746	37.1	24,759	6,658	26.9
Asian	758	234	30.9	116	49.6	493	214	43.4
Pacific Islander	765	130	17.0	55	42.3	270	125	46.3
White	145,930	28,077	19.2	10,123	36.1	52,888	15,378	29.1
Multiracial	7,923	1,948	24.6	843	43.3	3,951	1,369	34.6
Unknown	n/a ^a	1,434	n/a	523	36.5	2,231	669	30.0
Pacific Islander	720	162	22.5	74	45.7	317	137	43.2
White	200,892	51,438	25.6	32,221	62.6	111,450	63,905	57.3
Multiracial	7,432	1,987	26.7	1,212	61.0	4,521	2,570	56.8
Unknown	n/a	152	n/a	52	34.2	263	80	30.4
Female	272,280	67,437	24.8	32,816	48.7	136,701	59,278	43.4
Male	260,287	52,306	20.1	27,209	52.0	114,913	55,672	48.4
State	532,567	119,743	22.5	60,025	50.1	251,614	114,950	45.7

Source. College Board and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

^aNot applicable.

**Table A-5
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2009-10**

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
English Language and Composition				
Grade 9	14	<0.1	14.3	1.8
Grade 10	893	1.9	32.1	2.2
Grade 11	43,794	92.7	48.0	2.6
Grade 12	2,539	5.4	44.9	2.4
Total	47,240	100	47.5	2.5
United States History				
Grade 9	8	<0.1	25.0	2.0
Grade 10	472	1.3	40.7	2.3
Grade 11	36,395	96.8	35.5	2.2
Grade 12	709	1.9	27.5	2.0
Total	37,584	100	35.4	2.2
English Literature and Composition				
Grade 9	<5	–	–	–
Grade 10	<50	–	53.2	3.0
Grade 11	1,672	5.6	29.8	2.2
Grade 12	28,183	94.2	47.4	2.6
Total	29,903	100	46.4	2.5
World History				
Grade 9	193	0.7	18.1	1.6
Grade 10	28,183	97.5	37.8	2.2
Grade 11	385	1.3	35.8	2.2
Grade 12	157	0.5	52.9	2.6
Total	28,918	100	37.7	2.2
Government and Politics: U.S.				
Grade 9	<5	–	–	–
Grade 10	<80	–	28.2	2.0
Grade 11	623	3.1	36.0	2.2
Grade 12	19,168	96.5	37.1	2.2
Total	19,869	100	37.0	2.2

Source. College Board and Texas Education Agency (TEA).

Note. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (–). Means calculated using values <5 are replaced with a dash (–). Parts may not add to 100 percent because of rounding.

continues

Table A-5 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2009-10

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Spanish Language				
Grade 9	2,123	12.6	63.8	3.1
Grade 10	4,500	26.6	72.1	3.4
Grade 11	6,506	38.5	68.9	3.3
Grade 12	3,770	22.3	70.2	3.4
Total	16,899	100	69.4	3.3
Calculus AB				
Grade 9	24	0.1	95.8	4.4
Grade 10	156	1.0	75.0	3.5
Grade 11	2,288	14.1	56.8	2.9
Grade 12	13,737	84.8	40.5	2.3
Total	16,205	100	43.3	2.4
Macroeconomics				
Grade 9	<5	–	–	–
Grade 10	<60	–	–	2.5
Grade 11	421	3.0	50.4	2.6
Grade 12	13,772	96.6	40.0	2.3
Total	14,254	100	40.4	2.3
Psychology				
Grade 9	7	<0.1	71.4	3.4
Grade 10	424	4.1	50.5	2.6
Grade 11	5,097	49.9	53.1	2.7
Grade 12	4,693	45.9	50.9	2.6
Total	10,221	100	52.0	2.6
Biology				
Grade 9	143	1.5	49.0	2.7
Grade 10	611	6.5	39.1	2.3
Grade 11	2,290	24.2	40.3	2.4
Grade 12	6,428	67.9	35.6	2.2
Total	9,472	100	37.1	2.2

Source. College Board and Texas Education Agency (TEA).

Note. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (–). Means calculated using values <5 are replaced with a dash (–). Parts may not add to 100 percent because of rounding.

continues

Table A-5 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2009-10

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Statistics				
Grade 9	<5	–	–	–
Grade 10	<200	–	–	3.4
Grade 11	1,825	20.2	64.1	3.0
Grade 12	7,021	77.7	46.8	2.5
Total	9,041	100	50.8	2.6
Human Geography				
Grade 9	5,376	69.9	39.0	2.2
Grade 10	727	9.5	65.9	3.2
Grade 11	886	11.5	59.4	2.9
Grade 12	703	9.1	63.3	3.0
Total	7,692	100	46.1	2.5
Chemistry				
Grade 9	<5	–	–	–
Grade 10	<220	–	–	1.8
Grade 11	3,663	54.3	45.8	2.4
Grade 12	2,864	42.5	34.9	2.1
Total	6,744	100	40.5	2.3
Physics B				
Grade 9	<5	–	–	–
Grade 10	<55	–	–	2.5
Grade 11	2,527	45.2	37.3	2.2
Grade 12	3,008	53.8	44.6	2.4
Total	5,587	100	41.3	2.3
Calculus BC				
Grade 9	<5	–	–	–
Grade 10	<70	–	–	4.4
Grade 11	631	11.9	81.8	3.9
Grade 12	4,614	86.8	72.5	3.4
Total	5,316	100	73.8	3.5

Source. College Board and Texas Education Agency (TEA).

Note. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (–). Means calculated using values <5 are replaced with a dash (–). Parts may not add to 100 percent because of rounding.

continues

Table A-5 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2009-10

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Environmental Science				
Grade 9	<5	–	–	–
Grade 10	<120	–	–	2.3
Grade 11	1,042	22.4	42.3	2.4
Grade 12	3,495	75.1	41.9	2.4
Total	4,656	100	42.0	2.4
Computer Science A				
Grade 9	170	5.4	66.5	3.2
Grade 10	819	25.8	57.8	2.9
Grade 11	1,270	40.1	62.0	3.0
Grade 12	912	28.8	52.5	2.7
Total	3,171	100	58.4	2.9
Spanish Literature				
Grade 9	180	6.1	31.7	1.9
Grade 10	599	20.3	44.9	2.3
Grade 11	875	29.6	47.9	2.5
Grade 12	1,298	44.0	53.6	2.6
Total	2,952	100	48.8	2.5
Microeconomics				
Grade 9	<5	–	–	–
Grade 10	<15	–	–	4.0
Grade 11	147	5.2	59.9	2.9
Grade 12	2,662	94.3	39.9	2.3
Total	2,822	100	41.1	2.3
Physics C: Mechanics				
Grade 9	<5	–	–	–
Grade 10	<5	–	–	–
Grade 11	131	5.2	61.1	3.1
Grade 12	2,396	94.7	61.8	3.0
Total	2,531	100	61.7	3.0

Source. College Board and Texas Education Agency (TEA).

Note. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (–). Means calculated using values <5 are replaced with a dash (–). Parts may not add to 100 percent because of rounding.

continues

Table A-5 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2009-10

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
European History				
Grade 9	<5	–	–	–
Grade 10	<140	–	–	3.8
Grade 11	563	25.2	68.6	3.0
Grade 12	1,526	68.4	65.7	2.9
Total	2,230	100	67.6	3.0
Music Theory				
Grade 9	15	0.8	66.7	3.3
Grade 10	118	6.4	48.3	2.7
Grade 11	655	35.7	58.0	2.9
Grade 12	1,048	57.1	55.7	2.9
Total	1,836	100	56.2	2.9
History of Art				
Grade 9	13	0.7	69.2	3.1
Grade 10	154	8.8	46.8	2.4
Grade 11	762	43.5	51.3	2.6
Grade 12	824	47.0	54.7	2.7
Total	1,753	100	52.7	2.6
Studio Art: 2-D Design				
Grade 9	<5	–	–	–
Grade 10	<70	–	–	2.7
Grade 11	444	26.3	68.2	3.1
Grade 12	1,172	69.5	69.8	3.1
Total	1,686	100	68.7	3.1
Physics C: Electricity & Magnetism				
Grade 9	<5	–	–	–
Grade 10	<5	–	–	–
Grade 11	68	4.6	63.2	3.3
Grade 12	1,426	95.4	58.7	3.1
Total	1,494	100	58.9	3.1

Source. College Board and Texas Education Agency (TEA).

Note. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (–). Means calculated using values <5 are replaced with a dash (–). Parts may not add to 100 percent because of rounding.

continues

Table A-5 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2009-10

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Art: Studio-Drawing Portfolio				
Grade 9	<5	–	–	–
Grade 10	<35	–	–	3.0
Grade 11	305	26.2	74.8	3.2
Grade 12	823	70.8	67.0	3.1
Total	1,163	100	68.9	3.1
French Language				
Grade 9	10	1.0	60.0	2.8
Grade 10	96	9.6	37.5	2.2
Grade 11	395	39.3	33.7	2.0
Grade 12	504	50.1	21.6	1.8
Total	1,005	100	28.3	1.9
German Language				
Grade 9	12	3.0	91.7	4.4
Grade 10	32	8.0	71.9	3.3
Grade 11	91	22.9	73.6	3.3
Grade 12	263	66.1	38.4	2.3
Total	398	100	50.8	2.7
Studio Art: 3-D Design				
Grade 9	<5	–	–	–
Grade 10	<15	–	–	2.1
Grade 11	75	22.2	74.7	3.1
Grade 12	252	74.6	57.9	2.8
Total	338	100	60.7	2.9
Government and Politics: Comparative				
Grade 9	<5	–	–	–
Grade 10	<20	–	–	1.5
Grade 11	46	13.7	60.9	3.1
Grade 12	272	81.0	41.5	2.4
Total	336	100	43.2	2.4

Source. College Board and Texas Education Agency (TEA).

Note. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (–). Means calculated using values <5 are replaced with a dash (–). Parts may not add to 100 percent because of rounding.

continues

Table A-5 (continued)
Advanced Placement (AP) Examinations and Performance, by Subject
and Grade, Texas Public Schools, 2009-10

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Latin: Vergil				
Grade 9	<5	–	–	–
Grade 10	<15	–	–	2.3
Grade 11	115	40.6	60.9	3.0
Grade 12	155	54.8	48.4	2.5
Total	283	100	53.0	2.7
Chinese Language and Culture				
Grade 9	10	3.6	100	4.9
Grade 10	61	22.1	98.4	4.8
Grade 11	118	42.8	97.5	4.7
Grade 12	87	31.5	92.0	4.3
Total	276	100	96.0	4.6
Japanese Language and Culture				
Grade 9	<5	–	–	–
Grade 10	<5	–	–	–
Grade 11	16	30.8	93.8	4.2
Grade 12	31	59.6	74.2	3.0
Total	52	100	78.8	3.4

Source. College Board and Texas Education Agency (TEA).

Note. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (–). Means calculated using values <5 are replaced with a dash (–). Parts may not add to 100 percent because of rounding.

Table A-6
International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12,
by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Examinees		Examinees scoring		Examinations		
		Participation	Participation	4-7 on examinations	4-7 on examinations	with scores of 4-7	with scores of 4-7	with scores of 4-7
		Number	rate (%)	Number	Percent	Examinations	Number	Percent
1999-00								
African American	52,069	53	0.1	48	90.6	140	92	65.7
American Indian	979	<5	–	<5	–	<5	<5	–
Asian/Pacific Islander	14,376	161	1.1	149	92.5	421	347	82.4
Hispanic	133,844	115	0.1	85	73.9	256	144	56.3
White	209,040	511	0.2	441	86.3	1,264	1,063	84.1
Female	213,139	506	0.2	432	85.4	1,240	967	78.0
Male	197,169	336	0.2	293	87.2	844	682	80.8
State	410,308	843	0.2	725	86.0	2,085	1,649	79.1
2000-01								
African American	52,963	55	0.1	42	76.4	119	89	74.8
American Indian	1,047	<5	–	<5	–	<5	<5	–
Asian/Pacific Islander	14,955	185	1.2	171	92.4	481	419	87.1
Hispanic	137,190	96	0.1	69	71.9	235	145	61.7
White	209,683	556	0.3	480	86.3	1,253	1,056	84.3
Female	216,003	502	0.2	430	85.7	1,166	970	83.2
Male	199,835	392	0.2	334	85.2	930	747	80.3
State	415,838	895	0.2	764	85.4	2,097	1,717	81.9
2001-02								
African American	54,727	90	0.2	55	61.1	178	109	61.2
American Indian	1,120	<5	–	<5	–	<5	<5	–
Asian/Pacific Islander	15,758	195	1.2	185	94.9	551	482	87.5
Hispanic	145,222	171	0.1	136	79.5	370	237	64.1
White	213,731	771	0.4	670	86.9	1,753	1,424	81.2
Female	223,741	742	0.3	635	85.6	1,662	1,315	79.1
Male	206,817	489	0.2	412	84.3	1,195	938	78.5
State	430,558	1,233	0.3	1,049	85.1	2,860	2,256	78.9

Source. International Baccalaureate (IB) and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity. Counts of examinees that are less than 5 are replaced with "<5." Percentages calculated using values <5 are replaced with "–."

*Not applicable.

continues

Table A-6 (continued)
International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12,
by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	4-7 on examinations	Percent		Number	Percent
2002-03								
African American	57,016	96	0.2	73	76.0	208	138	66.4
American Indian	1,225	<5	–	<5	–	<5	<5	–
Asian/Pacific Islander	16,192	232	1.4	208	89.7	556	476	85.6
Hispanic	154,447	177	0.1	148	83.6	471	324	68.8
White	216,439	831	0.4	745	89.7	2,035	1,671	82.1
Female	230,502	778	0.3	695	89.3	1,941	1,568	80.8
Male	214,817	561	0.3	482	85.9	1,335	1,046	78.4
State	445,319	1,340	0.3	1,177	87.8	3,278	2,614	79.7
2003-04								
African American	58,548	89	0.2	68	76.4	234	138	59.0
American Indian	1,275	<5	–	<5	–	<5	<5	–
Asian/Pacific Islander	16,437	273	1.7	252	92.3	846	700	82.7
Hispanic	161,250	190	0.1	161	84.7	508	359	70.7
White	212,755	832	0.4	745	89.5	2,341	1,891	80.8
Female	232,912	789	0.3	701	88.9	2,168	1,709	78.8
Male	217,353	598	0.3	528	88.3	1,766	1,383	78.3
State	450,265	1,388	0.3	1,230	88.6	3,935	3,093	78.6
2004-05								
African American	60,091	102	0.2	82	80.4	280	180	64.3
American Indian	1,356	<5	–	<5	–	5	<5	–
Asian/Pacific Islander	17,473	291	1.7	257	88.3	845	674	79.8
Hispanic	169,038	245	0.1	189	77.1	642	437	68.1
White	211,053	843	0.4	742	88.0	2,166	1,743	80.5
Female	237,184	851	0.4	740	87.0	2,324	1,825	78.5
Male	221,827	633	0.3	532	84.0	1,614	1,211	75.0
State	459,011	1,487	0.3	1,273	85.6	3,941	3,037	77.1

Source. International Baccalaureate (IB) and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity. Counts of examinees that are less than 5 are replaced with "<5." Percentages calculated using values <5 are replaced with "–."

^aNot applicable.

continues

Table A-6 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Examinees		Examinees scoring		Examinations		
		Participation	Participation	4-7 on examinations	4-7 on examinations	with scores of 4-7	with scores of 4-7	with scores of 4-7
		Number	rate (%)	Number	Percent	Examinations	Number	Percent
2005-06								
African American	65,851	114	0.2	91	79.8	331	214	64.7
American Indian	1,501	5	0.3	<5	–	11	7	63.6
Asian/Pacific Islander	18,786	349	1.9	318	91.1	1,050	860	81.9
Hispanic	176,747	303	0.2	244	80.5	819	566	69.1
White	211,967	973	0.5	861	88.5	2,643	2,118	80.1
Female	245,545	1,012	0.4	879	86.9	2,717	2,139	78.7
Male	229,307	732	0.3	639	87.3	2,137	1,626	76.1
State	474,852	1,753	0.4	1,523	86.9	4,869	3,776	77.6
2006-07								
African American	66,287	141	0.2	118	83.7	372	244	65.6
American Indian	1,670	7	0.4	5	71.4	21	13	61.9
Asian/Pacific Islander	19,346	416	2.2	375	90.1	1,189	1,003	84.4
Hispanic	186,670	409	0.2	324	79.2	1,066	703	66.0
White	212,801	992	0.5	852	85.9	2,553	2,017	79.0
Female	252,835	1,123	0.4	967	86.1	2,928	2,283	78.0
Male	233,939	842	0.4	707	84.0	2,273	1,697	74.7
State	486,774	1,975	0.4	1,681	85.1	5,226	4,001	76.6
2007-08								
African American	68,334	152	0.2	125	82.2	491	325	66.2
American Indian	1,753	9	0.5	9	100	33	30	90.9
Asian/Pacific Islander	20,004	412	2.1	380	92.2	1,409	1,168	82.9
Hispanic	198,824	478	0.2	400	83.7	1,353	910	67.3
White	212,008	1,141	0.5	992	86.9	3,279	2,571	78.4
Female	259,718	1,292	0.5	1,135	87.8	3,865	2,916	75.4
Male	241,205	910	0.4	776	85.3	2,721	2,098	77.1
State	500,923	2,202	0.4	1,911	86.8	6,586	5,014	76.1

Source. International Baccalaureate (IB) and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity. Counts of examinees that are less than 5 are replaced with "<5." Percentages calculated using values <5 are replaced with "–."

^aNot applicable.

continues

Table A-6 (continued)
International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12,
by Race/Ethnicity and Gender, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	4-7 on examinations	Percent		Number	Percent
2008-09								
African American	70,480	166	0.2	123	74.1	463	286	61.8
American Indian	1,802	6	0.3	5	83.3	22	20	90.9
Asian/Pacific Islander	21,243	486	2.3	446	91.8	1,549	1,221	78.8
Hispanic	212,845	508	0.2	430	84.6	1,586	1,067	67.3
White	209,831	1,181	0.6	1,041	88.1	3,570	2,819	79.0
Female	265,636	1,387	0.5	1,222	88.1	4,217	3,195	75.8
Male	250,565	960	0.4	823	85.7	2,973	2,218	74.6
State	516,201	2,364	0.5	2,059	87.1	7,244	5,450	75.2
2009-10								
African American	68,829	227	0.3	164	72.2	619	341	55.1
American Indian	2,798	9	0.3	7	77.8	25	14	56.0
Asian	20,274	551	2.7	509	92.4	1,762	1,428	81.0
Hispanic	231,622	642	0.3	558	86.9	1,841	1,319	71.6
African American	2,229	<5	–	<5	–	11	11	100
American Indian	74,017	267	0.4	229	85.8	768	506	65.9
Asian	758	5	0.7	5	100	16	14	87.5
Pacific Islander	765	<5	–	<5	–	<5	<5	–
White	145,930	342	0.2	300	87.7	967	727	75.2
Multiracial	7,923	23	0.3	19	82.6	76	60	78.9
Unknown	n/a ^a	<5	n/a	<5	–	<5	<5	–
Pacific Islander	720	30	4.2	26	86.7	105	74	70.5
White	200,892	1,266	0.6	1,131	89.3	3,626	2,918	80.5
Multiracial	7,432	61	0.8	55	90.2	177	145	81.9
Unknown	n/a	19	n/a	16	84.2	41	34	82.9
Female	272,280	1,628	0.6	1,450	89.1	4,793	3,676	76.7
Male	260,287	1,158	0.4	1,000	86.4	3,362	2,563	76.2
State	532,567	2,805	0.5	2,466	87.9	8,196	6,273	76.5

Source. International Baccalaureate (IB) and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity or by gender may differ from one another or be slightly less than the total of all examinees. See the section, "Data Sources and Methodological Considerations," on page 23, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity. Counts of examinees that are less than 5 are replaced with "<5." Percentages calculated using values <5 are replaced with a dash (–).

^aNot applicable.

Table A-7
International Baccalaureate (IB) Examinations and Performance, by
Subject, Texas Public Schools, 2009-10

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
English A1				
Higher Level	1,374	16.8	95.1	4.7
Standard Level	8	0.1	87.5	4.3
Total	1,382	16.9	95.1	4.7
History: Americas				
Higher Level	1,060	12.9	73.9	4.1
Spanish B				
Higher Level	216	2.6	93.1	5.5
Standard Level	728	8.9	88.6	4.9
Total	944	11.5	89.6	5.0
Mathematics				
Higher Level	169	2.1	51.5	3.8
Standard Level	581	7.1	69.9	4.3
Total	750	9.2	65.7	4.2
Biology				
Higher Level	447	5.5	64.2	3.9
Standard Level	220	2.7	72.7	4.1
Total	667	8.1	67.0	4.0
Mathematical Studies				
Standard Level	558	6.8	88.9	5.0
Physics				
Higher Level	97	1.2	60.8	4.2
Standard Level	392	4.8	52.0	3.7
Total	489	6.0	53.8	3.8

Source. International Baccalaureate.

Note. Excluded from the results are satisfactory Theory of Knowledge course and essay completions, which are required for the IB Diploma but excluded in Texas Education Agency accountability system reporting of Advanced Placement (AP) and IB subject examinations. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (-). Means calculated using values <5 are replaced with with a dash (-). Parts may not add to 100 percent because of rounding.

continues

Table A-7 (continued)
International Baccalaureate (IB) Examinations and Performance, by
Subject, Texas Public Schools, 2009-10

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Chemistry				
Higher Level	118	1.4	42.4	3.4
Standard Level	279	3.4	35.5	3.2
Total	397	4.8	37.5	3.3
Psychology				
Higher Level	32	0.4	68.8	4.2
Standard Level	265	3.2	78.1	4.3
Total	297	3.6	77.1	4.3
Economics				
Higher Level	63	0.8	73.0	4.1
Standard Level	205	2.5	82.0	4.4
Total	268	3.3	79.9	4.3
Visual Arts				
Higher Level	149	1.8	81.2	4.7
Standard Level	110	1.3	71.8	4.2
Total	259	3.2	77.2	4.5
French B				
Higher Level	30	0.4	66.7	4.4
Standard Level	174	2.1	76.4	4.3
Total	204	2.5	75.0	4.3
History: Europe				
Higher Level	148	1.8	83.1	4.5
Environmental Systems				
Standard Level	109	1.3	52.3	3.6

Source. International Baccalaureate.

Note. Excluded from the results are satisfactory Theory of Knowledge course and essay completions, which are required for the IB Diploma but excluded in Texas Education Agency accountability system reporting of Advanced Placement (AP) and IB subject examinations. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (-). Means calculated using values <5 are replaced with with a dash (-). Parts may not add to 100 percent because of rounding.

continues

Table A-7 (continued)
International Baccalaureate (IB) Examinations and Performance, by
Subject, Texas Public Schools, 2009-10

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Computer Science				
Higher Level	34	0.4	91.2	5.0
Standard Level	72	0.9	69.4	4.5
Total	106	1.3	76.4	4.6
Information Technology in a Global Society				
Higher Level	7	0.1	85.7	4.3
Standard Level	64	0.8	84.4	4.2
Total	71	0.9	84.5	4.2
Music Group Performance				
Standard Level	71	0.9	85.9	4.7
Art History				
Standard Level	59	0.7	72.9	3.9
Theater				
Higher Level	29	0.4	65.5	4.0
Standard Level	18	0.2	100	5.1
Total	47	0.6	78.7	4.4
Music				
Higher Level	42	0.5	73.8	4.1
Latin				
Higher Level	<5	–	–	–
Standard Level	<40	–	–	4.2
Total	40	0.5	75.0	4.2
German B				
Higher Level	15	0.2	93.3	5.3
Standard Level	23	0.3	87.0	4.4
Total	38	0.5	89.5	4.8

Source. International Baccalaureate.

Note. Excluded from the results are satisfactory Theory of Knowledge course and essay completions, which are required for the IB Diploma but excluded in Texas Education Agency accountability system reporting of Advanced Placement (AP) and IB subject examinations. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (–). Means calculated using values <5 are replaced with with a dash (–). Parts may not add to 100 percent because of rounding.

continues

Table A-7 (continued)
International Baccalaureate (IB) Examinations and Performance, by
Subject, Texas Public Schools, 2009-10

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Business Management				
Higher Level	23	0.3	65.2	3.9
Standard Level	6	0.1	–	4.0
Total	29	0.4	65.5	3.9
Geography				
Higher Level	12	0.1	50.0	3.6
Standard Level	15	0.2	53.3	3.7
Total	27	0.3	51.9	3.6
Design Technology				
Standard Level	21	0.3	33.3	3.2
Spanish AB				
Standard Level	19	0.2	73.7	4.2
Film				
Higher Level	<15	–	–	4.3
Standard Level	<5	–	–	–
Total	16	0.2	81.3	4.4
Dance				
Higher Level	8	0.1	87.5	4.0
Standard Level	5	0.1	–	4.0
Total	13	0.2	84.6	4.0
Music Solo Performance				
Standard Level	13	0.2	84.6	4.4
German AB				
Standard Level	9	0.1	66.7	4.0

Source: International Baccalaureate.

Note. Excluded from the results are satisfactory Theory of Knowledge course and essay completions, which are required for the IB Diploma but excluded in Texas Education Agency accountability system reporting of Advanced Placement (AP) and IB subject examinations. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (–). Means calculated using values <5 are replaced with with a dash (–). Parts may not add to 100 percent because of rounding.

continues

Table A-7 (continued)
International Baccalaureate (IB) Examinations and Performance, by
Subject, Texas Public Schools, 2009-10

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Italian B				
Higher Level	<5	–	–	–
Standard Level	<10	–	–	3.4
Total	9	0.1	–	3.2
Mandarin B				
Higher Level	<5	–	–	–
Standard Level	<10	–	–	6.0
Total	8	0.1	87.5	5.9
Russian B				
Higher Level	<5	–	–	–
Standard Level	<5	–	–	–
Total	6	0.1	100	5.5
Music Composition				
Standard Level	5	0.1	100	4.6

Source. International Baccalaureate.

Note. Excluded from the results are satisfactory Theory of Knowledge course and essay completions, which are required for the IB Diploma but excluded in Texas Education Agency accountability system reporting of Advanced Placement (AP) and IB subject examinations. Counts of examinees that are less than 5 are replaced with "<5" for student anonymity. Counts that could be used to impute those that are replaced with "<5" are replaced with "<XX," where XX is the actual count rounded up to the next multiple of 5. For example, a count of 43 would be listed as <45. Percentages calculated using values <5 or masked to prevent imputation are replaced with a dash (–). Means calculated using values <5 are replaced with a dash (–). Parts may not add to 100 percent because of rounding.

Table A-8
Students Qualifying for College Credit Based on Advanced Placement (AP) or International Baccalaureate (IB) Examination Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Students qualifying for college credit	
		Number	Percent
1999-00			
African American	52,069	894	1.7
American Indian	979	68	6.9
Asian/Pacific Islander	14,376	3,132	21.8
Hispanic	133,844	6,252	4.7
White	209,040	19,673	9.4
State	410,308	30,062	7.3
2000-01			
African American	52,963	909	1.7
American Indian	1,047	67	6.4
Asian/Pacific Islander	14,955	3,511	23.5
Hispanic	137,190	6,761	4.9
White	209,683	20,732	9.9
State	415,838	32,029	7.7
2001-02			
African American	54,727	1,117	2.0
American Indian	1,120	60	5.4
Asian/Pacific Islander	15,758	3,892	24.7
Hispanic	145,222	7,507	5.2
White	213,731	23,996	11.2
State	430,558	36,574	8.5
2002-03			
African American	57,016	1,327	2.3
American Indian	1,225	115	9.4
Asian/Pacific Islander	16,192	4,247	26.2
Hispanic	154,447	8,731	5.7
White	216,439	25,753	11.9
State	445,319	40,254	9.0

Source. College Board, International Baccalaureate (IB), and Texas Education Agency.

Note. Students who took either an AP or IB examination or both are counted only once. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

^aNot applicable.

continues

Table A-8 (continued)
Students Qualifying for College Credit Based on Advanced Placement (AP) or International Baccalaureate (IB) Examination Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Students qualifying for college credit	
		Number	Percent
2003-04			
African American	58,548	1,424	2.4
American Indian	1,275	101	7.9
Asian/Pacific Islander	16,437	4,447	27.1
Hispanic	161,250	9,563	5.9
White	212,755	26,516	12.5
State	450,265	42,147	9.4
2004-05			
African American	60,091	1,488	2.5
American Indian	1,356	121	8.9
Asian/Pacific Islander	17,473	4,877	27.9
Hispanic	169,038	9,954	5.9
White	211,053	27,258	12.9
State	459,011	43,764	9.5
2005-06			
African American	65,851	1,599	2.4
American Indian	1,501	153	10.2
Asian/Pacific Islander	18,786	5,552	29.6
Hispanic	176,747	10,858	6.1
White	211,967	27,739	13.1
State	474,852	45,968	9.7
2006-07			
African American	66,287	1,917	2.9
American Indian	1,670	155	9.3
Asian/Pacific Islander	19,346	6,096	31.5
Hispanic	186,670	10,938	5.9
White	212,801	30,053	14.1
State	486,774	49,193	10.1

Source. College Board, International Baccalaureate (IB), and Texas Education Agency.

Note. Students who took either an AP or IB examination or both are counted only once. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

^aNot applicable.

continues

Table A-8 (continued)
Students Qualifying for College Credit Based on Advanced Placement (AP) or International Baccalaureate (IB) Examination Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 1999-00 Through 2009-10

Group	Students	Students qualifying for college credit	
		Number	Percent
2007-08			
African American	68,334	2,092	3.1
American Indian	1,753	184	10.5
Asian/Pacific Islander	20,004	6,571	32.8
Hispanic	198,824	12,165	6.1
White	212,008	31,369	14.8
State	500,923	52,443	10.5
2008-09			
African American	70,480	2,321	3.3
American Indian	1,802	204	11.3
Asian/Pacific Islander	21,243	7,120	33.5
Hispanic	212,845	13,780	6.5
White	209,831	32,495	15.5
State	516,201	56,014	10.9
2009-10			
African American	68,829	2,558	3.7
American Indian	2,798	268	9.6
Asian	20,274	7,494	37.0
Hispanic	231,622	16,915	7.3
African American	2,229	110	4.9
American Indian	74,017	4,938	6.7
Asian	758	118	15.6
Pacific Islander	765	56	7.3
White	145,930	10,316	7.1
Multiracial	7,923	854	10.8
Unknown	n/a ^a	523	n/a
Pacific Islander	720	95	13.2
White	200,892	32,874	16.4
Multiracial	7,432	1,237	16.6
Unknown	n/a	67	n/a
State	532,567	61,508	11.5

Source: College Board, International Baccalaureate (IB), and Texas Education Agency.

Note: Students who took either an AP or IB examination or both are counted only once. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) that are not shown as Hispanic subgroups do not include students of Hispanic ethnicity.

^aNot applicable.

Table A-9
Advanced Course Completions, Grades 9-12, by Course Type, Texas
Public Schools, 1999-00 Through 2009-10

Course type	Students completing at least one course		Course completions		
	Number	Percent ^b	Number	Percent ^c	Avg. ^a number per student
1999-00					
AP	104,218	55.1	187,438	53.8	1.8
IB	2,534	1.3	5,267	1.5	2.1
Other advanced	132,773	70.1	155,731	44.7	1.2
All advanced	189,315	100	348,436	100	1.8
2000-01					
AP	106,912	54.1	194,854	53.1	1.8
IB	2,785	1.4	6,009	1.6	2.2
Other advanced	141,138	71.5	166,209	45.3	1.2
All advanced	197,527	100	367,072	100	1.9
2001-02					
AP	117,546	56.7	213,711	54.9	1.8
IB	2,797	1.3	6,582	1.7	2.4
Other advanced	143,872	69.4	169,101	43.4	1.2
All advanced	207,231	100	389,394	100	1.9
2002-03					
AP	127,164	58.0	231,357	55.7	1.8
IB	2,900	1.3	7,051	1.7	2.4
Other advanced	149,898	68.4	176,890	42.6	1.2
All advanced	219,114	100	415,298	100	1.9
2003-04					
AP	136,084	60.0	248,717	57.4	1.8
IB	2,990	1.3	7,790	1.8	2.6
Other advanced	151,082	66.6	176,786	40.8	1.2
All advanced	226,880	100	433,293	100	1.9
2004-05					
AP	150,306	63.5	279,551	60.4	1.9
IB	3,145	1.3	8,181	1.8	2.6
Other advanced	150,942	63.7	175,383	37.9	1.2
All advanced	236,805	100	463,115	100	2.0
2005-06					
AP	158,730	64.2	292,770	60.8	1.8
IB	3,267	1.3	8,976	1.9	2.7
Other advanced	155,090	62.7	179,434	37.3	1.2
All advanced	247,370	100	481,180	100	1.9

Source. Texas Education Agency.

Note. ^aAverage. ^bParts will not add to 100 percent because students may take more than one type of advanced course within a single year. ^cParts may not add to 100 percent because of rounding.

continues

Table A-9 (continued)
Advanced Course Completions, Grades 9-12, by Course Type, Texas
Public Schools, 1999-00 Through 2009-10

Course type	Students completing at least one course		Course completions		
	Number	Percent ^b	Number	Percent ^c	Avg. ^a number per student
2006-07					
AP	168,335	64.9	312,916	61.5	1.9
IB	3,541	1.4	10,219	2.0	2.9
Other advanced	159,979	61.7	185,470	36.5	1.2
All advanced	259,286	100	508,605	100	2.0
2007-08					
AP	177,380	65.4	333,074	62.0	1.9
IB	4,032	1.5	12,004	2.2	3.0
Other advanced	165,877	61.1	191,781	35.7	1.2
All advanced	271,299	100	536,859	100	2.0
2008-09					
AP	190,674	65.8	351,530	61.8	1.8
IB	4,195	1.4	13,980	2.5	3.3
Other advanced	174,434	60.2	203,328	35.7	1.2
All advanced	289,571	100	568,838	100	2.0
2009-10					
AP	206,403	65.0	380,781	60.9	1.8
IB	4,971	1.6	17,139	2.7	3.4
Other advanced	194,306	61.2	227,437	36.4	1.2
All advanced	317,482	100	625,357	100	2.0

Source. Texas Education Agency.

^aAverage. ^bParts will not add to 100 percent because students may take more than one type of advanced course within a single year. ^cParts may not add to 100 percent because of rounding.

Table A-10
Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, by Course Type, Texas Public Schools, 1999-00 Through 2009-10

Year	AP examinees	No AP course					
		At least one AP course		Other advanced course ^a		No advanced course	
		Number	Percent	Number	Percent	Number	Percent
1999-00	53,703	47,738	88.9	2,380	4.4	3,585	6.7
2000-01	62,042	55,607	89.6	2,494	4.0	3,941	6.4
2001-02	72,585	64,219	88.5	2,683	3.7	5,683	7.8
2002-03	80,362	70,282	87.5	3,192	4.0	6,888	8.6
2003-04	90,013	78,442	87.2	3,583	3.9	7,988	8.9
2004-05	99,531	89,452	89.9	2,985	3.0	7,094	7.1
2005-06	109,509	96,479	88.1	4,131	3.8	8,899	8.1
2006-07	121,198	108,767	89.7	3,848	3.2	8,583	7.1
2007-08	129,783	117,837	90.8	3,343	2.6	8,592	6.6
2008-09	139,039	127,154	91.5	3,294	2.4	8,591	6.2
2009-10	159,141	144,720	90.9	4,323	2.7	10,098	6.3

Source: College Board and Texas Education Agency (TEA).

Note: Last semester completion of courses was used as the basis for numerical counts. AP examinees were linked to AP and advanced course completers by student to obtain the statistics. Thus, some counts may be slightly imprecise because data needed for perfect student matching were not available. Parts may not add to 100 percent because of rounding.

^aPrior to the 2000-01 school year, other advanced courses did not include courses designated only as dual enrollment. Starting with that school year, advanced courses, as defined by TEA (2010b), were broadened to include dual enrollment courses.

**Table A-11
Advanced Course Completers Taking Advanced Placement (AP)
Examinations, Grades 9-12, by Course Type, Texas Public Schools,
1999-00 Through 2009-10**

Course type ^a	Course completers	Course completers taking at least one AP examination	
		Number	Percent
1999-00			
At least one AP	104,218	47,738	45.8
Other (no AP)	85,097	2,380	2.8
2000-01			
At least one AP	106,912	55,607	52.0
Other (no AP)	90,615	2,494	2.8
2001-02			
At least one AP	117,546	64,219	54.6
Other (no AP)	89,691	2,683	3.0
2002-03			
At least one AP	127,164	70,282	55.3
Other (no AP)	91,950	3,192	3.5
2003-04			
At least one AP	136,084	78,442	57.6
Other (no AP)	90,796	3,583	4.0
2004-05			
At least one AP	150,306	89,452	59.5
Other (no AP)	86,499	2,985	3.5
2005-06			
At least one AP	158,730	96,479	60.8
Other (no AP)	88,640	4,131	4.7
2006-07			
At least one AP	168,335	108,767	64.6
Other (no AP)	90,951	3,848	4.2
2007-08			
At least one AP	177,380	117,837	66.4
Other (no AP)	93,919	3,343	3.6
2008-09			
At least one AP	190,674	127,154	66.7
Other (no AP)	98,897	3,294	3.3
2009-10			
At least one AP	206,403	144,720	70.1
Other (no AP)	111,079	4,323	3.9

Source: College Board and Texas Education Agency (TEA).

Note: Last semester completion of courses was used as the basis for numerical counts. AP and advanced course completers were linked to AP examinees to obtain the statistics. Thus, some counts may be slightly imprecise because data needed for perfect student matching were not available.

^aPrior to the 2000-01 school year, other advanced courses did not include courses designated only as dual enrollment. Starting with that school year, advanced courses, as defined by TEA (2010b), were broadened to include dual enrollment courses.

Table A-12**Correspondence Between Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 1999-00 Through 2009-10**

Year	AP examinations taken	Examinations taken with corresponding course		AP courses completed	Courses completed with corresponding examination	
		Number	Percent		Number	Percent
1999-00	97,678	72,971	74.7	186,962	72,971	39.0
2000-01	114,970	87,152	75.8	194,606	87,152	44.8
2001-02	130,616	101,952	78.1	213,378	101,952	47.8
2002-03	146,686	113,539	77.4	231,124	113,539	49.1
2003-04	164,137	128,595	78.3	248,458	128,595	51.8
2004-05	182,924	149,082	81.5	279,249	149,082	53.4
2005-06	201,613	161,850	80.3	292,261	161,850	55.4
2006-07	222,748	184,986	83.0	312,361	184,986	59.2
2007-08	241,184	205,846	85.3	332,705	205,846	61.9
2008-09	255,367	219,670	86.0	350,973	219,670	62.6
2009-10	292,517	252,762	86.4	379,915	252,762	66.5

Source. College Board and Texas Education Agency.

Note. Last semester completion of courses was used as the basis for numerical counts. AP examinations were linked to corresponding AP courses by student to obtain the statistics. Thus, some counts may be slightly imprecise because data needed for perfect student matching were not available.

Table A-13
Correspondence Between Advanced Placement (AP) Examination
Scores and AP Courses Completed, Grades 9-12, Texas Public Schools,
2003-04 Through 2009-10

Examination score	Examinations taken with corresponding course			Examinations taken without corresponding course		
	Number	Percent	Mean score	Number	Percent	Mean score
2003-04			2.58			2.73
5	12,080	9.4		4,559	12.8	
4	20,058	15.5		6,214	17.4	
3	30,470	23.6		8,223	23.1	
2	35,094	27.2		8,547	24.0	
1	31,563	24.4		8,128	22.8	
2004-05			2.52			2.56
5	12,742	8.5		3,262	9.6	
4	22,460	15.1		5,165	15.3	
3	34,077	22.9		7,967	23.6	
2	39,526	26.5		8,325	24.6	
1	40,277	27.0		9,123	27.0	
2005-06			2.49			2.65
5	13,867	8.6		4,356	11.0	
4	23,596	14.6		6,629	16.7	
3	35,967	22.2		9,503	23.9	
2	42,840	26.5		9,427	23.7	
1	45,580	28.2		9,848	24.8	
2006-07			2.49			2.54
5	15,381	8.3		3,752	9.9	
4	27,532	14.9		6,057	16.0	
3	41,464	22.4		7,979	21.1	
2	48,385	26.2		8,850	23.4	
1	52,224	28.2		11,124	29.5	
2007-08			2.47			2.47
5	18,059	8.8		3,502	9.9	
4	29,889	14.5		5,085	14.4	
3	44,581	21.7		7,125	20.2	
2	51,212	24.9		8,309	23.5	
1	62,105	30.2		11,317	32.0	

Source. College Board and Texas Education Agency.

Note. Last semester completion of courses was used as the basis for numerical counts. AP examinations were linked to corresponding AP courses by student to obtain the statistics. Thus, some counts may be slightly imprecise because data needed for perfect student matching were not available. Parts may not add to 100 percent because of rounding.

continues

Table A-13 (continued)
Correspondence Between Advanced Placement (AP) Examination
Scores and AP Courses Completed, Grades 9-12, Texas Public Schools,
2003-04 Through 2009-10

Examination score	Examinations taken with corresponding course			Examinations taken without corresponding course		
	Number	Percent	Mean score	Number	Percent	Mean score
2008-09			2.48			2.52
5	21,466	9.7		3,991	11.1	
4	33,978	15.4		5,203	14.5	
3	47,318	21.4		6,882	19.2	
2	53,806	24.4		7,758	21.7	
1	64,205	29.1		11,986	33.5	
2009-10			2.50			2.44
5	25,126	9.9		4,189	10.5	
4	38,326	15.1		5,911	14.8	
3	53,082	20.9		7,254	18.2	
2	59,178	23.3		8,310	20.8	
1	78,346	30.8		14,204	35.6	

Source. College Board and Texas Education Agency.

Note. Last semester completion of courses was used as the basis for numerical counts. AP examinations were linked to corresponding AP courses by student to obtain the statistics. Thus, some counts may be slightly imprecise because data needed for perfect student matching were not available. Parts may not add to 100 percent because of rounding.

Table A-14
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2009-10

Examination subject	Examinations taken with corresponding course		Examinations taken without corresponding course	
	Number	Mean score	Number	Mean score
English Language and Composition	40,647	2.6	6,593	2.5
United States History	34,255	2.3	3,329	1.8
English Literature and Composition	27,563	2.5	2,340	2.3
World History	25,310	2.3	3,608	2.2
Government and Politics: U.S.	18,175	2.3	1,694	1.8
Calculus AB	15,238	2.4	967	1.6
Macroeconomics	12,955	2.4	1,299	2.0
Psychology	8,854	2.6	1,367	2.6
Spanish Language	8,819	3.4	8,080	3.2
Biology	8,762	2.3	710	2.0
Statistics	8,649	2.6	392	1.6
Chemistry	6,208	2.3	536	1.7
Human Geography	5,876	2.6	1,815	2.1
Calculus BC	5,006	3.5	310	3.0
Physics B	4,570	2.3	1,017	2.3
Environmental Science	4,285	2.4	371	2.5
Computer Science A	2,381	2.9	790	2.9
Economics Microeconomics	2,120	2.3	702	2.3
Physics C: Mechanics	2,076	3.2	455	2.3
European History	2,026	3.0	204	2.4
Spanish Literature	2,026	2.6	926	2.1
Art History	1,644	2.6	109	2.4
Music Theory	1,544	2.9	292	2.5
Physics C: Electricity & Magnetism	1,367	3.1	127	2.6
Art: 2-D Design Portfolio	1,051	3.2	635	2.8
Art: Drawing	822	3.1	341	3.1
French Language	682	1.9	323	2.0
German Language	271	2.4	127	3.3
Government and Politics: Comparative	271	2.4	65	2.7
Art: 3-D Design Portfolio	269	2.9	69	2.7

Source: College Board and Texas Education Agency.

Note: Last semester completion of courses was used as the basis for numerical counts. AP examinations were linked to corresponding AP courses by student to obtain the statistics. Thus, some counts may be slightly imprecise because data needed for perfect student matching were not available.

continues

Table A-14 (continued)
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2009-10

Examination subject	Examinations taken with corresponding course		Examinations taken without corresponding course	
	Number	Mean score	Number	Mean score
Latin: Virgil	222	2.8	61	2.4
Chinese Language	89	4.5	187	4.7
Japanese Language	25	3.6	27	3.2
All examination subjects	254,058	2.5	39,868	2.4

Source. College Board and Texas Education Agency.

Note. Last semester completion of courses was used as the basis for numerical counts. AP examinations were linked to corresponding AP courses by student to obtain the statistics. Thus, some counts may be slightly imprecise because data needed for perfect student matching were not available.

Table A-15**Advanced Placement (AP) Examination Results, Grades 11 and 12, by State and for the United States, 2009-10**

State	Enrollment		Examinees		Examinations	
	Number	Taking ≥ 1 AP exam (%)	Number	Change, 2008-09 to 2009-10 (%)	Number	Scoring 3-5 (%)
Alabama	96,609	15.5	15,008	15.4	26,598	47.6
Alaska	19,747	13.5	2,668	3.1	4,524	64.5
Arizona	144,207	16.4	23,590	6.5	39,279	55.6
Arkansas	63,160	32.7	20,639	8.0	34,561	29.9
California	902,441	31.1	280,770	6.3	514,150	59.7
Colorado	112,591	29.0	32,693	10.9	54,326	59.6
Connecticut	82,393	31.1	25,646	9.4	46,184	72.3
Delaware	16,709	30.0	5,019	4.0	8,834	58.4
District of Columbia	8,451	51.7	4,367	5.1	7,709	53.5
Florida	357,799	48.0	171,724	18.1	306,898	43.5
Georgia	202,602	35.4	71,808	12.5	118,367	52.6
Hawaii	23,192	25.6	5,941	4.7	9,329	57.6
Idaho	38,736	12.4	4,812	11.6	8,120	68.9
Illinois	297,688	24.1	71,704	9.2	126,149	66.2
Indiana	148,881	23.5	35,036	26.6	54,382	42.8
Iowa	74,661	12.0	8,979	8.2	14,028	64.5
Kansas	65,644	12.5	8,209	0.2	12,566	63.6
Kentucky	89,335	24.9	22,202	14.2	36,463	49.2
Louisiana	84,235	9.3	7,820	10.0	11,716	51.1
Maine	27,995	28.1	7,863	0.8	12,724	59.0
Maryland	121,011	46.7	56,460	7.6	103,977	60.9
Massachusetts	137,098	30.4	41,675	8.0	73,001	70.5
Michigan	252,135	18.1	45,554	7.7	72,880	65.6
Minnesota	138,700	23.5	32,541	7.1	53,239	64.1
Mississippi	60,367	10.5	6,312	9.5	9,258	34.4
Missouri	131,872	13.4	17,605	8.6	28,796	62.8
Montana	21,449	13.7	2,938	10.9	4,607	63.7
Nebraska	42,728	10.8	4,631	2.0	7,961	59.4
Nevada	49,226	23.0	11,302	6.7	19,799	48.1
New Hampshire	30,802	19.4	5,987	1.4	9,477	73.3

Source. College Board and Educational Testing Service (2010).

Note. Data include both public and nonpublic school examinees and enrollees.

continues

Table A-15 (continued)
Advanced Placement (AP) Examination Results, Grades 11 and 12, by State and for the United States, 2009-10

State	Enrollment		Examinees		Examinations	
	Number	Taking >=1 AP exam (%)	Number	Change, 2008-09 to 2009-10 (%)	Number	Scoring 3-5 (%)
New Jersey	193,585	25.2	48,836	4.0	89,886	72.1
New Mexico	42,236	18.1	7,636	1.3	11,813	44.6
New York	366,519	35.2	129,031	5.1	219,953	64.1
North Carolina	177,606	27.6	49,059	3.1	92,334	59.4
North Dakota	14,860	8.1	1,198	4.0	1,645	61.8
Ohio	272,431	17.9	48,633	9.0	79,794	64.3
Oklahoma	80,965	18.1	14,631	6.5	24,547	48.8
Oregon	87,056	16.4	14,257	11.3	22,339	59.7
Pennsylvania	272,477	18.6	50,570	5.8	84,068	66.4
Rhode Island	21,094	20.4	4,299	5.2	7,505	65.2
South Carolina	90,916	21.5	19,587	8.8	32,156	56.0
South Dakota	17,883	13.1	2,337	7.6	3,900	63.7
Tennessee	126,988	16.9	21,402	10.0	35,390	57.8
Texas	573,728	31.3	179,320	12.8	325,571	47.2
Utah	89,749	19.2	17,210	5.2	27,890	66.9
Vermont	14,734	25.0	3,677	5.2	6,057	61.8
Virginia	172,023	39.2	67,418	6.1	123,135	60.3
Washington	159,135	22.4	35,646	7.1	58,897	60.2
West Virginia	38,044	14.2	5,395	>-0.1	8,715	41.7
Wisconsin	140,458	20.9	29,382	7.7	47,552	68.9
Wyoming	12,505	8.9	1,117	-3.9	1,637	53.3
U.S.	6,807,456	26.5	1,802,144	9.0	3,134,686	57.5

Source. College Board and Educational Testing Service (2010).

Note. Data include both public and nonpublic school examinees and enrollees.

Table A-16
Advanced Placement (AP) Examinations and Scores, by Subject, Texas and the United States, 2009-10

Examination	Examinations				Scores			
	Number		Percent		Scoring in 3-5 range (%)		Mean score	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
English Language and Composition	51,602	369,163	15.8	11.8	48.9	60.6	2.6	2.9
United States History	40,976	384,566	12.6	12.3	37.0	52.5	2.3	2.7
English Literature and Composition	32,916	346,774	10.1	11.1	48.4	57.2	2.6	2.8
World History	31,049	166,023	9.5	5.3	38.3	48.8	2.3	2.6
Spanish Language	22,756	116,904	7.0	3.7	70.0	71.6	3.3	3.4
Government and Politics: U.S.	21,576	210,847	6.6	6.7	38.6	51.3	2.3	2.6
Calculus AB	17,941	236,502	5.5	7.5	44.6	55.1	2.4	2.8
Economics: Macroeconomics	14,958	78,026	4.6	2.5	41.0	53.8	2.3	2.8
Psychology	10,829	173,468	3.3	5.5	52.3	66.0	2.6	3.1
Biology	10,686	167,873	3.3	5.4	38.6	48.7	2.3	2.6
Statistics	9,820	126,983	3.0	4.1	52.0	58.4	2.6	2.8
Human Geography	8,168	67,514	2.5	2.2	45.5	46.5	2.5	2.5
Chemistry	7,619	109,846	2.3	3.5	42.3	54.1	2.3	2.7
Physics B	6,062	63,654	1.9	2.0	42.0	58.0	2.3	2.8
Calculus BC	6,039	75,123	1.9	2.4	75.4	82.4	3.6	3.8
Environmental Science	5,167	85,697	1.6	2.7	42.8	49.8	2.4	2.6
Computer Science A	3,392	19,390	1.0	0.6	59.0	64.7	2.9	3.1
Spanish Literature	3,293	16,426	1.0	0.5	49.9	59.4	2.5	2.8
Economics: Microeconomics	3,057	46,347	0.9	1.5	41.7	61.6	2.3	2.9
European History	2,981	100,660	0.9	3.2	71.0	65.5	3.1	2.9
Physics C: Mechanics	2,753	30,594	0.8	1.0	63.1	72.2	3.1	3.4
Art History	1,926	21,178	0.6	0.7	53.6	61.2	2.7	2.9
Music Theory	1,912	17,049	0.6	0.5	56.5	60.4	2.9	3.0
Studio Art-2D Design	1,901	20,041	0.6	0.6	69.6	70.1	3.1	3.1
Physics C: Electricity and Magnetism	1,610	13,265	0.5	0.4	59.8	69.2	3.1	3.4
Studio Art: Drawing	1,276	14,473	0.4	0.5	69.8	72.3	3.1	3.2
French Language	1,250	19,188	0.4	0.6	34.5	51.8	2.1	2.6
Latin-Vergil	455	6,500	0.1	0.2	57.4	63.0	2.8	3.0
German Language	426	4,932	0.1	0.2	51.6	65.3	2.7	3.1
Government and Politics: Comparative	413	16,054	0.1	0.5	49.9	58.9	2.6	3.0

Source. College Board and Educational Testing Service (2010).

Note. Data are based on public and nonpublic school examinees. Parts may not add to 100 percent because of rounding.

continues

Table A-16 (continued)
Advanced Placement (AP) Examinations and Scores, by Subject, Texas and the United States,
2009-10

Examination	Examinations				Scores			
	Number		Percent		Scoring in 3-5 range (%)		Mean score	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Studio Art-3D Design	376	3,118	0.1	0.1	61.7	61.9	2.9	2.9
Chinese Language and Culture	324	4,832	0.1	0.2	96.6	95.8	4.6	4.6
Japanese Language and Culture	62	1,676	<0.1	0.1	80.6	76.3	3.5	3.5

Source: College Board and Educational Testing Service (2010).

Note: Data are based on public and nonpublic school examinees. Parts may not add to 100 percent because of rounding.

Appendix B

**Advanced Placement and International
Baccalaureate Examination Results, by District and
Campus, Texas Public Schools, 2009-10**

Table B-1. Advanced Placement (AP) Examination Results,
by District and Campus, Texas Public Schools, 2009-10

Table B-2. International Baccalaureate (IB) Examination Results,
by District and Campus, Texas Public Schools, 2009-10

Table B-3. Combined Advanced Placement (AP)
and International Baccalaureate (IB) Examination Results,
by District and Campus, Texas Public Schools, 2009-10

Notes on Appendix B

**Table B-1. Advanced Placement (AP) Examination
Results, by District and Campus,
Texas Public Schools, 2009-10**

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
A+ ACADEMY	A+ ACADEMY	90	6.7	6	6.7	<5	—	7	<5	—
ABBOTT ISD	ABBOTT SCHOOL	36	—	<5	—	<5	—	<5	<5	—
ABERNATHY ISD	ABERNATHY H S	88	—	<5	—	<5	—	<5	<5	—
ABILENE ISD		1,629	28.8	469	28.8	285	60.8	1,163	562	48.3
	ABILENE H S	822	27.4	225	27.4	149	66.2	571	322	56.4
	COOPER H S	682	35.8	244	35.8	136	55.7	592	240	40.5
ACADEMY ISD	ACADEMY H S	141	12.1	17	12.1	8	47.1	23	10	43.5
ACADEMY OF CAREERS AN	ACADEMY OF CAREERS AND TECHNOL	89	—	<5	—	<5	—	<5	<5	—
ADRIAN ISD	ADRIAN SCHOOL	16	—	<5	—	<5	—	<5	<5	—
ADVANTAGE ACADEMY	ADVANTAGE ACADEMY	96	8.3	8	8.3	<5	—	8	<5	—
AGUA DULCE ISD	AGUA DULCE H S	43	34.9	15	34.9	<5	—	16	<5	—
ALAMO HEIGHTS ISD	ALAMO HEIGHTS H S	690	42.6	294	42.6	246	83.7	729	550	75.4
ALBA-GOLDEN ISD	ALBA-GOLDEN H S	97	—	<5	—	<5	—	<5	<5	—
ALBANY ISD	ALBANY JR-SR H S	86	9.3	8	9.3	<5	—	8	<5	—
ALDINE ISD		5,761	24.0	1,384	24.0	323	23.3	2,646	418	15.8
	ALDINE H S	1,281	20.7	265	20.7	81	30.6	492	101	20.5
	CARVER H S FOR APPLIED TECH/EN	366	47.8	175	47.8	38	21.7	451	48	10.6
	EISENHOWER H S	1,195	29.5	353	29.5	47	13.3	738	64	8.7
	MACARTHUR H S	1,308	28.6	374	28.6	84	22.5	633	118	18.6
	NIMITZ H S	1,335	12.7	170	12.7	68	40.0	241	82	34.0
	VICTORY EARLY COLLEGE H S	60	78.3	47	78.3	5	10.6	91	5	5.5
ALEDO ISD	ALEDO HIGH SCHOOL	676	37.6	254	37.6	181	71.3	552	332	60.1
ALICE ISD	ALICE H S	509	31.8	162	31.8	17	10.5	282	20	7.1
ALIEF ISD		4,540	25.4	1,152	25.4	378	32.8	2,166	525	24.2
	ELSIK H S	1,529	30.7	470	30.7	109	23.2	829	127	15.3
	HASTINGS H S	1,555	19.9	310	19.9	109	35.2	615	155	25.2
	KERR H S	338	46.4	157	46.4	91	58.0	319	159	49.8
	TAYLOR HIGH SCHOOL	1,118	19.2	215	19.2	69	32.1	403	84	20.8
ALLEN ISD	ALLEN H S	2,161	33.4	722	33.4	504	69.8	1,525	902	59.1
ALPHA CHARTER SCHOOL	ALPHA CHARTER SCHOOL	56	—	<5	—	<5	—	<5	<5	—
ALPINE ISD	ALPINE H S	125	19.2	24	19.2	<5	—	30	<5	—
ALTO ISD	ALTO H S	76	—	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
ALVARADO ISD	ALVARADO H S	429	<5	—	<5	—	<5	<5	—
ALVIN ISD		1,650	307	18.6	161	52.4	610	274	44.9
	ALVIN HIGH SCHOOL	890	157	17.6	94	59.9	301	164	54.5
	MANVEL H S	696	150	21.6	67	44.7	309	110	35.6
ALVORD ISD	ALVORD H S	100	<5	—	<5	—	<5	<5	—
AMARILLO ISD		3,395	461	13.6	236	51.2	943	432	45.8
	AMARILLO H S	949	159	16.8	124	78.0	362	256	70.7
	CAPROCK H S	768	102	13.3	<25	—	158	<25	—
	PALO DURO H S	744	25	3.4	<5	—	26	<5	—
	TASCOSA H S	794	175	22.0	88	50.3	397	152	38.3
AMHERST ISD	AMHERST SCHOOL	30	<5	—	<5	—	<5	<5	—
ANAHUAC ISD	ANAHUAC H S	175	26	14.9	7	26.9	55	9	16.4
ANDERSON-SHIRO CISD	ANDERSON-SHIRO JR/SR H S	88	25	28.4	6	24.0	30	7	23.3
ANDREWS ISD	ANDREWS H S	341	<5	—	<5	—	<5	<5	—
ANGLETON ISD	ANGLETON H S	753	81	10.8	34	42.0	121	46	38.0
ANNA ISD	ANNA H S	227	<5	—	<5	—	5	<5	—
ANSON ISD	ANSON H S	88	11	12.5	<5	—	11	<5	—
ANTHONY ISD	ANTHONY H S	83	<5	—	<5	—	<5	<5	—
ANTON ISD	ANTON H S	27	<5	—	<5	—	<5	<5	—
APPLE SPRINGS ISD	APPLE SPRINGS H S	27	<5	—	<5	—	<5	<5	—
AQUILLA ISD	AQUILLA SCHOOL	29	<5	—	<5	—	<5	<5	—
ARANSAS COUNTY ISD	ROCKPORT-FULTON H S	409	80	19.6	49	61.3	173	85	49.1
ARANSAS PASS ISD	ARANSAS PASS H S	223	27	12.1	9	33.3	27	9	33.3
ARCHER CITY ISD	ARCHER CITY H S	62	23	37.1	5	21.7	28	9	32.1
ARGYLE ISD	ARGYLE H S	267	77	28.8	60	77.9	182	121	66.5
ARLINGTON ISD		6,855	1,293	18.9	721	55.8	2,779	1,236	44.5
	ARLINGTON H S	1,111	220	19.8	130	59.1	449	188	41.9
	BOWIE H S	1,245	211	16.9	66	31.3	412	88	21.4
	LAMAR H S	1,051	230	21.9	139	60.4	468	263	56.2
	MARTIN H S	1,425	390	27.4	287	73.6	984	561	57.0
	SAM HOUSTON H S	1,020	133	13.0	49	36.8	231	<65	—
	SEGUIN H S	738	<110	—	<50	—	228	68	29.8

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
ARLINGTON ISD	VENTURE ALTER H S	237	<5	—	<5	—	7	<5	—
ARP ISD	ARP H S	121	<5	—	<5	—	<5	<5	—
ASPERMONT ISD	ASPERMONT HS	27	<5	—	<5	—	<5	<5	—
ATHENS ISD	ATHENS H S	356	123	34.6	21	17.1	272	30	11.0
ATLANTA ISD	ATLANTA H S	208	9	4.3	<5	—	10	<5	—
AUBREY ISD	AUBREY H S	211	41	19.4	12	29.3	52	12	23.1
AUSTIN CAN ACADEMY CH	AUSTIN CAN ACADEMY CHARTER SCH	93	<5	—	<5	—	<5	<5	—
AUSTIN ISD		7,844	2,979	38.0	1,703	57.2	6,514	3,403	52.2
	AKINS H S	1,001	309	30.9	121	39.2	669	193	28.8
	ANDERSON H S	903	381	42.2	257	67.5	780	474	60.8
	AUSTIN H S	939	339	36.1	217	64.0	677	383	56.6
	BOWIE H S	1,183	521	44.0	393	75.4	1,096	771	70.3
	CROCKETT H S	667	235	35.2	86	36.6	498	123	24.7
	EASTSIDE MEMORIAL GREEN TECH H	202	38	18.8	19	50.0	55	19	34.5
	GARZA INDEPENDENCE H S	209	16	7.7	12	75.0	18	13	72.2
	LANIER H S	465	133	28.6	45	33.8	175	45	25.7
	LASA HIGH SCHOOL	389	300	77.1	269	89.7	1,045	889	85.1
	LBJ HIGH SCHOOL	353	207	58.6	23	11.1	520	25	4.8
	MCCALLUM H S	665	259	38.9	209	80.7	565	398	70.4
	REAGAN H S	313	91	29.1	5	5.5	141	5	3.5
	TRAVIS H S	523	150	28.7	47	31.3	275	65	23.6
AUSTWELL-TIVOLI ISD	AUSTWELL-TIVOLI H S	22	<5	—	<5	—	<5	<5	—
AVALON ISD	AVALON SCHOOL	36	<5	—	<5	—	<5	<5	—
AVERY ISD	AVERY H S	57	6	10.5	<5	—	8	<5	—
AVINGER ISD	AVINGER H S	14	<5	—	<5	—	<5	<5	—
AXTELL ISD	AXTELL H S	75	18	24.0	6	33.3	26	9	34.6
AZLE ISD	AZLE H S	686	92	13.4	53	57.6	179	75	41.9
BAIRD ISD	BAIRD H S	42	<5	—	<5	—	<5	<5	—
BALMORHEA ISD	BALMORHEA SCHOOL	20	<5	—	<5	—	<5	<5	—
BANDERA ISD	BANDERA H S	332	104	31.3	42	40.4	210	67	31.9
BANGS ISD	BANGS H S	134	<5	—	<5	—	<5	<5	—
BANQUETE ISD	BANQUETE H S	103	25	24.3	<5	—	36	<5	—
BARBERS HILL ISD	BARBERS HILL H S	505	100	19.8	55	55.0	169	86	50.9

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
BARTLETT ISD	BARTLETT SCHOOLS	40	<5	—	—	<5	—	<5	<5	—
BASTROP ISD	BASTROP H S	909	258	28.4	110	42.6	639	209	32.7	
BAY AREA CHARTER INC	ED WHITE MEMORIAL HIGH SCHOOL	29	<5	—	<5	—	<5	<5	—	
BAY CITY ISD	BAY CITY H S	490	74	15.1	38	51.4	112	57	50.9	
BEAUMONT ISD		2,168	240	11.1	66	27.5	394	103	26.1	
	CENTRAL SENIOR H S	602	90	15.0	<10	—	119	6	5.0	
	OZEN H S	439	7	1.6	<5	—	13	8	61.5	
	WEST BROOK SR H S	1,043	142	13.6	57	40.1	259	89	34.4	
BECKVILLE ISD	BECKVILLE JR-SR HIGH SCHOOL	54	<5	—	<5	—	<5	<5	—	
BEEVILLE ISD	A C JONES H S	341	49	14.4	11	22.4	58	13	22.4	
BELLEVUE ISD	BELLEVUE SCHOOL	25	<5	—	<5	—	6	<5	—	
BELLS ISD	BELLS H S	97	<5	—	<5	—	<5	<5	—	
BELLVILLE ISD	BELLVILLE H S	266	53	19.9	21	39.6	76	30	39.5	
BELTON ISD	BELTON H S	940	204	21.7	108	52.9	466	220	47.2	
BEN BOLT-PALITO BLANC	BEN BOLT-PAL BLANCO H S	79	<5	—	<5	—	<5	<5	—	
BENAVIDES ISD	BENAVIDES SECONDARY	57	<5	—	<5	—	<5	<5	—	
BENJAMIN ISD	BENJAMIN SCHOOL	15	<5	—	<5	—	<5	<5	—	
BENJI'S SPECIAL EDUCA	BENJI'S SPECIAL EDUCATIONAL AC	35	<5	—	<5	—	<5	<5	—	
BIG SANDY ISD (Polk C	BIG SANDY SCHOOL	49	<5	—	<5	—	<5	<5	—	
BIG SANDY ISD (Upshur	BIG SANDY H S	67	20	29.9	<5	—	47	<5	—	
BIG SPRING ISD	BIG SPRING H S	385	51	13.2	11	21.6	52	11	21.2	
BIRDVILLE ISD		2,653	889	33.5	419	47.1	2,080	772	37.1	
	BIRDVILLE HIGH SCHOOL	783	260	33.2	135	51.9	613	256	41.8	
	HALTOM H S	992	349	35.2	104	29.8	829	164	19.8	
	RICHLAND H S	877	280	31.9	180	64.3	638	352	55.2	
BISHOP CISD	BISHOP H S	149	21	14.1	5	23.8	35	8	22.9	
BLACKWELL CISD	BLACKWELL SCHOOL	23	<5	—	<5	—	<5	<5	—	
BLANCO ISD	BLANCO H S	138	24	17.4	6	25.0	38	8	21.1	
BLAND ISD	BLAND H S	73	<5	—	<5	—	<5	<5	—	

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Examinees at or above —criterion—		Exams	Exams at or above —criterion—		
		Number	Percent	Number	Percent		Number	Percent	
BLANKET ISD	BLANKET H S	34	<5	—	<5	—	<5	<5	—
BLOOMBURG ISD	BLOOMBURG H S	35	<5	—	<5	—	<5	<5	—
BLOOMING GROVE ISD	BLOOMING GROVE H S	113	<5	—	<5	—	<5	<5	—
BLOOMINGTON ISD	BLOOMINGTON H S	69	9	13.0	<5	—	9	<5	—
BLUE RIDGE ISD	BLUE RIDGE H S	64	6	9.4	<5	—	12	<5	—
BLUM ISD	BLUM H S	50	<5	—	<5	—	<5	<5	—
BOERNE ISD		935	388	41.5	261	67.3	1,029	651	63.3
	BOERNE - SAMUEL V CHAMPION H S	586	290	49.5	198	68.3	797	520	65.2
	BOERNE H S	349	98	28.1	63	64.3	232	131	56.5
BOLES ISD	BOLES H S	80	<5	—	<5	—	<5	<5	—
BOLING ISD	BOLING H S	120	8	6.7	<5	—	11	<5	—
BONHAM ISD	BONHAM H S	209	5	2.4	<5	—	8	<5	—
BOOKER ISD	BOOKER JH/H S	41	<5	—	<5	—	<5	<5	—
BORDEN COUNTY ISD	BORDEN COUNTY SCHOOL	35	<5	—	<5	—	<5	<5	—
BORGER ISD	BORGER H S	289	56	19.4	24	42.9	112	36	32.1
BOSQUEVILLE ISD	BOSQUEVILLE SCHOOL SECONDARY	73	12	16.4	<5	—	15	<5	—
BOVINA ISD	BOVINA H S	66	<5	—	<5	—	<5	<5	—
BOWIE ISD	BOWIE H S	184	5	2.7	<5	—	6	<5	—
BOYD ISD	BOYD H S	130	35	26.9	<5	—	37	<5	—
BOYS RANCH ISD	BOYS RANCH H S	48	<5	—	<5	—	<5	<5	—
BRACKETT ISD	BRACKETT H S	83	14	16.9	8	57.1	16	9	56.3
BRADY ISD	BRADY H S	131	<5	—	<5	—	<5	<5	—
BRAZOS ISD	BRAZOS H S	102	<5	—	<5	—	<5	<5	—
BRAZOS RIVER CHARTER	BRAZOS RIVER CHARTER SCHOOL	81	<5	—	<5	—	<5	<5	—
BRAZOS SCHOOL FOR INQ	BSIC YORK STREET	24	<5	—	<5	—	<5	<5	—
BRAZOSPORT ISD		1,525	243	15.9	154	63.4	519	318	61.3
	BRAZOSPORT H S	431	21	4.9	9	42.9	31	10	32.3
	BRAZOSWOOD H S	953	222	23.3	145	65.3	488	308	63.1

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
BRECKENRIDGE ISD	BRECKENRIDGE H S	186	<5	—	<5	—	<5	<5	—
BREMOND ISD	BREMOND H S	66	5	7.6	<5	—	5	<5	—
BRENHAM ISD	BRENHAM H S	520	97	18.7	54	55.7	120	71	59.2
BRIDGE CITY ISD	BRIDGE CITY H S	312	8	2.6	<5	—	12	<5	—
BRIDGEPORT ISD	BRIDGEPORT H S	247	32	13.0	15	46.9	46	17	37.0
BRIGHT IDEAS CHARTER	BRIGHT IDEAS CHARTER	23	<5	—	<5	—	<5	<5	—
BROADDUS ISD	BROADDUS H S	55	<5	—	<5	—	<5	<5	—
BROCK ISD	BROCK H S	111	<5	—	<5	—	<5	<5	—
BRONTE ISD	BRONTE H S	42	9	21.4	<5	—	9	<5	—
BROOKELAND ISD	BROOKELAND H S	46	<5	—	<5	—	5	<5	—
BROOKESMITH ISD	BROOKESMITH H S	23	<5	—	<5	—	<5	<5	—
BROOKS ACADEMY OF SCI	BROOKS ACADEMY OF SCIENCE AND	86	16	18.6	7	43.8	20	8	40.0
BROOKS COUNTY ISD	FALFURRIAS H S	154	44	28.6	<5	—	61	<5	—
BROWNSBORO ISD	BROWNSBORO H S	324	24	7.4	5	20.8	35	5	14.3
BROWNSVILLE ISD		4,714	1,126	23.9	238	21.1	1,680	274	16.3
	HANNA H S	1,236	367	29.7	38	10.4	554	44	7.9
	LOPEZ H S	763	154	20.2	49	31.8	226	50	22.1
	PACE H S	964	247	25.6	55	22.3	354	65	18.4
	PORTER H S	900	217	24.1	52	24.0	349	66	18.9
	RIVERA H S	846	141	16.7	44	31.2	197	49	24.9
BROWNWOOD ISD	BROWNWOOD H S	302	45	14.9	8	17.8	68	10	14.7
BRUCEVILLE-EDDY ISD	BRUCEVILLE-EDDY H S	90	11	12.2	<5	—	11	<5	—
BRYAN ISD		1,504	316	21.0	169	53.5	579	307	53.0
	BRYAN H S	1,067	270	25.3	152	56.3	509	287	56.4
	JAMES EARL RUDDER HIGH SCHOOL	199	46	23.1	17	37.0	70	20	28.6
BRYSON ISD	BRYSON SCHOOL	26	<5	—	<5	—	<5	<5	—
BUCKHOLTS ISD	BUCKHOLTS SCHOOL	20	<5	—	<5	—	<5	<5	—
BUENA VISTA ISD	BUENA VISTA SCHOOL	19	<5	—	<5	—	<5	<5	—
BUFFALO ISD	BUFFALO H S	86	8	9.3	<5	—	10	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
BULLARD ISD	BULLARD H S	204	16	7.8	10	62.5	22	13	59.1
BUNA ISD	BUNA H S	156	8	5.1	<5	—	8	<5	—
BURKBURNETT ISD	BURKBURNETT H S	369	124	33.6	57	46.0	272	105	38.6
BURKEVILLE ISD	BURKEVILLE H S	43	<5	—	<5	—	<5	<5	—
BURLESON ISD	BURLESON H S	1,129	174	15.4	112	64.4	311	170	54.7
BURNET CISD	BURNET H S	379	85	22.4	25	29.4	108	25	23.1
BURTON ISD	BURTON H S	40	20	50.0	<5	—	23	<5	—
BUSHLAND ISD	BUSHLAND HS	162	8	4.9	5	62.5	8	5	62.5
BYERS ISD	BYERS SCHOOL	12	<5	—	<5	—	<5	<5	—
BYNUM ISD	BYNUM SCHOOL	19	<5	—	<5	—	<5	<5	—
CADDO MILLS ISD	CADDO MILLS H S	156	<5	—	<5	—	<5	<5	—
CALALLEN ISD	CALALLEN H S	487	129	26.5	74	57.4	254	124	48.8
CALDWELL ISD	CALDWELL H S	204	30	14.7	21	70.0	40	25	62.5
CALHOUN COUNTY ISD	CALHOUN H S	517	80	15.5	39	48.8	208	85	40.9
CALLISBURG ISD	CALLISBURG H S	149	7	4.7	5	71.4	7	5	71.4
CALVERT ISD	CALVERT SCHOOL	21	<5	—	<5	—	<5	<5	—
CAMERON ISD	CAMERON YOE HIGH SCHOOL	171	<5	—	<5	—	<5	<5	—
CAMPBELL ISD	CAMPBELL H S	45	<5	—	<5	—	<5	<5	—
CANADIAN ISD	CANADIAN H S	78	<5	—	<5	—	6	<5	—
CANTON ISD	CANTON H S	243	54	22.2	33	61.1	94	47	50.0
CANUTILLO ISD	CANUTILLO H S	677	140	20.7	40	28.6	207	49	23.7
CANYON ISD		1,070	166	15.5	101	60.8	238	133	55.9
	CANYON H S	449	55	12.2	35	63.6	65	41	63.1
	RANDALL H S	599	111	18.5	66	59.5	173	92	53.2
CARLISLE ISD	CARLISLE SCHOOL	64	<5	—	<5	—	<5	<5	—
CARRIZO SPRINGS CISD	CARRIZO SPRINGS H S	291	9	3.1	<5	—	9	<5	—
CARROLL ISD	CARROLL SENIOR H S	1,130	453	40.1	387	85.4	1,066	886	83.1

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
CARROLLTON-FARMERS BR		2,987		896	30.0	571	63.7	1,843	1,019	55.3
	CREEKVIEW H S	835		337	40.4	286	84.9	648	515	79.5
	EARLY COLLEGE H S	134		<5	—	<5	—	<5	<5	—
	RANCHVIEW H S	343		<20	—	<10	—	<25	<10	—
	SMITH H S	785		267	34.0	151	56.6	634	306	48.3
	TURNER H S	715		275	38.5	125	45.5	538	187	34.8
CARTHAGE ISD	CARTHAGE H S	324		98	30.2	18	18.4	186	27	14.5
CASTLEBERRY ISD	CASTLEBERRY H S	313		80	25.6	11	13.8	173	17	9.8
CAYUGA ISD	CAYUGA H S	80		<5	—	<5	—	<5	<5	—
CEDAR HILL ISD	CEDAR HILL HIGH SCHOOL	1,056		69	6.5	26	37.7	132	43	32.6
CELESTE ISD	CELESTE H S	68		<5	—	<5	—	<5	<5	—
CELINA ISD	CELINA H S	226		54	23.9	31	57.4	93	49	52.7
CENTER ISD	CENTER H S	238		<5	—	<5	—	<5	<5	—
CENTERVILLE ISD (Leon	CENTERVILLE JR-SR H S	74		<5	—	<5	—	<5	<5	—
CENTERVILLE ISD (Trin	CENTERVILLE H S	13		<5	—	<5	—	<5	<5	—
CENTRAL HEIGHTS ISD	CENTRAL HEIGHTS H S	85		<5	—	<5	—	<5	<5	—
CENTRAL ISD	CENTRAL H S	163		31	19.0	5	16.1	40	6	15.0
CHANNELVIEW ISD	CHANNELVIEW H S	917		124	13.5	47	37.9	178	60	33.7
CHANNING ISD	CHANNING SCHOOL	18		<5	—	<5	—	<5	<5	—
CHAPEL HILL ISD (Smit	CHAPEL HILL H S	322		24	7.5	12	50.0	41	17	41.5
CHAPEL HILL ISD (Titu	CHAPEL HILL H S	128		25	19.5	16	64.0	34	17	50.0
CHARLOTTE ISD	CHARLOTTE H S	66		<5	—	<5	—	<5	<5	—
CHEROKEE ISD	CHEROKEE SCHOOL	11		<5	—	<5	—	<5	<5	—
CHESTER ISD	CHESTER H S	25		<5	—	<5	—	<5	<5	—
CHICO ISD	CHICO H S	86		<5	—	<5	—	<5	<5	—
CHILDRESS ISD	CHILDRESS H S	124		<5	—	<5	—	<5	<5	—
CHILlicothe ISD	CHILlicothe H S	28		<5	—	<5	—	<5	<5	—
CHILTON ISD	CHILTON SCHOOL	43		<5	—	<5	—	<5	<5	—
CHINA SPRING ISD	CHINA SPRING H S	253		89	35.2	18	20.2	104	22	21.2

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
CHIRENO ISD	CHIRENO H S	44	<5	—	—	<5	—	<5	<5	—
CHISUM ISD	CHISUM H S	119	<5	—	—	<5	—	<5	<5	—
CITY VIEW ISD	CITY VIEW JUNIOR/SENIOR HIGH	106	35	33.0	11	31.4	73	18	24.7	
CLARENDON ISD	CLARENDON H S	69	7	10.1	<5	—	8	<5	—	
CLARKSVILLE ISD	CLARKSVILLE H S	66	<5	—	<5	—	<5	<5	—	
CLAUDE ISD	CLAUDE H S	47	<5	—	<5	—	<5	<5	—	
CLEAR CREEK ISD		4,910	1,424	29.0	1,083	76.1	3,178	2,256	71.0	
	CLEAR BROOK H S	1,085	277	25.5	199	71.8	600	382	63.7	
	CLEAR CREEK H S	1,006	268	26.6	190	70.9	507	326	64.3	
	CLEAR HORIZONS EARLY COLLEGE H	139	46	33.1	23	50.0	46	23	50.0	
	CLEAR LAKE H S	1,551	575	37.1	503	87.5	1,473	1,198	81.3	
	CLEAR SPRINGS H S	1,017	258	25.4	168	65.1	552	327	59.2	
CLEBURNE ISD	CLEBURNE H S	584	111	19.0	42	37.8	127	50	39.4	
CLEVELAND ISD	CLEVELAND H S	299	48	16.1	<5	—	70	<5	—	
CLIFTON ISD	CLIFTON H S	129	19	14.7	6	31.6	34	8	23.5	
CLINT ISD		1,276	113	8.9	68	60.2	133	73	54.9	
	CLINT HIGH SCHOOL	275	13	4.7	11	84.6	22	14	63.6	
	HORIZON H S	603	59	9.8	31	52.5	68	33	48.5	
	MOUNTAIN VIEW HIGH SCHOOL	398	41	10.3	26	63.4	43	26	60.5	
CLYDE CISD	CLYDE H S	158	16	10.1	8	50.0	23	10	43.5	
COAHOMA ISD	COAHOMA H S	106	<5	—	<5	—	<5	<5	—	
COLDSRING-OAKHURST C	COLDSRING-OAKHURST HIGH SCHOO	181	59	32.6	<5	—	93	<5	—	
COLEMAN ISD	COLEMAN H S	124	<5	—	<5	—	<5	<5	—	
COLLEGE STATION ISD	A & M CONS H S	1,155	365	31.6	307	84.1	911	748	82.1	
COLLINSVILLE ISD	COLLINSVILLE H S	63	<5	—	<5	—	<5	<5	—	
COLMESNEIL ISD	COLMESNEIL H S	86	<5	—	<5	—	<5	<5	—	
COLORADO ISD	COLORADO HIGH SCHOOL	96	<5	—	<5	—	<5	<5	—	
COLUMBIA-BRAZORIA ISD	COLUMBIA H S	349	43	12.3	7	16.3	45	7	15.6	
COLUMBUS ISD	COLUMBUS HIGH SCHOOL	218	14	6.4	9	64.3	15	9	60.0	
COMAL ISD		2,117	571	27.0	286	50.1	1,113	485	43.6	

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
COMAL ISD	CANYON H S	775	188	24.3	104	55.3	382	195	51.0	
	CANYON LAKE H S	384	131	34.1	40	30.5	271	74	27.3	
	SMITHSON VALLEY H S	917	252	27.5	142	56.3	460	216	47.0	
COMANCHE ISD	COMANCHE H S	130	37	28.5	20	54.1	56	21	37.5	
COMFORT ISD	COMFORT H S	151	6	4.0	<5	—	12	9	75.0	
COMMERCE ISD	COMMERCE H S	146	24	16.4	9	37.5	37	12	32.4	
COMMUNITY ISD	COMMUNITY H S	180	23	12.8	9	39.1	24	9	37.5	
COMQUEST ACADEMY	COMQUEST ACADEMY	35	<5	—	<5	—	<5	<5	—	
COMSTOCK ISD	COMSTOCK SCHOOL	29	<5	—	<5	—	<5	<5	—	
CONNALLY ISD	CONNALLY HIGH SCHOOL	226	13	5.8	<5	—	13	<5	—	
CONROE ISD		5,651	1,842	32.6	1,325	71.9	4,641	2,929	63.1	
	CANEY CREEK H S	615	146	23.7	<50	—	331	<85	—	
	COLLEGE PARK H S	1,130	410	36.3	334	81.5	1,194	893	74.8	
	CONROE H S	1,110	338	30.5	153	45.3	938	298	31.8	
	HAUKE ALTER ED	65	8	12.3	<5	—	12	<5	—	
	OAK RIDGE H S	1,040	210	20.2	129	61.4	531	229	43.1	
	THE WOODLANDS H S	1,685	730	43.3	660	90.4	1,635	1,425	87.2	
COOLIDGE ISD	COOLIDGE H S	24	<5	—	<5	—	<5	<5	—	
COOPER ISD	COOPER H S	106	<5	—	<5	—	<5	<5	—	
COPPELL ISD		1,388	656	47.3	522	79.6	1,522	1,137	74.7	
	COPPELL H S	1,272	600	47.2	495	82.5	1,412	1,097	77.7	
	NEW TECH H S AT COPPELL	116	56	48.3	27	48.2	110	40	36.4	
COPPERAS COVE ISD	COPPERAS COVE H S	838	188	22.4	75	39.9	425	112	26.4	
CORPUS CHRISTI ISD		3,862	583	15.1	238	40.8	1,111	400	36.0	
	CARROLL H S	976	203	20.8	99	48.8	399	174	43.6	
	KING H S	929	125	13.5	86	68.8	237	146	61.6	
	MILLER HIGH SCHOOL CTR FOR COM	339	72	21.2	6	8.3	128	9	7.0	
	MOODY H S	693	97	14.0	20	20.6	184	32	17.4	
	RAY H S	619	86	13.9	27	31.4	163	39	23.9	
CORRIGAN-CAMDEN ISD	CORRIGAN-CAMDEN H S	104	<5	—	<5	—	<5	<5	—	
CORSICANA ISD	CORSICANA HIGH SCHOOL	583	115	19.7	38	33.0	246	49	19.9	
COTTON CENTER ISD	COTTON CENTER SCHOOL	17	<5	—	<5	—	<5	<5	—	
COTULLA ISD	COTULLA H S	135	39	28.9	<5	—	48	<5	—	
COVINGTON ISD	COVINGTON SCHOOL	23	5	21.7	<5	—	10	<5	—	

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
CRANDALL ISD	CRANDALL H S	302	35	11.6	14	40.0	38	15	39.5	
CRANE ISD	CRANE HIGH SCHOOL	127	9	7.1	<5	—	10	<5	—	
CRANFILLS GAP ISD	CRANFILLS GAP SCHOOL	13	<5	—	<5	—	<5	<5	—	
CROCKETT COUNTY CONSO	OZONA H S	97	15	15.5	<5	—	17	<5	—	
CROCKETT ISD	CROCKETT H S	155	35	22.6	6	17.1	46	6	13.0	
CROSBY ISD	CROSBY HIGH SCHOOL	606	113	18.6	45	39.8	223	61	27.4	
CROSBYTON CISD	CROSBYTON H S	41	9	22.0	<5	—	9	<5	—	
CROSS PLAINS ISD	CROSS PLAINS H S	48	<5	—	<5	—	<5	<5	—	
CROSS ROADS ISD	CROSS ROADS H S	82	<5	—	<5	—	<5	<5	—	
CROSSTIMBERS ACADEMY	CROSSTIMBERS ACADEMY	91	<5	—	<5	—	<5	<5	—	
CROWELL ISD	CROWELL H S	33	<5	—	<5	—	<5	<5	—	
CROWLEY ISD		1,724	273	15.8	154	56.4	517	257	49.7	
	CROWLEY H S	691	93	13.5	38	40.9	152	51	33.6	
	NORTH CROWLEY H S	1,032	180	17.4	116	64.4	365	206	56.4	
CRYSTAL CITY ISD	CRYSTAL CITY H S	257	22	8.6	<5	—	22	<5	—	
CUERO ISD	CUERO H S	251	17	6.8	5	29.4	28	6	21.4	
CULBERSON COUNTY-ALLA	VAN HORN H S	74	7	9.5	<5	—	7	<5	—	
CUMBY ISD	CUMBY HIGH SCHOOL	56	<5	—	<5	—	<5	<5	—	
CUSHING ISD	CUSHING SCHOOL	65	12	18.5	6	50.0	15	7	46.7	
CYPRESS-FAIRBANKS ISD		12,316	2,557	20.8	1,805	70.6	5,698	3,652	64.1	
	CY-FAIR HIGH SCHOOL	1,364	303	22.2	224	73.9	674	442	65.6	
	CYPRESS CREEK HIGH SCHOOL	1,366	373	27.3	280	75.1	837	533	63.7	
	CYPRESS FALLS H S	1,469	253	17.2	165	65.2	506	331	65.4	
	CYPRESS LAKES H S	574	141	24.6	61	43.3	265	100	37.7	
	CYPRESS RANCH H S	382	120	31.4	84	70.0	251	154	61.4	
	CYPRESS RIDGE HIGH SCHOOL	1,182	194	16.4	121	62.4	381	209	54.9	
	CYPRESS SPRINGS HIGH SCHOOL	1,331	159	11.9	94	59.1	331	182	55.0	
	CYPRESS WOODS HIGH SCHOOL	1,697	518	30.5	391	75.5	1,283	877	68.4	
	JERSEY VILLAGE HIGH SCHOOL	1,259	224	17.8	168	75.0	497	338	68.0	
LANGHAM CREEK H S	1,392	272	19.5	217	79.8	673	486	72.2		
D'HANIS ISD	D'HANIS SCHOOL	46	<5	—	<5	—	<5	<5	—	
DAINGERFIELD-LONE STA	DAINGERFIELD H S	168	<5	—	<5	—	<5	<5	—	

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Examinees at or above —criterion—		Exams	Exams at or above —criterion—		
		Number	Percent	Number	Percent		Number	Percent	
DALHART ISD	DALHART H S	172	7	4.1	<5	—	7	<5	—
DALLAS ISD		14,458	5,075	35.1	1,520	30.0	12,095	2,763	22.8
	A MACEO SMITH HIGH SCHOOL	280	26	9.3	<5	—	39	<5	—
	BOOKER T WASHINGTON SPVA MAGNE	363	275	75.8	190	69.1	639	324	50.7
	BRYAN ADAMS HIGH SCHOOL	674	134	19.9	42	31.3	291	63	21.6
	DAVID W CARTER HIGH SCHOOL	517	144	27.9	11	7.6	234	12	5.1
	EMMETT J CONRAD H S	435	198	45.5	17	8.6	427	18	4.2
	FRANKLIN D ROOSEVELT HIGH SCHO	248	55	22.2	8	14.5	71	8	11.3
	HILLCREST H S	437	150	34.3	85	56.7	397	187	47.1
	IRMA LERMA RANGEL YOUNG WOMEN'	77	56	72.7	25	44.6	140	39	27.9
	JAMES MADISON HIGH SCHOOL	383	154	40.2	<5	—	297	<5	—
	JUDGE BAREFOOT SANDERS LAW MAG	184	170	92.4	54	31.8	403	83	20.6
	JUSTIN F KIMBALL HIGH SCHOOL	511	136	26.6	14	10.3	215	18	8.4
	L G PINKSTON HIGH SCHOOL	407	137	33.7	<5	—	258	<5	—
	LINCOLN HUMANITIES/COMMUNICATI	494	176	35.6	11	6.3	322	13	4.0
	MOISES E MOLINA H S	629	177	28.1	39	22.0	302	46	15.2
	NORTH DALLAS HIGH SCHOOL	584	163	27.9	24	14.7	310	24	7.7
	SCHOOL FOR THE TALENTED AND GI	105	101	96.2	91	90.1	565	362	64.1
	SCHOOL OF BUSINESS AND MANAGEM	254	197	77.6	48	24.4	510	77	15.1
	SCHOOL OF EDUCATION AND SOCIAL	125	90	72.0	33	36.7	215	39	18.1
	SCHOOL OF HEALTH PROFESSIONS	255	218	85.5	67	30.7	526	99	18.8
	SCHOOL OF SCIENCE AND ENGINEER	182	182	100	143	78.6	1,024	414	40.4
	SEAGOVILLE H S	398	118	29.6	19	16.1	231	27	11.7
	SKYLINE HIGH SCHOOL	2,010	489	24.3	158	32.3	939	250	26.6
	SOUTH OAK CLIFF H S	460	84	18.3	6	7.1	161	8	5.0
	SUNSET HIGH SCHOOL	978	303	31.0	63	20.8	885	100	11.3
	THOMAS JEFFERSON H S	454	155	34.1	44	28.4	315	51	16.2
	TRINIDAD GARZA EARLY COLLEGE H	158	24	15.2	<5	—	24	<5	—
	W H ADAMSON HIGH SCHOOL	546	148	27.1	47	31.8	281	55	19.6
	W T WHITE HIGH SCHOOL	912	433	47.5	171	39.5	1,277	273	21.4
	W W SAMUEL H S	731	191	26.1	34	17.8	361	35	9.7
	WOODROW WILSON HIGH SCHOOL	528	190	36.0	71	37.4	435	132	30.3
DANBURY ISD	DANBURY H S	97	27	27.8	<5	—	27	<5	—
DARROUZETT ISD	DARROUZETT SCHOOLS	11	<5	—	<5	—	<5	<5	—
DAWSON ISD (Dawson Co	DAWSON SCHOOL	23	<5	—	<5	—	<5	<5	—
DAWSON ISD (Navarro C	DAWSON H S	51	<5	—	<5	—	<5	<5	—
DAYTON ISD	DAYTON H S	542	82	15.1	40	48.8	162	54	33.3
DE LEON ISD	DE LEON H S	92	<5	—	<5	—	<5	<5	—
DECATUR ISD	DECATUR H S	370	67	18.1	32	47.8	110	60	54.5
DEER PARK ISD	DEER PARK HS	1,581	224	14.2	111	49.6	406	204	50.2
DEL VALLE ISD	DEL VALLE H S	718	300	41.8	79	26.3	597	105	17.6

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
DELL CITY ISD	DELL CITY SCHOOL	12	<5	—	<5	—	<5	<5	—
DENISON ISD	DENISON H S	510	118	23.1	63	53.4	280	118	42.1
DENTON ISD	DENTON H S	2,292	849	37.0	363	42.8	1,969	622	31.6
	DENTON H S	564	172	30.5	80	46.5	386	144	37.3
	JOHN H GUYER HS	932	430	46.1	180	41.9	1,056	302	28.6
	RYAN H S	743	247	33.2	103	41.7	527	176	33.4
DENVER CITY ISD	DENVER CITY H S	159	13	8.2	5	38.5	13	5	38.5
DESOTO ISD	DESOTO H S	1,037	185	17.8	40	21.6	344	50	14.5
DETROIT ISD	DETROIT H S	65	8	12.3	<5	—	9	<5	—
DEVINE ISD	DEVINE H S	219	26	11.9	<5	—	33	<5	—
DEWEYVILLE ISD	DEWEYVILLE H S	99	<5	—	<5	—	<5	<5	—
DIBOLL ISD	DIBOLL H S	185	66	35.7	<5	—	105	6	5.7
DICKINSON ISD	DICKINSON H S	844	86	10.2	28	32.6	134	40	29.9
DIME BOX ISD	DIME BOX SCHOOL	18	<5	—	<5	—	<5	<5	—
DIMMITT ISD	DIMMITT H S	110	8	7.3	<5	—	8	<5	—
DODD CITY ISD	DODD CITY SCHOOL	26	<5	—	<5	—	<5	<5	—
DONNA ISD	DONNA H S	1,218	224	18.4	69	30.8	335	71	21.2
DOUGLASS ISD	DOUGLASS SCHOOL	43	<5	—	<5	—	<5	<5	—
DRIPPING SPRINGS ISD	DRIPPING SPRINGS H S	528	206	39.0	169	82.0	476	336	70.6
DUBLIN ISD	DUBLIN H S	133	28	21.1	10	35.7	28	10	35.7
DUMAS ISD	DUMAS H S	416	75	18.0	13	17.3	102	15	14.7
DUNCANVILLE ISD	DUNCANVILLE H S	1,407	121	8.6	77	63.6	251	149	59.4
EAGLE MT-SAGINAW ISD		1,546	411	26.6	220	53.5	824	362	43.9
	BOSWELL H S	720	233	32.4	129	55.4	499	234	46.9
	SAGINAW H S	766	178	23.2	91	51.1	325	128	39.4
EAGLE PASS ISD		1,622	250	15.4	124	49.6	395	154	39.0
	C C WINN HIGH SCHOOL	756	124	16.4	48	38.7	193	58	30.1
	EAGLE PASS HIGH SCHOOL	863	126	14.6	76	60.3	202	96	47.5
EANES ISD	WESTLAKE H S	1,113	746	67.0	645	86.5	2,467	1,919	77.8

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
EARLY ISD	EARLY H S	143	38	26.6	30	78.9	57	39	68.4
EAST BERNARD ISD	EAST BERNARD H S	120	<5	—	<5	—	<5	<5	—
EAST CENTRAL ISD	EAST CENTRAL H S	1,016	169	16.6	71	42.0	315	100	31.7
EAST CHAMBERS ISD	EAST CHAMBERS H S	149	28	18.8	<5	—	35	<5	—
EAST TEXAS CHARTER SC	DAN CHADWICK CAMPUS	83	<5	—	<5	—	<5	<5	—
EASTLAND ISD	EASTLAND H S	104	5	4.8	<5	—	5	<5	—
ECTOR COUNTY ISD		2,645	375	14.2	163	43.5	693	258	37.2
	ODESSA H S	1,361	266	19.5	129	48.5	553	221	40.0
	PERMIAN H S	1,276	109	8.5	34	31.2	140	37	26.4
ECTOR ISD	ECTOR HIGH SCHOOL	30	<5	—	<5	—	<5	<5	—
EDCOUCH-ELSA ISD	EDCOUCH-ELSA H S	623	73	11.7	21	28.8	136	26	19.1
EDEN CISD	EDEN H S	36	<5	—	<5	—	<5	<5	—
EDGEWOOD ISD (Bexar C		1,125	286	25.4	22	7.7	477	22	4.6
	JOHN F KENNEDY HIGH SCHOOL	616	180	29.2	7	3.9	280	7	2.5
	MEMORIAL HIGH SCHOOL	507	106	20.9	15	14.2	197	15	7.6
EDGEWOOD ISD (Van Zan	EDGEWOOD H S	105	<5	—	<5	—	<5	<5	—
EDINBURG CISD		3,214	979	30.5	276	28.2	1,947	425	21.8
	ECONOMEDES H S	982	371	37.8	90	24.3	781	112	14.3
	EDINBURG H S	1,192	415	34.8	111	26.7	792	175	22.1
	EDINBURG NORTH H S	1,038	193	18.6	75	38.9	374	138	36.9
EDNA ISD	EDNA H S	189	11	5.8	<5	—	14	<5	—
EL CAMPO ISD	EL CAMPO H S	419	40	9.5	9	22.5	44	11	25.0
EL PASO ISD		7,537	1,605	21.3	734	45.7	2,968	1,143	38.5
	ANDRESS H S	704	128	18.2	<10	—	173	<10	—
	AUSTIN H S	561	68	12.1	18	26.5	106	18	17.0
	BOWIE H S	437	89	20.4	12	13.5	118	12	10.2
	BURGES H S	590	120	20.3	60	50.0	198	86	43.4
	CHAPIN HS	817	172	21.1	78	45.3	394	128	32.5
	CORONADO H S	1,031	268	26.0	213	79.5	507	340	67.1
	EL PASO H S	560	160	28.6	44	27.5	334	65	19.5
	FRANKLIN H S	1,276	306	24.0	192	62.7	627	327	52.2
	IRVIN H S	664	118	17.8	<5	—	161	<5	—
	JEFFERSON H S	470	62	13.2	36	58.1	89	39	43.8
SILVA HEALTH MAGNET	237	114	48.1	70	61.4	261	117	44.8	
ELECTRA ISD	ELECTRA H S	54	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
			Number	Percent	Number	Percent		Number	Percent
ELGIN ISD	ELGIN H S	436	49	11.2	29	59.2	73	38	52.1
ELKHART ISD	ELKHART H S	133	17	12.8	8	47.1	23	9	39.1
ELYSIAN FIELDS ISD	ELYSIAN FIELDS H S	119	<5	—	<5	—	<5	<5	—
ENNIS ISD	ENNIS H S	600	116	19.3	54	46.6	206	73	35.4
ERA ISD	ERA SCHOOL	56	<5	—	<5	—	<5	<5	—
EULA ISD	EULA H S	51	<5	—	<5	—	<5	<5	—
EUSTAGE ISD	EUSTAGE H S	168	25	14.9	8	32.0	31	9	29.0
EVADALE ISD	EVADALE H S	65	<5	—	<5	—	<5	<5	—
EVANT ISD	EVANT H S	45	<5	—	<5	—	<5	<5	—
EVERMAN ISD	EVERMAN H S	433	116	26.8	5	4.3	192	7	3.6
EVOLUTION ACADEMY CHA	EVOLUTION ACADEMY CHARTER SCHO	195	<5	—	<5	—	<5	<5	—
FABENS ISD	FABENS H S	303	52	17.2	8	15.4	61	8	13.1
FAIRFIELD ISD	FAIRFIELD H S	224	30	13.4	12	40.0	35	13	37.1
FAITH FAMILY ACADEMY	FAITH FAMILY ACADEMY OF OAK CL	60	<5	—	<5	—	<5	<5	—
FALLS CITY ISD	FALLS CITY H S	55	<5	—	<5	—	<5	<5	—
FANNINDEL ISD	FANNINDEL HIGH SCHOOL	19	<5	—	<5	—	<5	<5	—
FARMERSVILLE ISD	FARMERSVILLE H S	181	29	16.0	11	37.9	33	11	33.3
FARWELL ISD	FARWELL H S	67	<5	—	<5	—	<5	<5	—
FAYETTEVILLE ISD	FAYETTEVILLE SCHOOLS	35	10	28.6	<5	—	10	<5	—
FERRIS ISD	FERRIS H S	242	48	19.8	16	33.3	87	22	25.3
FLATONIA ISD	FLATONIA SECONDARY	79	10	12.7	<5	—	10	<5	—
FLORENCE ISD	FLORENCE H S	137	<5	—	<5	—	<5	<5	—
FLORESVILLE ISD	FLORESVILLE H S	429	111	25.9	29	26.1	140	32	22.9
FLOUR BLUFF ISD	FLOUR BLUFF H S	750	160	21.3	84	52.5	260	121	46.5
FLOYDADA ISD	FLOYDADA H S	96	16	16.7	<5	—	21	<5	—
FOLLETT ISD	FOLLETT SCHOOL	28	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
FORESTBURG ISD	FORESTBURG SCHOOL	18	<5	—	—	<5	—	<5	<5	—
FORNEY ISD	FORNEY H S	813	117	14.4	69	59.0	243	118	48.6	
FORSAN ISD	FORSAN H S	87	<5	—	<5	—	<5	<5	—	
FORT BEND ISD		9,284	2,580	27.8	1,906	73.9	6,889	4,710	68.4	
	CLEMENTS H S	1,214	557	45.9	505	90.7	1,599	1,341	83.9	
	DULLES H S	919	260	28.3	218	83.8	739	587	79.4	
	GEORGE BUSH H S	845	138	16.3	48	34.8	254	71	28.0	
	HIGHTOWER H S	1,164	317	27.2	195	61.5	816	385	47.2	
	KEMPNER H S	1,087	323	29.7	227	70.3	872	485	55.6	
	LAWRENCE E ELKINS H S	1,024	248	24.2	191	77.0	598	430	71.9	
	STEPHEN F AUSTIN H S	962	337	35.0	295	87.5	1,015	869	85.6	
	THURGOOD MARSHALL H S	556	28	5.0	9	32.1	39	10	25.6	
	WILLIAM B TRAVIS H S	939	280	29.8	204	72.9	788	518	65.7	
	WILLOWRIDGE H S	555	92	16.6	14	15.2	169	14	8.3	
FORT ELLIOTT CISD	FORT ELLIOTT SCHOOL	28	<5	—	<5	—	<5	<5	—	
FORT STOCKTON ISD	FORT STOCKTON H S	249	11	4.4	<5	—	17	<5	—	
FORT WORTH ACADEMY OF	FORT WORTH ACADEMY OF FINE ART	83	51	61.4	33	64.7	66	41	62.1	
FORT WORTH ISD		7,663	1,998	26.1	639	32.0	4,406	1,204	27.3	
	ARLINGTON HEIGHTS H S	744	241	32.4	122	50.6	480	214	44.6	
	CARTER-RIVERSIDE H S	407	87	21.4	19	21.8	181	24	13.3	
	DIAMOND HILL-JARVIS H S	387	195	50.4	21	10.8	345	22	6.4	
	DUNBAR H S	377	85	22.5	11	12.9	180	15	8.3	
	EASTERN HILLS H S	499	66	13.2	25	37.9	107	27	25.2	
	NORTH SIDE H S	621	170	27.4	29	17.1	319	34	10.7	
	O D WYATT H S	429	63	14.7	5	7.9	115	5	4.3	
	PASCHAL H S	1,002	364	36.3	234	64.3	1,168	604	51.7	
	POLYTECHNIC H S	376	107	28.5	17	15.9	275	17	6.2	
	SOUTH HILLS H S	512	104	20.3	17	16.3	201	18	9.0	
	SOUTHWEST H S	600	162	27.0	60	37.0	284	109	38.4	
	TRIMBLE TECHNICAL H S	879	211	24.0	40	19.0	406	57	14.0	
	WESTERN HILLS H S	632	142	22.5	38	26.8	342	55	16.1	
FRANKLIN ISD	FRANKLIN H S	126	33	26.2	12	36.4	47	14	29.8	
FRANKSTON ISD	FRANKSTON H S	100	13	13.0	<5	—	24	<5	—	
FREDERICKSBURG ISD	FREDERICKSBURG H S	419	118	28.2	85	72.0	248	156	62.9	
FREER ISD	FREER H S	84	<5	—	<5	—	<5	<5	—	
FRENSHIP ISD	FRENSHIP H S	748	107	14.3	51	47.7	157	68	43.3	
FRIENDSWOOD ISD	FRIENDSWOOD H S	889	317	35.7	267	84.2	805	628	78.0	
FRIONA ISD	FRIONA H S	143	37	25.9	<5	—	37	<5	—	

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
			Number	Percent	Number	Percent		Number	Percent
FRISCO ISD		2,974	903	30.4	698	77.3	1,982	1,490	75.2
	CENTENNIAL HIGH SCHOOL	680	235	34.6	167	71.1	492	347	70.5
	FRISCO H S	572	170	29.7	127	74.7	351	247	70.4
	LIBERTY H S	829	248	29.9	211	85.1	617	496	80.4
	WAKELAND HIGH SCHOOL	893	250	28.0	193	77.2	522	400	76.6
FROST ISD	FROST H S	41	<5	—	<5	—	<5	<5	—
FRUIT OF EXCELLENCE	FRUIT OF EXCELLENCE SCHOOL	<5	<5	—	<5	—	<5	<5	—
FRUITVALE ISD	FRUITVALE H S	43	<5	—	<5	—	<5	<5	—
FT DAVIS ISD	FT DAVIS H S	46	9	19.6	<5	—	11	6	54.5
FT HANCOCK ISD	FORT HANCOCK HS	55	<5	—	<5	—	<5	<5	—
FT SAM HOUSTON ISD	ROBERT G COLE MIDDLE/HIGH SCHO	144	62	43.1	31	50.0	105	40	38.1
GABRIEL TAFOLLA ACADE	GABRIEL TAFOLLA ACADEMY	12	<5	—	<5	—	<5	<5	—
GAINESVILLE ISD	GAINESVILLE H S	232	<5	—	<5	—	<5	<5	—
GALENA PARK ISD		2,711	271	10.0	149	55.0	517	263	50.9
	GALENA PARK H S	781	100	12.8	54	54.0	170	86	50.6
	NORTH SHORE SENIOR HIGH	1,925	171	8.9	95	55.6	347	177	51.0
GALVESTON ISD	BALL H S	756	145	19.2	65	44.8	317	113	35.6
GANADO ISD	GANADO H S	89	<5	—	<5	—	<5	<5	—
GARLAND ISD		7,057	1,483	21.0	724	48.8	3,059	1,248	40.8
	GARLAND H S	1,077	345	32.0	181	52.5	736	309	42.0
	LAKEVIEW CENTENNIAL H S	797	141	17.7	26	18.4	225	36	16.0
	N GARLAND H S	911	166	18.2	89	53.6	376	151	40.2
	NAAMAN FOREST H S	986	220	22.3	90	40.9	454	147	32.4
	ROWLETT H S	1,118	323	28.9	182	56.3	680	341	50.1
	S GARLAND H S	818	86	10.5	40	46.5	167	66	39.5
	SACHSE H S	1,088	202	18.6	116	57.4	421	198	47.0
GARRISON ISD	GARRISON H S	86	<5	—	<5	—	<5	<5	—
GARY ISD	GARY SCHOOL	43	<5	—	<5	—	<5	<5	—
GATESVILLE ISD	GATESVILLE H S	306	13	4.2	<5	—	16	<5	—
GATEWAY (STUDENT ALTE	GATEWAY ACADEMY	112	12	10.7	6	50.0	12	6	50.0
GATEWAY CHARTER ACADE	GATEWAY CHARTER ACADEMY - MIDD	60	<5	—	<5	—	<5	<5	—
GEORGE I SANCHEZ (Bex	GEORGE I SANCHEZ CHARTER H S S	68	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
GEORGE I SANCHEZ (Har	GEORGE I SANCHEZ H S	205	<5	—	<5	—	<5	<5	—
GEORGE WEST ISD	GEORGE WEST H S	147	<5	—	<5	—	<5	<5	—
GEORGETOWN ISD	GEORGETOWN H S	1,298	250	19.3	188	75.2	455	304	66.8
GIDDINGS ISD	GIDDINGS H S	249	52	20.9	16	30.8	71	17	23.9
GILMER ISD	GILMER H S	263	82	31.2	12	14.6	105	12	11.4
GIRLS & BOYS PREPARAT	GIRLS & BOYS PREP ACADEMY	53	<5	—	<5	—	<5	<5	—
GLADEWATER ISD	GLADEWATER H S	216	53	24.5	9	17.0	81	9	11.1
GLASSCOCK COUNTY ISD	GLASSCOCK COUNTY H S	44	12	27.3	<5	—	19	5	26.3
GLEN ROSE ISD	GLEN ROSE H S	212	43	20.3	14	32.6	53	18	34.0
GODLEY ISD	GODLEY H S	170	6	3.5	<5	—	6	<5	—
GOLD BURG ISD	GOLD BURG H S	15	<5	—	<5	—	<5	<5	—
GOLDTHWAITE ISD	GOLDTHWAITE H S	75	<5	—	<5	—	<5	<5	—
GOLIAD ISD	GOLIAD H S	186	37	19.9	<5	—	37	<5	—
GONZALES ISD	GONZALES H S	223	26	11.7	6	23.1	47	7	14.9
GOODRICH ISD	GOODRICH H S	26	<5	—	<5	—	<5	<5	—
GOOSE CREEK CISD		2,282	393	17.2	173	44.0	846	254	30.0
	GOOSE CREEK MEMORIAL	599	81	13.5	39	48.1	187	55	29.4
	LEE H S	809	130	16.1	53	40.8	296	78	26.4
	STERLING H S	873	182	20.8	81	44.5	363	121	33.3
GORDON ISD	GORDON SCHOOL	24	<5	—	<5	—	<5	<5	—
GORMAN ISD	GORMAN H S	35	<5	—	<5	—	<5	<5	—
GRADY ISD	GRADY SCHOOL	33	<5	—	<5	—	<5	<5	—
GRAFORD ISD	GRAFORD H S	39	<5	—	<5	—	<5	<5	—
GRAHAM ISD	GRAHAM H S	328	40	12.2	21	52.5	72	26	36.1
GRANBURY ISD	GRANBURY H S	755	169	22.4	117	69.2	335	197	58.8
GRAND PRAIRIE ISD		2,969	472	15.9	179	37.9	859	288	33.5
	GRAND PRAIRIE H S	1,184	186	15.7	45	24.2	330	67	20.3
	SO GRAND PRAIRIE H S	1,485	286	19.3	134	46.9	529	221	41.8
GRANDFALLS-ROYALTY IS	GRANDFALLS-ROYALTY SCHOOL	10	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
			Number	Percent	Number	Percent		Number	Percent
GRANDVIEW ISD	GRANDVIEW H S	145	8	5.5	<5	—	9	<5	—
GRANGER ISD	GRANGER SCHOOL	59	<5	—	<5	—	<5	<5	—
GRAPE CREEK ISD	GRAPE CREEK H S	131	27	20.6	<5	—	31	<5	—
GRAPELAND ISD	GRAPELAND H S	82	<5	—	<5	—	<5	<5	—
GRAPEVINE-COLLEYVILLE		2,047	1,046	51.1	795	76.0	3,009	2,135	71.0
	COLLEYVILLE HERITAGE H S	1,099	582	53.0	463	79.6	1,671	1,268	75.9
	GRAPEVINE H S	917	464	50.6	332	71.6	1,338	867	64.8
GREENVILLE ISD	GREENVILLE H S	430	108	25.1	22	20.4	159	25	15.7
GREENWOOD ISD	GREENWOOD H S	221	<5	—	<5	—	<5	<5	—
GREGORY-PORTLAND ISD	GREGORY-PORTLAND H S	546	102	18.7	49	48.0	219	83	37.9
GROESBECK ISD	GROESBECK H S	161	17	10.6	5	29.4	27	6	22.2
GROOM ISD	GROOM SCHOOL	22	<5	—	<5	—	<5	<5	—
GROVETON ISD	GROVETON J H-H S	109	<5	—	<5	—	<5	<5	—
GRUVER ISD	GRUVER H S	67	10	14.9	<5	—	13	<5	—
GUNTER ISD	GUNTER H S	106	23	21.7	13	56.5	29	15	51.7
GUSTINE ISD	GUSTINE SCHOOL	33	<5	—	<5	—	<5	<5	—
GUTHRIE CSD	GUTHRIE SCHOOL	19	6	31.6	<5	—	6	<5	—
HALE CENTER ISD	HALE CENTER H S	60	<5	—	<5	—	<5	<5	—
HALLETTSVILLE ISD	HALLETTSVILLE H S	128	20	15.6	9	45.0	20	9	45.0
HALLSVILLE ISD	HALLSVILLE H S	550	118	21.5	48	40.7	261	89	34.1
HAMILTON ISD	HAMILTON HIGH SCHOOL	124	18	14.5	7	38.9	26	8	30.8
HAMLIN ISD	HAMLIN H S	63	<5	—	<5	—	<5	<5	—
HAMPTON PREPARATORY	HAMPTON PREPARATORY	19	19	100	<5	—	28	<5	—
HAMSHIRE-FANNETT ISD	HAMSHIRE-FANNETT H S	236	99	41.9	9	9.1	142	11	7.7
HAPPY ISD	HAPPY H S	34	<5	—	<5	—	<5	<5	—
HARDIN ISD	HARDIN H S	159	<5	—	<5	—	<5	<5	—
HARDIN-JEFFERSON ISD	HARDIN-JEFFERSON H S	252	43	17.1	22	51.2	71	36	50.7

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
HARLANDALE ISD		1,435	266	18.5	24	9.0	352	26	7.4	
	FRANK M TEJEDA ACADEMY	92	<5	—	<5	—	6	<5	—	
	HARLANDALE H S	704	155	22.0	16	10.3	199	18	9.0	
	MCCOLLUM HIGH SCHOOL	632	<115	—	<10	—	147	<10	—	
HARLETON ISD	HARLETON H S	84	6	7.1	<5	—	7	<5	—	
HARLINGEN CISD		1,977	464	23.5	126	27.2	861	169	19.6	
	EARLY COLLEGE H S	77	10	13.0	<5	—	22	<5	—	
	HARLINGEN H S	992	292	29.4	63	21.6	605	92	15.2	
	HARLINGEN H S - SOUTH	819	162	19.8	<60	—	234	<75	—	
HARMONY ISD	HARMONY H S	149	19	12.8	7	36.8	22	8	36.4	
HARMONY SCHOOL OF EXC	HARMONY SCHOOL OF EXCELLENCE	21	13	61.9	10	76.9	33	21	63.6	
HARMONY SCIENCE-AUSTI	HARMONY SCIENCE ACADEMY - AUST	49	30	61.2	19	63.3	50	23	46.0	
HARMONY SCIENCE-COLLE	HARMONY SCIENCE ACAD (COLLEGE	7	6	85.7	5	83.3	16	9	56.3	
HARMONY SCIENCE-EL PA	HARMONY SCIENCE ACAD (EL PASO)	18	9	50.0	9	100	13	9	69.2	
HARMONY SCIENCE-FORT	HARMONY SCIENCE ACAD (FORT WOR	21	13	61.9	5	38.5	15	5	33.3	
HARMONY SCIENCE-HOUST		125	72	57.6	37	51.4	129	46	35.7	
	HARMONY SCIENCE ACADEMY	67	43	64.2	25	58.1	70	31	44.3	
	HARMONY SCIENCE ACADEMY -DALLA	58	22	37.9	11	50.0	52	14	26.9	
HARMONY SCIENCE-SAN A	HARMONY SCIENCE ACAD (SAN ANTO	16	<5	—	<5	—	<5	<5	—	
HARPER ISD	HARPER H S	99	<5	—	<5	—	<5	<5	—	
HARROLD ISD	HARROLD SCHOOL	10	<5	—	<5	—	<5	<5	—	
HART ISD	HART JR-SR H S	48	5	10.4	<5	—	5	<5	—	
HARTLEY ISD	HARTLEY SCHOOL	16	<5	—	<5	—	<5	<5	—	
HASKELL CISD	HASKELL H S	78	<5	—	<5	—	<5	<5	—	
HAWKINS ISD	HAWKINS H S	65	<5	—	<5	—	<5	<5	—	
HAWLEY ISD	HAWLEY H S	82	12	14.6	<5	—	14	<5	—	
HAYS CISD		1,471	271	18.4	158	58.3	579	284	49.1	
	JACK C HAYS H S	788	186	23.6	110	59.1	437	207	47.4	
	LEHMAN HIGH SCHOOL	609	85	14.0	48	56.5	142	77	54.2	
HEARNE ISD	HEARNE H S	97	6	6.2	<5	—	7	<5	—	
HEDLEY ISD	HEDLEY SCHOOL	16	<5	—	<5	—	<5	<5	—	

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
HEMPHILL ISD	HEMPHILL H S	124	<5	—	<5	—	<5	<5	—
HEMPSTEAD ISD	HEMPSTEAD H S	150	10	6.7	<5	—	14	5	35.7
HENDERSON ISD	HENDERSON H S	361	74	20.5	22	29.7	127	32	25.2
HENRIETTA ISD	HENRIETTA H S	100	34	34.0	14	41.2	34	14	41.2
HEREFORD ISD	HEREFORD H S	511	37	7.2	18	48.6	42	18	42.9
HERMLEIGH ISD	HERMLEIGH SCHOOL	23	<5	—	<5	—	<5	<5	—
HICO ISD	HICO H S	99	28	28.3	7	25.0	28	7	25.0
HIDALGO ISD	HIDALGO H S	407	184	45.2	37	20.1	362	42	11.6
HIGGINS ISD	HIGGINS SCHOOL	9	<5	—	<5	—	<5	<5	—
HIGGS CARTER KING GIF	HIGGS CARTER KING GIFTED & TAL	<5	<5	—	<5	—	<5	<5	—
HIGH ISLAND ISD	HIGH ISLAND H S	42	<5	—	<5	—	<5	<5	—
HIGHLAND ISD	HIGHLAND SCHOOL	21	8	38.1	<5	—	8	<5	—
HIGHLAND PARK (Dallas	HIGHLAND PARK HIGH SCHOOL	894	757	84.7	552	72.9	2,441	1,488	61.0
HIGHLAND PARK (Potter	HIGHLAND PARK H S	97	12	12.4	<5	—	12	<5	—
HILLSBORO ISD	HILLSBORO H S	175	38	21.7	<5	—	58	<5	—
HITCHCOCK ISD	HITCHCOCK H S	136	<5	—	<5	—	<5	<5	—
HOLLAND ISD	HOLLAND H S	50	<5	—	<5	—	<5	<5	—
HOLLIDAY ISD	HOLLIDAY H S	115	24	20.9	17	70.8	30	20	66.7
HONDO ISD	HONDO H S	256	15	5.9	5	33.3	26	9	34.6
HONEY GROVE ISD	HONEY GROVE H S	73	18	24.7	10	55.6	20	11	55.0
HONORS ACADEMY	UNIVERSITY SCHOOL	11	<5	—	<5	—	<5	<5	—
HOOKS ISD	HOOKS H S	137	<5	—	<5	—	<5	<5	—
HOUSTON HEIGHTS HIGH	HOUSTON HEIGHTS CHARTER SCHOOL	92	<5	—	<5	—	<5	<5	—
HOUSTON ISD		18,566	5,583	30.1	2,342	41.9	12,717	5,063	39.8
	AUSTIN H S	788	281	35.7	86	30.6	485	90	18.6
	BARBARA JORDAN H S	484	172	35.5	16	9.3	234	20	8.5
	BELLAIRE H S	1,392	674	48.4	590	87.5	2,354	1,965	83.5
	CARNEGIE VANGUARD H S	161	155	96.3	118	76.1	508	327	64.4

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Examinees at or above — criterion —		Exams	Exams at or above — criterion —		
		Number	Percent	Number	Percent		Number	Percent	
HOUSTON ISD	CHALLENGE EARLY COLLEGE H S	201	52	25.9	34	65.4	55	36	65.5
	CHAVEZ H S	1,044	290	27.8	74	25.5	553	82	14.8
	DAVIS H S	621	214	34.5	78	36.4	359	93	25.9
	DEBAKEY H S FOR HEALTH PROF	416	312	75.0	282	90.4	864	720	83.3
	EAST EARLY COLLEGE H S	185	37	20.0	13	35.1	49	14	28.6
	EASTWOOD ACADEMY	122	105	86.1	65	61.9	239	76	31.8
	EMPOWERMENT COLLEGE PREP H S	30	13	43.3	<5	—	14	<5	—
	FURR H S	294	134	45.6	28	20.9	236	30	12.7
	HOUSTON ACADEMY FOR INTERNATIO	119	16	13.4	6	37.5	19	6	31.6
	INTERNATIONAL H S AT SHARPSTOW	55	35	63.6	<5	—	68	6	8.8
	JONES H S	208	45	21.6	<5	—	45	<5	—
	KASHMERE H S	169	36	21.3	<5	—	62	<5	—
	LAMAR H S	1,353	60	4.4	23	38.3	61	23	37.7
	LAW ENFCMT-CRIM JUST H S	242	151	62.4	39	25.8	328	51	15.5
	LEE H S	608	187	30.8	84	44.9	533	164	30.8
	MADISON H S	836	253	30.3	25	9.9	394	25	6.3
	MILBY H S	851	203	23.9	81	39.9	452	96	21.2
	MOUNT CARMEL ACADEMY	84	37	44.0	7	18.9	49	8	16.3
	PERFOR & VIS ARTS H S	309	189	61.2	109	57.7	415	184	44.3
	REAGAN H S	654	163	24.9	48	29.4	337	63	18.7
	SAM HOUSTON MATH SCIENCE AND T	887	197	22.2	39	19.8	453	43	9.5
	SCARBOROUGH H S	251	63	25.1	23	36.5	134	25	18.7
	SHARPSTOWN H S	451	172	38.1	29	16.9	375	39	10.4
	STERLING H S	384	27	7.0	<5	—	27	<5	—
	WALTRIP H S	743	211	28.4	72	34.1	456	116	25.4
	WASHINGTON B T H S	349	101	28.9	8	7.9	246	12	4.9
	WESTBURY H S	745	194	26.0	34	17.5	536	46	8.6
WESTSIDE H S	1,225	518	42.3	322	62.2	1,290	697	54.0	
WHEATLEY H S	366	66	18.0	<5	—	77	<5	—	
WORTHING H S	380	102	26.8	<5	—	141	<10	—	
YATES H S	448	117	26.1	<5	—	268	<5	—	
HOWE ISD	HOWE H S	120	30	25.0	10	33.3	37	13	35.1
HUBBARD ISD	HUBBARD H S	56	<5	—	<5	—	<5	<5	—
HUCKABAY ISD	HUCKABAY SCHOOL	24	<5	—	<5	—	<5	<5	—
HUDSON ISD	HUDSON H S	326	59	18.1	37	62.7	61	37	60.7
HUFFMAN ISD	HARGRAVE HIGH SCHOOL	378	73	19.3	43	58.9	129	62	48.1
HUGHES SPRINGS ISD	HUGHES SPRINGS H S	133	<5	—	<5	—	<5	<5	—
HULL-DAISETTA ISD	HULL-DAISETTA H S	69	<5	—	<5	—	<5	<5	—
HUMBLE ISD		4,630	723	15.6	500	69.2	1,420	927	65.3
	ATASCOCITA H S	1,615	180	11.1	113	62.8	336	177	52.7
	HUMBLE H S	979	108	11.0	34	31.5	169	42	24.9
	KINGWOOD H S	1,185	331	27.9	272	82.2	724	579	80.0
	KINGWOOD PARK H S	757	104	13.7	81	77.9	191	129	67.5

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
HUNTSVILLE ISD	HUNTSVILLE H S	696		224	32.2	80	35.7	488	149	30.5
HURST-EULESS-BEDFORD		2,655		585	22.0	353	60.3	964	536	55.6
	BELL H S	1,276		279	21.9	140	50.2	396	191	48.2
	TRINITY H S	1,305		306	23.4	213	69.6	568	345	60.7
HUTTO ISD	HUTTO H S	499		151	30.3	57	37.7	291	98	33.7
IDALOU ISD	IDALOU H S	121		<5	—	<5	—	<5	<5	—
IDEA PUBLIC SCHOOLS		225		164	72.9	64	39.0	406	71	17.5
	IDEA COLLEGE PREP	145		86	59.3	31	36.0	191	36	18.8
	IDEA FRONTIER COLLEGE PREPARAT	33		34	103	25	73.5	130	25	19.2
	IDEA QUEST COLLEGE PREPARATORY	47		44	93.6	8	18.2	85	10	11.8
INDUSTRIAL ISD	INDUSTRIAL H S	136		15	11.0	10	66.7	23	13	56.5
INGLESIDE ISD	INGLESIDE H S	228		<5	—	<5	—	<5	<5	—
INGRAM ISD	INGRAM-TOM MOORE H S	192		35	18.2	14	40.0	55	23	41.8
IOLA ISD	IOLA H S	61		<5	—	<5	—	<5	<5	—
IOWA PARK CISD	IOWA PARK H S	226		<5	—	<5	—	7	6	85.7
IRA ISD	IRA SCHOOL	39		<5	—	<5	—	<5	<5	—
IRAAN-SHEFFIELD ISD	IRAAN H S	63		<5	—	<5	—	<5	<5	—
IREDELL ISD	IREDELL SCHOOL	15		<5	—	<5	—	<5	<5	—
IRION COUNTY ISD	IRION H S	58		<5	—	<5	—	<5	<5	—
IRVING ISD		3,609		909	25.2	348	38.3	1,719	527	30.7
	IRVING H S	849		233	27.4	90	38.6	441	131	29.7
	JACK E SINGLEY ACADEMY	638		248	38.9	48	19.4	442	66	14.9
	MACARTHUR H S	1,004		243	24.2	111	45.7	469	173	36.9
	NIMITZ H S	946		184	19.5	98	53.3	366	156	42.6
ITALY ISD	ITALY H S	77		<5	—	<5	—	<5	<5	—
ITASCA ISD	ITASCA H S	64		<5	—	<5	—	<5	<5	—
JACKSBORO ISD	JACKSBORO H S	107		17	15.9	<5	—	18	<5	—
JACKSONVILLE ISD	JACKSONVILLE H S	422		33	7.8	7	21.2	49	9	18.4
JAMIE'S HOUSE CHARTER	JAMIE'S HOUSE CHARTER SCHOOL	12		<5	—	<5	—	<5	<5	—
JARRELL ISD	JARRELL H S	111		22	19.8	9	40.9	28	12	42.9
JASPER ISD	JASPER H S	286		6	2.1	<5	—	6	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
JAYTON-GIRARD ISD	JAYTON SCHOOLS	19	<5	—	<5	—	<5	<5	—
JEAN MASSIEU ACADEMY	JEAN MASSIEU ACADEMY	<5	<5	—	<5	—	<5	<5	—
JEFFERSON ISD	JEFFERSON H S	141	28	19.9	<5	—	30	<5	—
JIM HOGG COUNTY ISD	HEBBRONVILLE H S	129	35	27.1	<5	—	71	<5	—
JIM NED CISD	JIM NED H S	145	44	30.3	29	65.9	45	30	66.7
JOAQUIN ISD	JOAQUIN H S	71	<5	—	<5	—	<5	<5	—
JOHNSON CITY ISD	LYNDON B JOHNSON H S	61	<5	—	<5	—	<5	<5	—
JONESBORO ISD	JONESBORO SCHOOL	19	<5	—	<5	—	<5	<5	—
JOSHUA ISD	JOSHUA H S	472	44	9.3	35	79.5	85	67	78.8
JOURDANTON ISD	JOURDANTON H S	135	10	7.4	<5	—	12	<5	—
JUAN B GALAVIZ CHARTE	JUAN B GALAVIZ CHARTER SCHOOL	16	<5	—	<5	—	<5	<5	—
JUDSON ISD		2,301	362	15.7	150	41.4	610	215	35.2
	JUDSON H S	1,179	187	15.9	102	54.5	293	143	48.8
	KAREN WAGNER H S	1,028	175	17.0	48	27.4	317	72	22.7
JUNCTION ISD	JUNCTION H S	86	<5	—	<5	—	<5	<5	—
KARNACK ISD	KARNACK H S	12	<5	—	<5	—	<5	<5	—
KATHERINE ANNE PORTER	KATHERINE ANNE PORTER SCHOOL	61	16	26.2	<5	—	19	6	31.6
KATY ISD		7,530	2,126	28.2	1,804	84.9	5,404	4,258	78.8
	CINCO RANCH H S	1,336	539	40.3	501	92.9	1,655	1,381	83.4
	KATY H S	1,132	281	24.8	223	79.4	702	499	71.1
	MAYDE CREEK H S	1,149	166	14.4	100	60.2	327	167	51.1
	MORTON RANCH H S	1,275	241	18.9	183	75.9	519	342	65.9
	SEVEN LAKES HIGH SCHOOL	1,351	555	41.1	484	87.2	1,341	1,112	82.9
	TAYLOR H S	1,140	344	30.2	313	91.0	860	757	88.0
KAUFMAN ISD	KAUFMAN H S	347	102	29.4	28	27.5	226	35	15.5
KEENE ISD	KEENE WANDA R SMITH H S	87	15	17.2	<5	—	15	<5	—
KELLER ISD		3,644	951	26.1	656	69.0	2,164	1,252	57.9
	CENTRAL H S	1,309	326	24.9	230	70.6	761	473	62.2
	FOSSIL RIDGE H S	996	200	20.1	120	60.0	371	179	48.2
	KELLER H S	1,299	425	32.7	306	72.0	1,032	600	58.1
KEMP ISD	KEMP H S	177	12	6.8	<5	—	12	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
			Number	Percent	Number	Percent		Number	Percent
KENEDY ISD	KENEDY H S	87	34	39.1	<5	—	68	<5	—
KENNARD ISD	KENNARD H S	43	<5	—	<5	—	<5	<5	—
KENNEDALE ISD	KENNEDALE H S	379	36	9.5	26	72.2	49	32	65.3
KERENS ISD	KERENS SCHOOL	78	<5	—	<5	—	<5	<5	—
KERMIT ISD	KERMIT H S	159	<5	—	<5	—	<5	<5	—
KERRVILLE ISD	TIVY H S	559	138	24.7	92	66.7	260	172	66.2
KILGORE ISD	KILGORE H S	418	34	8.1	7	20.6	38	7	18.4
KILLEEN ISD		3,468	668	19.3	249	37.3	1,119	362	32.4
	C E ELLISON H S	973	163	16.8	28	17.2	233	35	15.0
	HARKER HEIGHTS H S	973	186	19.1	118	63.4	323	181	56.0
	KILLEEN H S	617	145	23.5	39	26.9	269	53	19.7
	ROBERT M SHOEMAKER H S	794	174	21.9	64	36.8	294	93	31.6
KINGSVILLE ISD	H M KING H S	403	80	19.9	25	31.3	138	44	31.9
KIPP INC CHARTER	KIPP HOUSTON HIGH SCHOOL	215	116	54.0	41	35.3	234	62	26.5
KIRBYVILLE CISD	KIRBYVILLE H S	176	5	2.8	<5	—	5	<5	—
KLEIN ISD		5,735	1,103	19.2	697	63.2	2,216	1,307	59.0
	KLEIN COLLINS HIGH SCHOOL	1,399	213	15.2	155	72.8	442	303	68.6
	KLEIN FOREST H S	1,417	327	23.1	110	33.6	590	185	31.4
	KLEIN H S	1,393	284	20.4	245	86.3	620	479	77.3
	KLEIN OAK H S	1,523	279	18.3	187	67.0	564	340	60.3
KLONDIKE ISD	KLONDIKE ISD	22	<5	—	<5	—	<5	<5	—
KNIPPA ISD	KNIPPA SCHOOL	21	16	76.2	<5	—	18	<5	—
KNOX CITY-O'BRIEN CIS	KNOX CITY H S	33	<5	—	<5	—	<5	<5	—
KOPPERL ISD	KOPPERL SCHOOL	34	12	35.3	<5	—	12	<5	—
KOUNTZE ISD	KOUNTZE H S	150	5	3.3	<5	—	9	<5	—
KRESS ISD	KRESS H S	27	<5	—	<5	—	<5	<5	—
KRUM ISD	KRUM H S	181	32	17.7	13	40.6	44	15	34.1
LA FERIA ISD	LA FERIA H S	323	106	32.8	35	33.0	192	45	23.4
LA GRANGE ISD	LA GRANGE H S	265	54	20.4	26	48.1	84	41	48.8
LA JOYA ISD		2,657	502	18.9	238	47.4	627	255	40.7
	JUAREZ-LINCOLN H S	692	136	19.7	47	34.6	150	47	31.3

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
LA JOYA ISD	LA JOYA H S	888		199	22.4	86	43.2	294	101	34.4
	LA JOYA PALMVIEW H S	1,071		167	15.6	105	62.9	183	107	58.5
LA PORTE ISD	LA PORTE HIGH SCHOOL	903		163	18.1	89	54.6	313	130	41.5
LA PRYOR ISD	LA PRYOR H S	78		<5	—	<5	—	<5	<5	—
LA VEGA ISD	LA VEGA H S	266		<5	—	<5	—	<5	<5	—
LA VERNIA ISD	LA VERNIA H S	369		62	16.8	44	71.0	94	65	69.1
LA VILLA ISD	LA VILLA H S	86		28	32.6	<5	—	31	<5	—
LACKLAND ISD	VIRGINIA ALLRED STACEY JR/SR H	44		27	61.4	13	48.1	58	22	37.9
LAGO VISTA ISD	LAGO VISTA H S	163		46	28.2	25	54.3	81	40	49.4
LAKE DALLAS ISD	LAKE DALLAS H S	518		85	16.4	55	64.7	163	90	55.2
LAKE TRAVIS ISD	LAKE TRAVIS H S	803		296	36.9	237	80.1	602	458	76.1
LAKE WORTH ISD	LAKE WORTH H S	248		41	16.5	26	63.4	84	43	51.2
LAMAR CISD		2,565		389	15.2	263	67.6	793	459	57.9
	B F TERRY H S	746		77	10.3	52	67.5	165	89	53.9
	FOSTER H S	968		173	17.9	113	65.3	323	200	61.9
	LAMAR CONS H S	832		139	16.7	98	70.5	305	170	55.7
LAMPASAS ISD	LAMPASAS H S	405		113	27.9	50	44.2	254	90	35.4
LANCASTER ISD	LANCASTER H S	689		121	17.6	6	5.0	179	6	3.4
LANEVILLE ISD	LANEVILLE SCHOOL	12		<5	—	<5	—	<5	<5	—
LAPOYNOR ISD	LAPOYNOR H S	62		<5	—	<5	—	<5	<5	—
LAREDO ISD		2,112		548	25.9	106	19.3	770	106	13.8
	DR LEO CIGARROA H S	522		213	40.8	43	20.2	314	43	13.7
	EARLY COLLEGE H S	175		67	38.3	17	25.4	68	17	25.0
	MARTIN H S	655		96	14.7	27	28.1	129	27	20.9
	NIXON H S	739		172	23.3	19	11.0	259	19	7.3
LASARA ISD	LASARA H S	20		<5	—	<5	—	<5	<5	—
LATEXO ISD	LATEXO H S	50		<5	—	<5	—	<5	<5	—
LAZBUDDIE ISD	LAZBUDDIE SCHOOL	23		<5	—	<5	—	<5	<5	—
LEAKEY ISD	LEAKEY SCHOOL	38		8	21.1	5	62.5	8	5	62.5
LEANDER ISD		3,133		1,254	40.0	814	64.9	2,469	1,475	59.7
	CEDAR PARK H S	1,075		533	49.6	397	74.5	1,130	802	71.0

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
LEANDER ISD	LEANDER H S	1,053	365	34.7	188	51.5	638	267	41.8
	VISTA RIDGE HIGH SCHOOL	979	355	36.3	229	64.5	697	406	58.2
LEFORS ISD	LEFORS SCHOOL	24	<5	—	<5	—	<5	<5	—
LEGGETT ISD	LEGGETT H S	20	<5	—	<5	—	<5	<5	—
LEON ISD	LEON H S	94	<5	—	<5	—	<5	<5	—
LEONARD ISD	LEONARD H S	128	<5	—	<5	—	<5	<5	—
LEVELLAND ISD	LEVELLAND H S	277	15	5.4	<5	—	19	<5	—
LEVERETTS CHAPEL ISD	LEVERETTS CHAPEL H S	22	<5	—	<5	—	<5	<5	—
LEWISVILLE ISD		6,006	1,705	28.4	1,360	79.8	3,692	2,704	73.2
	FLOWER MOUND H S	1,371	466	34.0	376	80.7	991	737	74.4
	HEBRON H S	1,163	368	31.6	298	81.0	813	642	79.0
	LEWISVILLE H S	1,265	239	18.9	163	68.2	518	296	57.1
	MARCUS H S	1,264	420	33.2	370	88.1	894	762	85.2
	THE COLONY H S	791	212	26.8	153	72.2	476	267	56.1
LEXINGTON ISD	LEXINGTON HIGH SCHOOL	109	9	8.3	<5	—	17	<5	—
LIBERTY HILL ISD	LIBERTY HILL H S	330	36	10.9	25	69.4	40	27	67.5
LIBERTY ISD	LIBERTY H S	275	63	22.9	17	27.0	121	23	19.0
LIFE SCHOOL	LIFE SCHOOL OAK CLIFF	124	<5	—	<5	—	<5	<5	—
LINDALE ISD	LINDALE H S	413	40	9.7	19	47.5	49	19	38.8
LINDEN-KILDARE CISD	LINDEN-KILDARE H S	100	<5	—	<5	—	<5	<5	—
LINDSAY ISD	LINDSAY H S	82	32	39.0	13	40.6	56	20	35.7
LINGLEVILLE ISD	LINGLEVILLE SCHOOL	26	<5	—	<5	—	<5	<5	—
LIPAN ISD	LIPAN H S	31	7	22.6	<5	—	7	<5	—
LITTLE CYPRESS-MAURIC	LIT CYPR-MRCEVILLE H S	448	78	17.4	48	61.5	138	68	49.3
LITTLE ELM ISD	LITTLE ELM H S	603	193	32.0	79	40.9	348	106	30.5
LITTLEFIELD ISD	LITTLEFIELD H S	165	30	18.2	5	16.7	34	5	14.7
LIVINGSTON ISD	LIVINGSTON H S	401	43	10.7	8	18.6	70	12	17.1
LLANO ISD	LLANO H S	185	26	14.1	18	69.2	35	18	51.4
LOCKHART ISD	LOCKHART H S	538	77	14.3	39	50.6	119	53	44.5

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
LOCKNEY ISD	LOCKNEY HIGH SCHOOL	73	<5	—	<5	—	<5	<5	<5	—
LOHN ISD	LOHN SCHOOL	10	<5	—	<5	—	<5	<5	<5	—
LOMETA ISD	LOMETA SCHOOL	35	<5	—	<5	—	<5	<5	<5	—
LONE OAK ISD	LONE OAK H S	119	24	20.2	6	25.0	44	6	13.6	
LONGVIEW ISD	LONGVIEW H S	788	51	6.5	34	66.7	99	57	57.6	
LOOP ISD	LOOP SCHOOL	22	<5	—	<5	—	<5	<5	<5	—
LORAIN ISD	LORAIN SCHOOL	22	<5	—	<5	—	<5	<5	<5	—
LORENA ISD	LORENA HIGH	201	56	27.9	37	66.1	86	44	51.2	
LORENZO ISD	LORENZO H S	44	<5	—	<5	—	<5	<5	<5	—
LOS FRESNOS CISD	LOS FRESNOS H S	1,035	204	19.7	59	28.9	394	81	20.6	
LOUISE ISD	LOUISE H S	75	<5	—	<5	—	<5	<5	<5	—
LOVEJOY ISD	LOVEJOY H S	391	212	54.2	129	60.8	488	246	50.4	
LOVELADY ISD	LOVELADY J H H S	86	<5	—	<5	—	<5	<5	<5	—
LUBBOCK ISD		3,074	413	13.4	219	53.0	733	334	45.6	
	CORONADO H S	874	165	18.9	107	64.8	280	152	54.3	
	ESTACADO H S	261	65	24.9	<5	—	114	<5	<5	—
	LUBBOCK H S	896	94	10.5	66	70.2	190	122	64.2	
	MONTEREY H S	865	89	10.3	<45	—	149	<60	<60	—
LUBBOCK-COOPER ISD	LUBBOCK-COOPER HIGH SCHOOL	277	6	2.2	5	83.3	7	5	71.4	
LUEDERS-AVOCA ISD	LUEDERS-AVOCA H S	19	<5	—	<5	—	<5	<5	<5	—
LUFKIN ISD	LUFKIN H S	841	235	27.9	114	48.5	456	191	41.9	
LULING ISD	LULING H S	167	<5	—	<5	—	<5	<5	<5	—
LUMBERTON ISD	LUMBERTON H S	452	98	21.7	46	46.9	192	65	33.9	
LYFORD CISD	LYFORD H S	185	37	20.0	5	13.5	63	6	9.5	
LYTLE ISD	LYTLE H S	238	26	10.9	8	30.8	28	8	28.6	
MABANK ISD	MABANK H S	379	77	20.3	27	35.1	120	31	25.8	
MADISONVILLE CISD	MADISONVILLE HIGH SCHOOL	253	11	4.3	<5	—	11	<5	<5	—
MAGNOLIA ISD		1,351	380	28.1	214	56.3	765	388	50.7	
	MAGNOLIA H S	648	204	31.5	108	52.9	442	201	45.5	

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Examinees at or above — criterion —		Exams	Exams at or above — criterion —		
		Number	Percent	Number	Percent		Number	Percent	
MAGNOLIA ISD	MAGNOLIA WEST H S	628	176	28.0	106	60.2	323	187	57.9
MALAKOFF ISD	MALAKOFF H S	134	9	6.7	<5	—	9	<5	—
MANOR ISD	MANOR H S	564	156	27.7	13	8.3	269	13	4.8
	MANOR NEW TECHNOLOGY HIGH	384	144	37.5	<15	—	256	<15	—
		123	12	9.8	<5	—	13	<5	—
MANSFIELD ISD		3,686	1,153	31.3	431	37.4	2,292	689	30.1
	MANSFIELD H S	964	327	33.9	135	41.3	603	192	31.8
	MANSFIELD LEGACY H S	973	349	35.9	127	36.4	740	225	30.4
	MANSFIELD TIMBERVIEW HIGH SCHO	938	286	30.5	90	31.5	544	133	24.4
	SUMMIT HIGH SCHOOL	744	191	25.7	79	41.4	405	139	34.3
MARATHON ISD	MARATHON INDEPENDENT SCHOOL DI	5	<5	—	<5	—	<5	<5	—
MARBLE FALLS ISD	MARBLE FALLS HIGH SCHOOL	446	92	20.6	56	60.9	186	89	47.8
MARFA ISD	MARFA JUNIOR/SENIOR HIGH	52	<5	—	<5	—	<5	<5	—
MARION ISD	MARION H S	180	17	9.4	<5	—	19	<5	—
MARLIN ISD	MARLIN H S	105	10	9.5	<5	—	12	<5	—
MARSHALL ISD	MARSHALL H S	639	101	15.8	52	51.5	200	75	37.5
MART ISD	MART H S	74	6	8.1	<5	—	6	<5	—
MARTINS MILL ISD	MARTINS MILL H S	58	<5	—	<5	—	7	6	85.7
MARTINSVILLE ISD	MARTINSVILLE SCHOOL	37	<5	—	<5	—	<5	<5	—
MASON ISD	MASON H S	78	19	24.4	7	36.8	19	7	36.8
MATHIS ISD	MATHIS H S	201	131	65.2	<5	—	286	<5	—
MAUD ISD	MAUD SCHOOL	61	<5	—	<5	—	<5	<5	—
MAY ISD	MAY H S	29	<5	—	<5	—	<5	<5	—
MAYPEARL ISD	MAYPEARL H S	119	<5	—	<5	—	<5	<5	—
MCALLEN ISD		2,509	796	31.7	321	40.3	1,303	423	32.5
	LAMAR ACADEMY	88	11	12.5	8	72.7	12	8	66.7
	MCALLEN H S	869	274	31.5	87	31.8	485	131	27.0
	MEMORIAL H S	752	274	36.4	124	45.3	435	152	34.9
	ROWE H S	798	237	29.7	102	43.0	371	132	35.6
MCCAMEY ISD	MCCAMEY H S	57	<5	—	<5	—	<5	<5	—
MCGREGOR ISD	MCGREGOR H S	135	9	6.7	6	66.7	9	6	66.7

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
MCKINNEY ISD		2,694	1,232	45.7	788	64.0	2,779	1,688	60.7
	MCKINNEY BOYD H S	1,252	583	46.6	387	66.4	1,259	778	61.8
	MCKINNEY H S	804	411	51.1	243	59.1	1,016	581	57.2
	MCKINNEY NORTH H S	566	238	42.0	158	66.4	504	329	65.3
MCLEAN ISD	MCLEAN SCHOOL	29	<5	—	<5	—	<5	<5	—
MCLEOD ISD	MCLEOD H S	53	<5	—	<5	—	<5	<5	—
MCMULLEN COUNTY ISD	MCMULLEN COUNTY SCHOOL	28	<5	—	<5	—	<5	<5	—
MEADOW ISD	MEADOW SCHOOL	32	<5	—	<5	—	<5	<5	—
MEADOWLAND CHARTER SC	MEADOWLAND CHARTER SCHOOL	5	<5	—	<5	—	<5	<5	—
MEDINA ISD	MEDINA H S	44	10	22.7	<5	—	11	<5	—
MEDINA VALLEY ISD	MEDINA VALLEY H S	463	<5	—	<5	—	6	<5	—
MELISSA ISD	MELISSA H S	157	10	6.4	<5	—	10	<5	—
MEMPHIS ISD	MEMPHIS H S	51	8	15.7	<5	—	8	<5	—
MENARD ISD	MENARD H S	44	<5	—	<5	—	<5	<5	—
MERCEDES ISD	MERCEDES H S	518	139	26.8	32	23.0	213	42	19.7
MERIDIAN ISD	MERIDIAN H S	52	<5	—	<5	—	<5	<5	—
MERKEL ISD	MERKEL H S	115	19	16.5	8	42.1	26	10	38.5
MESQUITE ISD		4,363	608	13.9	302	49.7	1,156	437	37.8
	HORN H S	959	137	14.3	74	54.0	225	105	46.7
	MESQUITE H S	1,023	158	15.4	81	51.3	319	110	34.5
	NORTH MESQUITE H S	933	134	14.4	53	39.6	261	83	31.8
	POTEET H S	647	107	16.5	70	65.4	235	108	46.0
	WEST MESQUITE H S	640	72	11.3	24	33.3	116	31	26.7
MIAMI ISD	MIAMI SCHOOL	23	<5	—	<5	—	<5	<5	—
MIDLAND ACADEMY CHART	MIDLAND ACADEMY CHARTER SCHOOL	11	<5	—	<5	—	<5	<5	—
MIDLAND ISD		2,423	758	31.3	206	27.2	1,523	369	24.2
	LEE H S	1,172	296	25.3	116	39.2	589	207	35.1
	MIDLAND H S	1,163	462	39.7	90	19.5	934	162	17.3
MIDLOTHIAN ISD	MIDLOTHIAN H S	929	211	22.7	101	47.9	471	153	32.5
MIDWAY ISD (Clay Co.)	MIDWAY SCHOOL	23	<5	—	<5	—	<5	<5	—
MIDWAY ISD (McLennan)	MIDWAY H S	805	228	28.3	154	67.5	424	259	61.1

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
MILANO ISD	MILANO H S	57	<5	—	<5	—	<5	<5	—
MILDRED ISD	MILDRED H S	95	<5	—	<5	—	<5	<5	—
MILES ISD	MILES H S	64	<5	—	<5	—	<5	<5	—
MILFORD ISD	MILFORD SCHOOL	26	<5	—	<5	—	<5	<5	—
MILLER GROVE ISD	MILLER GROVE SCHOOL	31	<5	—	<5	—	<5	<5	—
MILLSAP ISD	MILLSAP H S	113	<5	—	<5	—	<5	<5	—
MINEOLA ISD	MINEOLA H S	170	<5	—	<5	—	<5	<5	—
MINERAL WELLS ISD	MINERAL WELLS H S	360	26	7.2	9	34.6	45	12	26.7
MISSION CISD		1,532	369	24.1	112	30.4	818	169	20.7
	MISSION H S	767	181	23.6	45	24.9	302	53	17.5
	VETERANS MEMORIAL HIGH SCHOOL	762	188	24.7	67	35.6	516	116	22.5
MONTGOMERY ISD	MONTGOMERY H S	741	112	15.1	78	69.6	264	156	59.1
MOODY ISD	MOODY H S	76	<5	—	<5	—	<5	<5	—
MORAN ISD	MORAN SCHOOL	21	<5	—	<5	—	<5	<5	—
MORGAN ISD	MORGAN SCHOOL	10	<5	—	<5	—	<5	<5	—
MOTLEY COUNTY ISD	MOTLEY COUNTY SCHOOL	14	<5	—	<5	—	<5	<5	—
MOULTON ISD	MOULTON H S	35	7	20.0	5	71.4	7	5	71.4
MOUNT ENTERPRISE ISD	MT ENTERPRISE H S	48	<5	—	<5	—	<5	<5	—
MOUNT PLEASANT ISD	MOUNT PLEASANT H S	514	55	10.7	29	52.7	111	49	44.1
MOUNT VERNON ISD	MT VERNON H S	186	17	9.1	<5	—	19	<5	—
MUENSTER ISD	MUENSTER H S	56	21	37.5	10	47.6	28	15	53.6
MULESHOE ISD	MULESHOE H S	129	<5	—	<5	—	<5	<5	—
MULLIN ISD	MULLIN HIGH SCHOOL	14	<5	—	<5	—	<5	<5	—
MUMFORD ISD	MUMFORD H S	58	9	15.5	<5	—	9	<5	—
MUNDAY CISD	MUNDAY SECONDARY	53	<5	—	<5	—	<5	<5	—
NACOGDOCHES ISD	NACOGDOCHES H S	678	65	9.6	27	41.5	101	36	35.6
NATALIA ISD	NATALIA H S	132	7	5.3	<5	—	7	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
NAVARRO ISD	NAVARRO H S	202		50	24.8	29	58.0	90	36	40.0
NAVASOTA ISD	NAVASOTA H S	324		51	15.7	13	25.5	58	14	24.1
NAZARETH ISD	NAZARETH SCHOOL	34		<5	—	<5	—	<5	<5	—
NECHES ISD	NECHES H S	38		<5	—	<5	—	<5	<5	—
NEDERLAND ISD	NEDERLAND H S	585		52	8.9	26	50.0	66	31	47.0
NEEDVILLE ISD	NEEDVILLE H S	314		29	9.2	19	65.5	47	25	53.2
NEW BRAUNFELS ISD	NEW BRAUNFELS H S	878		229	26.1	158	69.0	701	389	55.5
NEW CANEY ISD	NEW CANEY H S	852		132	15.5	51	38.6	206	62	30.1
NEW DEAL ISD	NEW DEAL H S	71		12	16.9	<5	—	14	<5	—
NEW DIANA ISD	NEW DIANA H S	137		22	16.1	<5	—	28	<5	—
NEW HOME ISD	NEW HOME SCHOOL	25		<5	—	<5	—	<5	<5	—
NEW SUMMERFIELD ISD	NEW SUMMERFIELD SCHOOL	49		<5	—	<5	—	<5	<5	—
NEW WAVERLY ISD	NEW WAVERLY H S	110		7	6.4	<5	—	10	<5	—
NEWCASTLE ISD	NEWCASTLE SCHOOL	22		<5	—	<5	—	<5	<5	—
NEWTON ISD	NEWTON H S	116		<5	—	<5	—	<5	<5	—
NIXON-SMILEY CISD	NIXON-SMILEY H S	103		8	7.8	<5	—	8	<5	—
NOCONA ISD	NOCONA H S	92		6	6.5	<5	—	6	<5	—
NORDHEIM ISD	NORDHEIM SCHOOL	10		<5	—	<5	—	<5	<5	—
NORMANGEE ISD	NORMANGEE H S	74		<5	—	<5	—	<5	<5	—
NORTH EAST ISD		7,447		2,615	35.1	1,447	55.3	6,913	3,188	46.1
	CHURCHILL H S	1,173		525	44.8	354	67.4	1,601	926	57.8
	INTERNATIONAL SCHOOL OF AMERIC	216		125	57.9	65	52.0	349	117	33.5
	JOHNSON H S	951		349	36.7	226	64.8	888	464	52.3
	LEE H S	772		170	22.0	68	40.0	335	108	32.2
	MACARTHUR H S	999		349	34.9	156	44.7	911	352	38.6
	MADISON H S	1,201		294	24.5	138	46.9	728	254	34.9
	REAGAN H S	1,029		463	45.0	348	75.2	1,288	798	62.0
	ROOSEVELT H S	978		340	34.8	92	27.1	813	169	20.8
NORTH FOREST ISD	NORTH FOREST H S	602		58	9.6	<5	—	82	<5	—
NORTH HILLS PREPARATO	H S CAMPUS	169		128	75.7	87	68.0	353	223	63.2

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Examinees at or above — criterion —		Exams	Exams at or above — criterion —		
		Number	Percent	Number	Percent		Number	Percent	
NORTH HOPKINS ISD	NORTH HOPKINS H S	67	<5	—	<5	—	<5	<5	—
NORTH LAMAR ISD	NORTH LAMAR H S	381	50	13.1	28	56.0	110	47	42.7
NORTH ZULCH ISD	NORTH ZULCH H S	42	<5	—	<5	—	<5	<5	—
NORTHSIDE ISD (Bexar)		9,837	3,274	33.3	1,553	47.4	7,365	2,982	40.5
	BRANDEIS HS	845	261	30.9	161	61.7	520	276	53.1
	CLARK HS	1,095	413	37.7	260	63.0	1,034	621	60.1
	HEALTH CAREERS HS	405	282	69.6	210	74.5	572	391	68.4
	HOLMES HS	931	243	26.1	57	23.5	387	85	22.0
	JAY HS	1,082	428	39.6	156	36.4	1,371	365	26.6
	MARSHALL HS	945	275	29.1	123	44.7	512	194	37.9
	O'CONNOR HS	1,040	305	29.3	156	51.1	620	308	49.7
	STEVENS HS	1,101	301	27.3	69	22.9	586	95	16.2
	TAFT HS	1,136	466	41.0	220	47.2	1,069	389	36.4
WARREN HS	1,150	300	26.1	141	47.0	694	258	37.2	
NORTHSIDE ISD (Wilbar)	NORTHSIDE SCHOOL	26	<5	—	<5	—	<5	<5	—
NORTHWEST ISD	NORTHWEST H S	1,352	314	23.2	201	64.0	737	408	55.4
NOVICE ISD	NOVICE SCHOOL	14	<5	—	<5	—	<5	<5	—
NUECES CANYON CISD	NUECES CANYON JH/HS	37	<5	—	<5	—	<5	<5	—
NYOS CHARTER SCHOOL	NYOS CHARTER SCHOOL	46	22	47.8	7	31.8	33	9	27.3
O'DONNELL ISD	O'DONNELL H S	30	<5	—	<5	—	<5	<5	—
OAKWOOD ISD	OAKWOOD H S	29	<5	—	<5	—	<5	<5	—
ODEM-EDROY ISD	ODEM H S	125	12	9.6	<5	—	12	<5	—
OGLESBY ISD	OGLESBY SCHOOL	23	<5	—	<5	—	<5	<5	—
OLNEY ISD	OLNEY H S	78	<5	—	<5	—	<5	<5	—
OLTON ISD	OLTON H S	76	8	10.5	<5	—	8	<5	—
ONALASKA ISD	ONALASKA JR/SR HIGH	86	<5	—	<5	—	<5	<5	—
ORANGE GROVE ISD	ORANGE GROVE H S	211	14	6.6	<5	—	14	<5	—
ORANGEFIELD ISD	ORANGEFIELD H S	232	13	5.6	<5	—	14	<5	—
ORE CITY ISD	ORE CITY HIGH SCHOOL	88	6	6.8	<5	—	8	<5	—
OVERTON ISD	OVERTON H S	82	8	9.8	<5	—	8	<5	—
PADUCAH ISD	PADUCAH SCHOOL	32	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
PAINT CREEK ISD	PAINT CREEK SCHOOL	19	<5	—	<5	—	<5	<5	—
PAINT ROCK ISD	PAINT ROCK SCHOOL	22	<5	—	<5	—	<5	<5	—
PALACIOS ISD	PALACIOS H S	178	29	16.3	6	20.7	51	9	17.6
PALESTINE ISD	PALESTINE H S	345	32	9.3	20	62.5	67	31	46.3
PALMER ISD	PALMER H S	133	<5	—	<5	—	<5	<5	—
PAMPA ISD	PAMPA H S	388	128	33.0	23	18.0	163	29	17.8
PANHANDLE ISD	PANHANDLE H S	88	<5	—	<5	—	<5	<5	—
PANTHER CREEK CISD	PANTHER CREEK H S	16	<5	—	<5	—	<5	<5	—
PARADISE ISD	PARADISE H S	114	<5	—	<5	—	<5	<5	—
PARIS ISD	PARIS H S	332	68	20.5	32	47.1	143	52	36.4
PASADENA ISD		5,759	1,111	19.3	393	35.4	2,317	662	28.6
	DOBIE HIGH SCHOOL	1,486	299	20.1	153	51.2	593	252	42.5
	PASADENA HIGH SCHOOL	941	144	15.3	30	20.8	233	38	16.3
	PASADENA MEMORIAL HIGH SCHOOL	1,265	230	18.2	130	56.5	567	240	42.3
	SAM RAYBURN H S	1,046	209	20.0	47	22.5	425	82	19.3
	SOUTH HOUSTON HIGH SCHOOL	1,009	229	22.7	33	14.4	499	50	10.0
PATTON SPRINGS ISD	PATTON SPRINGS SCHOOL	13	<5	—	<5	—	<5	<5	—
PEAK PREPARATORY SCHO	H S CAMPUS	57	62	109	14	22.6	234	15	6.4
PEARLAND ISD		2,113	513	24.3	354	69.0	1,178	657	55.8
	GLENDA DAWSON H S	890	281	31.6	186	66.2	751	374	49.8
	PEARLAND H S	1,152	232	20.1	168	72.4	427	283	66.3
PEARSALL ISD	PEARSALL H S	276	13	4.7	<5	—	14	<5	—
PEASTER ISD	PEASTER H S	147	28	19.0	11	39.3	36	15	41.7
PECOS-BARSTOW-TOYAH I	PECOS H S	240	<5	—	<5	—	<5	<5	—
PEGASUS SCHOOL OF LIB	PEGASUS CHARTER H S	32	<5	—	<5	—	<5	<5	—
PENELOPE ISD	PENELOPE SCHOOL	28	<5	—	<5	—	<5	<5	—
PERRIN-WHITT CISD	PERRIN H S	39	7	17.9	6	85.7	10	9	90.0
PERRYTON ISD	PERRYTON H S	213	45	21.1	7	15.6	77	7	9.1
PETERSBURG ISD	PETERSBURG H S	33	<5	—	<5	—	<5	<5	—
PETROLIA ISD	PETROLIA H S	82	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
PETTUS ISD	PETTUS H S	54	<5	—	<5	—	<5	<5	—
PEWITT CISD	PEWITT H S	118	11	9.3	<5	—	16	<5	—
PFLUGERVILLE ISD		2,682	743	27.7	465	62.6	1,846	992	53.7
	HENDRICKSON H S	785	191	24.3	110	57.6	452	207	45.8
	JOHN B CONNALLY H S	893	235	26.3	138	58.7	591	313	53.0
	PFLUGERVILLE H S	1,003	317	31.6	217	68.5	803	472	58.8
PHARR-SAN JUAN-ALAMO		3,455	1,184	34.3	268	22.6	1,929	311	16.1
	PSJA H S	1,062	237	22.3	95	40.1	326	114	35.0
	PSJA MEMORIAL H S	987	264	26.7	68	25.8	461	73	15.8
	PSJA NORTH H S	951	683	71.8	105	15.4	1,142	124	10.9
PHOENIX CHARTER SCHOO	THE PHOENIX CHARTER SCHOOL	27	<5	—	<5	—	<5	<5	—
PILOT POINT ISD	PILOT POINT H S	193	43	22.3	10	23.3	47	12	25.5
PINE TREE ISD	PINE TREE H S	542	114	21.0	80	70.2	240	131	54.6
PITTSBURG ISD	PITTSBURG H S	240	32	13.3	<5	—	47	5	10.6
PLAINS ISD	PLAINS H S	60	<5	—	<5	—	<5	<5	—
PLAINVIEW ISD	PLAINVIEW HIGH SCHOOL	524	45	8.6	22	48.9	67	26	38.8
PLANO ISD		6,748	2,904	43.0	2,436	83.9	7,833	6,237	79.6
	PLANO EAST SR H S	2,521	893	35.4	686	76.8	2,363	1,630	69.0
	PLANO SR H S	2,424	1,073	44.3	939	87.5	2,768	2,359	85.2
	PLANO WEST SENIOR H S	1,801	928	51.5	804	86.6	2,685	2,237	83.3
PLEASANT GROVE ISD	PLEASANT GROVE H S	287	38	13.2	25	65.8	50	29	58.0
PLEASANTON ISD	PLEASANTON H S	360	106	29.4	21	19.8	157	22	14.0
POINT ISABEL ISD	PORT ISABEL H S	283	86	30.4	17	19.8	112	17	15.2
PONDER ISD	PONDER H S	130	8	6.2	7	87.5	8	7	87.5
POOLVILLE ISD	POOLVILLE H S	68	<5	—	<5	—	<5	<5	—
POR VIDA ACADEMY		100	8	8.0	<5	—	8	<5	—
	CORPUS CHRISTI COLLEGE PREP H	24	<10	—	<5	—	<10	<5	—
	POR VIDA ACADEMY CHARTER H S	48	<5	—	<5	—	<5	<5	—
PORT ARANSAS ISD	PORT ARANSAS H S	76	24	31.6	13	54.2	51	27	52.9
PORT ARTHUR ISD	MEMORIAL HIGH SCHOOL	986	141	14.3	<5	—	155	<5	—
PORT NECHES-GROVES IS	PORT NECHES-GROVES H S	599	20	3.3	8	40.0	34	12	35.3

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
POSITIVE SOLUTIONS CH	POSITIVE SOLUTIONS CHARTER	80	<5	—	<5	—	<5	<5	—
POST ISD	POST H S	106	21	19.8	<5	—	21	<5	—
POTEET ISD	POTEET H S	189	<5	—	<5	—	<5	<5	—
POTH ISD	POTH H S	96	14	14.6	<5	—	14	<5	—
POTTSBORO ISD	POTTSBORO H S	136	23	16.9	16	69.6	32	17	53.1
PRAIRIE LEA ISD	PRAIRIE LEA SCHOOL	27	<5	—	<5	—	<5	<5	—
PRAIRIE VALLEY ISD	PRAIRIE VALLEY H S	16	<5	—	<5	—	<5	<5	—
PRAIRILAND ISD	PRAIRILAND H S	144	<5	—	<5	—	<5	<5	—
PREMONT ISD	PREMONT H S	72	13	18.1	<5	—	13	<5	—
PRESIDIO ISD	PRESIDIO H S	163	66	40.5	40	60.6	134	43	32.1
PRIDDY ISD	PRIDDY SCHOOL	18	<5	—	<5	—	<5	<5	—
PRINCETON ISD	PRINCETON H S	313	49	15.7	22	44.9	74	27	36.5
PROGRESO ISD	PROGRESO H S	234	10	4.3	9	90.0	10	9	90.0
PROSPER ISD	PROSPER H S	335	148	44.2	110	74.3	271	174	64.2
QUANAH ISD	QUANAH H S	55	<5	—	<5	—	<5	<5	—
QUEEN CITY ISD	QUEEN CITY H S	130	<5	—	<5	—	<5	<5	—
QUINLAN ISD	WH FORD H S	276	<5	—	<5	—	<5	<5	—
QUITMAN ISD	QUITMAN H S	130	35	26.9	<5	—	59	<5	—
R MILBURN-AMARILLO	RICHARD MILBURN ACADEMY (AMARI	116	<5	—	<5	—	<5	<5	—
R MILBURN-BEAUMONT	RICHARD MILBURN ACADEMY (BEAUM	70	<5	—	<5	—	<5	<5	—
R MILBURN-CORPUS CHRI	RICHARD MILBURN ALTER H S (COR	126	10	7.9	<5	—	13	<5	—
R MILBURN-FT WORTH	RICHARD MILBURN ACADEMY - FORT	98	<5	—	<5	—	<5	<5	—
R MILBURN-HOUSTON	RICHARD MILBURN ACADEMY - SUBU	151	<5	—	<5	—	<5	<5	—
R MILBURN-KILLEEN	RICHARD MILBURN ALTER H S (KIL	76	<5	—	<5	—	<5	<5	—
RAINS ISD	RAINS H S	187	<5	—	<5	—	<5	<5	—
RALLS ISD	RALLS H S	56	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
RANCH ACADEMY	RANCH ACADEMY	22	<5	—	<5	—	<5	<5	—
RANDOLPH FIELD ISD	RANDOLPH H S	149	90	60.4	56	62.2	174	96	55.2
RANGER ISD	RANGER H S	41	<5	—	<5	—	<5	<5	—
RANKIN ISD	RANKIN H S	26	<5	—	<5	—	<5	<5	—
RAPOPORT ACADEMY PUBL	PAUL AND JANE MEYER PUBLIC H S	45	<5	—	<5	—	<5	<5	—
RAUL YZAGUIRRE SCHOOL	RAUL YZAGUIRRE SCHOOL FOR SUCC	65	<5	—	<5	—	<5	<5	—
RAVEN SCHOOL	RAVEN SCHOOL	5	<5	—	<5	—	<5	<5	—
RAYMONDVILLE ISD	RAYMONDVILLE H S	241	32	13.3	6	18.8	41	6	14.6
REAGAN COUNTY ISD	REAGAN COUNTY H S	89	12	13.5	<5	—	13	<5	—
RED OAK ISD	RED OAK H S	706	98	13.9	49	50.0	194	75	38.7
REDWATER ISD	REDWATER H S	130	<5	—	<5	—	<5	<5	—
REFUGIO ISD	REFUGIO H S	113	14	12.4	<5	—	25	6	24.0
RESPONSIVE EDUCATION		1,384	35	2.5	11	31.4	51	14	27.5
	ISCHOOL H S	55	20	36.4	9	45.0	36	12	33.3
	PREMIER H S OF ABILENE	57	<5	—	<5	—	<5	<5	—
	PREMIER H S OF AUSTIN	88	<5	—	<5	—	<5	<5	—
	PREMIER H S OF BROWNSVILLE	96	<5	—	<5	—	<5	<5	—
	PREMIER H S OF EL PASO	76	<5	—	<5	—	<5	<5	—
	PREMIER H S OF PALMVIEW	81	<5	—	<5	—	<5	<5	—
	PREMIER H S OF PHARR/MCALLEN	109	<5	—	<5	—	<5	<5	—
RICE CISD	RICE H S	130	<5	—	<5	—	5	<5	—
RICE ISD	RICE H S	86	<5	—	<5	—	<5	<5	—
RICHARDS ISD	RICHARDS H S	13	<5	—	<5	—	<5	<5	—
RICHARDSON ISD		3,750	1,488	39.7	938	63.0	3,523	2,027	57.5
	BERKNER H S	1,163	383	32.9	232	60.6	960	529	55.1
	LAKE HIGHLANDS H S	852	304	35.7	174	57.2	638	312	48.9
	PEARCE H S	805	402	49.9	286	71.1	1,016	689	67.8
	RICHARDSON H S	923	399	43.2	246	61.7	909	497	54.7
RICHLAND COLLEGIATE H	RICHLAND COLLEGIATE HS OF MATH	374	<5	—	<5	—	<5	<5	—
RICHLAND SPRINGS ISD	RICHLAND SPRINGS SCHOOL	20	<5	—	<5	—	<5	<5	—
RIESEL ISD	RIESEL SCHOOL	72	13	18.1	<5	—	13	<5	—
RIO GRANDE CITY CISD	RIO GRANDE CITY H S	1,013	165	16.3	55	33.3	244	65	26.6

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
RIO HONDO ISD	RIO HONDO H S	258	15	5.8	9	60.0	15	9	60.0	
RIO VISTA ISD	RIO VISTA H S	103	<5	—	<5	—	<5	<5	—	
RISING STAR ISD	RISING STAR H S	35	<5	—	<5	—	<5	<5	—	
RIVER ROAD ISD	RIVER ROAD H S	163	<5	—	<5	—	<5	<5	—	
RIVERCREST ISD	RIVERCREST H S	82	<5	—	<5	—	<5	<5	—	
RIVIERA ISD	KAUFER H S	82	23	28.0	<5	—	28	<5	—	
ROBINSON ISD	ROBINSON H S	310	49	15.8	21	42.9	51	22	43.1	
ROBSTOWN ISD	ROBSTOWN HIGH SCHOOL	310	54	17.4	<5	—	93	<5	—	
ROBY CISD	ROBY H S	44	<5	—	<5	—	<5	<5	—	
ROCHELLE ISD	ROCHELLE SCHOOL	31	<5	—	<5	—	<5	<5	—	
ROCKDALE ISD	ROCKDALE H S	204	22	10.8	10	45.5	23	10	43.5	
ROCKSPRINGS ISD	ROCKSPRINGS H S	43	<5	—	<5	—	<5	<5	—	
ROCKWALL ISD		1,720	703	40.9	406	57.8	1,359	702	51.7	
	ROCKWALL H S	857	298	34.8	196	65.8	529	338	63.9	
	ROCKWALL-HEATH H S	835	405	48.5	210	51.9	830	364	43.9	
ROGERS ISD	ROGERS H S	111	<5	—	<5	—	6	<5	—	
ROMA ISD	ROMA H S	685	166	24.2	44	26.5	316	58	18.4	
ROOSEVELT ISD	ROOSEVELT H S	133	10	7.5	<5	—	12	<5	—	
ROPES ISD	ROPES SCHOOL	47	9	19.1	<5	—	10	5	50.0	
ROSCOE ISD	ROSCOE COLLEGIATE H S	45	<5	—	<5	—	<5	<5	—	
ROTAN ISD	ROTAN H S	44	<5	—	<5	—	<5	<5	—	
ROUND ROCK ISD		5,025	1,912	38.0	1,470	76.9	4,634	3,325	71.8	
	MCNEIL H S	1,239	470	37.9	393	83.6	1,123	866	77.1	
	ROUND ROCK H S	1,151	465	40.4	315	67.7	1,020	615	60.3	
	STONY POINT H S	1,395	303	21.7	160	52.8	608	271	44.6	
	WESTWOOD H S	1,083	674	62.2	602	89.3	1,883	1,573	83.5	
ROUND TOP-CARMINE ISD	ROUND TOP-CARMINE H S	28	<5	—	<5	—	<5	<5	—	
ROXTON ISD	ROXTON H S	21	<5	—	<5	—	<5	<5	—	
ROYAL ISD	ROYAL H S	196	30	15.3	9	30.0	53	10	18.9	

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
			Number	Percent	Number	Percent		Number	Percent
ROYSE CITY ISD	ROYSE CITY H S	408	120	29.4	43	35.8	248	65	26.2
RULE ISD	RULE SCHOOL	22	<5	—	<5	—	<5	<5	—
RUNGE ISD	RUNGE H S	33	<5	—	<5	—	<5	<5	—
RUSK ISD	RUSK H S	224	6	2.7	<5	—	8	<5	—
S AND S CISD	S AND S CONS H S	109	22	20.2	<5	—	44	5	11.4
SABINAL ISD	SABINAL H S	62	20	32.3	<5	—	23	<5	—
SABINE ISD	SABINE H S	169	<5	—	<5	—	<5	<5	—
SABINE PASS ISD	SABINE PASS SCHOOL	46	9	19.6	<5	—	9	<5	—
SAINT JO ISD	SAINT JO H S	43	<5	—	<5	—	<5	<5	—
SALADO ISD	SALADO H S	188	37	19.7	26	70.3	61	40	65.6
SALTILLO ISD	SALTILLO SCHOOL	37	<5	—	<5	—	<5	<5	—
SAM RAYBURN ISD	RAYBURN H S	48	<5	—	<5	—	<5	<5	—
SAMNORWOOD ISD	SAMNORWOOD SCHOOL	12	<5	—	<5	—	<5	<5	—
SAN ANGELO ISD		1,640	209	12.7	123	58.9	432	244	56.5
	CENTRAL H S	1,156	175	15.1	117	66.9	388	238	61.3
	LAKE VIEW H S	476	34	7.1	6	17.6	44	6	13.6
SAN ANTONIO CAN HIGH	SAN ANTONIO CAN H S	110	<5	—	<5	—	<5	<5	—
SAN ANTONIO ISD		4,847	1,309	27.0	161	12.3	2,396	188	7.8
	BRACKENRIDGE H S	703	235	33.4	26	11.1	562	30	5.3
	BURBANK H S	515	141	27.4	12	8.5	238	12	5.0
	EDISON H S	640	250	39.1	28	11.2	458	39	8.5
	FOX TECHNICAL H S	532	43	8.1	<5	—	51	<5	—
	HIGHLANDS H S	695	240	34.5	42	17.5	439	46	10.5
	HOUSTON H S	249	60	24.1	<5	—	102	<5	—
	JEFFERSON H S	770	240	31.2	38	15.8	394	45	11.4
LANIER H S	450	100	22.2	9	9.0	152	9	5.9	
SAN ANTONIO PREPARATO	SENDERO ACADEMY	42	<5	—	<5	—	<5	<5	—
SAN ANTONIO SCHOOL FO	SAN ANTONIO SCHOOL FOR INQUIRY	85	<5	—	<5	—	<5	<5	—
SAN ANTONIO TECHNOLOG	SAN ANTONIO TECHNOLOGY ACADEMY	47	<5	—	<5	—	<5	<5	—
SAN AUGUSTINE ISD	SAN AUGUSTINE H S	78	<5	—	<5	—	<5	<5	—
SAN BENITO CISD	SAN BENITO H S	1,049	136	13.0	50	36.8	229	58	25.3

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
SAN DIEGO ISD	SAN DIEGO H S	178	27	15.2	<5	—	33	<5	—
SAN ELIZARIO ISD	SAN ELIZARIO H S	402	78	19.4	23	29.5	125	23	18.4
SAN FELIPE-DEL RIO CI	DEL RIO H S	1,161	191	16.5	62	32.5	383	93	24.3
SAN ISIDRO ISD	SAN ISIDRO H S	30	<5	—	<5	—	<5	<5	—
SAN MARCOS CISD	SAN MARCOS H S	760	141	18.6	73	51.8	305	131	43.0
SAN PERLITA ISD	SAN PERLITA H S	34	<5	—	<5	—	<5	<5	—
SAN SABA ISD	SAN SABA H S	84	<5	—	<5	—	<5	<5	—
SANDS CISD	SANDS CISD	15	<5	—	<5	—	<5	<5	—
SANGER ISD	SANGER H S	272	56	20.6	21	37.5	76	24	31.6
SANTA ANNA ISD	SANTA ANNA SECONDARY	37	<5	—	<5	—	<5	<5	—
SANTA FE ISD	SANTA FE H S	550	28	5.1	8	28.6	40	10	25.0
SANTA GERTRUDIS ISD	SANTA GERTRUDIS ACADEMY HIGH S	84	21	25.0	<5	—	24	<5	—
SANTA MARIA ISD	SANTA MARIA H S	57	10	17.5	<5	—	14	<5	—
SANTA ROSA ISD	SANTA ROSA H S	143	52	36.4	13	25.0	57	13	22.8
SANTO ISD	SANTO H S	57	<5	—	<5	—	<5	<5	—
SAVOY ISD	SAVOY H S	48	<5	—	<5	—	<5	<5	—
SCHERTZ-CIBOLO-U CITY		1,499	440	29.4	218	49.5	855	342	40.0
	BYRON P STEELE II HS	894	273	30.5	130	47.6	529	210	39.7
	SAMUEL CLEMENS H S	561	167	29.8	88	52.7	326	132	40.5
SCHLEICHER ISD	ELDORADO H S	78	<5	—	<5	—	<5	<5	—
SCHOOL OF EXCELLENCE		163	58	35.6	<5	—	89	<5	—
	MILTON B LEE ACADEMY OF SCIENC	21	18	85.7	<5	—	31	<5	—
	RICK HAWKINS H S	142	40	28.2	<5	—	58	<5	—
SCHOOL OF SCIENCE AND	SCHOOL OF SCIENCE AND TECHNOLO	50	17	34.0	7	41.2	25	10	40.0
SCHULENBURG ISD	SCHULENBURG SECONDARY	98	<5	—	<5	—	<5	<5	—
SCURRY-ROSSER ISD	SCURRY-ROSSER H S	100	17	17.0	6	35.3	28	8	28.6
SEALY ISD	SEALY H S	309	83	26.9	14	16.9	134	14	10.4
SEGUIN ISD	SEGUIN HIGH SCHOOL	680	160	23.5	49	30.6	208	64	30.8

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
			Number	Percent	Number	Percent		Number	Percent
SEMINOLE ISD	SEMINOLE H S	252	<5	—	<5	—	<5	<5	—
SEYMOUR ISD	SEYMOUR H S	87	39	44.8	5	12.8	42	6	14.3
SHAMROCK ISD	SHAMROCK H S	46	<5	—	<5	—	<5	<5	—
SHARYLAND ISD	SHARYLAND H S	1,188	227	19.1	135	59.5	388	193	49.7
SHELBYVILLE ISD	SHELBYVILLE SCHOOL	82	5	6.1	<5	—	5	<5	—
SHELDON ISD	C E KING H S	667	71	10.6	23	32.4	132	27	20.5
SHEPHERD ISD	SHEPHERD H S	181	15	8.3	<5	—	18	<5	—
SHERMAN ISD	SHERMAN HIGH SCHOOL	586	178	30.4	95	53.4	360	171	47.5
SHINER ISD	SHINER H S	71	<5	—	<5	—	<5	<5	—
SIDNEY ISD	SIDNEY SCHOOL	20	<5	—	<5	—	<5	<5	—
SIERRA BLANCA ISD	SIERRA BLANCA SCHOOL	22	<5	—	<5	—	<5	<5	—
SILSBEE ISD	SILSBEE H S	356	21	5.9	13	61.9	24	15	62.5
SILVERTON ISD	SILVERTON SCHOOL	14	<5	—	<5	—	<5	<5	—
SIMMS ISD	JAMES BOWIE H S	76	14	18.4	<5	—	14	<5	—
SINTON ISD	SINTON H S	223	19	8.5	5	26.3	25	6	24.0
SKIDMORE-TYNAN ISD	SKIDMORE-TYNAN H S	93	38	40.9	<5	—	53	<5	—
SLATON ISD	SLATON H S	118	9	7.6	<5	—	9	<5	—
SLIDELL ISD	SLIDELL SCHOOLS	20	<5	—	<5	—	<5	<5	—
SLOCUM ISD	SLOCUM H S	39	<5	—	<5	—	<5	<5	—
SMITHVILLE ISD	SMITHVILLE H S	210	45	21.4	20	44.4	93	34	36.6
SMYER ISD	SMYER H S	34	<5	—	<5	—	<5	<5	—
SNOOK ISD	SNOOK SECONDARY	50	<5	—	<5	—	<5	<5	—
SNYDER ISD	SNYDER H S	300	15	5.0	<5	—	17	<5	—
SOCORRO ISD		5,074	752	14.8	210	27.9	1,554	260	16.7
	AMERICAS H S	1,217	179	14.7	66	36.9	381	93	24.4
	EL DORADO HIGH SCHOOL	1,265	129	10.2	33	25.6	213	39	18.3
	MONTWOOD H S	1,072	265	24.7	61	23.0	524	65	12.4
	SOCORRO H S	1,137	179	15.7	50	27.9	436	63	14.4

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
SOMERSET ISD	SOMERSET H S	379		42	11.1	10	23.8	64	12	18.8
SOMERVILLE ISD	SOMERVILLE H S	67		<5	—	<5	—	<5	<5	—
SONORA ISD	SONORA H S	113		23	20.4	<5	—	26	6	23.1
SOUTH PLAINS	SOUTH PLAINS ACADEMY	113		<5	—	<5	—	<5	<5	—
SOUTH SAN ANTONIO ISD	SOUTH SAN ANTONIO H S	841		66	7.8	17	25.8	119	23	19.3
SOUTH TEXAS ISD		1,024		867	84.7	411	47.4	2,783	815	29.3
	SOUTH TEXAS ACADEMY OF MEDICAL	147		138	93.9	45	32.6	414	67	16.2
	SOUTH TEXAS BUSINESS EDUCATION	222		136	61.3	40	29.4	298	51	17.1
	SOUTH TEXAS HIGH SCHOOL FOR HE THE SCIENCE ACADEMY OF SOUTH T	336 319		299 294	89.0 92.2	142 184	47.5 62.6	938 1,133	241 456	25.7 40.2
SOUTHLAND ISD	SOUTHLAND SCHOOL	22		<5	—	<5	—	<5	<5	—
SOUTHSIDE ISD	SOUTHSIDE H S	555		137	24.7	33	24.1	197	34	17.3
SOUTHWEST ISD	SOUTHWEST H S	1,075		143	13.3	21	14.7	153	21	13.7
SOUTHWEST PREPARATORY	NEW DIRECTIONS	22		<5	—	<5	—	<5	<5	—
SOUTHWEST SCHOOL	SOUTHWEST H S	96		27	28.1	<5	—	27	<5	—
SPEARMAN ISD	SPEARMAN H S	96		33	34.4	<5	—	68	<5	—
SPLENDORA ISD	SPLENDORA H S	355		6	1.7	<5	—	6	<5	—
SPRING BRANCH ISD		3,713		1,377	37.1	996	72.3	3,641	2,380	65.4
	MEMORIAL H S	1,026		595	58.0	538	90.4	1,665	1,411	84.7
	NORTHBROOK H S	709		132	18.6	7	5.3	310	9	2.9
	SPRING WOODS H S	797		189	23.7	99	52.4	470	184	39.1
	STRATFORD H S	862		410	47.6	326	79.5	1,090	727	66.7
	WESTCHESTER ACADEMY FOR INTERN	263		51	19.4	26	51.0	106	49	46.2
SPRING HILL ISD	SPRING HILL H S	236		70	29.7	42	60.0	93	51	54.8
SPRING ISD		3,694		529	14.3	194	36.7	1,024	290	28.3
	ANDY DEKANEY H S	1,009		46	4.6	11	23.9	54	11	20.4
	SPRING H S	1,414		236	16.7	97	41.1	474	136	28.7
	WESTFIELD H S	1,264		35	2.8	12	34.3	70	24	34.3
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH HS	50		<5	—	<5	—	<5	<5	—
SPRINGTOWN ISD	SPRINGTOWN H S	405		15	3.7	5	33.3	17	7	41.2
SPUR ISD	SPUR SCHOOL	35		<5	—	<5	—	<5	<5	—
SPURGER ISD	SPURGER H S	29		<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
STAFFORD MSD	STAFFORD H S	344	99	28.8	38	38.4	199	69	34.7
STAMFORD ISD	STAMFORD H S	68	9	13.2	<5	—	9	<5	—
STANTON ISD	STANTON H S	82	13	15.9	<5	—	13	<5	—
STAR CHARTER SCHOOL	STAR CHARTER SCHOOL	44	26	59.1	18	69.2	40	27	67.5
STAR ISD	STAR SCHOOL	15	<5	—	<5	—	<5	<5	—
STEPHENVILLE	STEPHENVILLE H S	451	91	20.2	58	63.7	126	67	53.2
STERLING CITY ISD	STERLING CITY H S	32	<5	—	<5	—	<5	<5	—
STOCKDALE ISD	STOCKDALE H S	84	18	21.4	<5	—	22	<5	—
STRATFORD ISD	STRATFORD H S	74	<5	—	<5	—	<5	<5	—
STRAWN ISD	STRAWN SCHOOL	25	<5	—	<5	—	<5	<5	—
SULPHUR BLUFF ISD	SULPHUR BLUFF SCHOOL	36	<5	—	<5	—	<5	<5	—
SULPHUR SPRINGS ISD	SULPHUR SPRINGS H S	456	110	24.1	45	40.9	217	70	32.3
SUMMIT INTERNATIONAL	SUMMIT INTERNATIONAL PREPARATO	22	<5	—	<5	—	<5	<5	—
SUNDOWN ISD	SUNDOWN H S	77	5	6.5	<5	—	5	<5	—
SUNNYVALE ISD	SUNNYVALE H S	60	<5	—	<5	—	<5	<5	—
SUNRAY ISD	SUNRAY H S	71	<5	—	<5	—	<5	<5	—
SWEENEY ISD	SWEENEY H S	246	18	7.3	10	55.6	18	10	55.6
SWEETWATER ISD	SWEETWATER H S	200	20	10.0	6	30.0	20	6	30.0
TAFT ISD	TAFT H S	120	<5	—	<5	—	<5	<5	—
TAHOKA ISD	TAHOKA H S	67	18	26.9	<5	—	18	<5	—
TARKINGTON ISD	TARKINGTON H S	242	25	10.3	16	64.0	50	26	52.0
TATUM ISD	TATUM H S	199	6	3.0	<5	—	9	<5	—
TAYLOR ISD	TAYLOR H S	356	90	25.3	26	28.9	211	33	15.6
TEAGUE ISD	TEAGUE H S	143	<5	—	<5	—	<5	<5	—
TEKOA ACADEMY OF ACCE	TEKOA ACADEMY OF ACCELERATED S	16	<5	—	<5	—	<5	<5	—
TEMPLE EDUCATION CENT	TEMPLE EDUCATION CENTER	17	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
TEMPLE ISD	TEMPLE H S	712	189	26.5	105	55.6	402	198	49.3
TENAHA ISD	TENAHA SCHOOLS	50	<5	—	<5	—	<5	<5	—
TERLINGUA CSD	BIG BEND H S	16	<5	—	<5	—	<5	<5	—
TERRELL COUNTY ISD	SANDERSON H S	36	<5	—	<5	—	<5	<5	—
TERRELL ISD	TERRELL H S	451	76	16.9	9	11.8	119	9	7.6
TEXARKANA ISD	TEXAS H S	693	92	13.3	62	67.4	157	97	61.8
TEXAS CITY ISD	TEXAS CITY H S	698	48	6.9	26	54.2	63	29	46.0
TEXHOMA ISD	TEXHOMA EL	54	<5	—	<5	—	<5	<5	—
TEXLINE ISD	TEXLINE SCHOOL	27	<5	—	<5	—	<5	<5	—
THORNDALE ISD	THORNDALE H S	82	18	22.0	11	61.1	26	13	50.0
THRALL ISD	THRALL H S	78	8	10.3	5	62.5	8	5	62.5
THREE RIVERS ISD	THREE RIVERS H S	90	<5	—	<5	—	<5	<5	—
THROCKMORTON ISD	THROCKMORTON H S	31	<5	—	<5	—	<5	<5	—
TIDEHAVEN ISD	TIDEHAVEN H S	99	16	16.2	<5	—	21	<5	—
TIMPSON ISD	TIMPSON H S	66	9	13.6	<5	—	13	<5	—
TLC ACADEMY	TLC ACADEMY	29	<5	—	<5	—	<5	<5	—
TOLAR ISD	TOLAR H S	81	<5	—	<5	—	<5	<5	—
TOM BEAN ISD	TOM BEAN H S	110	7	6.4	6	85.7	7	6	85.7
TOMBALL ISD	TOMBALL H S	1,214	360	29.7	232	64.4	716	369	51.5
TORNILLO ISD	TORNILLO H S	127	<5	—	<5	—	<5	<5	—
TRANSFORMATIVE CHARTE	TRANSFORMATIVE CHARTER ACADEMY	44	<5	—	<5	—	<5	<5	—
TREETOPS SCHOOL INTER	TREETOPS SCHOOL INTERNATIONAL	40	14	35.0	10	71.4	24	14	58.3
TRENT ISD	TRENT INDEPENDENT SCHOOL DISTR	22	<5	—	<5	—	<5	<5	—
TRENTON ISD	TRENTON H S	65	<5	—	<5	—	6	5	83.3
TRINIDAD ISD	TRINIDAD SCHOOL	28	<5	—	<5	—	<5	<5	—
TRINITY ISD	TRINITY H S	120	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
TROUP ISD	TROUP H S	121	<5	—	<5	—	<5	<5	<5	—
TROY ISD	TROY H S	157	44	28.0	13	29.5	55	15	27.3	
TULIA ISD	TULIA H S	109	<5	—	<5	—	<5	<5	<5	—
TULOSO-MIDWAY ISD	TULOSO-MIDWAY H S	419	61	14.6	24	39.3	107	33	30.8	
TURKEY-QUITAQUE ISD	VALLEY SCHOOL	35	<5	—	<5	—	<5	<5	<5	—
TYLER ISD		1,791	430	24.0	210	48.8	959	387	40.4	
	JOHN TYLER H S	741	159	21.5	33	20.8	358	43	12.0	
	ROBERT E LEE HIGH SCHOOL	1,048	271	25.9	177	65.3	601	344	57.2	
UNION GROVE ISD	UNION GROVE H S	85	<5	—	<5	—	<5	<5	<5	—
UNION HILL ISD	UNION HILL H S	34	<5	—	<5	—	<5	<5	<5	—
UNITED ISD		4,320	734	17.0	342	46.6	1,197	378	31.6	
	JOHN B ALEXANDER H S	1,095	171	15.6	77	45.0	331	90	27.2	
	LYNDON B JOHNSON	800	198	24.8	84	42.4	276	85	30.8	
	UNITED H S	1,398	190	13.6	85	44.7	342	104	30.4	
	UNITED SOUTH H S	990	175	17.7	96	54.9	248	99	39.9	
UTOPIA ISD	UTOPIA SCHOOL	31	<5	—	<5	—	<5	<5	<5	—
UVALDE CISD	UVALDE H S	553	102	18.4	17	16.7	142	22	15.5	
VALENTINE ISD	VALENTINE SCHOOL	6	<5	—	<5	—	<5	<5	<5	—
VALLEY MILLS ISD	VALLEY MILLS H S	65	<5	—	<5	—	<5	<5	<5	—
VALLEY VIEW ISD (Cook	VALLEY VIEW HIGH SCHOOL	85	6	7.1	<5	—	6	<5	<5	—
VALLEY VIEW ISD (Hida	VALLEY VIEW H S	488	167	34.2	67	40.1	189	67	35.4	
VAN ALSTYNE ISD	VAN ALSTYNE H S	204	34	16.7	18	52.9	44	23	52.3	
VAN ISD	VAN H S	281	6	2.1	<5	—	6	<5	<5	—
VAN VLECK ISD	VAN VLECK H S	131	40	30.5	9	22.5	50	10	20.0	
VEGA ISD	VEGA H S	37	<5	—	<5	—	<5	<5	<5	—
VENUS ISD	VENUS H S	182	21	11.5	<5	—	21	<5	<5	—
VERIBEST ISD	VERIBEST H S	27	<5	—	<5	—	<5	<5	<5	—
VERNON ISD	VERNON H S	257	34	13.2	<5	—	34	<5	<5	—
VICTORIA ISD	MEMORIAL HIGH SCHOOL	1,220	96	7.9	49	51.0	181	82	45.3	

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12		Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
VIDOR ISD	VIDOR H S	491	<5	—	<5	—	<5	<5	<5	—
WACO ISD		1,408	221	15.7	46	20.8	428	76	17.8	
	A J MOORE ACAD	248	75	30.2	6	8.0	162	6	3.7	
	UNIVERSITY H S	488	72	14.8	6	8.3	111	8	7.2	
	WACO H S	609	74	12.2	34	45.9	155	62	40.0	
WELDER ISD	WELDER SCHOOL	25	<5	—	<5	—	<5	<5	—	
WALLER ISD	WALLER H S	622	90	14.5	24	26.7	165	36	21.8	
WALNUT SPRINGS ISD	WALNUT SPRINGS SCHOOL	23	<5	—	<5	—	<5	<5	—	
WARREN ISD	WARREN H S	150	<5	—	<5	—	<5	<5	—	
WASKOM ISD	WASKOM H S	101	<5	—	<5	—	<5	<5	—	
WATER VALLEY ISD	WATER VALLEY H S	43	14	32.6	<5	—	15	<5	—	
WAXAHACHIE FAITH FAMI	WAXAHACHIE FAITH FAMILY ACADEM	34	<5	—	<5	—	<5	<5	—	
WAXAHACHIE ISD	WAXAHACHIE H S	781	60	7.7	30	50.0	85	42	49.4	
WEATHERFORD ISD	WEATHERFORD H S	884	269	30.4	149	55.4	606	278	45.9	
WEBB CISD	BRUNI H S	35	7	20.0	<5	—	7	<5	—	
WEIMAR ISD	WEIMAR H S	96	<5	—	<5	—	<5	<5	—	
WELLINGTON ISD	WELLINGTON H S	84	<5	—	<5	—	<5	<5	—	
WELLMAN-UNION CISD	WELLMAN-UNION SCHOOL	23	<5	—	<5	—	<5	<5	—	
WELLS ISD	WELLS H S	36	<5	—	<5	—	<5	<5	—	
WESLACO ISD		1,717	337	19.6	151	44.8	646	213	33.0	
	SOUTH PALM GARDENS H S	55	<5	—	<5	—	<5	<5	—	
	WESLACO EAST HIGH SCHOOL	746	<150	—	<65	—	325	<95	—	
	WESLACO H S	914	188	20.6	90	47.9	<320	118	—	
WEST HARDIN COUNTY CI	WEST HARDIN H S	61	<5	—	<5	—	<5	<5	—	
WEST ISD	WEST H S	191	38	19.9	14	36.8	40	14	35.0	
WEST ORANGE-COVE CISD	WEST ORANGE-STARK H S	239	22	9.2	<5	—	46	<5	—	
WEST OSO ISD	WEST OSO H S	186	19	10.2	<5	—	24	<5	—	
WEST RUSK ISD	WEST RUSK H S	70	<5	—	<5	—	<5	<5	—	
WEST SABINE ISD	WEST SABINE H S	70	<5	—	<5	—	<5	<5	—	

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
WESTBROOK ISD	WESTBROOK SCHOOL	13	<5	—	<5	—	<5	<5	—
WESTLAKE ACADEMY CHAR	WESTLAKE ACADEMY	58	26	44.8	22	84.6	50	36	72.0
WESTWOOD ISD	WESTWOOD H S	159	<5	—	<5	—	7	<5	—
WHARTON ISD	WHARTON H S	263	8	3.0	<5	—	8	<5	—
WHEELER ISD	WHEELER SCHOOL	66	<5	—	<5	—	<5	<5	—
WHITE DEER ISD	WHITE DEER H S	40	<5	—	<5	—	<5	<5	—
WHITE OAK ISD	WHITE OAK H S	186	26	14.0	15	57.7	26	15	57.7
WHITE SETTLEMENT ISD	BREWER H S	535	90	16.8	31	34.4	153	43	28.1
WHITEFACE CISD	WHITEFACE H S	49	9	18.4	<5	—	15	8	53.3
WHITEHOUSE ISD	WHITEHOUSE H S	563	53	9.4	39	73.6	97	73	75.3
WHITESBORO ISD	WHITESBORO H S	200	24	12.0	11	45.8	36	16	44.4
WHITEWRIGHT ISD	WHITEWRIGHT H S	111	14	12.6	<5	—	24	5	20.8
WHITHARRAL ISD	WHITHARRAL SCHOOL	26	<5	—	<5	—	<5	<5	—
WHITNEY ISD	WHITNEY H S	184	42	22.8	16	38.1	74	25	33.8
WICHITA FALLS ISD		1,607	488	30.4	237	48.6	1,279	469	36.7
	HIRSCHI H S	282	11	3.9	8	72.7	15	10	66.7
	RIDER H S	720	271	37.6	157	57.9	667	300	45.0
	WICHITA FALLS H S	567	206	36.3	72	35.0	597	159	26.6
WILLIAMS PREPARATORY	WILLIAMS PREPARATORY	44	21	47.7	6	28.6	37	6	16.2
WILLIS ISD	WILLIS H S	726	67	9.2	33	49.3	111	38	34.2
WILLS POINT ISD	WILLS POINT H S	344	47	13.7	12	25.5	67	14	20.9
WILSON ISD	WILSON SCHOOL	15	<5	—	<5	—	<5	<5	—
WIMBERLEY ISD	WIMBERLEY H S	299	87	29.1	60	69.0	190	119	62.6
WINDTHORST ISD	WINDTHORST H S	55	<5	—	<5	—	<5	<5	—
WINK-LOVING ISD	WINK H S	39	<5	—	<5	—	<5	<5	—
WINNSBORO ISD	WINNSBORO H S	149	<5	—	<5	—	<5	<5	—
WINONA ISD	WINONA H S	102	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-1
Advanced Placement (AP) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
WINTERS ISD	WINTERS H S	71	<5	—	<5	—	<5	<5	—
WODEN ISD	WODEN H S	125	<5	—	<5	—	<5	<5	—
WOLFE CITY ISD	WOLFE CITY H S	76	18	23.7	<5	—	18	<5	—
WOODSBORO ISD	WOODSBORO H S	67	<5	—	<5	—	<5	<5	—
WOODSON ISD	WOODSON SCHOOL	20	9	45.0	<5	—	11	<5	—
WOODVILLE ISD	WOODVILLE H S	126	34	27.0	<5	—	43	<5	—
WORTHAM ISD	WORTHAM H S	50	7	14.0	<5	—	7	<5	—
WYLIE ISD (Collin Co.)	WYLIE H S	1,252	256	20.4	162	63.3	483	281	58.2
WYLIE ISD (Taylor Co.)	WYLIE H S	411	55	13.4	42	76.4	66	47	71.2
YANTIS ISD	YANTIS SCHOOL	48	<5	—	<5	—	<5	<5	—
YES PREPARATORY PUBLI		326	247	75.8	120	48.6	385	154	40.0
	YES PREP - NORTH CENTRAL CAMPUS	110	72	65.5	42	58.3	103	57	55.3
	YES PREP - SOUTHEAST CAMPUS	166	136	81.9	55	40.4	229	73	31.9
	YES PREP - SOUTHWEST CAMPUS	50	39	78.0	23	59.0	53	24	45.3
YOAKUM ISD	YOAKUM HIGH SCHOOL	183	15	8.2	<5	—	15	<5	—
YORKTOWN ISD	YORKTOWN H S	69	<5	—	<5	—	<5	<5	—
YSLETA ISD		5,729	1,619	28.3	352	21.7	2,765	481	17.4
	BEL AIR HS	887	352	39.7	60	17.0	617	77	12.5
	DEL VALLE HS	806	208	25.8	43	20.7	329	58	17.6
	EASTWOOD HS	870	242	27.8	92	38.0	407	145	35.6
	J M HANKS HS	915	211	23.1	43	20.4	425	64	15.1
	PARKLAND HS	520	195	37.5	29	14.9	319	34	10.7
	RIVERSIDE HS	560	<150	—	61	—	248	74	29.8
	VALLE VERDE EARLY COLLEGE H S	96	<5	—	<5	—	8	<5	—
	YSLETA HS	722	261	36.1	<25	—	412	<30	—
ZAPATA COUNTY ISD	ZAPATA H S	405	46	11.4	13	28.3	79	13	16.5
ZAVALLA ISD	ZAVALLA H S	41	<5	—	<5	—	<5	<5	—
ZEPHYR ISD	ZEPHYR H S	19	<5	—	<5	—	<5	<5	—

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

**Table B-2. International Baccalaureate (IB) Examination
Results, by District and Campus,
Texas Public Schools, 2009-10**

Table B-2
International Baccalaureate (IB) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above criterion		Exams	Exams at or above criterion	
			Number	Percent	Number	Percent		Number	Percent
ALDINE ISD	EISENHOWER H S	1,195	68	5.7	46	67.6	190	94	49.5
ALLEN ISD	ALLEN H S	2,161	220	10.2	170	77.3	359	262	73.0
AMARILLO ISD	AMARILLO H S	949	14	1.5	14	100	57	41	71.9
ARLINGTON ISD		6,855	117	1.7	106	90.6	388	256	66.0
	ARLINGTON H S	1,111	39	3.5	37	94.9	164	122	74.4
	SAM HOUSTON H S	1,020	<20	—	<15	—	<20	<15	—
	LAMAR H S	1,051	<5	—	<5	—	<5	<5	—
	BOWIE H S	1,245	57	4.6	53	93.0	202	117	57.9
AUSTIN ISD	ANDERSON H S	903	159	17.6	153	96.2	440	393	89.3
BRYAN ISD	BRYAN H S	1,067	37	3.5	19	51.4	44	24	54.5
CARROLLTON-FARMERS BRA	RANCHVIEW H S	343	42	12.2	39	92.9	133	84	63.2
COPPELL ISD	COPPELL H S	1,272	37	2.9	35	94.6	38	35	92.1
DENTON ISD	DENTON H S	564	5	0.9	<5	—	11	7	63.6
ECTOR COUNTY ISD	ODESSA H S	1,361	48	3.5	39	81.3	101	71	70.3
EL PASO ISD	CORONADO H S	1,031	60	5.8	59	98.3	177	151	85.3
FORT BEND ISD	THURGOOD MARSHALL H S	556	5	0.9	<5	—	5	<5	—
GARLAND ISD	GARLAND H S	1,077	146	13.6	143	97.9	447	386	86.4
HOUSTON ISD		18,566	377	2.0	344	91.2	1,150	914	79.5
	BELLAIRE H S	1,392	34	2.4	31	91.2	88	79	89.8
	LAMAR H S	1,353	343	25.4	313	91.3	1,062	835	78.6
HUMBLE ISD	HUMBLE H S	979	48	4.9	34	70.8	143	79	55.2
HURST-EULESS-BEDFORD I		2,655	249	9.4	240	96.4	827	666	80.5
	BELL H S	1,276	174	13.6	168	96.6	564	462	81.9
	TRINITY H S	1,305	75	5.7	72	96.0	263	204	77.6
JUDSON ISD	JUDSON H S	1,179	17	1.4	8	47.1	32	16	50.0
KILLEEN ISD	KILLEEN H S	617	48	7.8	42	87.5	147	93	63.3
KLEIN ISD	KLEIN OAK H S	1,523	61	4.0	61	100	213	198	93.0
LANCASTER ISD	LANCASTER H S	689	23	3.3	7	30.4	83	12	14.5
LEANDER ISD	LEANDER H S	1,053	103	9.8	93	90.3	281	198	70.5
LUBBOCK ISD	LUBBOCK H S	896	36	4.0	34	94.4	118	97	82.2

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

Table B-2
International Baccalaureate (IB) Examination Results, by District and Campus, Texas Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
MCALLEN ISD	LAMAR ACADEMY	88	89	101	87	97.8	248	243	98.0
NORTH HILLS PREPARATOR	H S CAMPUS	169	36	21.3	35	97.2	197	186	94.4
PLANO ISD	PLANO EAST SR H S	2,521	217	8.6	195	89.9	634	487	76.8
ROUND ROCK ISD		5,025	150	3.0	143	95.3	521	462	88.7
	WESTWOOD H S	1,083	130	12.0	127	97.7	450	429	95.3
	STONY POINT H S	1,395	20	1.4	16	80.0	71	33	46.5
SAN ANTONIO ISD	BURBANK H S	515	29	5.6	27	93.1	115	80	69.6
SCHERTZ-CIBOLO-U CITY	SAMUEL CLEMENS H S	561	65	11.6	52	80.0	150	97	64.7
SOCORRO ISD	EL DORADO H S	1,265	57	4.5	39	68.4	148	82	55.4
SPRING BRANCH ISD	WESTCHESTER ACADEMY FOR INTER	263	62	23.6	58	93.5	259	176	68.0
TEMPLE ISD	TEMPLE H S	712	90	12.6	64	71.1	224	180	80.4
TYLER ISD	ROBERT E LEE H S	1,048	28	2.7	25	89.3	74	49	66.2
WESTLAKE ACADEMY CHART	WESTLAKE ACADEMY	58	23	39.7	22	95.7	131	84	64.1
WICHITA FALLS ISD	HIRSCHI H S	282	39	13.8	29	74.4	111	70	63.1

Note. For additional information about this table, see "Notes on Appendix B" following Table B-3.

**Table B-3. Combined Advanced Placement (AP) and
International Baccalaureate (IB) Examination
Results, by District and Campus,
Texas Public Schools, 2009-10**

Table B-3
 Combined Advanced Placement (AP) and International Baccalaureate (IB) Examination Results, by District and Campus, Texas
 Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above —criterion—		Exams	Exams at or above —criterion—	
			Number	Percent	Number	Percent		Number	Percent
ALDINE ISD	EISENHOWER H S	1,195	363	30.4	83	22.9	926	157	17.0
ALLEN ISD	ALLEN H S	2,161	796	36.8	597	75.0	1,884	1,164	61.8
AMARILLO ISD	AMARILLO H S	949	162	17.1	129	79.6	419	297	70.9
ARLINGTON ISD		6,855	1,397	20.4	816	58.4	3,167	1,492	47.1
	ARLINGTON H S	1,111	249	22.4	158	63.5	613	310	50.6
	SAM HOUSTON H S	1,020	151	14.8	62	41.1	250	78	31.2
	LAMAR H S	1,051	230	21.9	140	60.9	471	266	56.5
	BOWIE H S	1,245	268	21.5	119	44.4	614	205	33.4
AUSTIN ISD	ANDERSON H S	903	416	46.1	301	72.4	1,220	867	71.1
BRYAN ISD	BRYAN H S	1,067	278	26.1	155	55.8	553	311	56.2
CARROLLTON-FARMERS BRA	RANCHVIEW H S	343	56	16.3	47	83.9	154	93	60.4
COPPELL ISD	COPPELL H S	1,272	630	49.5	525	83.3	1,450	1,132	78.1
DENTON ISD	DENTON H S	564	177	31.4	84	47.5	397	151	38.0
ECTOR COUNTY ISD	ODESSA H S	1,361	274	20.1	144	52.6	654	292	44.6
EL PASO ISD	CORONADO H S	1,031	288	27.9	235	81.6	684	491	71.8
FORT BEND ISD	THURGOOD MARSHALL H S	556	33	5.9	9	27.3	44	10	22.7
GARLAND ISD	GARLAND H S	1,077	380	35.3	248	65.3	1,183	695	58.7
HOUSTON ISD		18,566	5,885	31.7	2,636	44.8	13,867	5,977	43.1
	BELLAIRE H S	1,392	675	48.5	591	87.6	2,442	2,044	83.7
	LAMAR H S	1,353	361	26.7	316	87.5	1,123	858	76.4
HUMBLE ISD	HUMBLE H S	979	153	15.6	67	43.8	312	121	38.8
HURST-EULESS-BEDFORD I		2,655	705	26.6	500	70.9	1,791	1,202	67.1
	BELL H S	1,276	377	29.5	257	68.2	960	653	68.0
	TRINITY H S	1,305	328	25.1	243	74.1	831	549	66.1
JUDSON ISD	JUDSON H S	1,179	191	16.2	107	56.0	325	159	48.9
KILLEEN ISD	KILLEEN H S	617	177	28.7	73	41.2	416	146	35.1
KLEIN ISD	KLEIN OAK H S	1,523	312	20.5	224	71.8	777	538	69.2
LANCASTER ISD	LANCASTER H S	689	138	20.0	12	8.7	262	18	6.9
LEANDER ISD	LEANDER H S	1,053	416	39.5	237	57.0	919	465	50.6

Note. For additional information about this table, see "Notes on Appendix B" following this table.

Table B-3
 Combined Advanced Placement (AP) and International Baccalaureate (IB) Examination Results, by District and Campus, Texas
 Public Schools, 2009-10

District	Campus	Students in Grades 11-12	Tested		Examinees at or above — criterion —		Exams	Exams at or above — criterion —	
			Number	Percent	Number	Percent		Number	Percent
LUBBOCK ISD	LUBBOCK H S	896	123	13.7	95	77.2	308	219	71.1
MCALLEN ISD	LAMAR ACADEMY	88	53	60.2	48	90.6	149	141	94.6
NORTH HILLS PREPARATOR	H S CAMPUS	169	157	92.9	118	75.2	550	409	74.4
PLANO ISD	PLANO EAST SR H S	2,521	918	36.4	719	78.3	2,994	2,117	70.7
ROUND ROCK ISD		5,025	1,948	38.8	1,505	77.3	5,155	3,787	73.5
	WESTWOOD H S	1,083	693	64.0	622	89.8	2,333	2,002	85.8
	STONY POINT H S	1,395	320	22.9	175	54.7	679	304	44.8
SAN ANTONIO ISD	BURBANK H S	515	164	31.8	39	23.8	353	92	26.1
SCHERTZ-CIBOLO-U CITY	SAMUEL CLEMENS H S	561	201	35.8	117	58.2	476	229	48.1
SOCORRO ISD	EL DORADO HIGH SCHOOL	1,265	180	14.2	71	39.4	361	121	33.5
SPRING BRANCH ISD	WESTCHESTER ACADEMY FOR INTER	263	102	38.8	78	76.5	365	225	61.6
TEMPLE ISD	TEMPLE H S	712	215	30.2	134	62.3	626	378	60.4
TYLER ISD	ROBERT E LEE HIGH SCHOOL	1,048	285	27.2	193	67.7	675	393	58.2
WESTLAKE ACADEMY CHART	WESTLAKE ACADEMY	58	49	84.5	44	89.8	181	120	66.3
WICHITA FALLS ISD	HIRSCHI H S	282	40	14.2	29	72.5	126	80	63.5

Note. For additional information about this table, see "Notes on Appendix B" following this table.

Notes on Appendix B

Of the 1,087 Texas public school districts and charter schools with enrollment in Grade 11 and/or Grade 12 in school year 2009-10, a total of 672 districts had students who took at least one Advanced Placement (AP) examination, and 34 of these 672 districts also had students who took at least one International Baccalaureate (IB) examination. In addition, a total of 577 districts had five or more AP examinees in 2009-10, an increase from 571 districts in 2008-09. Of the 577 districts, 406 had five or more examinees earning scores of 3 or above, a decrease from 407 districts in 2008-09.

The 2009-10 AP examination results listed for each district and campus in Table B-1 include: the total number of students enrolled in Grades 11 and 12, number and percentage of 11th and 12th graders who took at least one AP examination, number and percentage of examinees earning at least one score in the 3-5 range, total number of examinations taken, and number and percentage of AP examinations receiving scores in the 3-5 range. Similarly, IB results for 2009-10 are listed by district and campus in Table B-2; however, columns pertaining to the number and percentage of examinees and examinations refer to scores in a 4-7 range. Table B-3 contains combined Texas AP and IB examination results in 2009-10 for those districts and campuses in which both AP and IB examinations were offered.

In Tables B-1 through B-3, to protect student confidentiality, AP and IB participation and performance data are not presented for districts and campuses with fewer than five students. In this case, the note "<5" appears. In addition, the note "<5" appears where fewer than five students met or exceeded the AP or IB criterion score on at least one examination, where fewer than five examinations were taken, and where fewer than five examinations had scores that met or exceeded the AP or IB criterion score. This masking ensures that single sets of scores cannot be identified or linked with any individual. When it is possible for these data to be arithmetically inferred from other district- or campus-level data, additional masking is employed using intervals of five students, and a note such as the following appears: "<10," "<15," "<20," etc. Similarly, to prevent inference of these data from percentages, a dash (–) appears in place of the corresponding percentages.

Appendix C

**Advanced Placement and International
Baccalaureate Examination Participation and
Performance, by District Characteristic,
Texas Public Schools, 2009-10**

Table C-1. Advanced Placement (AP) Examination
Participation and Performance, by District Characteristic,
Texas Public Schools, 2009-10

Table C-2. International Baccalaureate (IB) Examination
Participation and Performance, by District Characteristic,
Texas Public Schools, 2009-10

Notes on Appendix C

**Table C-1. Advanced Placement (AP) Examination
Participation and Performance, by District Characteristic,
Texas Public Schools, 2009-10**

Table C-1

Advanced Placement (AP) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score >=3 (%)	Exams with scores >=3 (%)
		Number	Percent			
Enrollment						
17	50,000 and over	17	100.0	28.6	51.9	47.1
30	25,000 to 49,999	30	100.0	24.7	51.7	47.4
51	10,000 to 24,999	51	100.0	23.3	51.1	45.4
71	5,000 to 9,999	71	100.0	22.1	53.5	49.4
89	3,000 to 4,999	88	98.9	20.1	45.4	37.6
121	1,600 to 2,999	109	90.1	12.3	35.9	31.9
140	1,000 to 1,599	105	75.0	11.4	35.5	33.8
227	500 to 999	125	55.1	8.2	24.9	21.2
342	Under 500	76	22.2	4.3	31.6	33.9
District Type						
10	Major Urban	10	100.0	30.1	40.8	35.5
78	Major Suburban	78	100.0	25.3	61.1	56.7
38	Other Central City	38	100.0	22.0	45.5	39.5
151	Other Central City Suburban	138	91.4	18.9	47.7	43.3
71	Independent Town	66	93.0	17.7	42.5	37.0
28	Non-metropolitan Fast Growing	20	71.4	35.0	54.0	44.4
217	Non-metropolitan Stable	167	77.0	11.6	31.0	27.3
381	Rural	120	31.5	5.6	22.9	23.4
114	Charters	35	30.7	9.7	43.4	33.8
Property Wealth: Median (\$307,637)						
97	Under \$147,425	68	70.1	20.4	26.3	19.8
102	\$147,425 to \$186,295	62	60.8	15.2	32.5	25.7
100	\$186,296 to \$228,391	64	64.0	18.0	31.4	25.5
100	\$228,392 to \$265,755	72	72.0	18.3	43.2	35.7
100	\$265,756 to \$307,636	75	75.0	18.0	47.0	41.4
98	\$307,637 to \$367,316	76	77.6	23.0	58.3	52.8
97	\$367,317 to \$449,150	63	64.9	25.8	58.2	51.5
97	\$449,151 to \$597,899	56	57.7	29.2	52.2	47.3
92	\$597,900 to \$933,446	52	56.5	28.9	66.3	63.6
86	Over \$933,446	44	51.2	29.4	67.8	64.9
119	Non-taxing entities	40	33.6	16.0	45.8	32.3
Property Wealth: Average (\$361,580)						
588	Under \$361,580	412	70.1	19.6	43.8	39.0
381	Over \$361,580	220	57.7	27.9	57.8	53.1
119	Non-taxing entities	40	33.6	16.0	45.8	32.3
Property Wealth: Equal Student Groups						
35	Under \$102,627	27	77.1	20.0	26.6	19.8
69	\$102,627 to < \$151,745	43	62.3	20.5	25.9	19.7
63	\$151,745 to < \$177,056	39	61.9	14.6	33.7	26.5

Table C-1

Advanced Placement (AP) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score ≥ 3 (%)	Exams with scores ≥ 3 (%)
		Number	Percent			
89	\$177,056 to < \$211,856	56	62.9	16.4	34.1	28.0
42	\$211,856 to < \$227,783	28	66.7	19.5	28.6	22.8
28	\$227,783 to < \$239,212	21	75.0	17.7	46.4	38.8
67	\$239,212 to < \$261,068	48	71.6	18.4	39.0	32.1
67	\$261,068 to < \$288,006	49	73.1	17.5	46.4	39.8
37	\$288,006 to < \$303,809	28	75.7	19.2	47.9	42.4
32	\$303,809 to < \$323,014	23	71.9	20.4	43.2	35.8
19	\$323,014 to < \$336,377	18	94.7	22.4	68.7	63.4
30	\$336,377 to < \$349,653	22	73.3	26.9	59.2	53.9
63	\$349,653 to < \$402,059	48	76.2	23.8	60.2	54.1
31	\$402,059 to < \$424,300	17	54.8	26.6	56.8	48.9
50	\$424,300 to < \$481,640	27	54.0	25.0	61.9	57.8
17	\$481,640 to < \$501,674	13	76.5	34.0	47.1	40.7
31	\$501,674 to < \$546,241	16	51.6	26.0	45.5	42.6
66	\$546,241 to < \$731,347	41	62.1	28.3	70.4	67.6
108	\$731,347 to < \$2,120,744	58	53.7	30.8	64.3	60.9
25	\$2,120,744 and over	10	40.0	10.8	35.7	35.8
119	Non-taxing entities	40	33.6	16.0	45.8	32.3
Tax: Local Adopted Rate (Avg=1.2215)						
215	Under \$1.1081	100	46.5	13.5	26.7	23.5
250	\$1.1081 to under \$1.2101	149	59.6	22.0	45.7	41.7
248	\$1.2101 to under \$1.3221	171	69.0	21.9	43.9	39.4
256	\$1.3221 and over	212	82.8	24.3	57.0	52.2
119	Non-taxing entities	40	33.6	16.0	45.8	32.3
Tax: Local M & O Rates (Avg=1.0578)						
103	Under \$1.0391	71	68.9	23.7	44.8	42.0
647	\$1.0391 to \$1.0400	429	66.3	23.1	51.6	46.9
219	\$1.0401 and over	132	60.3	20.4	48.3	45.3
119	Non-taxing entities	40	33.6	16.0	45.8	32.3
Highest Property Value						
410	Residential	348	84.9	24.5	51.8	47.1
233	Land	91	39.1	6.0	26.9	25.7
145	Oil and gas	62	42.8	9.0	23.6	21.4
181	Business	131	72.4	16.6	39.5	35.5
119	Non-taxing entities	40	33.6	16.0	45.8	32.3
Small/Sparse Adjustment (Avg=25.3%)						
266	No small/sparse adjustment	187	70.3	25.0	52.1	47.3
219	Under 9.3%	208	95.0	17.1	41.5	35.2
218	9.3% to under 27.1%	149	68.3	10.0	28.8	25.8
210	27.1% to under 36.2%	74	35.2	7.0	28.9	28.4
175	36.2% and over	54	30.9	6.2	19.8	20.4

Table C-1

Advanced Placement (AP) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score >=3 (%)	Exams with scores >=3 (%)
		Number	Percent			
Cost of Education Index (Median=1.06)						
154	Under 1.04	50	32.5	8.7	41.5	33.1
233	1.04 to under 1.06	104	44.6	8.2	40.9	36.7
245	1.06 to under 1.08	146	59.6	15.1	42.1	38.3
190	1.08 to 1.10	139	73.2	18.9	53.0	49.4
266	1.10 and over	233	87.6	24.9	50.5	45.9
Operating Cost Per Student (Avg=\$8,399)						
176	Under \$7,745	137	77.8	20.9	57.9	51.4
231	\$7,745 to \$8,563	178	77.1	23.8	54.2	50.3
227	\$8,564 to \$9,439	147	64.8	24.1	39.0	34.4
235	\$9,440 to \$11,092	134	57.0	18.9	45.3	45.2
219	Over \$11,092	76	34.7	15.6	37.5	30.2
Education Service Center Regions						
40	I Edinburg	35	87.5	24.8	32.6	24.0
37	II Corpus Christi	30	81.1	17.2	32.3	29.0
33	III Victoria	25	75.8	9.7	35.2	33.4
70	IV Houston	54	77.1	22.7	56.4	52.3
32	V Beaumont	21	65.6	9.8	28.6	26.5
58	VI Huntsville	32	55.2	22.0	60.3	56.8
97	VII Kilgore	55	56.7	12.7	40.3	34.4
41	VIII Mt Pleasant	19	46.3	8.9	43.2	38.1
38	IX Wichita Falls	20	52.6	19.9	43.1	35.9
100	X Richardson	73	73.0	27.3	54.1	48.6
82	XI Fort Worth	61	74.4	24.6	55.1	48.6
76	XII Waco	38	50.0	16.5	40.5	35.4
63	XIII Austin	51	81.0	30.5	61.1	56.2
43	XIV Abilene	20	46.5	12.3	54.8	46.6
43	XV San Angelo	14	32.6	10.8	40.5	38.3
58	XVI Amarillo	22	37.9	11.8	39.9	37.2
58	XVII Lubbock	27	46.6	9.0	43.1	39.6
34	XVIII Midland	19	55.9	15.9	32.5	27.9
15	XIX El Paso	8	53.3	20.1	33.1	26.1
70	XX San Antonio	48	68.6	25.4	42.2	38.3
TAKS: Passing All Tests Taken, %						
4	No students tested	0	0.0	0.0	0.0	0.0
220	Under 65.1%	87	39.5	15.3	22.2	18.2
234	65.1% to under 73.0%	153	65.4	20.6	36.6	30.8
209	73.0% to under 78.0%	137	65.6	21.0	42.5	37.4
242	78.0% to under 84.0%	162	66.9	21.3	54.8	48.6
179	84.0% and over	133	74.3	31.2	70.1	64.5

Table C-1

Advanced Placement (AP) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score ≥ 3 (%)	Exams with scores ≥ 3 (%)
		Number	Percent			
SAT/ACT 2008-09: Participation, %						
398	0% to under 55%	240	60.3	15.6	37.9	32.3
315	55% to under 70%	227	72.1	22.8	47.2	41.2
348	70% and over	192	55.2	29.9	61.9	58.4
27	No graduates	13	48.1	27.5	52.0	38.7
SAT/ACT 2008-09: At or Above Criterion, %						
112	None met criterion	26	23.2	2.7	16.1	14.4
146	Under 10%	100	68.5	20.1	23.8	17.4
287	10% to under 20%	179	62.4	18.6	34.6	27.9
341	20% to under 35%	247	72.4	20.4	48.4	41.8
153	35% and over	109	71.2	30.7	68.7	62.8
49	No test takers	11	22.4	8.4	41.5	24.2
Student Density (Avg=17 Students/Sq Mile)						
435	Fewer than 5	183	42.1	8.9	27.6	25.6
268	5 to fewer than 20	193	72.0	13.4	34.9	29.1
144	20 to fewer than 100	135	93.8	19.1	48.5	42.9
122	100 and over	121	99.2	26.4	52.6	48.0
119	Non-taxing entities	40	33.6	16.0	45.8	32.3
Student Change: 08/09-09/10 (Avg=2%)						
399	Declining students	229	57.4	19.2	37.5	33.7
339	0% to under 3%	257	75.8	23.3	50.2	46.4
188	3% to under 6%	116	61.7	23.2	57.3	51.3
80	6% to under 10%	41	51.3	25.9	56.2	46.6
82	10% and over	29	35.4	20.2	55.4	49.0
Students: African American, % (Avg=14%)						
588	Under 5%	351	59.7	19.9	43.2	39.6
167	5% to under 10%	103	61.7	24.9	54.2	48.5
172	10% to under 20%	128	74.4	23.0	61.4	56.9
83	20% to under 30%	57	68.7	25.9	39.5	33.9
50	30% to under 50%	22	44.0	18.8	51.0	48.6
28	50% and over	11	39.3	10.0	19.4	16.8
Students: Hispanic, % (Avg=49%)						
62	Under 5%	29	46.8	19.1	70.3	64.9
122	5% to under 10%	62	50.8	16.9	59.6	57.6
222	10% to under 20%	140	63.1	23.2	65.3	62.8
150	20% to under 30%	95	63.3	25.3	62.5	57.2
239	30% to under 50%	148	61.9	19.8	54.6	48.9
293	50% and over	198	67.6	23.4	36.8	31.5

Table C-1

Advanced Placement (AP) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score ≥ 3 (%)	Exams with scores ≥ 3 (%)
		Number	Percent			
Students: Non-White, % (Avg=67%)						
7	Under 5%	1	14.3	0.5	50.0	16.7
47	5% to under 10%	22	46.8	21.0	64.7	57.7
168	10% to under 20%	93	55.4	17.8	63.6	62.0
160	20% to under 30%	99	61.9	18.1	53.7	49.2
234	30% to under 50%	145	62.0	25.0	63.3	57.8
472	50% and over	312	66.1	22.5	45.0	40.6
Students: Econ Disad, % (Avg=59%)						
29	Under 20%	24	82.8	38.7	75.8	68.7
49	20% to under 30%	40	81.6	31.3	73.0	68.4
104	30% to under 40%	66	63.5	21.8	60.4	55.4
392	40% to under 60%	245	62.5	20.6	52.5	45.9
376	60% to under 80%	219	58.2	18.9	40.0	34.9
138	80% and over	78	56.5	23.7	25.4	19.3
Teacher Experience (Avg=11.3 yrs)						
209	Under 10.0 years	113	54.1	19.4	47.4	41.5
292	10.0 to under 12.2 years	205	70.2	26.1	51.2	46.9
300	12.2 to under 13.8 years	205	68.3	20.1	50.3	47.0
287	13.8 years and over	149	51.9	15.0	47.4	40.1
Teacher Salary (Avg=\$48,263)						
233	Under \$40,519	78	33.5	6.6	36.5	36.2
281	\$40,519 to under \$43,075	157	55.9	11.4	32.8	28.3
289	\$43,075 to under \$46,178	194	67.1	15.4	38.8	33.8
285	\$46,178 and over	243	85.3	25.5	52.3	47.4
Teachers: Non-White, % (Avg=34%)						
329	Under 5%	173	52.6	13.0	51.1	47.7
252	5% to under 10%	147	58.3	22.6	61.7	57.5
200	10% to under 20%	150	75.0	25.1	63.0	59.1
93	20% to under 30%	64	68.8	21.6	55.0	48.3
74	30% to under 50%	50	67.6	22.4	47.4	43.1
140	50% and over	88	62.9	23.8	31.8	26.0
Teachers with Adv Degrees, % (Avg=21.9%)						
242	Under 10.6%	104	43.0	11.0	31.1	26.1
287	10.6% to under 15.7%	178	62.0	16.0	33.9	27.8
291	15.7% to under 21.2%	203	69.8	18.8	49.4	44.2
268	21.2% and over	187	69.8	26.7	53.5	48.7

Table C-1
 Advanced Placement (AP) Examination Participation and Performance, by District Characteristic, Texas Public
 Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score ≥ 3 (%)	Exams with scores ≥ 3 (%)
		Number	Percent			
U.S.-Mexico Border Region						
95	Border districts	68	71.6	22.3	32.6	24.7
993	Non-border districts	604	60.8	22.5	52.7	48.3
1,088	STATE TOTAL	672	61.8	22.5	50.1	45.7

**Table C-2. International Baccalaureate (IB) Examination
Participation and Performance, by District Characteristic,
Texas Public Schools, 2009-10**

Table C-2

International Baccalaureate (IB) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score >=3 (%)	Exams with scores >=3 (%)
		Number	Percent			
Enrollment						
17	50,000 and over	9	52.9	1.6	91.1	77.9
30	25,000 to 49,999	12	40.0	1.7	90.1	77.0
51	10,000 to 24,999	8	15.7	4.2	82.9	74.1
71	5,000 to 9,999	3	4.2	5.4	70.7	65.8
89	3,000 to 4,999	0	0.0	0.0	0.0	0.0
121	1,600 to 2,999	0	0.0	0.0	0.0	0.0
140	1,000 to 1,599	1	0.7	21.3	97.2	94.4
227	500 to 999	0	0.0	0.0	0.0	0.0
342	Under 500	1	0.3	39.7	95.7	64.1
District Type						
10	Major Urban	5	50.0	1.6	92.9	79.0
78	Major Suburban	15	19.2	1.9	88.8	75.2
38	Other Central City	10	26.3	1.7	84.4	74.6
151	Other Central City Suburban	2	1.3	10.8	75.5	75.8
71	Independent Town	0	0.0	0.0	0.0	0.0
28	Non-metropolitan Fast Growing	0	0.0	0.0	0.0	0.0
217	Non-metropolitan Stable	0	0.0	0.0	0.0	0.0
381	Rural	0	0.0	0.0	0.0	0.0
114	Charters	2	1.8	26.0	96.6	82.3
Property Wealth: Median (\$307,637)						
97	Under \$147,425	0	0.0	0.0	0.0	0.0
102	\$147,425 to \$186,295	2	2.0	1.2	77.1	59.3
100	\$186,296 to \$228,391	2	2.0	0.9	75.3	57.0
100	\$228,392 to \$265,755	6	6.0	1.6	91.4	80.4
100	\$265,756 to \$307,636	6	6.0	1.4	78.8	73.0
98	\$307,637 to \$367,316	4	4.1	1.3	80.4	70.6
97	\$367,317 to \$449,150	5	5.2	5.0	87.9	76.2
97	\$449,151 to \$597,899	4	4.1	2.1	92.6	79.3
92	\$597,900 to \$933,446	3	3.3	2.6	92.7	82.3
86	Over \$933,446	0	0.0	0.0	0.0	0.0
119	Non-taxing entities	2	1.7	26.0	96.6	82.3
Property Wealth: Average (\$361,580)						
588	Under \$361,580	20	3.4	1.4	83.0	72.3
381	Over \$361,580	12	3.1	2.8	90.9	79.0
119	Non-taxing entities	2	1.7	26.0	96.6	82.3
Property Wealth: Equal Student Groups						
35	Under \$102,627	0	0.0	0.0	0.0	0.0
69	\$102,627 to < \$151,745	0	0.0	0.0	0.0	0.0
63	\$151,745 to < \$177,056	2	3.2	1.2	77.1	59.3

Table C-2

International Baccalaureate (IB) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score ≥ 3 (%)	Exams with scores ≥ 3 (%)
		Number	Percent			
89	\$177,056 to < \$211,856	0	0.0	0.0	0.0	0.0
42	\$211,856 to < \$227,783	2	4.8	0.9	75.3	57.0
28	\$227,783 to < \$239,212	3	10.7	1.2	98.2	84.9
67	\$239,212 to < \$261,068	2	3.0	3.5	83.9	77.0
67	\$261,068 to < \$288,006	4	6.0	1.7	72.8	60.1
37	\$288,006 to < \$303,809	3	8.1	1.3	85.1	85.1
32	\$303,809 to < \$323,014	2	6.3	2.7	82.1	71.2
19	\$323,014 to < \$336,377	0	0.0	0.0	0.0	0.0
30	\$336,377 to < \$349,653	2	6.7	0.4	73.6	67.0
63	\$349,653 to < \$402,059	2	3.2	6.3	78.6	71.8
31	\$402,059 to < \$424,300	2	6.5	5.1	96.1	80.3
50	\$424,300 to < \$481,640	1	2.0	3.3	90.3	70.5
17	\$481,640 to < \$501,674	1	5.9	3.0	95.3	88.7
31	\$501,674 to < \$546,241	2	6.5	1.9	91.4	77.8
66	\$546,241 to < \$731,347	2	3.0	2.7	90.7	74.2
108	\$731,347 to < \$2,120,744	2	1.9	2.1	95.9	89.5
25	\$2,120,744 and over	0	0.0	0.0	0.0	0.0
119	Non-taxing entities	2	1.7	26.0	96.6	82.3
Tax: Local Adopted Rate (Avg=1.2215)						
215	Under \$1.1081	0	0.0	0.0	0.0	0.0
250	\$1.1081 to under \$1.2101	9	3.6	2.0	88.1	79.5
248	\$1.2101 to under \$1.3221	10	4.0	1.6	90.4	76.2
256	\$1.3221 and over	13	5.1	2.4	85.4	73.5
119	Non-taxing entities	2	1.7	26.0	96.6	82.3
Tax: Local M & O Rates (Avg=1.0578)						
103	Under \$1.0391	4	3.9	1.8	85.5	72.1
647	\$1.0391 to \$1.0400	23	3.6	2.2	88.5	78.4
219	\$1.0401 and over	5	2.3	1.4	86.9	71.9
119	Non-taxing entities	2	1.7	26.0	96.6	82.3
Highest Property Value						
410	Residential	29	7.1	2.0	88.1	77.1
233	Land	0	0.0	0.0	0.0	0.0
145	Oil and gas	0	0.0	0.0	0.0	0.0
181	Business	3	1.7	1.5	81.6	59.0
119	Non-taxing entities	2	1.7	26.0	96.6	82.3
Small/Sparse Adjustment (Avg=25.3%)						
266	No small/sparse adjustment	34	12.8	2.0	87.9	76.5
219	Under 9.3%	0	0.0	0.0	0.0	0.0
218	9.3% to under 27.1%	0	0.0	0.0	0.0	0.0
210	27.1% to under 36.2%	0	0.0	0.0	0.0	0.0
175	36.2% and over	0	0.0	0.0	0.0	0.0

Table C-2

International Baccalaureate (IB) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score >=3 (%)	Exams with scores >=3 (%)
		Number	Percent			
Cost of Education Index (Median=1.06)						
154	Under 1.04	2	1.3	26.0	96.6	82.3
233	1.04 to under 1.06	0	0.0	0.0	0.0	0.0
245	1.06 to under 1.08	0	0.0	0.0	0.0	0.0
190	1.08 to 1.10	3	1.6	5.1	74.7	71.5
266	1.10 and over	29	10.9	1.9	88.7	76.6
Operating Cost Per Student (Avg=\$8,399)						
176	Under \$7,745	11	6.3	2.3	82.0	73.5
231	\$7,745 to \$8,563	15	6.5	2.2	87.6	75.2
227	\$8,564 to \$9,439	7	3.1	1.6	93.1	79.1
235	\$9,440 to \$11,092	1	0.4	2.0	96.2	89.3
219	Over \$11,092	0	0.0	0.0	0.0	0.0
Education Service Center Regions						
40	I Edinburg	1	2.5	3.5	97.8	98.0
37	II Corpus Christi	0	0.0	0.0	0.0	0.0
33	III Victoria	0	0.0	0.0	0.0	0.0
70	IV Houston	6	8.6	1.3	87.4	74.5
32	V Beaumont	0	0.0	0.0	0.0	0.0
58	VI Huntsville	1	1.7	2.5	51.4	54.5
97	VII Kilgore	1	1.0	1.6	89.3	66.2
41	VIII Mt Pleasant	0	0.0	0.0	0.0	0.0
38	IX Wichita Falls	1	2.6	2.4	74.4	63.1
100	X Richardson	7	7.0	3.4	86.5	76.8
82	XI Fort Worth	4	4.9	3.3	94.4	74.6
76	XII Waco	2	2.6	3.3	76.8	73.6
63	XIII Austin	4	6.3	2.7	92.5	82.6
43	XIV Abilene	0	0.0	0.0	0.0	0.0
43	XV San Angelo	0	0.0	0.0	0.0	0.0
58	XVI Amarillo	1	1.7	0.4	100.0	71.9
58	XVII Lubbock	1	1.7	1.2	94.4	82.2
34	XVIII Midland	1	2.9	1.8	81.3	70.3
15	XIX El Paso	2	13.3	0.9	83.8	71.7
70	XX San Antonio	2	2.9	0.6	76.1	65.3
TAKS: Passing All Tests Taken, %						
4	No students tested	0	0.0	0.0	0.0	0.0
220	Under 65.1%	2	0.9	0.9	65.4	46.5
234	65.1% to under 73.0%	9	3.8	2.0	85.3	74.6
209	73.0% to under 78.0%	8	3.8	1.5	88.5	76.7
242	78.0% to under 84.0%	7	2.9	1.1	89.5	77.2
179	84.0% and over	8	4.5	4.8	90.1	79.7

Table C-2

International Baccalaureate (IB) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score >=3 (%)	Exams with scores >=3 (%)
		Number	Percent			
SAT/ACT 2008-09: Participation, %						
398	0% to under 55%	5	1.3	1.7	83.2	72.9
315	55% to under 70%	18	5.7	1.8	88.5	74.8
348	70% and over	10	2.9	2.5	88.5	81.0
27	No graduates	1	3.7	39.7	95.7	64.1
SAT/ACT 2008-09: At or Above Criterion, %						
112	None met criterion	0	0.0	0.0	0.0	0.0
146	Under 10%	4	2.7	1.1	67.2	50.0
287	10% to under 20%	4	1.4	1.4	91.6	83.3
341	20% to under 35%	13	3.8	2.2	90.4	76.5
153	35% and over	12	7.8	2.4	87.6	80.1
49	No test takers	1	2.0	39.7	95.7	64.1
Student Density (Avg=17 Students/Sq Mile)						
435	Fewer than 5	0	0.0	0.0	0.0	0.0
268	5 to fewer than 20	0	0.0	0.0	0.0	0.0
144	20 to fewer than 100	3	2.1	1.9	73.5	65.8
122	100 and over	29	23.8	2.0	88.3	76.6
119	Non-taxing entities	2	1.7	26.0	96.6	82.3
Student Change: 08/09-09/10 (Avg=2%)						
399	Declining students	2	0.5	1.6	86.7	66.2
339	0% to under 3%	24	7.1	1.8	89.6	77.7
188	3% to under 6%	6	3.2	3.8	80.9	75.5
80	6% to under 10%	1	1.3	3.3	90.3	70.5
82	10% and over	1	1.2	39.7	95.7	64.1
Students: African American, % (Avg=14%)						
588	Under 5%	5	0.9	1.7	91.3	82.8
167	5% to under 10%	5	3.0	1.8	90.3	70.5
172	10% to under 20%	14	8.1	2.6	90.4	79.9
83	20% to under 30%	6	7.2	2.0	83.1	73.2
50	30% to under 50%	3	6.0	0.6	82.7	62.8
28	50% and over	1	3.6	3.3	30.4	14.5
Students: Hispanic, % (Avg=49%)						
62	Under 5%	0	0.0	0.0	0.0	0.0
122	5% to under 10%	0	0.0	0.0	0.0	0.0
222	10% to under 20%	6	2.7	5.0	83.5	73.9
150	20% to under 30%	8	5.3	2.0	90.4	77.0
239	30% to under 50%	9	3.8	1.9	85.6	76.6
293	50% and over	11	3.8	1.6	90.1	77.5

Table C-2

International Baccalaureate (IB) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score >=3 (%)	Exams with scores >=3 (%)
		Number	Percent			
Students: Non-White, % (Avg=67%)						
7	Under 5%	0	0.0	0.0	0.0	0.0
47	5% to under 10%	0	0.0	0.0	0.0	0.0
168	10% to under 20%	0	0.0	0.0	0.0	0.0
160	20% to under 30%	1	0.6	39.7	95.7	64.1
234	30% to under 50%	8	3.4	3.1	84.0	75.0
472	50% and over	25	5.3	1.8	89.1	77.2
Students: Econ Disad, % (Avg=59%)						
29	Under 20%	4	13.8	8.4	82.9	78.2
49	20% to under 30%	4	8.2	3.3	90.3	78.4
104	30% to under 40%	4	3.8	0.5	83.2	76.3
392	40% to under 60%	8	2.0	2.4	92.7	74.7
376	60% to under 80%	12	3.2	1.8	86.4	78.8
138	80% and over	2	1.4	0.9	75.3	57.0
Teacher Experience (Avg=11.3 yrs)						
209	Under 10.0 years	7	3.3	1.6	73.7	61.1
292	10.0 to under 12.2 years	18	6.2	2.2	87.3	78.3
300	12.2 to under 13.8 years	9	3.0	1.9	94.5	78.9
287	13.8 years and over	0	0.0	0.0	0.0	0.0
Teacher Salary (Avg=\$48,263)						
233	Under \$40,519	1	0.4	21.3	97.2	94.4
281	\$40,519 to under \$43,075	0	0.0	0.0	0.0	0.0
289	\$43,075 to under \$46,178	5	1.7	2.6	74.3	73.6
285	\$46,178 and over	28	9.8	2.0	89.0	76.3
Teachers: Non-White, % (Avg=34%)						
329	Under 5%	0	0.0	0.0	0.0	0.0
252	5% to under 10%	2	0.8	7.2	79.8	74.8
200	10% to under 20%	10	5.0	2.7	90.5	77.3
93	20% to under 30%	11	11.8	2.0	89.0	76.0
74	30% to under 50%	4	5.4	1.0	87.3	83.0
140	50% and over	7	5.0	1.6	86.6	74.7
Teachers with Adv Degrees, % (Avg=21.9%)						
242	Under 10.6%	0	0.0	0.0	0.0	0.0
287	10.6% to under 15.7%	1	0.3	0.4	100.0	71.9
291	15.7% to under 21.2%	7	2.4	1.5	82.1	75.1
268	21.2% and over	26	9.7	2.2	88.7	76.8

Table C-2

International Baccalaureate (IB) Examination Participation and Performance, by District Characteristic, Texas Public Schools, 2009-10

Districts	Category	Districts with —examinees—		Students taking at least one exam (%)	Examinees with at least one score ≥ 3 (%)	Exams with scores ≥ 3 (%)
		Number	Percent			
U.S.-Mexico Border Region						
95	Border districts	3	3.2	1.4	89.8	83.1
993	Non-border districts	31	3.1	2.1	87.8	76.0
1,088	STATE TOTAL	34	3.1	2.0	87.9	76.5

Notes on Appendix C

Source. Data about teachers, district expenditures, and students are from the Public Education Information Management System (PEIMS). Tax and property data are provided by the Comptroller's Property Tax Division. Information about college admissions examinations and the Texas Assessment of Knowledge and Skills (TAKS) is provided by the test contractors. All data are for the 2009-10 school year, with the exception of college admissions (e.g., SAT/ACT) and district expenditures (e.g., Operating Cost Per Student), which lag one year.

Cost of Education Index

The Cost of Education Index (CEI) reflects geographic variations in costs beyond the control of districts. The CEI has a minimum value of 0.0 and a maximum of 1.2. Most districts have CEI values of at least 1.0. Districts with CEI values of 0.0 are primarily charter school districts. Districts are grouped into five subcategories, each with approximately the same number of districts.

District Type

Districts are grouped into eight subcategories, ranging from major urban to rural, based on factors such as enrollment, growth in enrollment, economic status, and proximity to urban areas. Charter school districts make up a ninth subcategory. The subcategories are as follows.

Major Urban

A district is classified as major urban if: (a) it is located in a county with a population of at least 750,000; (b) its enrollment is the largest in the county or at least 75 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

Major Suburban

A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3 percent that of the contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15 percent that of the nearest major urban district in the county or at least 4,500 students.

Other Central City

A district is classified as other central city if: (a) it does not meet the criteria for classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 749,999; and (d) its enrollment is the largest in the county or at least 75 percent of the largest district enrollment in the county.

Other Central City Suburban

A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of between 100,000 and 749,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to an other central city district; (c) its enrollment is greater than 3 percent that of the contiguous other central city district; and (d) its enrollment exceeds the median district enrollment for the state of 765 students.

Independent Town

A district is classified as independent town if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of 25,000 to 99,999; and (c) its enrollment is the largest in the county or greater than 75 percent of the largest district enrollment in the county.

Non-Metropolitan: Fast Growing

A district is classified as non-metropolitan: fast growing if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it has an enrollment of at least 300 students; and (c) its enrollment has increased by at least 20 percent over the past five years.

Non-Metropolitan: Stable

A district is classified as non-metropolitan: stable if: (a) it does not meet the criteria for classification in any of the previous subcategories; and (b) its enrollment exceeds the median district enrollment for the state.

Rural

A district is classified as rural if it does not meet the criteria for classification in any of the previous subcategories. A rural district has either: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students.

Charter School Districts

Charter school districts are open-enrollment school districts chartered by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter school districts are subject to fewer regulations than other public school districts. Generally, charter school districts are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public school districts, charter school districts are monitored and accredited under the statewide testing and accountability system.

Education Service Center Regions

The state is divided into 20 geographic regions, each served by an education service center (ESC). Although not usually the case, an ESC may serve districts outside its geographic boundaries. For this category, districts are grouped by the ESC regions that serve them, not by the ESC regions in which they are located geographically.

Enrollment

Districts are grouped into nine subcategories based on number of students enrolled. Enrollment counts are taken on the last Friday in October of each year.

Highest Property Value

Each district is placed into one of four subcategories of taxable property based on type of property with the highest value for the district. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not have taxable property. The four subcategories of taxable property are:

- residential: single-family and multi-family residential, and residential inventory;
- land: vacant lots and taxable rural real property;
- oil and gas: oil, gas, and minerals; and
- business: commercial and industrial real property, commercial and industrial personal, and utilities.

Operating Cost Per Student

Operating costs are the sum of actual expenditures for a district's operation. Note that the number shown is not the amount actually spent on each student, but rather a per-student average of the total. Per-student amounts are calculated as expenditures for the prior school year divided by the current number of students. Districts are grouped into five subcategories, each with approximately the same number of districts.

Property Wealth: Average, Equal Student Groups, and Median

Property wealth is used as an indicator of a district's ability to raise local funds on a per-student basis. It is calculated as total taxable property value for the last completed calendar year divided by total enrollment for the current school year. Taxable value is the traditional measure of value, not the alternative value used in state funding formulas. The "property wealth: average" category classifies districts as either under or over the state average for district property wealth. The "property wealth: equal student groups" category groups districts by property wealth into 20 subcategories, each accounting for approximately the same number of students. The "property wealth: median category" groups districts by property wealth into 10 subcategories, each with approximately the same number

of districts. In each of the three categories, special statutory school districts and charter school districts make up a separate subcategory, labeled "non-taxing entities," because they do not have taxable property wealth.

SAT/ACT 2008-09: At or Above Criterion, Percentage

Districts are grouped into five subcategories based on percentage of examinees in the prior year who scored at or above the criterion score on either the SAT or ACT. Districts that did not have test takers make up a sixth subcategory. Criterion on the SAT is a combined score of 1110, and criterion on the ACT is a composite score of 24.

SAT/ACT 2008-09: Participation, Percentage

Districts are grouped into three subcategories based on percentage of non-special education graduates who took the SAT, ACT, or both in the prior year. Districts that did not have graduates make up a fourth subcategory.

Small/Sparse Adjustment

Districts are grouped into four subcategories, each with approximately the same number of districts, based on adjustments to state funding to compensate for small and/or sparsely populated districts. Districts receiving no small/sparse adjustment make up a fifth subcategory. Small/sparse adjustments are shown as percentages of total adjusted basic allotment amounts.

Student Change: 2008-09 – 2009-10

Districts are grouped into five subcategories based on change in enrollment from the prior school year to the current school year.

Student Density

Districts are grouped into four subcategories based on number of students per square mile. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not have mileage information.

Students: African American, Hispanic, and Non-White, Percentage

In each of these three categories, districts are grouped into six subcategories based on racial/ethnic composition of enrollment. The term "Non-White" is used to designate the following groups combined: African American, not of Hispanic origin; American Indian or Alaska Native; Asian or Pacific Islander; and Hispanic.

Students: Economically Disadvantaged, Percentage

Districts are grouped into six subcategories based on percentage of enrollment reported as economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

TAKS: Passing All Tests Taken, Percentage

Districts are grouped into five subcategories based on percentage of Texas Assessment of Knowledge and Skills (TAKS) examinees in Grades 3-11 who passed all TAKS tests taken. Districts that did not administer TAKS make up a sixth subcategory. The percentages include only examinees who were enrolled in the same districts in October of the school year.

Tax: Local Adopted Rate

Districts are grouped into four subcategories, each with approximately the same number of districts, based on total locally-adopted tax rate. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The total locally-adopted tax rate is made up of a maintenance and operation rate and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value.

Tax: Local Maintenance & Operation Rate

Districts are grouped into three subcategories based on locally-adopted maintenance and operation (M&O) tax rate. Special statutory school districts and charter school districts make up a fourth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The M&O rate includes money generated by districts for equalizing wealth.

Teacher Experience

Districts are grouped into four subcategories, each with approximately the same number of districts, based on average years of teacher experience. The average for a district is calculated by multiplying the full-time-equivalent (FTE) count for each teacher by years of experience. Results are summed, then divided by the FTE count for all teachers.

Teacher Salary

Districts are grouped into four subcategories, each with approximately the same number of districts, based on average teacher salary. The average for a district is calculated by dividing the salary for all teachers by the full-time-equivalent (FTE) count for all teachers. Salaries reflect pay for regular duties only; they do not include pay for supplemental duties.

Teachers: Non-White, Percentage

Districts are grouped into six subcategories based on percentage of non-White teachers. The term "Non-White" is used to designate the following groups combined: African American, not of Hispanic origin; American Indian or Alaska Native; Asian or Pacific Islander; and Hispanic. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for non-White teachers by the FTE count for all teachers.

Teachers: With Advanced Degrees, Percentage

Districts are grouped into four subcategories, each with approximately the same number of districts, based on percentage of teachers with advanced degrees. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for teachers with master's or doctorate degrees by the FTE count for all teachers.

U.S.-Mexico Border Region

Districts are grouped into two subcategories, border and non-border, based on their geographic relationship to the U.S.-Mexico border. The districts classified as border districts are those that are located in the 32 counties situated within approximately 62.5 miles of the U.S.-Mexico border, based on the 1983 Agreement on Cooperation for the Protection and Improvement of the Environment in the Border Area (aka, the La Paz Agreement). The La Paz Agreement defines the U.S.-Mexico border region as extending more than 2,000 miles from the Gulf of Mexico to the Pacific Ocean and approximately 62.5 miles on either side of the border.

References

References

- American Council on Education (2008). *The College Board Advanced Placement (AP) examinations: Guide to educational credit by examination*. Retrieved November 29, 2010, from http://www.acenet.edu/AM/Template.cfm?Section=Search§ion=Guide_PDFs&template=/CM/ContentDisplay.cfm&ContentFileID=4874
- Blackmer, A.R., Bragdon, H.W., Bundy, M., & Harbison, E.H. (1952). *General education in school and college: A committee report by members of the faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale*. Cambridge, MA: Harvard University Press.
- College Board. (2004). *AP and higher education*. Retrieved November 29, 2010, from http://www.collegeboard.com/prod_downloads/ipeAPC/04884aphigheredbro_36745.pdf
- College Board. (2006). *AP program guide 2006-07*. New York: Author.
- College Board. (2010a). *Advanced Placement International Diploma (APID)*. Retrieved November 23, 2010, from http://www.collegeboard.com/student/testing/ap/exgrd_intl.html
- College Board. (2010b). *AP course audit*. Retrieved November 30, 2010, from <http://www.collegeboard.com/html/apcourseaudit/>
- College Board. (2010c). *AP credit policy info*. Retrieved November 30, 2010, from <http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>
- College Board. (2010d). *AP exam scores*. Retrieved November 29, 2010. <http://professionals.collegeboard.com/higher-ed/placement/ap/exam/grades>
- College Board. (2010e). *AP program guide 2010-11*. Retrieved November 23, 2010, from <http://professionals.collegeboard.com/profdownload/ap-program-guide.pdf>
- College Board. (2010f). *AP program size and increments*. Retrieved January 27, 2011, from <http://professionals.collegeboard.com/profdownload/Size-and-Increment-2010.pdf>
- College Board. (2010g). *AP Scholar awards*. Retrieved November 29, 2010, from <http://www.collegeboard.com/student/testing/ap/scholarawards.html>
- College Board. (2010h). *Program summary report*. Retrieved January 28, 2011, from <http://professionals.collegeboard.com/profdownload/AP-Program-Summary-Report-2010.pdf>
- College Board. (2010i). *Setting credit and placement policy*. Retrieved November 30, 2010, from http://apcentral.collegeboard.com/apc/public/colleges/setting_policy/index.html
- College Board. (2010j). *Siemens awards & programs*. Retrieved November 29, 2010, from <http://professionals.collegeboard.com/k-12/awards/siemens-ap>

- College Board. (2011a). *AP courses and exams*. Retrieved March 15, 2011, from <http://apcentral.collegeboard.com/apc/public/courses/index.html>
- College Board. (2011b). *AP examination volume changes (2000-2010)*. Retrieved January 28, 2011, from <http://professionals.collegeboard.com/profdownload/Exam-Volume-Change-2010.pdf>
- College Board. (2011c). *AP grants*. Retrieved January 7, 2011, from <http://professionals.collegeboard.com/k-12/awards/ap-grants>
- College Board. (2011d). *AP scholar data*. Retrieved January 27, 2011, from <http://professionals.collegeboard.com/profdownload/2010-Scholar-Counts.xls>
- College Board. (2011e). *Federal & state AP exam fee assistance*. Retrieved February 22, 2011, from <http://professionals.collegeboard.com/testing/ap/coordinate/fee-assistance>
- College Board & Educational Testing Service. (2000). *2000 AP Texas and national summary reports*. New York: Author.
- College Board & Educational Testing Service. (2001). *2001 AP Texas and national summary reports*. New York: Author.
- College Board & Educational Testing Service. (2002). *2002 AP Texas and national summary reports*. New York: Author.
- College Board & Educational Testing Service. (2003). *2003 AP Texas and national summary reports*. New York: Author.
- College Board & Educational Testing Service. (2004). *2004 AP Texas and national summary reports*. New York: Author.
- College Board & Educational Testing Service. (2005). *2005 AP Texas and national summary reports*. New York: Author.
- College Board & Educational Testing Service. (2006). *2006 AP Texas and national summary reports*. New York: Author.
- College Board & Educational Testing Service. (2007). *2007 AP Texas and national summary reports*. New York: Author.
- College Board & Educational Testing Service. (2008). *2008 AP Texas and national summary reports*. New York: Author.
- College Board & Educational Testing Service. (2009). *2009 AP Texas and national summary reports*. New York: Author.

College Board & Educational Testing Service. (2010). *2010 AP Texas and national summary reports*. New York: Author.

General Appropriations Act, 73rd Leg., R.S., Ch. 1515, Art. III, Rider 67, 1994 Tex. Gen. Laws, III-4.

General Appropriations Act, 74th Leg., R.S., Ch. 1515, Art. III, Rider 39, 1996 Tex. Gen. Laws, III-13.

General Appropriations Act, 75th Leg., R.S., Ch. 1515, Art. III, Rider 34, 1998 Tex. Gen. Laws, III-13.

General Appropriations Act, 76th Leg., R.S., Ch. 1515, Art. III, Rider 30, 1999 Tex. Gen. Laws, III-13.

General Appropriations Act, 77th Leg., R.S., Ch. 1515, Art. III, Rider 29, 2001 Tex. Gen. Laws, III-13.

General Appropriations Act, 78th Leg., R.S., Ch. 1515, Art. III, Rider 26, 2003 Tex. Gen. Laws, III-11.

General Appropriations Act, 79th Leg., R.S., Ch. 1515, Art. III, Rider 27, 2005 Tex. Gen. Laws, III-10.

General Appropriations Act, 80th Leg, R.S. Ch. 1515, Art. III, Rider 25, 2007 Tex. Gen. Laws, III-11.

General Appropriations Act, 81st Leg, R.S. Ch. 1515, Art. III, Rider 24, 2009 Tex. Gen. Laws, III-10.

International Baccalaureate. (2007). *IB Diploma Programme: A guide for universities and colleges*. Retrieved November 22, 2010, from https://www.ibo.org/communications/publications/documents/e_uni_recognition_brochure_07.PDF

International Baccalaureate. (2010a). *About the International Baccalaureate*. Retrieved February 17, 2011, from <http://www.ibo.org/general/who.cfm>

International Baccalaureate. (2010b). *Become an International Baccalaureate World School*. Retrieved November 28, 2010, from <http://www.ibo.org/become/index.cfm>

International Baccalaureate. (2010c). *Find an IB World School*. Retrieved February 22, 2011, from <http://www.ibo.org/school/search/>

International Baccalaureate. (2010d). *A guide to the International Baccalaureate (IB) Diploma Programme for universities and colleges*. Retrieved November 29, 2010, from <http://www.ibo.org/diploma/recognition/guide/slides.cfm>

- International Baccalaureate. (2010e). *The IB Middle Years Programme*. Retrieved November 29, 2010, from <http://www.ibo.org/myp/>
- International Baccalaureate. (2010f). *The IB Primary Years Programme*. Retrieved November 28, 2010, from <http://www.ibo.org/pyp/>
- International Baccalaureate. (2010g). *New visual identity for the IB*. Retrieved January 11, 2011, from <http://www.ibo.org/announcements/identitylaunch.cfm>
- Siemens Foundation. (2010a). *About the Siemens Foundation*. Retrieved November 29, 2010, from <http://www.siemens-foundation.org/en/about.htm>
- Siemens Foundation. (2010b). *Advanced Placement today advances innovation tomorrow*. Retrieved November 29, 2010, from http://www.siemens-foundation.org/en/advanced_placement/about_saap.htm
- Texas Administrative Code, Title 19, Education. (1996). St. Paul, MN: West Publishing.
- Texas Administrative Code, Title 19, Education. (2002). St. Paul, MN: West Group.
- Texas Administrative Code, Title 19, Education. (2009). St. Paul, MN: Thomson Reuters.
- Texas Education Agency. (2001). *2000 Advanced Placement and International Baccalaureate examination results in Texas* (Document No. GE01 601 13). Austin, TX: Author.
- Texas Education Agency. (2002). *Advanced Placement and International Baccalaureate examination results in Texas, 2000-01* (Document No. GE02 601 04). Austin, TX: Author.
- Texas Education Agency. (2003). *Advanced Placement and International Baccalaureate examination results in Texas, 2001-02* (Document No. GE03 601 08). Austin, TX: Author.
- Texas Education Agency. (2004). *Advanced Placement and International Baccalaureate examination results in Texas, 2002-03* (Document No. GE04 601 07). Austin, TX: Author.
- Texas Education Agency. (2005). *Advanced Placement and International Baccalaureate examination results in Texas, 2003-04* (Document No. GE05 601 11). Austin, TX: Author.
- Texas Education Agency. (2006a). *Advanced Placement and International Baccalaureate examination results in Texas, 2004-05* (Document No. GE06 601 10). Austin, TX: Author.
- Texas Education Agency. (2006b). *Texas middle school program for Advanced Placement (AP) Spanish, evaluation*. Retrieved January 11, 2011, from <http://www.teamiddleschoolspanish.org/evaluation.html>

- Texas Education Agency. (2006c). *Texas middle school program for Advanced Placement (AP) Spanish, program summary*. Retrieved January 11, 2011, from <http://www.teamiddleschoolspanish.org/summary.html>
- Texas Education Agency. (2007a). *Advanced Placement and International Baccalaureate examination results in Texas, 2005-06* (Document No. GE07 601 06). Austin, TX: Author.
- Texas Education Agency. (2007b). *Advanced Placement/International Baccalaureate Incentive Program – funded components for school year 2007-08*. Retrieved March 4, 2010, from http://www.tea.state.tx.us/taa/stanprog110607_AP.html
- Texas Education Agency. (2007c). *Evaluation of the Texas Middle School Program for AP Spanish*. Retrieved March 17, 2011, from http://www.teamiddleschoolspanish.org/evaluation/Full_Report_Final.pdf
- Texas Education Agency. (2008). *Advanced Placement and International Baccalaureate examination results in Texas, 2006-07* (Document No. GE08 601 09). Austin, TX: Author.
- Texas Education Agency. (2009). *Advanced Placement and International Baccalaureate examination results in Texas, 2007-08* (Document No. GE09 601 07). Austin, TX: Author.
- Texas Education Agency. (2010a). *Advanced Placement and International Baccalaureate examination results in Texas, 2008-09* (Document No. GE10 601 07). Austin, TX: Author.
- Texas Education Agency. (2010b). *Glossary for the Academic Excellence Indicator System 2008-09 report*. Retrieved March 5, 2010, from <http://www.tea.state.tx.us/perfreport/aeis/2009/glossary.html>
- Texas Education Agency. (2010c). *2009-2010 Public Education Information Management System addendum version data standards, Appendix F: New federal requirements for ethnicity and race data collection and reporting*. Retrieved January 7, 2011, from <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147493801&libID=2147493798>
- Texas Education Agency. (2010d). *2010 accountability manual* (Document No. GE10 602 02). Austin, TX: Author.
- Texas Education Code. (1994). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (1996). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (2002). *Texas school law bulletin*. Charlottesville, VA: Matthew Bender.
- Texas Education Code. (2004). *Texas school law bulletin*. St. Paul, MN: West.
- Texas Education Code. (2005). *Texas school law bulletin*. St. Paul, MN: Thomson/West.

Texas Education Code. (2010). *Texas school law bulletin*. St. Paul, MN: Thomson Reuters.

United States Department of Education. (2010a). *Advanced Placement Incentive Program grants*. Retrieved November 30, 2010, from <http://www.ed.gov/programs/apincent/funding.html>

United States Department of Education. (2011a). *Grant award—detail. Texas Education Agency—standards & programs curriculum [2009]*. Retrieved March 15, 2011, from http://wdcrobcolp01.ed.gov/CFAPPS/grantaward/detail.cfm?grant_fy_id=S330B090025_2009

United States Department of Education. (2011b). *Grant award—detail. Texas Education Agency [2010]*. Retrieved March 15, 2011, from http://wdcrobcolp01.ed.gov/CFAPPS/grantaward/detail.cfm?grant_fy_id=S330B100033_2010

United States Department of Education. (2011c). *Grant award—pick list (84.330C)*. Retrieved March 15, 2011, from http://wdcrobcolp01.ed.gov/CFAPPS/grantaward/search_pick.cfm?page=2

Texas Education Agency Publication Order Form

Purchaser name _____ Date _____

Send to (name, if different) _____

Address _____

City _____ State ____ Zip _____

Publication number and title	Available in PDF*	Quantity	Price per copy	Tax exempt only		Cost
				Quantity	Price per copy	
GE11 601 07 Advanced Placement and International Baccalaureate Examination Results in Texas, 2009-10	Yes	_____	\$17.00	_____	\$16.00	_____
Total						_____
<i>Price includes postage, handling, and applicable state tax. Make check or money order payable to Texas Education Agency.</i>						
For publication inquiries and purchase orders† send to:			If you are mailing a check or money order, remit this form with payment to:			
Texas Education Agency Publications Distribution 1701 North Congress Avenue Austin, Texas 78701-1494			Texas Education Agency Publications Distribution P.O. Box 13817 Austin, Texas 78711-3817			
†Purchase orders are accepted only from Texas educational institutions and government agencies.						

*Copies of this report and other reports produced by the Division of Accountability Research can be downloaded and printed at no cost from the Texas Education Agency website at http://www.tea.state.tx.us/acctres/home_index.html.

Compliance Statement

Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.



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

**Document No. GE11 601 07
June 2011**