

## MEMORANDUM

December 4, 2020

TO: Board Members

FROM: Grenita Lathan, Ph.D.  
Interim Superintendent of Schools

SUBJECT: **2020 ADVANCED PLACEMENT (AP) RESULTS**

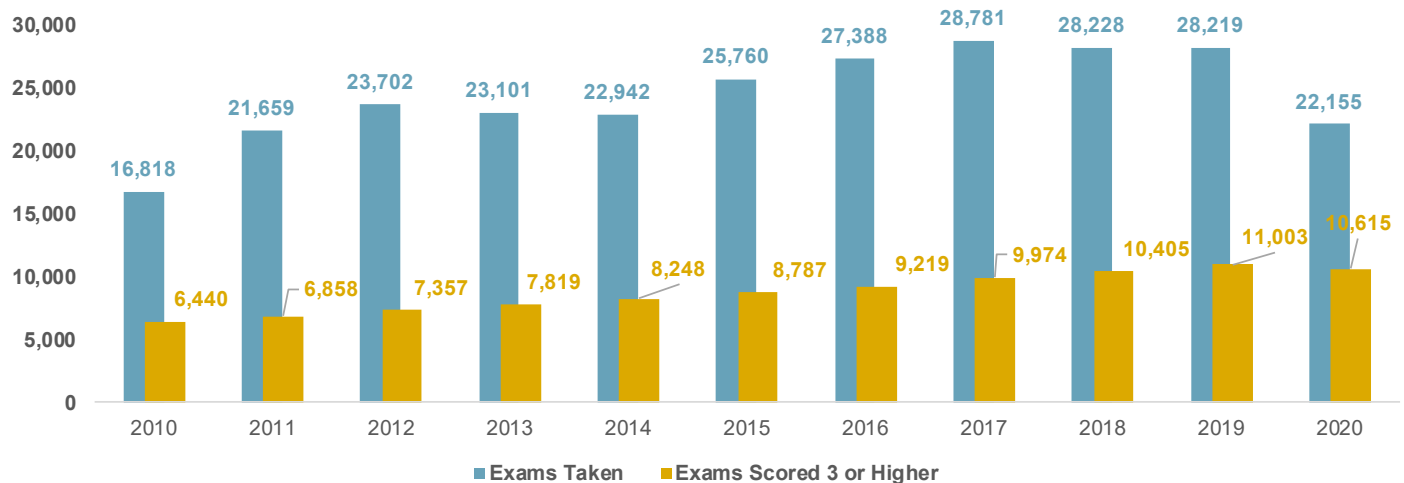
CONTACT: Allison Matney, 713-556-6700

The results from the Advanced Placement (AP) Examinations have been released by the College Board. Due to the COVID-19 pandemic, the College Board offered AP exams online using an open book, open note format so that students could test remotely. To ensure equity of opportunity, the AP tests covered material only through March, marking the transition from face-to-face learning to online learning. The Advanced Placement Program provides high school students with the opportunity to take college-level courses and earn college credit. There is a total of 38 AP Exams offered in seven subject categories. HISD schools administered all 38 AP Exams in 2020. The AP grade scale ranges from 1 to 5, and a score of 3 or higher qualifies a student to earn advanced placement, college credit, or both.

Key findings include:

- The number of HISD students participating in AP Exams districtwide in 2020 was 11,978 reflecting a decrease of 3,884 students from the 15,862 students who took AP Exams in 2019. The total number of exams taken by HISD students in 2020 **decreased** by 21 percent (N=6,064 exams) to 22,155 in 2020 from 28,219 in 2019.
- The percentage of these exams scored at a 3 or higher in 2020 **increased** from 39 percent in 2019 to 48 percent in 2020, representing the highest rate since 2010. **Figure 1** presents the eleven-year trend for the number of AP Exams taken districtwide and the number scored 3 or higher.

**Figure 1. AP Exams Taken and Number Scored 3+, Districtwide, 2010–2020**



Sources: College Board AP data files, August 29, 2018, September 11, 2019, and August 7, 2020; College Board District Summary by School, 2010–2017, May 3, 2019

## Administrative Responses

### Innovation and Postsecondary Programming:

The district is committed to providing opportunities for students to earn college credit during middle school and high school via the Advanced Placement Program® (AP) at no cost to students and families.

COVID-19 presented a number of challenges for Advanced Placement students in 2020. Among these, AP exams were most impacted by:

- Switching from a paper and pencil format to entirely online.
- Moving from a school-based administration to a home-based administration, in which students were solely responsible for their testing environment and the technology needed.
- Changing content and format in late April, eliminating multiple choice sections entirely, in favor of free response-style questions.

In spite of these challenges, the district is pleased to note that in 2020, the proportion of exams scoring 3 or higher increased from 39% in 2019 to 48% in 2020, the highest rate since 2010. This equates to an \$11.12 million savings in college tuition for HISD families, had these courses been taken at a four-year Texas public college.

HISD's Advanced Placement Program earned the following distinctions during the 2019-2020 school year:

- All-time high record of AP Scholars®: a total of 2,438 HISD students received an AP Scholars® recognition by, at least, scoring a 3 or higher on three or more AP exams in 2020—a 1% increase from 2019.
- 15 campuses earned more AP Scholar Awards in 2019–2020 than in 2018–2019 including eight campuses that **increased** the number of AP Scholar Awards earned by double-digits.
- HISD Students earned 83 AP Capstone Diplomas and 22 AP Seminar and Research Certificates.
- 2 HISD students earned an AP International Diploma.

The Department of Innovation & Postsecondary Programming is dedicated to increasing access and success with the AP program. Ongoing strategies include, and are not limited to:

- 1) Increase AP teacher effectiveness with AP Summer Institute training, AP PLC trainings throughout the year, and direct teacher support at campuses. AP Summer Institute trainings are centrally funded for AP teachers every other year.
- 2) Help campuses create effective postsecondary programming goals using AP score data, AP Potential® data, and AP Instructional Planning Reports.
- 3) Offering AP Saturday Exam Preparation Academies throughout the school year for student and teacher development.
- 4) Educate families about the benefits of AP and provide online resources to empower decisions regarding postsecondary options.
- 5) Partner with the National Math and Science Initiative® (NMSI) to provide comprehensive mentoring opportunities and campus-based supports at NMSI partner schools.

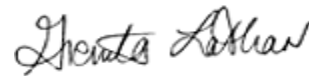
**Secondary Curriculum and Development:**

Secondary Curriculum and Development is committed to embedding opportunities with curriculum resources, including Master Course Lesson Blueprints and Digital Student Lessons, that allow students to practice skills aligned to AP courses. These include document-based question essays, inquiry-based research, and unit projects that require students to analyze, synthesize, and evaluate concepts that will be addressed on AP examinations.

Inquiry-based and analysis skills are also required for students to be successful on AP examinations. As such, the assessments developed by the Secondary Curriculum and Development department require students to consistently employ evaluation and analytical thinking through open-ended responses and performance tasks. Additionally, assessments in secondary core-content courses are written using AP-style questions and scoring guides. This allows students to develop familiarity and the ability to respond to free response questions. When possible, questions for high school courses are derived from graphs or tables in released AP questions provided by College Board.

Lastly, the Secondary Curriculum and Development department continues to work in collaboration with the Innovation and Post-Secondary Programming department to provide instructional coaching and professional development support to AP teachers as requested.

Should you have any further questions, please contact Allison Matney in Research and Accountability at 713-556-6700.



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GL**Attachment**

cc: Superintendent's Direct Reports  
Area Superintendents  
School Support Officers  
Montra Rogers

Jharetta Bryant  
Khalilah Campbell



# RESEARCH

Educational Program Report

**ADVANCED PLACEMENT REPORT**  
**2019–2020**



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# ADVANCED PLACEMENT 2020

## Executive Summary

The Advanced Placement (AP) program represents a critical element in HISD's efforts to inject rigor into the high school classrooms. Since 2010, the AP course offerings in HISD have been vastly expanded, with more campuses offering a wider selection of AP courses that exposes a larger percentage of the high school population to academic rigor. Due to the COVID-19 pandemic, the College Board offered AP exams online using an open book, open note format so that students could test remotely in 2020. To ensure equity of opportunity, the AP tests covered material only through March, marking the transition from face-to-face learning to online learning. Although the district worked with the College Board to ensure that all students had the resources such as internet and a web-enabled device with which to access and submit their exams, approximately one to two percent of students had issues depending on the particular AP exam. Furthermore, this marked the first year in which school districts were required to order their AP exams in the fall, as opposed to the spring because the College Board found that students were "more motivated to take the exam" because they were making a commitment at the beginning of the year and it leads to more students testing<sup>1</sup> (Matthews, 2018).

### Highlights of AP in 2020

- The number of students districtwide taking at least one AP Exam **decreased** by 24 percent to 11,978 in 2020 from 15,862 in 2019, reflecting, in part, the impact of the COVID-19 pandemic.
- The number of AP Exams taken districtwide **decreased** by 21 percent to 22,155 in 2020 from 28,219 in 2019.
- The number of AP Exams scored 3 or higher **decreased** by 4 percent to 10,615 in 2020 from 11,003 in 2019; however, the proportion of exams scored 3 or higher **increased** from 39 percent in 2019 to 48 percent in 2020, the highest rate since 2010.
- History and Social Sciences represented the largest category among the seven AP categories with 45 percent of all AP Exams taken districtwide, followed by 18 percent in English.
- Enrollment in AP courses **remained the same** at 36 percent in 2019–2020 compared to 2018–2019 for students enrolled in grades 10–12.
- The number of AP Scholar Awards presented to HISD students **increased** by 23 to 2,438 in 2019–2020 reflecting a one percent **increase** compared to 2018–2019.
- Fifteen campuses earned more AP Scholar Awards in 2019–2020 than in 2018–2019 including eight campuses that **increased** the number of AP Scholar Awards earned by double-digits.

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<sup>1</sup> Mathews, J. (2018, December 7). A test of critical thinking: why don't all AP students take AP Tests? *The Washington Post*.

## Introduction

The College Board's Advanced Placement (AP) Program provides participating high school students with the opportunity to take college-level courses and earn college credit, advanced placement, or both. A possible 38 examinations in Arts, AP Capstone, English, History and Social Science, Mathematics and Computer Science, Sciences, and World Languages and Cultures are administered in May at participating schools (for a complete list of examinations in each category, see **Appendix A**, p. 25). As reported by the College Board, most four-year colleges and universities, as well as institutions in 100 other countries, grant credit, placement, or both to students receiving a qualifying score (i.e. 3 or higher on a scale of 1 to 5) on an AP Exam.<sup>2</sup>

Studies show that students who take AP courses and exams are more likely to succeed in college.<sup>3</sup> Families may also experience tangential financial benefits if students receive advanced placement, college credit, or both. Other benefits afforded to students include opportunities that lead to scholarships or recognition. The AP Program recognizes high school students who have demonstrated outstanding college-level achievement through AP courses and exams with the AP Scholar Awards (**Appendix G–1**, p. 36). Although there is no monetary award, each award-winning student receives a certificate, and the award is acknowledged on any AP score report that is sent to colleges after the award has been conferred.

For the 2019–2020 school year, all courses labeled as “AP” by HISD were authorized through the College Board AP Course Audit process. This audit process ensures that courses meet “AP” requirements, and that colleges and universities have a venue to review authorized courses offered by secondary schools.<sup>4</sup>

### Administration and Submission

AP Exams are administered each year in May over a two-week period. There is a make-up exam testing period as well as an exception testing period for students that had a conflict with a scheduled AP test. Due to the COVID-19 pandemic in 2020, students took the AP exams at home online. Students had three ways to submit their responses. They could 1) copy and paste a typed response, 2) attach a typed response, or 3) attach one or more photos of a handwritten response. The College Board advised students to submit responses when they had 5 minutes remaining. For the music theory exam, students needed to download answer sheets and an audio recording application or software and then submit pictures as well as a single audio file. The World Languages Exams required students to have an iOS or Android tablet or smartphone, and they needed to download the AP World Languages Exam application. Students who experienced submission issues during the May 18–22 window received a unique email address to email their responses. For 2020, the AP exams were open book/open note. Students could use their own resources but could not provide or receive aid.

On May 29, HISD students who participated in AP testing were provided a link to an error submission form so they could indicate problems they encountered while testing. Out of 1,542 responses, 251 students experienced an issue on exam day. World History and Spanish Language and Culture were the two AP exams experiencing the highest number of issues at 24 each. For students that experienced one submission error, there were issues with the following formats: Copy & paste (N=57), File upload (N=53),

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<sup>2</sup> College Board. AP Central: Benefits. Retrieved from <https://apcentral.collegeboard.org/about-ap/ap-a-glance>

<sup>3</sup> College Board. (2014). *The 10<sup>th</sup> Annual AP Report to the Nation*.

<sup>4</sup> College Board – AP course Audit. Retrieved from <http://www.collegeboard.com/html/apcourseaudit/>



Pictures (N=44), Audio file (N=21), and Other (N=10). One-hundred and twenty-three students knew immediately that there was a submission issue whereas nine students found out hours later, and 40 students indicated "Other". Ninety-one students indicated that they were unable to take advantage of the back-up email submission process because it was not available, six students said they received an email stating their responses were received, but hours later they received a message saying the file was corrupt, and 16 students indicated that email submissions were not available for the World Language exams. Students were asked to identify any issue they encountered on exam day that prevented them from testing successfully. The most prevalent issue centered on technical disruptions (N=90). Students also identified having issues with the World Languages APP (N=38) as well as significant interruptions from family members (N=31). Additional issues included: Other (N=30), Sickness (N=10), Power outages (N=6), Battery failures (N=7), with 74 respondents indicating they had no issue.

### Scoring

For 2020, there was a change in the AP format so that each exam consisted of only free responses. The final score is reported on a 5-point scale as follows:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

"Qualified" means that the student has demonstrated the capability of doing introductory-level coursework in a particular subject at college. Many colleges and universities grant credit and placement for scores of 3, 4 or 5; however, each college decides which scores it will accept.

The COVID-19 pandemic interrupted face-to-face learning in Spring 2020. To maintain equity for all students, the content of the AP exams covered material that was typically covered by early March. The free-response section (essays and open-ended questions) is scored at the annual AP Reading held in June. Specially appointed college professors and experienced AP teachers score this section of the exam; however, due to the pandemic, AP Readers scored the exams from home in a virtual setting. In a typical year the total scores from the free-response section and the multiple-choice section are combined to form a composite score. These composite scores are then translated into the 5-point scale using statistical processes designed to ensure that a score of 3 this year reflects the same level of achievement as a score of 3 last year. Although only free response scores were available in 2020, exam scores were still reported on a 1–5 scale to ensure consistency with prior years.

For more details on the methods used in analyzing the data presented in this report, see pages 23–24.

### Program Costs and Funding Source

The AP Exam fees are outlined in **Table 1** (p.4). The district pays for all AP exams regardless of a student's family income level. The total costs for the district for both 2019 and 2020 are \$1.3 million. The AP examination fee is \$94 per exam (minus a \$9 College Board rebate) resulting in an \$85 cost per exam for the 2019–2020 school year. The cost per AP Seminar and AP Research exam is \$133. The College Board provides a \$32 fee reduction per exam for students in financial need that qualify, and the state subsidy per AP exam is \$30 making the total cost \$23 per exam for eligible students for 2019–2020 compared to \$25 per exam for 2018–2019. In addition, the AP Research and AP Seminar exams are \$71 for students with financial need for 2019–2020. Moreover, the College Board did not charge unused test fees in 2020. A \$40



late fee was charged to students who did not meet the order deadline, but the district pays for the exams, and the campuses are responsible for the late fees.

Table 1. AP Exam Fees, 2018–2019 and 2019–2020		
	2018-2019	2019-2020
<b>Total costs</b>	<b>\$1,300,000</b>	<b>\$1,300,000</b>
AP examination fee	\$94	\$94
College Board rebate	(\$9)	(\$9)
Net AP fee per exam	\$85	\$85
<b>Reductions for Economically Disadvantaged students:</b>		
College Board fee reduction	(\$32)	(\$32)
Texas AP exam subsidy	(\$28)	(\$30)
Subsidized AP exam fee	\$25	\$23

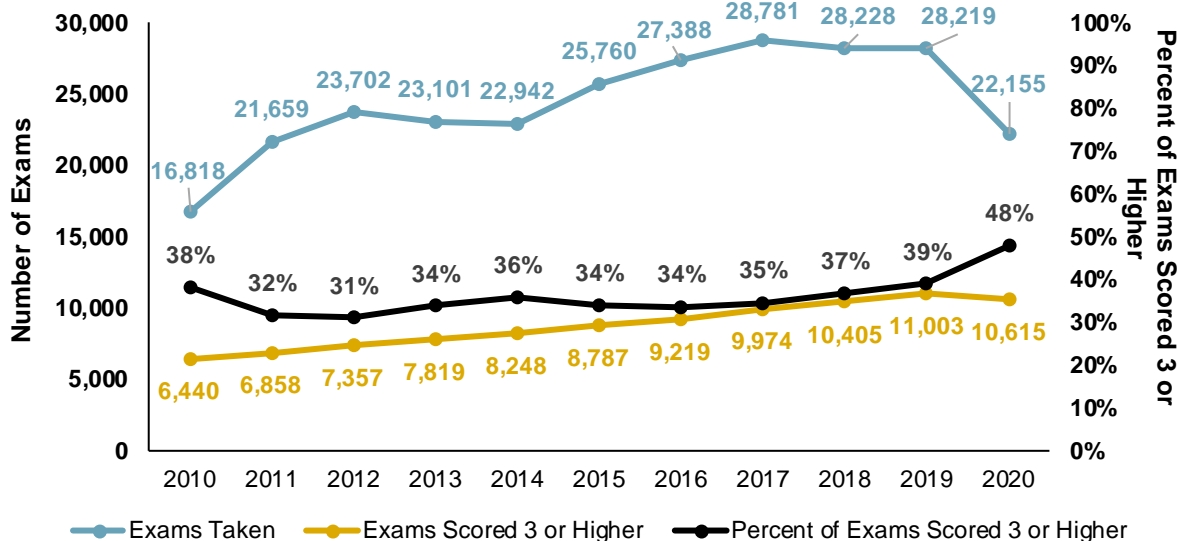
Sources: J. Ertel (personal communication, September 1, 2020) and J. Ertel (personal communication, September 22, 2020)

## Results

### Exam Participation and Performance

Due to the impact of COVID-19 on the educational experiences of students, the total number of exams taken by HISD students decreased by 6,064 exams to 22,155 in 2020 from 28,219 in 2019. The number of AP Exams taken across the district and the number and percent scored 3 or higher are shown in **Figure 1**.

**Figure 1. AP Exam Participation and Performance, Districtwide, 2010–2020**



Sources: 2020 College Board AP data file, August 7, 2020 and 2019 College Board AP data file, September 11, 2019; *District Summary by School*, 2010–2018, May 3, 2019

Note: This graph displays a duplicated count of exams districtwide. Values may differ from previous reports. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

**Figure 1** indicates the following:

- The number of AP Exams taken by students districtwide **increased** by 32 percent to 22,155 in 2020 from 16,818 in 2010, although there was a decline by 21 percent from 2019.

- The number of AP Exams scored 3 or higher in 2020 (10,615) increased by 65 percent compared to 2010 (6,440).
- The percentage of AP Exams scored 3 or higher in 2020 increased by 9 percentage points compared to 2019 and 10 percentage points compared to 2010.
- Based on students' opportunity to earn at least 3 college credits for each AP Exam score of 3 or higher, 10,615 AP Exams meeting the criteria at the high school level represents 31,845 estimated college credits. College Board calculates an average rate of \$353.00 per credit hour for 2020 indicating a total potential savings for the district's students and families of \$11,241,285.<sup>5</sup>

### Comparison with State and Nation

The College Board provides AP data for the state of Texas and the nation. Between 2010 and 2020, the number of AP Exams taken by all students in Texas increased by 77 percent. Between 2010 and 2019 the number of AP Exams taken nationwide increased 60 percent, but data were not available for 2020. As mentioned above, HISD experienced an increase in the number of AP Exams taken resulting in a 32 percent increase.

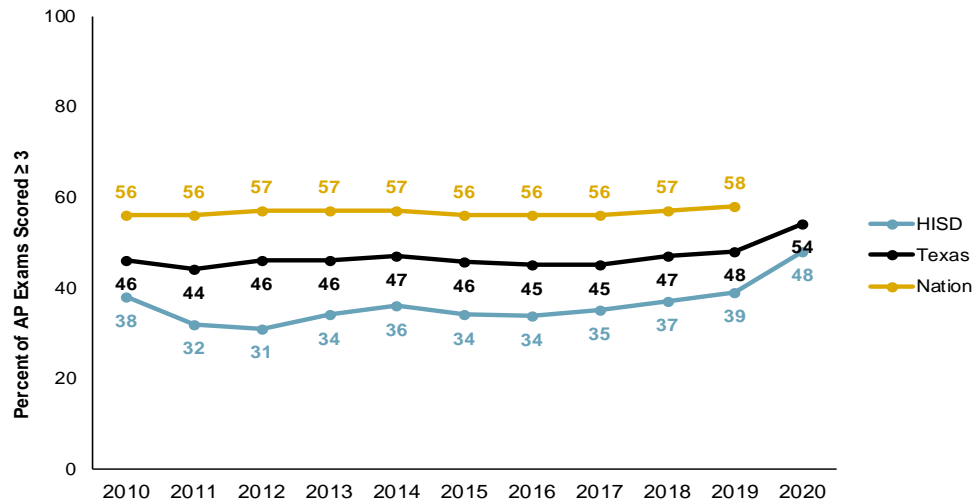
**Figure 2** (p. 6) presents the proportion of all AP Exams scored 3 or higher for HISD, Texas, and the Nation from 2010 through 2020, with the exception of national data for 2020. **Figure 2** indicates the following:

- While the proportion of AP Exams scored 3 or higher has stayed relatively flat for Texas and the Nation from 2012 to 2019, the district has shown a slow but steady increase from 31 percent to 39 percent in 2019.
- Due to the impact of COVID-19 in 2020, there was a sharp increase in the proportion of AP Exams scored at 3 or higher for both the district and the state, by 9 percentage points and 6 percentage points, respectively.
- In 2020, the proportion of AP Exams scored at 3 or higher in HISD is lower than that of Texas by 6 percentage points. This gap has closed significantly from 2012 where it was 15 percentage points.

While the *proportion* of exams scored 3 or higher in any given year is lower for HISD than it is for Texas, HISD has dramatically increased the *number* of exams scored 3 or higher from an historical perspective. For example, between 2010 and 2020, the number of exams scored 3 or higher **increased** by 65 percent from 6,440 (includes eighth grade students) to 10,615 (includes eighth grade students) at HISD compared to an increase of 110 percent in Texas.<sup>6</sup>

<sup>5</sup> The estimates are based on Table 5 of the 2020 College Board report, *Trends in College Pricing*, Retrieved from <https://trends.collegeboard.org/college-pricing>

<sup>6</sup> Figures 1 and 2 include exams taken by all students, including those in 8<sup>th</sup> grade and those no longer in school.

**Figure 2. AP Exam Performance (HISD, Texas, National), 8<sup>th</sup>–12<sup>th</sup> Grade, 2010–2020**

Sources: District, *District Summary by School, 2010–2018*, 2018, 2019, and 2020 College Board AP data files, September 11, 2019, August 29, 2018, August 7, 2020; Texas and Nation: *Public Schools, Texas-summary* and *Public Schools, National-summary*, 2010–2018<sup>7</sup>; *Texas Public 2019 Integrated Summary; Subject Score Roster, Aggregated for Districts*, September 18, 2020

Note: Data for Nation were not available for 2020. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

### By Exam Category

**Table 2** shows the number of AP Exams taken by HISD students by the seven AP Exam subject categories outlined in **Appendix A** (p. 25) and the percentage of exams scored 3 or higher.

AP Exam Category	AP Exams Taken		AP Scores $\geq 3$	
	N	% of Total	N	% of Exams
History & Social Science	10,067	45%	4,101	41%
English	3,907	18%	1,557	40%
Sciences	2,848	13%	1,164	41%
World Languages & Culture	2,363	11%	1,983	84%
Math & Computer Science	2,092	9%	1,257	60%
AP Capstone	594	3%	373	63%
AP Arts	284	1%	180	63%
<b>HISD Totals</b>	<b>22,155</b>	<b>100%</b>	<b>10,615</b>	<b>48%</b>

Source: 2020 College Board AP data file, August 7, 2020

Notes: This table displays a duplicated count of exams taken by students who tested districtwide. Figures may not sum to 100 due to rounding.

**Table 2** indicates the following:

- AP Exams taken in the History & Social Science category represented the largest category (45 percent) followed by English (18 percent).
- Success rates ranged from 84 percent (World Languages & Culture) to 40 percent (English).

<sup>7</sup> Texas and National data were downloaded from the College Board website on October 3, 2019 at

<https://research.collegeboard.org/programs/ap/data/archived>

- While one percent and three percent of exams were in AP Arts and AP Capstone, respectively, the success rate was among the highest at 63 percent for both AP Exams.

### By Student Group

The total number of test-takers, the number of AP Exams taken and the number of exams scoring 3 or higher by HISD students **decreased** in 2020 compared to the previous year; however, the percentage of exams scoring 3 or higher **increased** by nine percentage points from 39 percent in 2019 to 48 percent in 2020 (**Table 3**). This trend can be attributed, in part, to the COVID-19 impact.

Table 3 presents the number of HISD students districtwide in 2019 and 2020 who took an AP Exam, the number of exams taken, and the number of exams scored 3 or higher by race/ethnicity, gender, economic status, English Learner (EL) status, special education status, immigrant status, and gifted and talented (G/T) status. The number of students tested reflects an *unduplicated* count of students who took an AP Exam, and the number of exams taken is a *duplicated* count of exams. In other words, a given student is counted once and all the exams that the student has taken are counted as well.

	N Tested		AP Exams Taken		AP Scores $\geq 3$ , N		AP Scores $\geq 3$ , % of Exams	
Student Group	2019	2020	2019	2020	2019	2020	2019	2020
African American	2,456	1,536	3,854	2,420	625	658	16%	27%
American Indian	16	16	19	20	6	9	32%	45%
Asian	1,199	1,108	3,386	3,109	2,617	2,444	77%	79%
Hispanic	9,920	7,097	16,431	12,042	4,957	4,540	30%	38%
White	1,693	1,571	3,577	3,384	2,370	2,272	66%	67%
Pacific Islander	2	3	2	5	*	*	*	*
Two or more races	308	316	606	672	335	421	55%	63%
No Response	268	331	344	503	92	269	27%	53%
Econ Disadv.	10,914	7,466	17,760	12,303	4,874	4,294	27%	35%
Non-Econ Disadv	4,904	4,462	10,382	9,765	6,103	6,276	59%	64%
EL	1,405	935	1,705	1,232	606	559	36%	45%
Non-EL	14,413	10,993	26,437	20,836	10,371	10,011	39%	48%
Special Ed	208	122	275	181	53	59	19%	33%
Non-Special Ed	15,610	11,806	27,867	21,887	10,924	10,511	39%	48%
Immigrant	15	11	32	17	19	9	59%	53%
Non-Immigrant	15,803	11,917	28,110	22,051	10,958	10,561	39%	48%
G/T	6,036	5,623	13,091	12,084	7,572	7,477	58%	62%
Non-G/T	9,782	6,305	15,051	9,984	3,405	3,093	23%	31%
Female	8,943	7,147	15,631	12,986	6,004	6,113	38%	47%
Male	6,918	4,810	12,587	9,140	4,999	4,488	40%	49%
Another	1	21	1	29	*	14	*	48%
<b>HISD Totals</b>	<b>15,862</b>	<b>11,978</b>	<b>28,219</b>	<b>22,155</b>	<b>11,003</b>	<b>10,615</b>	<b>39%</b>	<b>48%</b>

Sources: 2020 College Board AP electronic data file, August 7, 2020; EL, GT, Immigrant, special education, and economic status source: Chancery, May 8, 2020; *Advanced Placement Report, 2019*

Notes: This table displays an unduplicated count of students tested and a duplicated count of exams taken by students districtwide. For 2020, economic status, EL, special education, immigrant, and G/T status could not be determined for 50 students. For 2019, economic status, EL, special education, immigrant and G/T status could not be determined for 44 students. Race/ethnicity, grade level, and gender were self-reported in 2019 and 2020. *Another* reflected a new response category that was established for gender in 2019. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

- Approximately six out of ten (59 percent) HISD students who took an AP Exam in 2020 were Hispanic. The number of Hispanic students who took AP Exams **decreased** by 28 percent, and the number of exams taken by Hispanic students **decreased** by 4,389 exams compared to last year. The *proportion* of exams scored 3 or higher **increased** from the previous year (30 percent in 2019 compared to 38 percent in 2020), meaning that approximately four of ten exams taken by Hispanic students received a score of three or higher.
- African American and White students represented the second largest racial/ethnic groups of students who took an AP Exam, each accounting for 13 percent of all AP test takers in 2020. When compared to last year, the number of African American students who took AP Exams **decreased** by 37 percent and the number of exams taken by African American students also **decreased** by 37 percent. The *proportion* of exams scored 3 or higher taken by African American students **increased** by 11 percentage points compared to the previous year.
- From 2019 to 2020, the number of White students who took AP Exams and the number of exams taken **decreased** by 7 percent and 5 percent, respectively. The proportion of exams scored 3 or higher **increased** from the previous year (66 percent in 2019 compared to 67 percent in 2020). White students are 2.5 times as likely as African American students and about 1.8 times as likely as Hispanic students to pass an AP Exam.
- Asian students accounted for 9 percent of AP test takers in 2020. When compared to last year, the number of Asian students who took AP Exams, and the number of exams taken by Asian students **decreased** by 8 percent for both. The proportion of exams scored 3 or higher taken by Asian students **increased** compared to the previous year (77 percent in 2019 and 79 percent in 2020).
- Economically disadvantaged students accounted for 62 percent of AP test takers in 2020. When compared to last year, the number of economically disadvantaged students who took AP Exams **decreased** by 32 percent and the number of exams taken by economically disadvantaged students **decreased** by 31 percent. The proportion of exams scored 3 or higher **increased** compared to the previous year (27 percent in 2019 and 35 percent in 2020). Non-economically disadvantaged students are almost twice as likely to pass an AP Exam as economically disadvantaged students (64 percent vs. 35 percent).

The College Board provides a measure to assess both equity and excellence for the district (**Table 4**, p. 9). The calculation shows the proportion of a district's senior class who scored a 3, 4 or 5 on an AP Exam at any point during high school. Students who met the standard (scores of 3, 4, or 5) are counted only once. Approximately sixteen percent of 2020 HISD seniors scored a 3, 4, or 5 during their high school tenure, reflecting a 2.5 percentage-point decrease compared to last year.

**Table 3. Equity and Excellence for Seniors and by Student Group, 2018–2020**

Race/Ethnicity	2018			2019			2020		
	District N	AP Scores 3+	%	District N	AP Scores 3+	%	District N	AP Scores 3+	%
<b>HISD Seniors</b>	<b>11,711</b>	<b>2,034</b>	<b>17.4</b>	<b>11,624</b>	<b>2,131</b>	<b>18.3</b>	<b>11,671</b>	<b>1,844</b>	<b>15.8</b>
African American	2,738	135	4.9	2,676	178	6.7	2,573	133	5.2
American Indian	20	1	5.0	23	1	4.3	22	*	*
Asian	518	283	54.6	512	294	57.4	486	280	57.6
Hispanic	7,171	1,237	17.3	7,146	1,284	18.0	7,309	1,055	14.4
Pacific Islander	13	5	38.5	7	*	*	8	*	*
White	1,145	340	29.7	1,151	341	29.6	1,151	340	29.5
Two or more races	106	33	31.1	109	33	30.3	122	34	27.9
<b>Econ. Dis.</b>	<b>8,574</b>	<b>1,254</b>	<b>14.6</b>	<b>8,685</b>	<b>1,309</b>	<b>15.1</b>	<b>8,925</b>	<b>1,019</b>	<b>11.4</b>
EL	1,492	106	7.1	1,594	158	9.9	1,757	105	6.0
Special Ed.	962	9	0.9	964	14	1.5	1,018	9	0.9
G/T	1,784	1,017	57.0	2,103	1,095	52.1	2,167	1,054	48.6

Sources: HISD Research and Accountability Department, *2019 Advanced Placement (AP) Results*; 2020 College Board AP data file, August 7, 2020; 2020 EL, G/T, special education, and economic status source: Chancery, May 8, 2020

Note: Seniors with Chancery data and 2020 AP data were included in this analysis. This report may differ from previous reports. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

**Appendix B–1** (p. 26) shows the proportion of HISD’s senior class who scored a 3, 4, or 5 on an AP Exam at any point during high school by campus. Out of 38 campuses that tested 10 or more students in 2020, five campuses met the criterion for 50 percent of their seniors which is three fewer campuses than in 2019.

### By Subject

**Appendix B–2** (p. 27) compares the mean scores by subject for HISD students with the mean scores of students in Texas and all AP test-takers. For 2020, HISD participated in all 38 examinations.

For 2020, students in HISD scored a mean of 3 or higher on a five-point scale on 18 of the 38 AP subject examinations where five or more students were tested. Typically, a score of 3 qualifies a student to receive advanced placement and/or college credit. HISD students exceeded the global mean score for 11 out of 38 subject examinations in Drawing Portfolio, European History, Calculus BC, Computer Science A, Computer Science Principles, Physics 2, Physics C: Electricity & Magnetism, Physics C: Mechanics, German, Italian, and Japanese Language and Culture. Mean scores ranged from 1.80 in Latin to 4.30 in Japanese Language and Culture. World History represented the subject test taken by the highest number of students (N=3,144); however, mean scores for this exam were lower than the global mean scores by 0.64.

### By Campus

**Figure 3** (p. 10) shows the number of AP Exams taken by HISD students districtwide and the percentage of exams scored 3 or higher for each campus in 2019 and 2020. All AP Exams are represented in this figure, regardless of whether the student was enrolled in the AP course. **Appendix C–1** (p. 28) provides additional details for the number of AP Exams taken and the corresponding performance by campus, and **Appendix C–2** (p. 29) provides the information by HISD Board Member District.

**Figure 3. AP Exam Participation and Performance by Campus, Districtwide, 2019 and 2020**

Ranked by the number of AP Exams taken in 2020

Campus	2019		2020		Change, 2019 to 2020	
	Exams Taken N	Exams $\geq 3$ N	Exams Taken N	Exams $\geq 3$ N	Exams Taken N	Exams $\geq 3$ N
Bellaire HS	2,682	2,189	2,904	2,249	222	60
Carnegie HS	2,102	1,503	2,286	1,644	184	141
Westside HS	1,983	1,059	1,430	833	-554	-227
DeBakey HS	1,329	1,219	1,151	959	-178	-260
Lamar HS	1,316	209	884	281	-432	72
Kinder HSPVA	853	690	882	678	29	-12
Heights HS	1,233	230	864	298	-369	68
Challenge EC HS	834	253	801	302	-33	49
Waltrip HS	844	158	748	205	-96	47
Westbury HS	936	189	711	169	-225	-20
Eastwood Acad HS	661	186	633	239	-28	53
North Houston EC HS	832	193	595	208	-237	15
Energy Inst HS	850	313	587	273	-263	-40
Sharpstown Intl	602	336	472	258	-130	-78
Wisdom HS	765	85	468	78	-297	-7
Northside HS	722	85	446	71	-276	-14
Houston MSTC HS	945	169	444	75	-501	-94
HAIS HS	440	100	420	122	-20	22
Milby HS	759	156	417	78	-343	-78
E-STEM Southeast HS	527	0	407	45	-120	45
Sharpstown HS	404	159	358	207	-46	48
YWCPA	366	68	355	97	-11	29
Leland YMCPA	558	51	312	51	-246	0
East EC HS	308	106	309	97	0	-10
Chavez HS	535	129	278	85	-257	-44
HSLJ	385	35	261	50	-124	15
TCAH	255	106	257	168	2	62
Madison HS	402	54	243	51	-159	-3
Austin HS	387	76	243	79	-144	3
South EC HS	299	48	238	44	-61	-4
Sterling HS	338	30	204	28	-134	-2
Yates HS	214	6	155	6	-59	0
Mount Carmel Acad HS	217	27	147	41	-71	13
Jones HS	85	65	131	21	46	-44
E-STEM West HS±	261	1	128	13	-133	12
Furr HS	158	17	125	31	-33	14
Kashmere HS	148	18	89	12	-59	-6
Washington HS	299	3	87	12	-212	9
Scarborough HS	235	70	80	17	-155	-53
North Forest HS	124	13	37	4	-87	-9
Worthing HS	150	11	27	11	-123	0
Wheatley HS	183	17	20	3	-163	-14
Liberty HS	22	20	13	5	-9	-15
Middle College HS - Fraga	30	17	9	7	-21	-10
Long Acad	17	12	7	5	-10	-7
<b>Middle Schools</b>	<b>624</b>	<b>522</b>	<b>485</b>	<b>405</b>	<b>-135</b>	<b>-114</b>
<b>HISD Totals</b>	<b>28,219</b>	<b>11,003</b>	<b>22,155</b>	<b>10,615</b>	<b>-6,071</b>	<b>-388</b>

Sources: 2020 College Board AP electronic data file, August 7, 2020; HISD Research and Accountability Department, *2019 Advanced Placement (AP) Results*

Notes: The district total includes a small number of tests (N=7) incorrectly attributed to closed campuses. Bellaire, Chavez, Heights, and Lamar high schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). This table displays a duplicated count of exams. E-STEM West HS closed for the 2020–2021 school year and it merged under one campus number with E-STEM Southeast HS. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

± Campus is closed.



**Figure 3** (p. 10) indicates the following:

- Students at Bellaire High School took the largest number of AP Exams in 2020 (2,904) while 7 exams were taken at Long Academy (a combined school, grades 6–12).
- In 2020, exams taken at Bellaire, Carnegie, and Westside high schools accounted for 30 percent of all AP Exams taken in HISD but made up 45 percent of all exams that were scored 3 or higher.
- For the 45 campuses with two years of **participation** data and five or more testers, five campuses **increased** the number of AP Exams taken, and 39 campuses **decreased** the number of AP Exams taken and there was no change at one campus.
- For the 45 campuses with two years of **performance** data and five or more testers, the number of AP Exams scored 3 or higher **increased** at 19 campuses and **declined** at 23 campuses, with no change at three campuses in 2020 compared to 2019.

#### By Exam and by Campus

**Appendix D** (pp. 30–33) presents the results of students who took each AP Exam and the number and percentage of exams scored 3 or higher for each exam type by campus and district total in 2020.

#### Course Participation and Performance: AP Course Offerings

**Figure 4** (p. 12) shows the number of AP courses offered in HISD schools in 2018–2019 and 2019–2020, and the change in the number of courses from 2018–2019 to 2019–2020.

**Figure 4** indicates the following:

- In 2020, 60 HISD schools offered at least one AP course—reflecting no change compared to 2018–2019.
- Of the 59 schools that were open and offered AP courses in both 2018–2019 and 2019–2020, 11 schools **increased** the number of AP courses offered from 2018–2019, 19 schools **decreased** AP course offerings, and 29 schools had no change.
- The largest **increase** in AP courses offered in 2019–2020 compared to 2018–2019 occurred at Sharpstown and Jones high schools with an addition of three courses.
- The largest **decrease** in AP courses offered in 2019–2020 compared to 2018–2019 occurred at East Early College HS with a reduction of four courses.

**Figure 4. Distinct AP Courses Offered by Campus, 2018–2019 and 2019–2020***Ranked by the number of courses in 2019–2020*

Campus	2018–2019	2019–2020	Change
Bellaire HS	32	32	0
Westside HS	29	28	-1
Carnegie HS	28	27	-1
Eastwood Acad HS	19	20	1
Waltrip HS	18	20	2
DeBakey HS	21	19	-2
Leland YMCPA	19	19	0
Energy Inst HS	20	18	-2
Northside HS	19	18	-1
Wisdom HS	18	18	0
Challenge EC HS	19	17	-2
Westbury HS	19	17	-2
Sharpstown Intl	18	16	-2
YWCPA	14	16	2
Kinder HSPVA	16	16	0
Heights HS	16	16	0
Houston MSTC HS	17	15	-2
Austin HS	15	15	0
Madison HS	13	13	0
Milby HS	15	13	-2
TCAH	13	13	0
E-STEM Southeast HS	11	12	1
Sterling HS	12	11	-1
North Houston EC HS	11	11	0
Yates HS	10	10	0
Sharpstown HS	7	10	3
HAIS HS	10	10	0
HSLJ	11	10	-1
Mount Carmel Acad HS	10	10	0
Scarborough HS	13	10	-3
Washington HS	11	10	-1
Kashmere HS	8	9	1
Furr HS	9	8	-1
Worthing HS	8	8	0
E-STEM West HS±	7	7	0
North Forest HS	6	7	1
Wheatley HS	7	7	0
South EC HS	6	5	-1
Chavez HS	4	5	1
East EC HS	9	5	-4
Lamar HS	5	5	0
Jones HS	1	4	3
Liberty HS	1	2	1
Long Acad	3	2	-1
Lanier MS	1	2	1
Meyerland MS	1	1	0
West Briar MS	1	1	0
Wharton K-8	1	1	0
Stevenson MS	1	1	0
BCM Biotech Acad at Rusk	1	1	0
Pin Oak MS	1	1	0
Pershing MS	1	1	0
Mandarin Immersion Magnet	0	1	1
Hogg MS	1	1	0
Henry MS	1	1	0
Hartman MS	1	1	0
Hamilton MS	1	1	0
Community Services	2	1	-1
Burbank MS	1	1	0
Clifton MS	1	1	0
Revere MS	1	0	-1
<b>HISD</b>	<b>38</b>	<b>38</b>	<b>0</b>

Sources: End of Year Chancery Grades files, August 19, 2020, and September 4, 2019

Note: Courses displayed had at least one student enrolled within the respective academic year. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

±Campus is closed.

### By Student Group

AP course completion is defined as students enrolled in an AP course who earn a passing grade at the end of the course (70 or higher) (most AP courses require two semesters to qualify for completion). Very few AP courses are available for students in grade 9, but ninth grade usually has the largest enrollment in high schools. Thus, basing percentages of AP courses on enrollment that includes 9<sup>th</sup> graders does not accurately reflect the rates of participation. **Table 5** presents the number and percent of HISD students in grades 10–12 who completed AP courses by student group including race/ethnicity, economic status, English Learner (EL) status, special education status, gifted and talented (G/T) status, immigrant status, and gender. This table reflects an *unduplicated* count of students for courses.

Table 5. AP Course Enrollment and Completion by Student Group, 10 <sup>th</sup> –12 <sup>th</sup> Grade, 2018–2019 and 2019–2020												
	Grades 10–12 Enrollment				AP Course Enrollment				AP Course Completion			
Student Group	2018–2019		2019–2020		2018–2019		2019–2020		2018–2019		2019–2020	
	N	%	N	%	N	%	N	%	N	%	N	%
African American	8,194	23	8,082	22	2,383	29	2,302	28	2,240	94	2,249	98
American Indian	75	<1	73	<1	22	29	18	25	21	95	18	100
Asian	1,535	4	1,536	4	1,060	69	1,055	69	1,047	99	1,049	99
Hispanic	22,165	62	22,657	62	7,791	35	8,126	36	7,258	93	7,886	97
Pacific Islander	19	<1	32	<1	4	21	12	38	3	75	12	100
White	3,622	10	3,814	10	1,682	46	1,650	43	1,624	97	1,624	98
Two or More	371	1	403	1	165	44	173	43	160	97	169	98
Econ. Disadv.	26,929	75	27,687	76	8,862	33	9,065	33	8,275	93	8,785	97
Non-Econ. Disadv.	9,052	25	8,910	24	4,245	47	4,271	48	4,078	96	4,222	99
EL	5,219	15	5,911	16	878	17	1,157	20	799	91	1,084	94
Non-EL	30,762	85	30,686	84	12,229	40	12,179	40	11,554	94	11,923	98
Female	18,324	51	18,702	51	7,440	41	7,583	41	7,115	96	7,454	98
Male	17,657	49	17,895	49	5,667	32	5,753	32	5,238	92	5,553	97
Special Education	2,952	8	3,079	8	183	6	208	7	159	87	197	95
Non-Special Education	33,029	92	33,518	92	12,924	39	13,128	39	12,194	94	12,810	98
G/T	6,627	18	7,032	19	4,713	71	4,917	70	4,577	97	4,871	99
Non-G/T	29,354	82	29,565	81	8,394	29	8,419	28	7,776	93	8,136	97
Immigrant	24	<1	15	<1	9	38	10	67	9	100	10	100
Non-Immigrant	35,957	100	36,582	100	13,098	36	13,326	36	12,344	94	12,997	98
<b>HISD Totals</b>	<b>35,981</b>	<b>100</b>	<b>36,597</b>	<b>100</b>	<b>13,107</b>	<b>36</b>	<b>13,336</b>	<b>36</b>	<b>12,353</b>	<b>94</b>	<b>13,007</b>	<b>98</b>

Sources: End of Year Chancery Grades files, August 19, 2020, and September 4, 2019; Chancery demographics data files, May 11, 2020, and May 6, 2019

Notes: Table displays an unduplicated count of HISD students enrolled in grades 10–12. AP course completion is defined as enrolled in an AP course and earning a passing grade at the end of the course (70 or higher). This table may differ from previous reports. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

**Table 5** (p. 13) indicates the following:

- When comparing 2018–2019 to 2019–2020, the *number* of 10<sup>th</sup>–12<sup>th</sup> graders enrolled in an AP course **increased** for the district by 229 students; the *proportion* of 10<sup>th</sup>–12<sup>th</sup> graders enrolled in an AP course **remained the same** at 36 percent for 2018–2019 and 2019–2020.
- The *number* of 10<sup>th</sup>–12<sup>th</sup> graders enrolled in an AP course **increased** for Hispanic and Pacific Islander students and students who identified as belonging to Two or more races, when comparing 2018–2019 to 2019–2020. The *proportion* of Asian students **remained the same**, while the proportion of Hispanic and Pacific Islander students **increased**, and the *proportion* of African American, American Indian, White students, and students who identified as belonging to Two or more races **decreased** when comparing 2018–2019 to 2019–2020.
- The *number* of 10<sup>th</sup>–12<sup>th</sup> graders enrolled in an AP course **increased** for economically disadvantaged students in 2019–2020 compared to the previous year. The *proportion* of economically disadvantaged students enrolled in an AP course remained the same compared to the previous year, while the course completion rate **increased** by four percentage points when comparing 2018–2019 to 2019–2020.
- Hispanic and African American students are less likely to enroll in AP courses compared to their Asian and White counterparts. Only 36 percent and 28 percent of Hispanic and African American students, respectively, were enrolled in AP courses in 2019–2020 compared to 43 percent and 69 percent of White and Asian students, respectively.
- The number and *proportion* of special education students enrolled in at least one AP course increased by one percentage point compared to the previous year. Moreover, the percentage of special education students completing at least one AP course increased by eight percentage points compared to the previous year.
- The number of G/T students enrolled in at least one AP course **increased** by 204 students, and the completion rate **increased** by 2 percentage points compared to the previous year.
- Among students enrolled in AP courses in 2019–2020, 98 percent completed at least one, a four percentage-point **increase** in the completion rate compared to the previous year. AP course completion rates **increased** between 2018–2019 and 2019–2020 for all racial/ethnic groups with the exception of Asian students where the rates **remained the same at 99 percent**.

### By Campus

**Figure 5** (p. 15) shows the percentage of students in grades 10–12 who completed at least one AP course in 2018–2019 and 2019–2020 by campus. For enrollment at a campus, a student was required to have at least one grade or conduct mark for each semester of a year-long course. Unduplicated counts are provided districtwide. For the *unduplicated* total, a student in grades 10–12 is counted only once if the student took and completed one or more AP courses. The campus attribution is based on the Chancery demographic file for the respective year. Percentages are based on AP courses taken by students in grades 10–12.

**Figure 5. AP Course Completion by Campus, 10<sup>th</sup>–12<sup>th</sup> Grade, 2018–2019 and 2019–2020**

Ranked by number of course completers in 2020

Campus Name	2018–2019				2019–2020				Change 2018–2019 to 2019–2020			
	Total Enrolled 10–12	Completed ≥ 1 AP Course		Total Enrolled 10–12	Completed ≥ 1 AP Course		Total Enrolled 10–12	Completed ≥ 1 AP Course		Total Enrolled 10–12	Completed ≥ 1 AP Course	
		N	%		N	%		N	%		N	%
Bellaire HS	2,354	954	41	2,468	1,044	42	114	90		1		
Westside HS	2,010	886	44	1,991	825	41	-19	-61		-3		
Heights HS	1,644	707	43	1,659	704	42	15	-3		-1		
Carnegie HS	471	458	97	580	568	98	109	110		1		
Milby HS	1,230	379	31	1,451	526	36	221	147		5		
Westbury HS	1,577	443	28	1,628	524	32	51	81		4		
Lamar HS	2,230	664	30	2,081	504	24	-149	-160		-6		
Waltrip HS	1,290	455	35	1,326	479	36	36	24		1		
Houston MSTC HS	1,859	483	26	1,828	459	25	-31	-24		-1		
DeBakey HS	593	424	72	576	449	78	-17	25		6		
Northside HS	1,043	396	38	1,010	428	42	-33	32		4		
Sharpstown HS	1,138	279	25	1,247	399	32	109	120		7		
Kinder HSPVA	559	349	62	574	368	64	15	19		2		
TCAH	2,011	350	17	2,282	337	15	271	-13		-2		
Challenge EC HS	337	302	90	341	316	93	4	14		3		
Sterling HS	922	260	28	974	309	32	52	49		4		
Chavez HS	2,023	257	13	1,811	299	17	-212	42		4		
Energy Inst HS	538	330	61	509	296	58	-29	-34		-3		
Wisdom HS	1,367	345	25	1,321	275	21	-46	-70		-4		
Madison HS	1,147	218	19	1,137	275	24	-10	57		5		
Eastwood Acad HS	319	226	71	320	274	86	1	48		15		
Austin HS	1,121	261	23	1,037	264	25	-84	3		2		
HAIS HS	354	236	67	341	261	77	-13	25		10		
North Houston EC HS	345	242	70	358	249	70	13	7		0		
Sharpstown Intl	456	245	54	454	239	53	-2	-6		-1		
E-STEM Central HS	241	233	97	246	225	91	5	-8		-6		
Jones HS	308	5	2	259	177	68	-49	172		66		
Yates HS	549	140	26	518	177	34	-31	37		8		
LECJ HS	315	234	74	331	174	53	16	-60		-21		
South EC HS	290	173	60	295	158	54	5	-15		-6		
YWCPA	121	117	97	145	143	99	24	26		2		
Furr HS	665	144	22	686	142	21	21	-2		-1		
East EC HS	358	118	33	343	135	39	-15	17		6		
Leland YMCPA	148	140	95	138	135	98	-10	-5		3		
Washington HS	493	135	27	489	122	25	-4	-13		-2		
Scarborough HS	516	114	22	504	120	24	-12	6		2		
North Forest HS	662	94	14	653	119	18	-9	25		4		
Worthing HS	528	107	20	557	114	20	29	7		0		
Mount Carmel Acad HS	257	107	42	256	104	41	-1	-3		-1		
E-STEM West HS±	100	98	98	114	101	89	14	3		-9		
Wheatley HS	592	123	21	488	98	20	-104	-25		-1		
Kashmere HS	518	76	15	517	78	15	-1	2		0		
Liberty HS	313	1	*	308	7	2	-5	6		*		
Long Acad	153	11	7	145	6	4	-8	-5		-3		
Community Services	27	*	*	27	*	*	0	*		*		
HCC Lifeskills	63	--	--	73	--	--	10	--		--		
Harper DAEP	11	--	--	4	--	--	-7	--		--		
Middle College HS - Gulfon	96	--	--	109	--	--	13	--		--		
Middle College HS - Fraga	83	--	--	68	--	--	-15	--		--		
Rogers TH MS	20	--	--	20	--	--	0	--		--		
<b>HISD</b>	<b>35,981</b>	<b>12,201</b>	<b>34</b>	<b>36,597</b>	<b>13,007</b>	<b>36</b>	<b>616</b>	<b>806</b>		<b>2</b>		

Sources: End of Year Chancery Grades data files, August 19, 2020, and September 4, 2019; Chancery Demographics data files, May 11, 2020, and May 6, 2019

Notes: Table displays an unduplicated count of HISD students enrolled in grades 10-12. Bellaire, Chavez, Heights, and Lamar high schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

\*Masked # students < 5.

--denotes no data available

± Campus is closed.

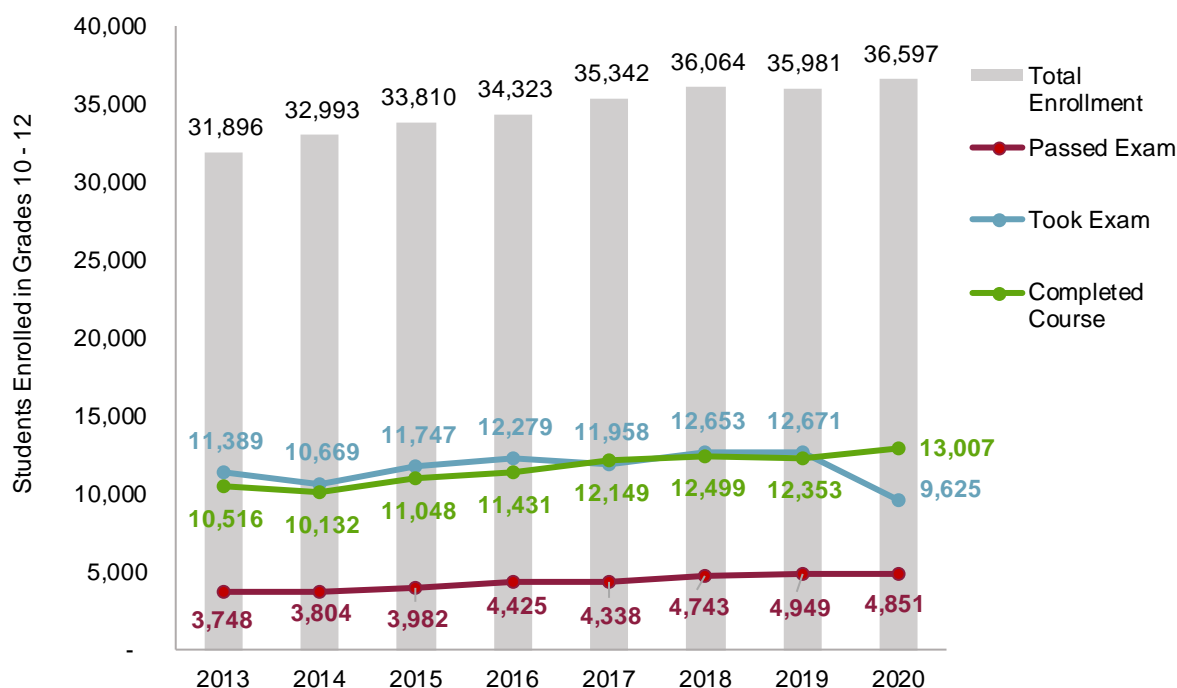
**Figure 5** indicates the following:

- There was a greater likelihood for HISD students to complete an AP course this year compared to last year. In 2019–2020, 36 percent of students enrolled in grades 10–12 in the district completed at least one AP course compared to 34 percent in 2018–2019.
- In 2019–2020, the proportion of students enrolled in grades 10–12 who completed at least one AP course where AP courses were offered ranged from two percent at Liberty HS to 99 percent at YWCPA, and 98 percent at both Carnegie High School and Leland YMCPA .
- Among the 43 HISD campuses with two years of data, the proportion of students who completed at least one AP course **increased** in 2019–2020 from the previous year at 23 campuses, **declined** at 17 campuses, and **remained the same** at three campuses.

### Course and Exam Participation and Performance

**Figure 6** shows the number of students enrolled in grades 10–12 who completed at least one AP course, the number who took at least one AP Exam, and the number who received a score of 3 or higher on at least one AP Exam from 2012–2013 to 2019–2020. Figures for each series reflect an *unduplicated* count of students.

**Figure 6. AP Course Completion and Exam Performance, 10<sup>th</sup>–12<sup>th</sup> Grade, 2013–2020**



Sources: End of Year Chancery Grades data files, August 19, 2020, and September 4, 2019; Chancery Demographics data files, May 11, 2020, and May 6, 2019; College Board AP data files for respective year

Note: This graph displays an unduplicated count of students enrolled in grades 10–12. AP course completion is defined as receiving a passing grade at the end of the course (70 or higher) for each semester that is required. Students could take the AP Exam without completing the AP course or could have taken the AP course outside of HISD. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

**Figure 6** indicates:

- The number of students enrolled in grades 10 through 12 who took at least one AP Exam **decreased** to 9,625 in 2020 from 12,671 in 2019.
- The number of students enrolled in grades 10 through 12 who completed at least one AP course **increased** to 13,007 in 2020 from 12,353 in 2019.
- The number of students enrolled in grades 10 through 12 who scored a 3 or higher on at least one AP Exam **decreased** by two percent to 4,851 in 2020 from 4,949 in 2019.
- Among students enrolled in grades 10 through 12 in 2019–2020, 26 percent had taken at least one AP Exam, 36 percent had completed an AP course, and 13 percent had scored a three or higher on an AP Exam.

### By Campus

AP course enrollment and exam data are presented by campus in **Appendix E** (p. 34). Data analyzed include districtwide data, the number of AP courses taken, the number and percentage of AP courses completed (passed), and the number and percent of AP Exams taken and scored 3 or higher.

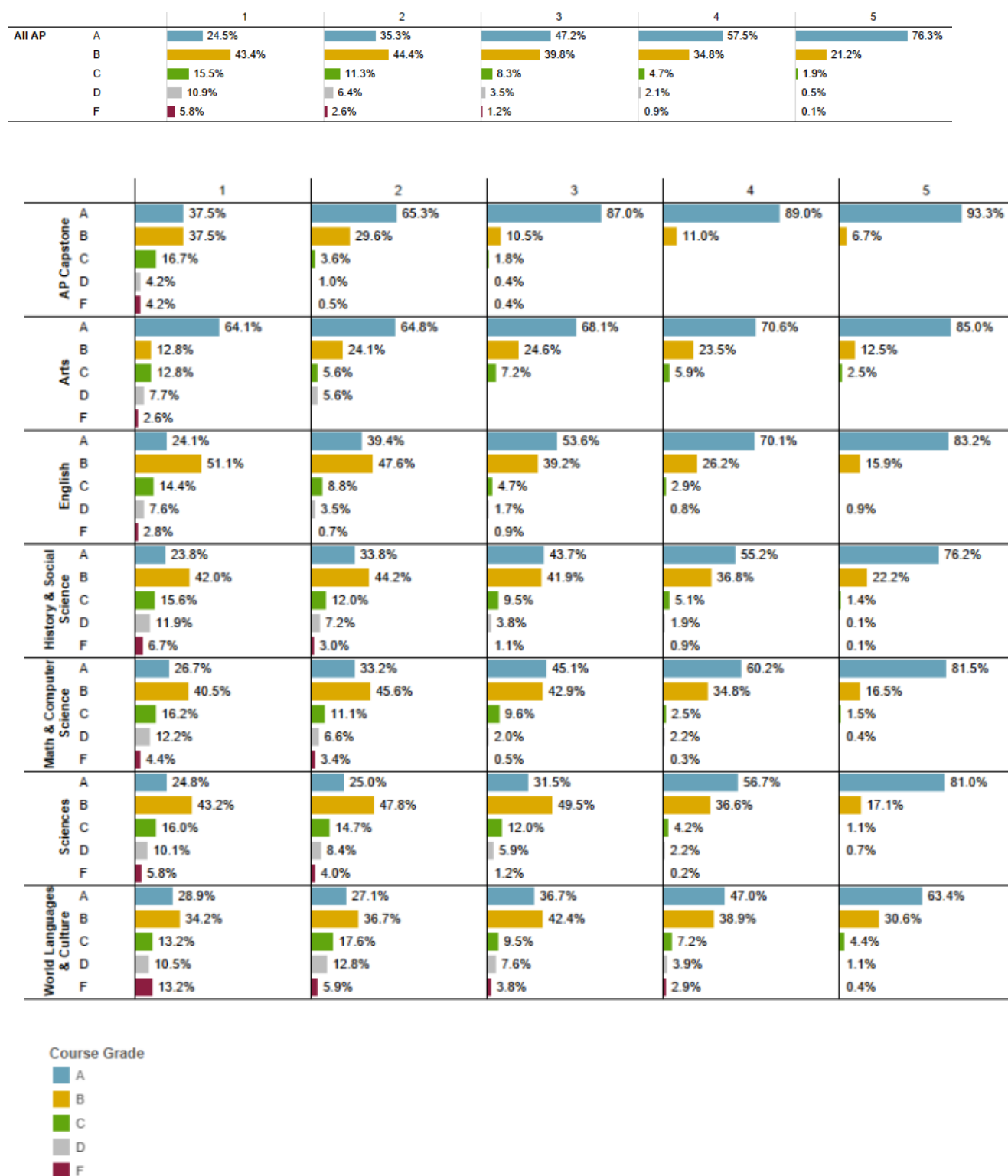
### By Exam Category

**Figure 7A** (p. 18) shows the distribution of the grades in AP courses disaggregated by AP Exam scores, and **Figure 7B** (p. 19) shows the distribution of AP Exam scores by the grades in AP courses categorized by the seven AP subject areas. These figures show only AP Exams that were taken by students who received a grade in the AP course.

**Figures 7A and 7B** indicate the following:

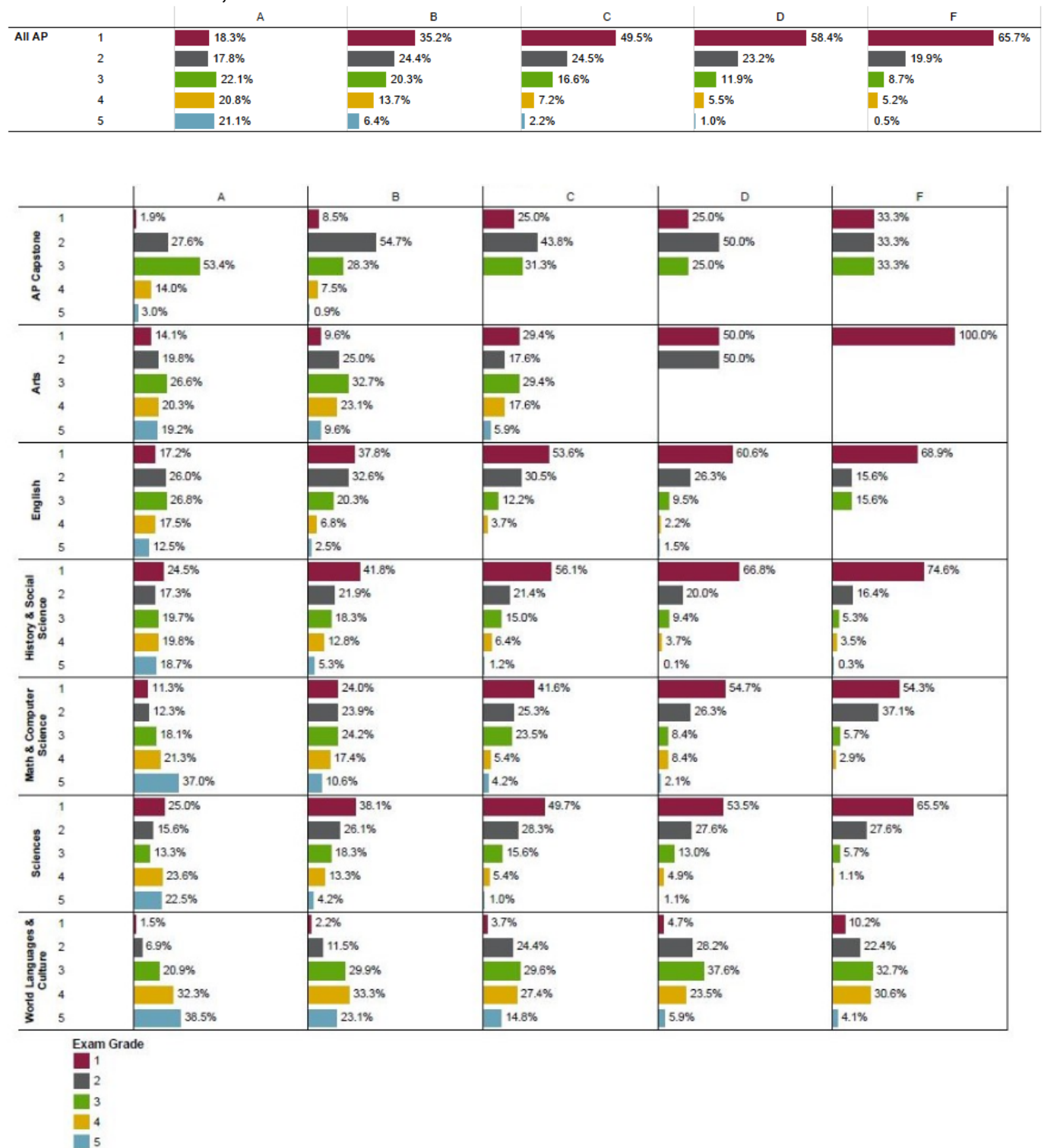
- Eighty-three percent of all AP Exams taken by students with a score of 1 have an associated course grade of C or higher, and 91 percent of all AP Exams taken by students with a score of 2 have a course grade of C or higher (see Figure 7A).
- Thirty-six percent of the students who earned an A in an AP course also earned an AP Exam score of 1 or 2, 59.6 percent of the students who earned a B in an AP course also earned a 1 or 2 on the associated AP Exam, and 74 percent of the students who earned an AP course grade of C also earned a 1 or 2 in the associated AP Exam (see Figure 7B).
- Sixty-seven percent of students who failed their World Languages & Culture AP course also scored 3 or higher on the corresponding AP Exam (see Figure 7B).
- At least three-quarters of students who earned an A in Math and Computer Science (76 percent), AP Capstone (70 percent), and World Languages and Cultures (92 percent) scored a 3 or higher on the corresponding AP Exam.
- Between 57 percent and 66 percent of the students who earned an A in English (57 percent), Sciences (59 percent), History and Social Sciences (58 percent), and Arts (66 percent) courses scored 3 or higher on the corresponding AP Exam.



**Figure 7A. Distribution of Course Grades by AP Scores, Percent of Students with Stated AP Score, Districtwide, 2020**

Sources: End of Year Chancery Grades data files, August 19, 2020 College Board AP electronic data file, August 7, 2020

Notes: AP courses and AP Exams are linked--these graphs display AP Exams for which a corresponding AP course grade exists. Graph displays a duplicated count of AP courses/Exams taken district-wide.

**Figure 7B. Distribution of AP Scores by Course Grades, Percent of Students with Stated Course Grade, Districtwide, 2020**

Sources: End of Year Chancery Grades data files, August 19, 2020; College Board AP electronic data file, retrieved August 7, 2020

Notes: AP courses and AP Exams are linked--these graphs display AP Exams for which a corresponding AP course grade exists. Graph displays a duplicated count of AP courses/Exams taken district-wide.

### “Emerging Scholars” 8<sup>th</sup> and 9<sup>th</sup> Grade

Though AP courses and exams are usually taken by students in grades 10–12, increasingly, students in middle school and ninth grade are taking advantage of the opportunity to earn college credits early in their academic careers. The most common courses and exams taken by middle school students and ninth graders are Human Geography and Spanish language courses and exams. **Table 6** presents AP course and exam participation and performance for students in grades 8 and 9.

	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020
	Grade 8	Grade 8	Grade 9	Grade 9	Grades 8 & 9	Grades 8 & 9
AP Course Enrollment	537	625	2,537	2,597	3,074	3,222
AP Course Completion (N)	518	568	2,159	2,155	2,677	2,723
AP Course Completion (%)	96	91	85	83	87	85
AP Course Completed and AP Exams Taken (N)	512	372	2,051	1,618	2,563	1,990
AP Course Completed and AP Scores $\geq 3$ (N)	436	331	669	683	1,105	1,014
AP Course Completed and AP Scores $\geq 3$ (%)	85	89	33	42	43	51

Sources: End of Year Chancery Grades data files, August 19, 2020; 2020 College Board AP electronic data file, August 7, 2020; HISD Research and Accountability Department, *2019 Advanced Placement (AP) Results*

Notes: Table displays a duplicated count of exams taken by students enrolled in grades 8 and 9 only. AP course completion is defined as enrolled in an AP course and earning a passing grade at the end of the course (70 or higher) for each semester that is required. The End of Year Chancery Grades data files were matched to the AP data file. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

**Table 6** indicates the following:

- In 2019–2020, 3,222 district eighth and ninth grade students enrolled in an AP Course, compared to 3,074 district eighth and ninth graders in 2018–2019. In 2019–2020, 2,723 (85 percent) of those students completed the course, compared to 2,677 (87 percent) in 2018–2019.
- In 2019–2020, 51 percent of eighth and ninth grade AP Exams were scored 3 or higher, reflecting an **increase** of eight percentage points from 2018–2019.
- In 2019–2020, 89 percent of eighth grade students who completed an AP course and took the associated exam scored a 3 or higher on an AP exam compared to 85 percent of eighth grade students in the 2018–2019 school year.

**Table 7** (p. 21) presents the type of AP Exams taken by 8<sup>th</sup> grade students enrolled at a middle school. AP Exam participation and performance for 8<sup>th</sup> grade students by exam and campus are presented in **Appendix F** (p. 35) for the past two years.

Table 7. AP Exam Participation and Performance by Exam, 8th Grade, 2020				
AP Exam Category	# of AP Exams Taken	% of AP Exams Taken	# of AP Scores $\geq 3$	% of AP Scores $\geq 3$
Spanish Language & Culture	432	89%	380	88%
Chinese Language & Culture	25	5%	15	60%
Other Subject Exams	28	6%	10	36%
<b>Total</b>	<b>485</b>	<b>100%</b>	<b>405</b>	<b>84%</b>

Source: 2020 College Board AP electronic data file, August 7, 2020

Note: This table displays a duplicated count of exams taken by students enrolled in 8th grade. There were some students who self-reported they were in eighth grade and tested at a high school campus or took other subjects or tested at a middle school and self-reported a higher grade level. These subjects include: Calculus AB (N=1), Chemistry (N=1), English Language and Composition (N=1), English Literature and Composition (N=1), Environmental Science (N=1), French Language and Culture (N=1), Human Geography (N=16), Spanish Literature and Culture (N=2), United States History (N=1), and World History: Modern (N=3). These exams are included in the totals.

**Table 7** indicates the following:

- Out of 485 exams taken in 2020 by eighth grade students, 405 (84 percent) earned a score of 3 or higher.
- Eighty-nine percent of the exams taken by eighth grade students for 2020 were the AP Spanish Language & Culture exam and 88 percent earned a score of 3 or higher.
- Of the 25 Chinese Language & Culture exams taken by eighth grade students, 15 (60 percent) earned a score of 3 or higher.

### AP Scholar Awards

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. This achievement is acknowledged on any score report that is sent to colleges the following fall. Notifications about AP Scholar Awards are sent to students and schools in October of each year. The following AP Scholar Awards are offered by the College Board: AP Scholar, AP Scholar with Honor, AP Scholar with Distinction, National AP Scholar, AP International Diploma, AP Capstone Diploma, and AP Seminar and Research Certificate. The criteria for receiving these awards are shown in **Appendix G–1** (p. 36).

**Appendix G–2** (p. 37) shows the number and category of AP Scholar Awards earned by campus in 2019 and 2020. Key findings include:

- The number of AP Scholar Awards earned by HISD students **increased** by 1 percent, or 23 awards, to 2,438 in 2020 from 2,415 in 2019.
- Sixty-six percent of all AP Scholar Awards were earned by students at four campuses: Bellaire HS (24 percent), Carnegie HS (22 percent), DeBakey HS (11 percent), and Westside HS (9 percent).
- Fifteen campuses earned more AP Scholar Awards in 2019–2020 than in 2018–2019 including eight campuses that **increased** the number of AP Scholar Awards earned by double-digits.

## Conclusion

The purpose of this report was to examine the participation and performance of HISD students on Advanced Placement exams and courses. The investigation was also designed to supply a comparison of current year AP results with those from the previous year, although due to the COVID-19 pandemic in 2020, results are not entirely comparable for several reasons. Students moved from face-to-face learning to a virtual environment in mid-March. Although action steps were taken on the part of the district to ensure equity of opportunity to learn, the district faced challenges. Not all HISD students had access to a web-enabled device or internet, although the district was constantly reaching out to support students. Family situations further complicated both the learning and testing environments. For example, students indicated on the form that was sent to capture AP testing issues that family disruptions may have negatively impacted a student's ability to complete an AP exam or that students experienced interruptions to internet service.

The results from this report indicate that the number of HISD middle and high school students earning a score of 3 or higher on an AP Exam had been increasing through 2019 but dropped in 2020. Alternatively, the proportion of students who earn a score of 3 or higher has **increased** from the previous year. Relatedly, the success rate on the exams students are most likely to take, History & Social Sciences and English, is lower than that of other exams. While the number of students from historically underrepresented groups (such as African Americans, Hispanics, and those who are economically disadvantaged) who take AP Exams is increasing, they typically are less likely to pass AP Exams compared to their White, Asian, and non-economically disadvantaged counterparts. Additionally, most AP Exams are taken by students from concentrated high schools in the district.

AP course participation has **remained the same at** 36 percent for 2019 and 2020. The percentage of historically underrepresented groups completing an AP course has **increased** since 2019. African American, Hispanic, and economically disadvantaged students experienced a four percentage-point **increase** in AP course completion compared to the previous year. However, the completion rates may be an artifact of COVID-19 grading accommodations. An analysis of how AP course performance compares with AP Exam performance showed that at least 57 percent of students who earned an A in English, History and Social Sciences (58 percent), and Sciences (59 percent) courses passed the corresponding AP Exam. Meanwhile, 67 percent of students who failed an AP World Languages & Culture course were still likely to pass the corresponding AP Exam.

When examining the equity and excellence indicator for seniors for African American and Hispanic students, only 5.2 and 14.4 percent of seniors, respectively, scored 3 or higher on an AP exam during their high school tenure. This contrasts markedly with 57.6 percent of Asian and 29.5 percent of White seniors who scored a 3 or higher on an AP exam during their high school tenure. African American and Hispanic students are not participating or performing at the same rates as White or Asian students in AP classes or on AP exams.

The number of AP Scholar Awards presented to HISD students increased again this year. Many more HISD students are being exposed to Advanced Placement courses and to the opportunity to earn college credits while still enrolled in high school.

## Methods

### Data Limitations

The College Board receives Advanced Placement (AP) data from the Educational Testing Service (ETS). It is important to understand that the extracts are made from a dynamic database that changes from one day to the next as scoring and adjustments to individual student records progresses in the months following the examination administration. Therefore, discrepancies may exist between the three sources of data that are used for AP Exam reporting purposes, namely the College Board Reports (hard copy), the AP Online Score Reports, and the College Board (electronic) data file based on the time of the data extract. AP data for prior years were re-analyzed using the College Board data files for the respective year. AP data for the current school year (2019–2020) were extracted from the College Board on August 7, 2020 in the form of electronic files.

To provide disaggregated student level demographic information, the College Board AP electronic databases were matched on economic status, special education status, gifted and talented status, immigrant status, and English Learner (EL) status to the Chancery data file (date of extraction: May 8, 2020). Self-reported data were used for race/ethnicity, gender, grade level, and campus. Students who were identified as enrolled in AP courses were required to be active students as of the end-of-year (EOY) database and to have completed the course with a final semester grade or final grade in both the fall and spring semesters of a full-year course. The number of AP courses offered by campus included all AP courses in which at least one student was enrolled. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). As such, it is possible for students at these campuses to take an IB course in one subject—instead of the AP course—and to also take the AP Exam in the same subject.

There were discrepancies regarding the campus of enrollment and the campus at which a student was attributed by the College Board. For example, Beechnut Academy has been closed, but several students were attributed to that campus. There were eleventh grade students that were attributed to a middle school campus, but they were enrolled at a high school campus according to the Chancery data file.

### Participants

AP course enrollment data from Chancery and AP Exam data from the College Board were analyzed. State- and national-level data, including the number of AP subject tests taken along with the percentage of exams with scores 3 or higher, were extracted from the College Board AP Program Research “School Report of AP Exams 2010–11 through 2015–16 (By State).” For 2017 and 2018, state and national results were extracted from “District Summary with Comparable Groups,” on July 25, 2017, and September 29, 2018. For 2019, state and national results were extracted from the *Texas–Public Schools Overview 2018–2019*. For 2020, state and global results were downloaded on September 18, 2020 from the *Subject Score Roster, Aggregated for Districts, 2020*. National data were not available at the time this report was prepared.

AP course participation rates for sophomores, juniors, and seniors were calculated by dividing the number of students enrolling in at least one AP course by the Chancery EOY snapshot of enrollment for the same group. Participation rates for sophomores, juniors, and seniors were calculated across the district, by campus, and by student group.

The number of students eligible to complete AP courses consists of those enrolled in both semesters of a two-semester course as per the Chancery EOY database and/or those enrolled in a one-semester course. Completion percentages are based on the number of students eligible to complete and the number completing an AP course. For duplicated counts, the campus variable in the end-of-year Grades data file was used. For unduplicated counts,



the campus variable and the academic grade level from the Chancery Demographics data file was used. The Chancery data files were extracted on August 19, 2020 and May 21, 2019.

Course completion was determined by counting those students who received a semester average grade of 70 or higher for the final grade. Once this number was computed, it was divided by the total number of students who were eligible to complete an AP course.

To determine the percentage of AP Exams scored 3 or higher by race/ethnicity, the total number of tests scoring a 3 or higher was divided by the total number of tests taken (for which a score was received) for each racial/ethnic category.

AP Exams were counted if they had received a score at the time of data retrieval. Any AP Exam without a corresponding score was excluded from analysis.

The *District Scholar Summary Reports* for the current and past year downloaded from the College Board online score report tool on September 9, 2019 and August 7, 2020, were used to report the total number of students who earned an AP Scholar Award.

The College Board *Subject Score Roster, Aggregated for Districts* retrieved on September 18, 2020, was used to report state and national mean scores by exam. The College Board data file, August 7, 2020, was used to calculate the mean scores and the number of exams taken for the district.

### Data Collection and Analysis

The College Board reported test performance along with demographic information supplied by the students to HISD. These data included results for all HISD schools that had participating students. These data, together with enrollment data from the Chancery database, were analyzed. Analyses were conducted using the aggregated data by grade, race/ethnicity, and gender. Results were also analyzed by campus and district-wide. The analysis used self-reported demographic data, with the exception of EL, special education, immigrant, gifted and talented, and economic status, for which data were extracted from Chancery on May 13, 2019 and May 11, 2020, respectively. Only exams that had received a score by the time the data were extracted on August 19, 2020, and only those campuses that had provided semester grades, were included in this analysis. Longitudinal data for Equity and Excellence was extracted from the College Board data files from 2018, 2019, and 2020 along with the respective Chancery data extracts from May 7, 2018, May 13, 2019, and May 8, 2020. Seniors in the respective Chancery data files were matched to the respective AP data file and the results were analyzed for students who met the criterion by scoring 3 or higher at any point during their high school tenure.

For Appendix E (p. 34), the AP course file and AP test file were linked. The number of courses for which a student received a cycle grade or conduct mark for both semesters of a two-semester course, and one semester of a one-semester course were analyzed. Passing the AP course meant that the average grade for both semesters of a two-semester course or one semester of a one-semester course was greater than or equal to 70. The number of AP courses taken with the corresponding AP test was analyzed. A student did not have to complete the AP course to take the exam since only a cycle grade or conduct mark was required. From this subset, the number and percentage of students receiving a 3 or higher were analyzed.



## Appendix A

### 2019–2020 Advanced Placement Exams by Category

<b>Arts (5)</b>
• Art History
• Music Theory
• 2-D Art and Design
• 3-D Art and Design
• Drawing
<b>AP Capstone (2)</b>
• Seminar
• Research
<b>English (2)</b>
• English Language and Composition
• English Literature and Composition
<b>History &amp; Social Science (9)</b>
• Comparative Government and Politics
• European History
• Human Geography
• Macroeconomics
• Microeconomics
• Psychology
• United States Government and Politics
• United States History
• World History: Modern
<b>Math &amp; Computer Science (5)</b>
• Calculus AB
• Calculus BC
• Computer Science A
• Computer Science Principles
• Statistics
<b>Sciences (7)</b>
• Biology
• Chemistry
• Environmental Science
• Physics 1
• Physics 2
• Physics C: Electricity and Magnetism
• Physics C: Mechanics
<b>World Languages &amp; Cultures (8)</b>
• Chinese Language and Culture
• French Language and Culture
• German Language and Culture
• Italian Language and Culture
• Japanese Language and Culture
• Latin
• Spanish Language and Culture
• Spanish Literature and Culture

Source: College Board, AP Central, Retrieved from <https://apstudent.collegeboard.org/apcourse>

## Appendix B-1

## AP Equity and Excellence by Campus, Grade 12, 2018 through 2020

Campus	2018				2019				2020			
	# Seniors Enrolled	Number Tested	Met Criterion	% Met	# Seniors Enrolled	Number Tested	Met Criterion	% Met	# Seniors Enrolled	Number Tested	Met Criterion	% Met
Austin HS	416	106	45	10.8	380	110	60	15.8	357	66	35	9.8
Bellaire HS	795	318	288	36.2	716	277	264	36.9	778	325	308	39.6
Carnegie HS	142	142	139	97.9	138	136	134	97.1	130	128	126	96.9
Challenge EC HS	116	79	66	56.9	97	69	59	60.8	95	65	46	48.4
Chavez HS	697	191	114	16.4	663	79	35	5.3	667	35	10	1.5
DeBakey HS	181	178	174	96.1	198	188	187	94.4	163	153	144	88.3
East EC HS	105	46	24	22.9	120	19	15	12.5	126	11	10	7.9
Eastwood Acad HS	105	88	73	69.5	98	66	55	56.1	102	78	65	63.7
Energy Inst HS	143	92	53	37.1	180	96	58	32.2	156	73	58	37.2
E-STEM Southeast HS	20	20	2	10.0	37	35	11	29.7	107	57	16	15.0
E-STEM West HS	76	74	35	46.1	49	49	24	49.0	0	53	3	
Furr HS	232	79	12	5.2	209	53	12	5.7	238	32	9	3.8
HAIS HS	112	54	10	8.9	114	38	20	17.5	100	19	15	15.0
Heights HS	553	195	70	12.7	548	199	80	14.6	522	100	56	10.7
Houston MSTC HS	608	192	59	9.7	611	220	73	11.9	636	108	54	8.5
HSLJ	69	61	14	20.3	82	63	21	25.6	118	58	19	16.1
Jones HS	90	18	10	11.1	120	16	13	10.8	100	35	15	15.0
Kashmere HS	111	19	1	0.9	152	34	5	3.3	162	9	0	0.0
Kinder HSPVA	189	122	112	59.3	176	127	116	65.9	185	124	114	61.6
Lamar HS	811	156	40	4.9	783	109	29	3.7	725	69	40	5.5
Leland YMCPA	31	31	17	54.8	44	43	30	68.2	46	39	17	37.0
Liberty HS	333	10	1	0.3	308	22	20	6.5	187	9	7	3.7
Long Acad	39	11	5	12.8	49	14	10	20.4	42	2	*	*
Madison HS	327	86	24	7.3	391	88	27	6.9	336	64	39	11.6
Middle College HS - Fraga	38	1	*	*	28	4	*	*	16	2	*	*
Milby HS	255	45	15	5.9	313	123	47	15.0	392	76	42	10.7
Mount Carmel Acad HS	79	39	12	15.2	88	50	17	19.3	83	28	17	20.5
North Forest HS	213	36	0	0.0	191	57	13	6.8	214	4	*	*
North Houston EC HS	109	83	61	56.0	112	76	65	58.0	114	45	36	31.6
Northside HS	335	127	43	12.8	335	130	58	17.3	336	63	32	9.5
Scarborough HS	179	34	14	7.8	180	63	24	13.3	166	19	9	5.4
Sharpstown HS	423	138	92	21.7	310	47	28	9.0	394	65	43	10.9
Sharpstown Intl	120	55	39	32.5	172	94	84	48.8	142	53	45	31.7
South EC HS	46	30	8	17.4	60	10	3	5.0	95	10	2	2.1
Sterling HS	236	42	2	0.8	258	79	10	3.9	301	45	16	5.3
TCAH	532	54	34	6.4	572	42	29	5.1	608	26	25	4.1
Waltrip HS	358	153	38	10.6	364	160	41	11.3	379	118	57	15.0
Washington HS	140	31	4	2.9	174	53	2	1.1	179	20	6	3.4
Westbury HS	508	154	58	11.4	496	163	72	14.5	509	90	52	10.2
Westside HS	655	242	179	27.3	683	269	206	30.2	660	215	183	27.7
Wheatley HS	188	52	2	1.1	194	51	4	2.1	188	2	*	*
Wisdom HS	362	140	22	6.1	423	131	27	6.4	436	97	35	8.0
Worthing HS	181	26	2	1.1	166	48	6	3.6	167	4	*	*
Yates HS	160	46	2	1.3	177	45	5	2.8	171	23	3	1.8
YWCPA	43	43	14	32.6	36	35	28	77.8	43	43	30	69.8
<b>Total Grade 12</b>	<b>11,461</b>	<b>3,939</b>	<b>1,995</b>	<b>17.5</b>	<b>11,595</b>	<b>3,880</b>	<b>2,131</b>	<b>18.2</b>	<b>11,671</b>	<b>2,760</b>	<b>1,844</b>	<b>15.8</b>

Sources: 2018, 2019 and 2020 College Board AP electronic data files, August 29, 2018, September 11, 2019, and August 7, 2020; Chancery, May 8, 2020, Chancery, May 13, 2019, Chancery, May 7, 2018

Note: Seniors with Chancery data and 2020 AP data were included in this analysis. This report may differ from previous reports. \*Scores are not reported for less than 10 students. Campus E-STEM West HS is no longer an active HISD campus for this reason the enrollment is zero. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

## Appendix B–2

Number of HISD Students Tested and Mean AP Scores by Subject by District, Texas, and Global, 2020

Subject	2020 Mean Scores			
	N	HISD	Texas	Global
Research	230	2.65	3.11	3.20
Seminar	364	2.83	3.03	3.05
Art History	111	2.66	3.13	3.15
Music Theory	55	2.96	3.13	3.23
2-D Art and Design Portfolio	79	<b>3.23</b>	3.42	3.49
3-D Art and Design Portfolio	11	2.82	3.08	3.18
Drawing Portfolio	28	<b>3.71</b>	3.44	3.59
Eng Language & Composition	2,430	2.37	2.62	2.96
Eng Literature & Composition	1,477	2.26	2.59	2.84
Comparative Government & Politics	36	<b>3.19</b>	3.11	3.33
European History	85	<b>3.40</b>	2.82	2.95
Human Geography	1,740	2.23	2.44	2.75
Macroeconomics	1,027	2.37	2.56	3.06
Microeconomics	143	2.31	2.36	3.25
Psychology	534	<b>3.09</b>	2.98	3.21
US Government & Politics	1,352	2.36	2.62	2.85
US History	2,006	2.33	2.49	2.83
World History	3,144	2.23	2.56	2.87
Calculus AB	711	2.57	2.74	3.06
Calculus BC	293	<b>4.05</b>	3.67	3.84
Comp Sci A	117	<b>3.38</b>	3.12	3.25
Comp Sci Principles	393	<b>3.23</b>	3.02	3.07
Statistics	578	2.81	2.73	2.93
Biology	658	2.86	2.77	3.03
Chemistry	330	2.43	2.47	2.75
Environmental Science	681	2.18	2.64	2.84
Physics 1	963	1.89	2.26	2.66
Physics 2	21	<b>3.71</b>	3.06	3.20
Physics C: Electricity & Magnetism	78	<b>3.68</b>	3.47	3.67
Physics C: Mechanics	117	<b>4.11</b>	3.74	3.87
Chinese Language & Culture	81	<b>3.69</b>	4.19	4.09
French Language & Culture	47	<b>3.34</b>	3.23	3.57
German Language & Culture	19	<b>3.84</b>	3.11	3.49
Italian Language & Culture	29	<b>3.72</b>	3.52	3.23
Japanese Language & Culture	10	<b>4.30</b>	3.51	3.92
Latin	10	<b>1.80</b>	2.89	3.09
Spanish Language & Culture	1,932	<b>3.71</b>	3.80	3.86
Spanish Literature & Culture	235	<b>3.11</b>	3.04	3.25
<b>Total Exams</b>	<b>22,155</b>	<b>2.57</b>	<b>N/A</b>	<b>N/A</b>

Sources: 2020 College Board AP Electronic data file, August 7, 2020; College Board, Subject Score Roster, Aggregated for Districts, September 18, 2020

Note: When district scores  $\geq 3$ , they are in bold; When district scores  $>$  global scores, they are in green; Lowest score is in red.

## Appendix C-1

## AP Exam Participation and Performance by Campus, Districtwide, 2019 and 2020

Ranked by number of exams taken in 2020

Campus	2019				2020			
	# Students Tested	Exams Taken	# Exams Scoring $\geq 3$	% Exams Scoring $\geq 3$	# Students Tested	Exams Taken	# Exams Scoring $\geq 3$	% Exams Scoring $\geq 3$
Bellaire HS	951	2,682	2,189	82	996	2,904	2,249	77
Carnegie HS	779	2,102	1,503	72	815	2,286	1,644	72
Westside HS	1,022	1,983	1,059	53	875	1,430	833	58
DeBakey HS	456	1,329	1,219	92	462	1,151	959	83
Lamar HS	1,261	1,316	209	16	796	884	281	32
Kinder HSPVA	355	853	690	81	356	882	678	77
Heights HS	740	1,233	230	19	559	864	298	34
Challenge EC HS	429	834	253	30	410	801	302	38
Waltrip HS	402	844	158	19	360	748	205	27
Westbury HS	545	936	189	20	399	711	169	24
Eastwood Acad HS	338	661	186	28	331	633	239	38
North Houston EC HS	442	832	193	23	302	595	208	35
Energy Inst HS	321	850	313	37	256	587	273	47
Sharpstown Intl	296	602	336	56	253	472	258	55
Wisdom HS	373	765	85	11	216	468	78	17
Northside HS	432	722	85	12	266	446	71	16
Houston MSTC HS	593	945	169	18	285	444	75	17
HAIS HS	375	440	100	23	352	420	122	29
Milby HS	480	759	156	21	278	417	78	19
E-STEM Southeast HS	301	527	0	0	213	407	45	11
Sharpstown HS	323	404	159	39	271	358	207	58
YWCPA	146	366	68	19	170	355	97	27
Leland YMCPA	199	558	51	9	144	312	51	16
East EC HS	239	308	106	34	244	309	97	31
Chavez HS	478	535	129	24	245	278	85	31
HSLJ	246	385	35	9	134	261	50	19
TCAH	156	255	106	42	144	257	168	65
Madison HS	223	402	54	13	159	243	51	21
Austin HS	279	387	76	20	161	243	79	33
South EC HS	259	299	48	16	194	238	44	18
Sterling HS	271	338	30	9	154	204	28	14
Yates HS	130	214	6	3	88	155	6	4
Mount Carmel Acad HS	110	217	27	12	91	147	41	28
Jones HS	82	85	65	76	97	131	21	16
E-STEM West HS±	185	261	1	0	55	128	13	10
Furr HS	124	158	17	11	101	125	31	25
Kashmere HS	100	148	18	12	49	89	12	13
Washington HS	163	299	3	1	52	87	12	14
Scarborough HS	198	235	70	30	68	80	17	21
North Forest HS	99	124	13	10	31	37	4	11
Worthing HS	95	150	11	7	22	27	11	41
Wheatley HS	178	183	17	9	14	20	3	15
Liberty HS	21	22	20	91	11	13	5	38
Middle College HS - Fraga	26	30	17	57	9	9	7	78
Long Acad	17	17	12	71	7	7	5	71
<b>HISD Middle Schools</b>	<b>624</b>	<b>624</b>	<b>522</b>	<b>84</b>	<b>478</b>	<b>485</b>	<b>405</b>	<b>84</b>
<b>HISD Totals</b>	<b>15,862</b>	<b>28,219</b>	<b>11,003</b>	<b>39</b>	<b>11,978</b>	<b>22,155</b>	<b>10,615</b>	<b>48</b>

Sources: 2020 College Board AP Electronic data file, August 7, 2020; 2019 College Board AP Electronic data file, September 11, 2019

Notes: Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate Program in addition to Advanced Placement. This table displays an unduplicated count of all students tested and a duplicated count of exams taken by students. Combined School totals for Long Academy, Sharpstown International, and YWCPA include middle school students. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years. The district total includes a small number of tests incorrectly attributed to closed campuses (N=7).

\*Masked number tested < 5; ± School is closed

## Appendix C-2

## AP Exam Participation and Performance by Campus and 2019 Board Member District, Districtwide, 2019 and 2020

Board Member District	Campus	2019				2020			
		# Students Tested	# Exams Taken	# AP Scores ≥ 3	% AP Scores ≥ 3	# Students Tested	# Exams Taken	# AP Scores ≥ 3	% AP Scores ≥ 3
District I	Heights HS	740	1,233	230	19	559	864	298	34
District I	Northside HS	432	722	85	12	266	446	71	16
District I	Waltrip HS	402	844	158	19	360	748	205	27
District I	North Houston EC HS	442	832	193	23	302	595	208	35
District I	Houston MSTC HS	593	945	169	18	285	444	75	17
District I	Scarborough HS	198	235	70	30	68	80	17	21
District II	Kashmere HS	100	148	18	12	49	89	12	13
District II	Wheatley HS	178	183	17	9	14	20	3	15
District II	Washington HS	163	299	3	1	52	87	12	14
District II	North Forest HS	99	124	13	10	31	37	4	11
District II	Leland YMCPA	199	558	51	9	144	312	51	16
District III	Chavez HS	478	535	129	24	245	278	85	31
District III	Milby HS	480	759	156	21	278	417	78	19
District III	Mount Carmel Acad HS	110	217	27	12	91	147	41	28
District IV	Jones HS	82	85	65	76	97	131	21	16
District IV	Sterling HS	271	338	30	9	154	204	28	14
District IV	Yates HS	130	214	6	3	88	155	6	4
District IV	E-STEM Southeast HS	301	527	0	0	213	407	45	11
District IV	HAIS HS	375	440	100	23	352	420	122	29
District IV	YWCPA	146	366	68	19	170	355	97	27
District IV	Energy Inst HS	321	850	313	37	256	587	273	47
District V	DeBaKey HS	456	1329	1219	92	462	1151	959	83
District V	Bellaire HS	951	2,682	2,189	82	996	2,904	2,249	77
District V	Long Acad	17	17	12	71	7	7	5	71
District V	Challenge EC HS	429	834	253	30	410	801	302	38
District VI	Sharpstown HS	323	404	159	39	271	358	207	58
District VI	Westside HS	1,022	1,983	1,059	53	875	1,430	833	58
District VI	Sharpstown Intl	296	602	336	56	253	472	258	55
District VII	Lamar HS	1,261	1,316	209	16	796	884	281	32
District VII	Wisdom HS	373	765	85	11	216	468	78	17
District VII	Liberty HS	21	22	20	91	11	13	5	38
District VIII	HSLJ	246	385	35	9	134	261	50	19
District VIII	Eastwood Acad HS	338	661	186	28	331	633	239	38
District VIII	Kinder HSPVA	355	853	690	81	356	882	678	77
District VIII	Carnegie HS	779	2,102	1,503	72	815	2,286	1,644	72
District VIII	East EC HS	239	308	106	34	244	309	97	31
District VIII	Furr HS	124	158	17	11	101	125	31	25
District VIII	Middle College HS - Fraga	26	30	17	57	9	9	7	78
District VIII	TCAH	156	255	106	42	144	257	168	65
District VIII	Austin HS	279	387	76	20	161	243	79	33
District IX	Westbury HS	545	936	189	20	399	711	169	24
District IX	Madison HS	223	402	54	13	159	243	51	21
District IX	Worthing HS	95	150	11	7	22	27	11	41
District IX	South EC HS	259	299	48	16	194	238	44	18
	E-STEM West HS±	185	261	1	0	55	128	13	10
	<b>HISD Middle Schools</b>	<b>624</b>	<b>624</b>	<b>522</b>	<b>84</b>	<b>478</b>	<b>485</b>	<b>405</b>	<b>84</b>
<b>HISD Totals</b>		<b>15,862</b>	<b>28,219</b>	<b>11,003</b>	<b>39</b>	<b>11,978</b>	<b>22,155</b>	<b>10,615</b>	<b>48</b>

Sources: 2020 College Board AP Electronic data file, August 7, 2020; : 2019 College Board AP Electronic data file, September 11, 2019

Notes: Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate Program in addition to Advanced Placement. This table displays an unduplicated count of all students tested and a duplicated count of exams taken by students. Combined School totals for Long Academy, Sharpstown International, and YWCPA include middle school students. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years. The district total includes a small number of tests incorrectly attributed to closed campuses (N=7).  
± School is closed

## Appendix D

## AP Exam Participation and Performance by Exam and Campus, Districtwide, 2020

|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Source: 2020 College Board AP data file, August 7, 2020

Notes: Table displays duplicated count of exams taken by students enrolled districtwide. Combined School totals for Long Academy, Sharpstown International, and YWCPA include middle school students. Three students were incorrectly attributed to T.H. Rogers Middle School.

\*Masked for number tested &lt; 5

&lt;&gt; reflects exams taken and incorrectly attributed to closed campuses.





## Appendix D (Continued)

## AP Exam Participation and Performance by Exam and Campus, Districtwide, 2020

|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-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Source: 2020 College Board AP data file, August 7, 2020

Notes: Table displays duplicated count of exams taken by students enrolled districtwide. Combined School totals for Long Academy, Sharpstown International, and YWCPA include middle school students. Three students were incorrectly attributed to T.H. Rogers Middle School.

\*Masked for number tested &lt; 5

&lt;&gt; reflects exams taken and incorrectly attributed to closed campuses.















































[illegible]

Notes: Table displays duplicated count of exams taken by students enrolled districtwide. Combined School totals for Long Academy, Sharpstown International, and YWCPA include middle school students. Three students were incorrectly attributed to T.H. Rogers Middle School.

<> reflects exams taken and incorrectly attributed to closed campuses.

## Appendix E

## AP Course and Exam Performance by Campus, 9th - 12th grade, 2019–2020

School Name	AP Course			Take both AP Course & Exam				
	# Take	# Pass	% Pass	# Take	% Take	# AP Exam Scored 3–5	% AP Exam Scored 3–5	
Carnegie HS	2,376	2,324	98	2,270	96	1,632		72
DeBakey HS	1,202	1,174	98	1,145	95	955		83
Kinder HSPVA	951	947	100	873	92	668		77
East EC HS	247	230	93	225	91	37		16
YWCPA	377	368	98	338	90	84		25
Bellaire HS	2,898	2,821	97	2,560	88	1,967		77
Challenge EC HS	812	776	96	711	88	271		38
Westside HS	1,611	1,550	96	1,361	84	779		57
Eastwood Acad HS	755	722	96	623	83	233		37
Energy Inst HS	719	699	97	572	80	266		47
HAIS HS	498	438	88	388	78	102		26
Sharpstown Intl	625	584	93	456	73	251		55
North Houston EC HS	536	492	92	392	73	131		33
Lamar HS	1,114	956	86	801	72	244		30
Waltrip HS	1,035	987	95	729	70	196		27
Liberty HS	10	5	50	7	70	0		0
Westbury HS	1,050	979	93	697	66	164		24
South EC HS	316	292	92	210	66	26		12
Wisdom HS	654	616	94	413	63	40		10
LECJ HS	396	379	96	235	59	33		14
Heights HS	1,302	1,223	94	746	57	238		32
Sharpstown HS	623	497	80	353	57	205		58
Mount Carmel Acad HS	224	222	99	125	56	26		21
Leland YMCPA	539	455	84	294	55	41		14
Madison HS	447	437	98	242	54	50		21
Kashmere HS	137	129	94	73	53	3		4
E-STEM West HS	323	283	88	171	53	4		2
Northside HS	847	787	93	440	52	67		15
Austin HS	392	367	94	197	50	42		21
Furr HS	207	205	99	103	50	14		14
Long Acad	6	4	67	3	50	2		67
Chavez HS	386	316	82	186	48	45		24
Houston MSTC HS	913	868	95	419	46	61		15
Scarborough HS	152	144	95	65	43	5		8
Milby HS	984	925	94	416	42	80		19
Yates HS	365	351	96	150	41	5		3
E-STEM Central HS	767	655	85	277	36	19		7
Sterling HS	584	530	91	191	33	23		12
Washington HS	257	234	91	86	33	11		13
TCAH	643	618	96	212	33	143		67
Jones HS	257	246	96	57	22	1		2
North Forest HS	204	204	100	35	17	3		9
Wheatley HS	146	129	88	20	14	3		15
Worthing HS	168	147	88	13	8	1		8
Community Services	1	*	*	0	0	0		0
<b>HISD</b>	<b>29,056</b>	<b>27,316</b>	<b>94</b>	<b>19,880</b>	<b>68</b>	<b>9,171</b>		<b>46</b>

Sources: End of Year Chancery Grades data files, August 7, 2020 and September 4, 2019 and Chancery Demographics data file, May 11, 2020 and May 6, 2019; AP Exam Score Source: 2020 College Board AP data file, August 7, 2020 and 2019 College Board AP data file, September 11, 2019

Notes: AP courses and exams are linked--these graphs display a duplicated count of AP Exams taken by students enrolled in grades 9-12 for which a corresponding AP course grade exists. Students did not need to finish the AP course to be included in the category of AP courses taken. \*Masked # students < 5. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

## Appendix F

## AP Exam Participation and Performance by Exam and Campus, 8th grade, 2019 and 2020

Campus	Chinese Language & Culture						Spanish Language & Culture						Total					
	2019			2020			2019			2020			2019			2020		
	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+
BCM Biotech Acad at Rusk							57	44	77	36	32	89	57	44	77	36	32	89
Burbank MS							114	94	82	85	71	84	114	94	82	88	73	83
Chrysalis MS							19	19	100	11	9	82	19	19	100	11	9	82
Clifton MS							8	5	63	2	*	*	8	5	63	2	*	*
Energized MS																1	*	*
E-STEM Southeast MS										1	*	*				5	1	20
E-STEM Southwest MS																1	*	*
Hamilton MS							61	46	75	42	35	83	61	46	75	42	35	83
Hartman MS							6	6	100	2	*	*	6	6	100	4	*	*
Henry MS							16	9	56	15	14	93	16	9	56	15	14	93
Hogg MS							25	22	88	15	15	100	25	22	88	16	15	94
Lanier MS	4	*	*	5	4	80	30	30	100	24	23	96	34	34	100	29	27	93
Lawson MS																2	*	*
Long Acad							41	36	88	27	23	85	41	36	88	27	23	85
Mandarin Immersion Magnet	14	10	71	20	11	55							14	10	71	20	11	55
Meyerland MS							42	38	90	38	34	89	42	38	90	38	34	89
Pershing MS							22	22	100	18	18	100	22	22	100	20	19	95
Pin Oak MS							26	25	96	30	26	87	26	25	96	32	26	81
Revere MS							15	12	80	7	5	71	15	12	80	8	6	75
Rogers, TH																3	*	*
Sharpstown Intl							1	*	*	1	*	*	1	*	*	1	*	*
Stevenson MS							38	27	71	27	25	93	38	27	71	29	26	90
Tanglewood MS							32	20	63	13	11	85	32	20	63	13	11	85
West Briar MS							17	17	100	15	15	100	17	17	100	17	17	100
Wharton ES							24	23	96	18	14	78	24	23	96	19	14	74
Wilson Montessori																1	*	*
YWCPA							12	12	100	5	5	100	12	12	100	5	5	100
<b>HISD Totals</b>	<b>18</b>	<b>14</b>	<b>78</b>	<b>25</b>	<b>15</b>	<b>60</b>	<b>606</b>	<b>508</b>	<b>84</b>	<b>432</b>	<b>380</b>	<b>88</b>	<b>624</b>	<b>522</b>	<b>84</b>	<b>485</b>	<b>405</b>	<b>84</b>

Sources: College Board AP data files, September 11, 2019, and August 7, 2020

Notes: Table displays a duplicated count of exams taken by students who tested at a middle school. There were some students who self-reported they were in eighth grade and tested at a high school campus or took other subjects or tested at a middle school and self-reported a higher grade level. These subjects include: Calculus AB (N=1), Chemistry (N=1), English Language and Composition (N=1), English Literature and Composition (N=1), Environmental Science (N=1), French Language and Culture (N=1), Human Geography (N=16), Spanish Literature and Culture (N=2), United States History (N=1), and World History: Modern (N=3). These exams taken at high school campuses (N=4) are excluded from the totals. Three students were incorrectly attributed to T.H. Rogers Middle School. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.

\*Masked # tested &lt; 5

## Appendix G-1

### Advanced Placement Award Levels Available to HISD Students

Award	Criteria
AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, <u>and</u> scores of 3 or higher on five or more of these exams.
State AP Scholar *	Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, and then the highest average score (at least 3.5) on all AP Exams taken.
National AP Scholar	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, <u>and</u> scores of 4 or higher on eight or more of these exams.
AP International Diploma	Granted to students who receive a 3 or higher on five or more exams. Exams taken multiple times only count once. The highest score will be used for award calculation. Students attending a school within the U.S. must indicate on their AP Exam answer sheet that their scores will be sent to a university outside the U.S. Exams must fulfill the following content areas: 1). Two AP Exams from two world languages and culture courses. The language must be different in each course; or 2). Two AP Exams from one world language and culture course and one English course.
AP Seminar and Research Certificate	Granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.
AP Capstone Diploma	Granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing.

Sources: College Board. AP Scholar Award, retrieved from <https://apcentral.collegeboard.org/about-ap/awards/scholar-awards>; AP International Diploma, College Board. AP Scholar Awards, retrieved from [http://apcentral.collegeboard.com/apc/public/score\\_reports\\_data/awards/232781.html](http://apcentral.collegeboard.com/apc/public/score_reports_data/awards/232781.html)

Note: \* State AP Scholar Awards were discontinued for 2020. For 2021, the International AP Scholar and National AP Scholar award will be discontinued.

## Appendix G-2

## AP Scholar Awards Earned by Campus, 2019 and 2020

School	All Awards		Scholar		Honor		Distinction		National		AP International Diploma		AP Capstone Diploma		AP Seminar and Research Certificate		School % of Total		Change		
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	Total		
Austin HS	--	7	--	4	--	0	--	3	--	0	--	0	--	0	--	0	--	0	--	0	
Bellaire HS	558	588	157	155	65	64	243	270	91	99	2	0	0	0	0	0	23	24		30	
Carnegie HS	462	528	159	188	59	94	121	135	55	53	2	0	62	52	4	6	19	22		66	
Challenge EC HS	80	76	49	50	8	4	8	13	2	3	0	0	9	4	4	2	3	3		-4	
Chavez HS	6	2	4	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0		-4	
DeBakey HS	372	268	81	58	35	31	162	121	65	49	0	1	18	8	11	0	15	11		-104	
East EC HS	17	8	12	7	1	0	4	1	0	0	0	0	0	0	0	0	1	0		-9	
Eastwood Acad HS	57	52	48	42	6	7	3	2	0	1	0	0	0	0	0	0	2	2		-5	
Energy Inst HS	86	89	45	46	10	5	18	14	0	6	0	1	8	12	5	5	4	4		3	
Furr HS	--	1	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0			
Heights HS	40	53	27	43	5	5	7	4	1	1	0	0	0	0	0	0	2	2		13	
HAIS HS	17	14	15	10	0	3	2	1	0	0	0	0	0	0	0	0	1	1		-3	
Houston MSTC HS	6	6	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	
HSLJ	2	4	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0		2	
Kinder HSPVA	167	190	55	66	38	38	58	71	15	15	1	0	0	0	0	0	7	8		23	
Lamar HS	13	36	10	30	3	6	0	0	0	0	0	0	0	0	0	0	1	1		23	
Leland YMCPA	15	11	0	9	0	2	2	0	0	0	0	0	0	0	0	0	1	0		-4	
Madison HS	1	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0		1	
Milby HS	12	7	10	7	0	0	1	0	0	0	1	0	0	0	0	0	0	0		-5	
Mount Carmel Acad HS	2	4	1	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0		2	
North Houston EC HS	47	55	40	45	3	6	4	2	0	0	0	0	0	0	0	2	2	2		8	
Northside HS	7	6	5	6	1	0	0	0	0	0	0	0	0	0	1	0	0	0		-1	
Scarborough HS	--	1	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0			
Sharpstown HS	6	8	5	6	1	1	0	1	0	0	0	0	0	0	0	0	0	0		2	
Sharpstown Intl	75	65	47	42	8	9	16	12	4	2	0	0	0	0	0	0	3	3		-10	
TCAH	29	29	16	14	3	6	8	8	2	1	0	0	0	0	0	0	1	1		0	
Waltrip HS	21	39	17	29	2	2	2	3	0	0	0	0	0	3	0	2	1	2		18	
Westbury HS	21	33	16	32	3	1	0	0	0	0	0	0	1	0	1	0	1	1		12	
Westside HS	274	215	137	109	47	29	62	61	14	13	0	0	10	2	4	1	11	9		-59	
Wisdom HS	8	10	8	9	0	1	0	0	0	0	0	0	0	0	0	0	0	0		2	
Yates HS	--	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	0			
YWCPA	14	30	10	24	0	0	0	0	0	0	0	0	0	2	4	4	1	1		16	
HISD Totals	2,415	2,438	983	1,050	301	316	721	722	249	243	6	2	108	83	34	22	99	97		23	

Sources: Online College-Board Report, *District Scholar Summary Report*, September 9, 2019, and August 7, 2020

Note: State AP Scholar Awards were discontinued in 2020 and are not reported. Only campuses with at least one award are shown. Due to the COVID-19 pandemic, 2020 data are not comparable to previous years.