

## MEMORANDUM

March 27, 2023

TO: Board Members

FROM: Millard L. House II  
Superintendent of Schools

SUBJECT: **2022 ADVANCED PLACEMENT (AP) RESULTS**

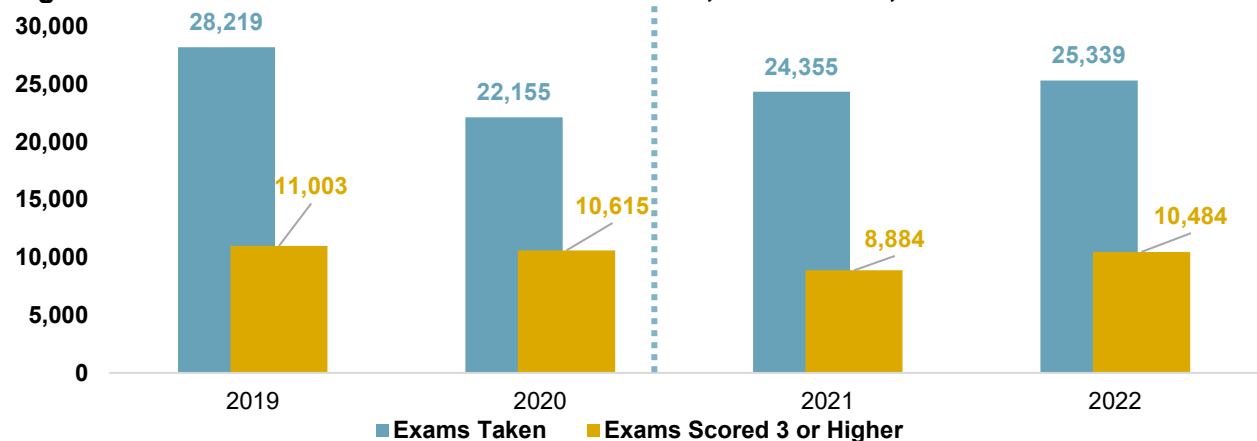
CONTACT: Allison Matney, Ed.D., 713-556-6700

The results from the Advanced Placement (AP) Examinations have been released by the College Board. There is a total of 38 AP Exams offered in seven subject categories. HISD schools administered all 38 AP Exams in 2022. 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 students districtwide taking at least one AP Exam **increased** by four percent to 13,823 in 2022 from 13,297 in 2021, reflecting, in part, the impact of the COVID-19 pandemic.
- The percentage of these exams scored at a 3 or higher in 2022 **increased** from 39 percent in 2019 to 41 percent in 2022. **Figure 1** presents the four-year trend for the number of AP Exams taken districtwide and the number scored 3 or higher.
- Twenty-nine campuses earned more AP Awards in 2022 than in 2021 including eight campuses that increased the number of AP Scholar Awards earned by double-digits.
- In 2021–2022, the district had a total of 1,074 high school AP Scholars, with 335 recognized with Honor, 719 recognized with Distinction, and 4 earning the AP International Diploma.

**Figure 1. AP Exams Taken and Number Scored 3+, Districtwide, 2019–2022**



Sources: College Board AP data files, August 24, 2022; *Advanced Placement Report 2020–2021*

Note: Due to the COVID-19 pandemic, 2020 data are not comparable to previous or subsequent years.

**Administrative Response**

The vision for the AP program in HISD is to ensure all students have the opportunity to participate and be exposed to college level, rigorous curriculum alongside the opportunity to earn college credit. The school's office is sharing the data from this report to high school principals and leadership for the purposes of reflecting on campus AP practices, begin planning for 2023-2024 master schedules, and follow up data conversations at the campus level to review AP offerings, as well as student success on AP exams in relation to grades given in class.

High school support officers are monitoring campus usage of AP potential to schedule students in AP and Pre-AP courses in addition to engaging in TTESS calibration walks. These walks are used to observe rigor of lessons in AP and Pre-AP courses and provide productive feedback to ensure equitable access to course curriculum.

The Schools Office, Research and Accountability, and College Readiness Departments will assist campuses with program evaluation and long-term planning with regard to their advanced academics strategies. Additionally, Project Explore and AVID courses will remain accessible to RISE and targeted campuses with increasing student readiness for AP courses and curriculum.

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



MLH

**Attachment**

cc: Superintendent's Direct Reports  
Assistant Superintendents  
School Support Officers  
Shawn Bird, Ed.D.  
Connie Smith, Ph.D.  
David Johnston



# RESEARCH

Educational Program Report

**ADVANCED PLACEMENT REPORT**  
**2021-2022**



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# ADVANCED PLACEMENT REPORT 2022

## Executive Summary

The Advanced Placement (AP) program represents a critical element in HISD's efforts to inject rigor into the high school classrooms. Since 2011, 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 college level academic rigor. The 2022 AP Exams were administered over a two-week period in May in a paper-and-pencil format. There were two exceptions: AP Chinese and AP Japanese exams were administered in schools on computers.

### Highlights of AP in 2022

- The number of students districtwide taking at least one AP Exam **increased** by four percent to 13,823 in 2022 from 13,297 in 2021.
- The number of AP Exams taken districtwide **increased** by four percent to 25,339 in 2022 from 24,355 in 2021.
- The number of AP Exams scored 3 or higher **increased** by 18 percent to 10,484 in 2022 from 8,884 in 2021, and the proportion of exams scored 3 or higher **increased** from 36 percent in 2021 to 41 percent in 2022.
- History and Social Sciences represented the largest category among the seven AP categories with 45 percent of all AP Exams taken districtwide, followed by 17 percent in English.
- For the 2021–2022 school year, 33.0 percent of high school students enrolled in at least one AP course.
- Twenty-nine campuses earned more AP Awards in 2022 than in 2021 including eight campuses that **increased** the number of AP Scholar Awards earned by double-digits.
- In 2022, the district had a total of 1,074 high school AP Scholars, with 335 recognized with Honor, 719 recognized with Distinction, and 4 earning the AP International Diploma.

## 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. 28). 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>1</sup>

Studies show that students who take AP courses and exams are more likely to succeed in college.<sup>2</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. 39). 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 2021–2022 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>3</sup>

### Administration and Submission

Typically, 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. For 2022, the AP Exams were full-length and covered the full scope of the course.

### Scoring

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 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; All AP subjects have AP readers scoring at Reading sites; however, at-home scoring is available for selected AP subjects. 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.

For more details on the methods used in analyzing the data presented in this report, see pages 25–27.

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<sup>1</sup> College Board. AP Central: AP at a Glance. Retrieved from <https://apcentral.collegeboard.org/about-ap/ap-a-glance><sup>2</sup>

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

<sup>3</sup> College Board – AP course Audit. Retrieved from <https://apcentral.collegeboard.org/courses/ap-course-audit>

### Program Costs and Funding Source

The AP Exam fees are outlined in **Table 1**. The district pays for all AP exams regardless of a student's family income level. The total costs for the district decreased to \$1,126,931 when compared to the previous year. The AP examination fee is \$96 per exam (minus a \$9 College Board rebate) resulting in an \$87 cost per exam for the 2021–2022 school year. The College Board provides a \$34 fee reduction per exam for students in financial need that qualify, and the state subsidy per AP exam is \$40 making the total cost \$13 per exam for eligible students for 2021–2022 compared to \$21 per exam for 2020–2021. The cost per AP Seminar and AP Research exam is \$144 and \$61 for students with financial need.

Table 1. AP Exam Fees, 2018–2019 through 2021–2022				
	2018–2019	2019–2020	2020–2021	2021–2022
<b>Total costs</b>	<b>\$1,300,000</b>	<b>\$1,243,321</b>	<b>\$1,345,551</b>	<b>\$1,126,931</b>
AP examination fee	\$94	\$94	\$95	\$96
College Board rebate	(\$9)	(\$9)	(\$9)	(\$9)
Net AP fee per exam	\$85	\$85	\$86	\$87
<b>Reductions for Economically Disadvantaged students:</b>				
College Board fee reduction	(\$32)	(\$32)	(\$33)	(\$34)
Texas AP exam subsidy	(\$28)	(\$30)	(\$32)	(\$40)
Subsidized AP exam fee	\$25	\$23	\$21	\$13

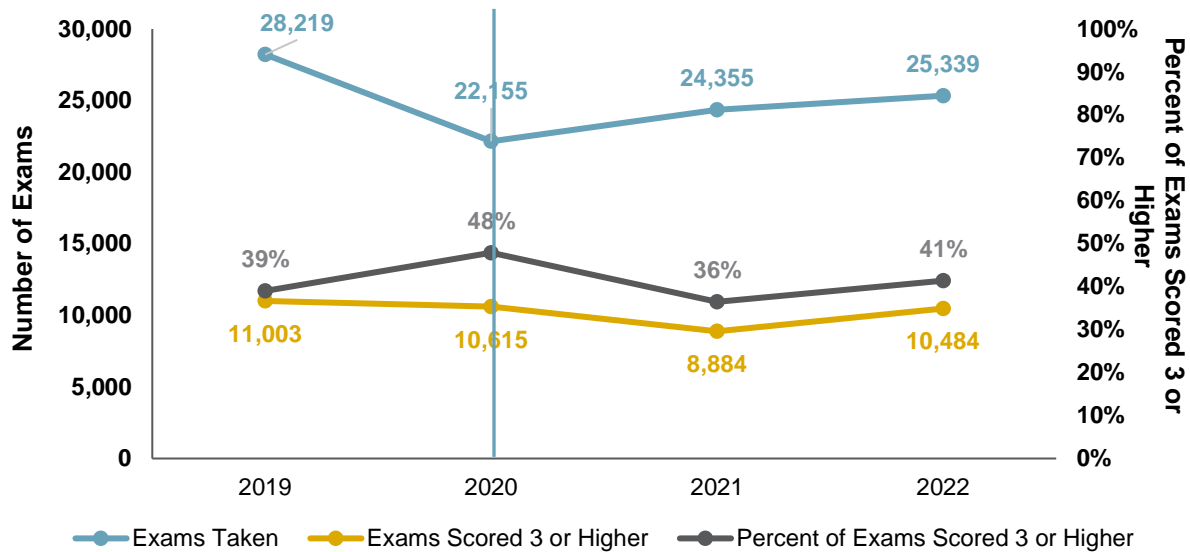
Sources: J. Ertel (personal communication, September 1, 2020), J. Ertel (personal communication, September 22, 2020), J. Ertel (personal communication, August 13, 2021), and S. Meloni (personal communication, July 19, 2022 & July 21, 2022)

## Results

### Exam Participation and Performance

Due to the impact of COVID-19 on the educational experiences of students, participation rates on AP exams decreased markedly in 2020. Moreover, the AP exams administered in 2020 were not full length, did not cover the full scope of the course, and were administered remotely. Therefore, 2020 results are not comparable to previous or subsequent years. The total number of exams taken by HISD students increased by 984 exams to 25,339 in 2022 from 24,355 in 2021. For 2022, exams covered the full scope of the course, were full length, and not offered remotely. The number of AP Exams taken across the district and the number and percent scored 3 or higher are shown in **Figure 1** (p. 4).



**Figure 1. AP Exam Participation and Performance, Districtwide, 2019–2022**

Sources: College Board AP data file, August 24, 2022; *2021 Advanced Placement (AP) Results*

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 or subsequent years.

Figure 1 indicates the following:

- The number of AP Exams taken by students districtwide **increased** by 4.0 percent to 25,339 in 2022 from 24,355 in 2021 although there was a ten percent decline from 2019.
- The number of AP Exams scored 3 or higher in 2022 (10,484) **increased** by 18.0 percent compared to 2021 (8,884).
- The percentage of AP Exams scored 3 or higher in 2022 **increased** by two percentage points compared to 2019 and **increased** by five percentage points compared to 2021.
- Based on students' opportunity to earn at least 3 college credits for each AP Exam score of 3 or higher, 10,484 AP Exams meeting the criteria at the high school level represents 31,452 estimated college credits. College Board calculates an average rate of \$400.53 per credit hour for 2022 indicating a total potential savings for the district's students and families of \$12,597,469.56<sup>4</sup>

### Comparison with State and Nation

The long-term impact of COVID-19 is evidenced by the vacillating participation and performance for the district, state, and nation. The College Board provides AP data for the state of Texas and the nation. Between 2019 and 2022, the number of AP Exams taken by all students in the district, Texas, and nation decreased by ten percent, four percent, and eight percent, respectively. HISD and the state of Texas experienced an increase in the percentage of AP Exams scored 3 or higher by two percentage points and one percentage point, respectively, whereas the nation experienced a three percentage point decline from 2019 to 2022.

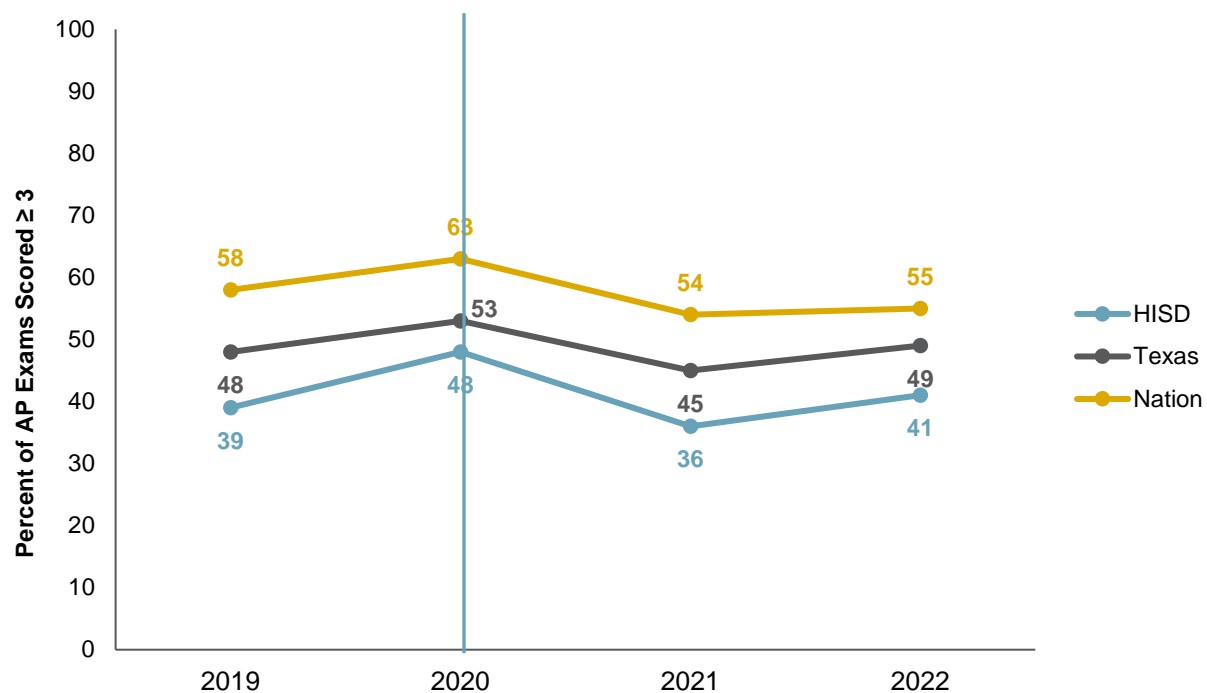
<sup>4</sup> The estimates are based on Table CP–5 of the 2022 College Board report, *Trends in College Pricing*, Retrieved from <https://trends.collegeboard.org/college-pricing>



**Figure 2** presents the proportion of all AP Exams scored 3 or higher for HISD, Texas, and the nation from 2019 through 2022. Figure 2 indicates the following:

- The proportion of AP Exams scored 3 or higher for the district, state, and nation have shown an abrupt increase in performance in 2020 that can be attributed to COVID-19. These factors associated with COVID-19 included remote testing, the population of students tested, and the modifications made to tested material and format. For these reasons, 2020 data are not comparable to previous or subsequent years.
- In 2022, the proportion of AP Exams scored at 3 or higher in HISD is lower than that of Texas by eight percentage points, and lower than the nation by 14 percentage points. These gaps have closed from 2019 where it was nine percentage points for Texas and 19 percentage points for the nation.

**Figure 2. AP Exam Performance (HISD, Texas, National), 8<sup>th</sup>–12<sup>th</sup> Grade, 2019–2022**



Sources: District, College Board AP data files, August 24, 2022; Texas and nation: *Texas–Public Schools Overview, 2021–2022*; Previous years: *2021 Advanced Placement (AP) Results*

Note: Due to the COVID-19 pandemic, 2020 data are not comparable to previous or subsequent years.

### By Exam Category

**Table 2** (p. 6) shows the number of AP Exams taken by HISD students by the seven AP Exam subject categories outlined in **Appendix A** (p. 28) 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	11,415	45%	3,675	32%
English	4,244	17%	1,849	44%
World Languages & Culture	3,019	12%	1,916	63%
Sciences	2,916	12%	1,166	40%
Math & Computer Science	2,773	11%	1,249	45%
AP Capstone	637	3%	474	74%
Arts	335	1%	155	46%
<b>HISD Totals</b>	<b>25,339</b>	<b>100%</b>	<b>10,484</b>	<b>41%</b>

Source: College Board AP data file, August 24, 2022

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 (17 percent).
- Success rates ranged from 32 percent (History & Social Science) to 74 percent (AP Capstone).
- While three percent of exams were in AP Capstone, the success rate was the highest at 74 percent.

### 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 **increased** in 2022 compared to 2021; similarly, the percentage of exams scoring 3 or higher **increased** by five percentage points from 36 percent in 2021 to 41 percent in 2022 (**Table 3**, p. 7).

Table 3 presents the number of HISD students districtwide in 2021 and 2022 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, at-risk status, emergent bilingual (EB) status, special education status, homeless status, and gifted and talented (G/T) status. The number of students tested reflects an *unduplicated* count of students who took an AP Exam.

- Approximately six out of ten (61 percent) HISD students who took an AP Exam in 2022 were Hispanic. The number of Hispanic students who took AP Exams increased by six percent, and the number of exams taken by Hispanic students increased by 964 exams compared to 2021. The proportion of exams taken by Hispanic students scored 3 or higher increased from 2021 (24 percent in 2021 compared to 30 percent in 2022).
- African American students represented the second largest racial/ethnic group who took an AP Exam, accounting for 15 percent of all AP test takers in 2022. When compared to 2021, the number of African American students who took AP Exams **decreased** by less than one percent and the number of exams taken by African American students **decreased** by 5 percent. The *proportion* of exams scored 3 or higher taken by African American students **increased** by 6 percentage points compared to 2021.

Student Group	N Tested		AP Exams Taken		AP Scores $\geq 3$ , N		AP Scores $\geq 3$ , % of Exams	
	2021	2022	2021	2022	2021	2022	2021	2022
African American	2,085	2,077	3,345	3,524	560	797	17%	23%
Asian	1,224	1,220	3,404	3,374	2,446	2,610	72%	77%
Hispanic	7,916	8,418	13,056	14,020	3,153	4,169	24%	30%
White	1,785	1,740	3,928	3,704	2,336	2,495	59%	67%
Two or more races	211	238	468	474	304	313	65%	66%
Missing	33	77	73	123	47	46	64%	37%
Econ Disadv.	8,392	9,187	13,619	15,435	2,953	4,370	22%	28%
Non-Econ Disadv	4,872	4,559	10,663	9,781	5,884	6,068	55%	62%
At-Risk	3,367	5,004	4,865	7,483	908	1,743	19%	23%
Non-At-Risk	9,897	8,689	19,417	17,668	7,929	8,669	41%	49%
EB	1,522	2,079	2,030	2,817	471	743	23%	26%
Non-EB	11,723	11,667	22,226	22,399	8,356	9,695	38%	43%
Special Ed	211	268	312	417	56	98	18%	24%
Non-Special Ed	13,053	13,478	23,971	24,799	8,781	10,340	37%	42%
Homeless	97	273	152	429	34	109	22%	25%
Non-Homeless	13,167	13,473	24,130	24,787	8,803	10,329	36%	42%
G/T	6,197	6,458	13,114	13,711	6,737	7,828	51%	57%
Non-G/T	7,065	7,288	11,168	11,505	2,100	2,610	19%	23%
Female	7,731	7,737	13,840	14,199	4,891	5,794	35%	41%
Male	5,533	6,009	10,442	11,017	3,946	4,644	38%	42%
Missing	33	77	73	123	47	46	64%	37%
<b>HISD Totals</b>	<b>13,297</b>	<b>13,823</b>	<b>24,355</b>	<b>25,339</b>	<b>8,884</b>	<b>10,484</b>	<b>36%</b>	<b>41%</b>

Sources: College Board AP data file, August 24, 2022 and September 9, 2021; at-risk, emergent bilingual, special education, homeless, G/T and economic status source: SIS Demographics, various years

Notes: This table displays an unduplicated count of students tested and a duplicated count of exams taken by students districtwide. For 2022 and 2021, economic status, EL, special education, homeless and G/T status could not be determined for 77 and 33 students, respectively, and for 54 missing EB students in 2021. Race/ethnicity, grade level, and gender were extracted from the demographic files rather than the AP data files.

- White students represented the third largest racial/ethnic group of students who took an AP exam, accounting for 13 percent of all AP test takers in 2022. Compared to 2021, the number of White students who took AP Exams **decreased** by three percent, while the number of exams taken **decreased** by six percent. The proportion of exams scored 3 or higher **increased** from the previous year (59 percent in 2021 compared to 67 percent in 2022). White students in HISD score at or above a 3 on the AP exam at rates 2.2 and 2.9 times higher than Hispanic and African American students, respectively.
- Asian students accounted for nine percent of AP test takers in 2022. When compared to 2021, the number of Asian students who took AP Exams and the number of exams taken by Asian students each **decreased** by less than one percent. The proportion of exams scored 3 or higher taken by Asian students **increased** compared to 2021 (72 percent in 2021 and 77 percent in 2022). Asian students outperformed all racial/ethnic groups for both 2021 and 2022 when looking at the proportion of exams scoring 3 or higher.

- Economically disadvantaged students accounted for 66 percent of AP test takers in 2022. When compared to 2021, the number of economically disadvantaged students who took AP Exams, the number of exams taken by economically disadvantaged students, and the proportion of exams scored 3 or higher **increased** by nine percent, 13 percent, and 48 percent. Non-economically disadvantaged students passed the AP exam at rates 2.2 times higher than economically disadvantaged students (62 percent vs. 28 percent).
- At-Risk students accounted for 36 percent of AP test takers in 2022. Compared to 2021, the number of at-risk test takers, the number of exams taken, the proportion of exams scored 3 or higher for at-risk students increased by 49 percent, 54 percent, and 92 percent, respectively. Non-at-risk students passed AP exam at rates 2.1 times higher than at-risk students (49 percent vs 23 percent).
- Performance gaps in passing rates exist between African American and Hispanic students compared to their White peers. In 2022, White students outperformed their African American and Hispanic peers by 44 and 37 percentage points, respectively. Comparing 2021 to 2022, the gap in passing rates between African American and White students as well Hispanic and White students increased by 2 percentage points.

The College Board provides a measure to assess both equity and excellence for the district (**Table 4**). 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) on multiple exams are counted only once. A total of 19.3 percent of 2022 HISD seniors scored a 3, 4, or 5 during their high school tenure, reflecting a 4.8 percentage-point increase compared to 2021. The percentage of students scoring a 3 or higher increased for all students and all student groups compared to 2021, with the exception of students receiving special education services.

**Table 4. Equity and Excellence for Seniors and by Student Group, 2020–2022**

Race/Ethnicity	2020			2021			2022		
	District N	AP Scores 3+	%	District N	AP Scores 3+	%	District N	AP Scores 3+	%
<b>HISD Seniors</b>	<b>11,693</b>	<b>1,844</b>	<b>15.8</b>	<b>12,533</b>	<b>1,822</b>	<b>14.5</b>	<b>10,912</b>	<b>2,108</b>	<b>19.3</b>
African American	2,578	133	5.2	2,744	173	6.3	2,403	177	7.4
American Indian	22	1	4.5	26	*	*	17	7	41.2
Asian	486	280	57.6	538	281	52.2	496	300	60.5
Hispanic	7,326	1,055	14.4	7,744	979	12.6	6,706	1,189	17.7
Pacific Islander	8	*	*	8	*	*	11	3	27.3
White	1,151	340	29.5	1,337	353	26.4	1,245	391	31.4
Two or more races	122	34	27.9	136	33	24.3	126	41	32.5
Econ. Dis.	8,945	1,019	11.4	9,353	959	10.3	7,951	1,175	14.8
At-Risk	6,962	364	5.2	5,935	285	4.8	5,783	527	9.1
EB	1,761	105	6.0	1,899	112	5.9	1,641	163	9.9
Special Ed.	1,018	9	0.9	1,293	48	3.7	1,014	14	1.4
Homeless	463	38	8.2	524	30	5.7	265	32	12.1
G/T	2,168	1,054	48.6	2,357	1,033	43.8	2,404	1,227	51.0

Sources: College Board AP data file, August 24, 2022; *2021 Advanced Placement (AP) Results*

Note: Seniors with Fall PEIMS demographic data and 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 or subsequent years. Excludes Community Services, HCC Life Skills, JJAEP, SOAR Center, Secondary DAEP and TH Rogers. \* Masked for number tested <5

**Appendix B–1** (p. 29) 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 40 campuses that tested ten or more students in 2022, Carnegie High School had 98.8 percent of their enrolled seniors scoring a 3, 4, or 5 on an AP Exam during their high school tenure, reflecting the highest percentage of all campuses.

### By Subject

**Appendix B–2** (p. 30) compares the mean scores by subject for HISD students with the mean scores of students in Texas and all AP test-takers. For 2022, HISD participated in all 38 examinations.

For 2022, students in HISD scored a mean of 3 or higher on a five-point scale on 12 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 five out of 38 subject examinations in Music Theory, European History, Calculus BC, German, and Italian Language and Culture. Mean scores ranged from 1.20 in Comparative Government and Politics to 3.88 in Calculus BC. World History represented the subject test taken by the highest number of students (N=3,239); however, mean scores for this exam were lower than the global mean scores by 0.71.

**Appendix B–3** (p. 31) shows the gaps in the mean exam scores between African American, Hispanic, and White students for 2021 compared to 2022. The White-African American gap decreased on eight exams (shown by green arrow), and the White-Hispanic gap decreased on 12 exams (shown by green arrow). The largest gap decreases for White-African American students occurred on the Art History exam, and the largest gap decreases for White-Hispanic students occurred on the Physics C: Mechanics exam. The White-African American gap increased on 13 exams (shown by red arrow), and White-Hispanic gap increased on 16 exams (shown by red arrow). There was no change for the White-African American gap for 4 exams (shown by yellow arrow), and no change for the White-Hispanic gap for one exam (shown by yellow arrow).

### By Campus

**Figure 3** (p. 10) shows the number of AP Exams taken by HISD students districtwide and the number of exams scored 3 or higher for each campus in 2021 and 2022. All AP Exams are represented in this figure, regardless of whether the student was enrolled in the AP course. **Appendix C** (p. 32) provides additional details for the number of AP Exams taken and the corresponding performance by campus.

Figure 3 indicates the following:

- Students at Carnegie High School took the largest number of AP Exams in 2022 (2,838) while 12 exams were taken at Middle College HS-Fraga, reflecting the smallest number of exams taken.
- In 2022, exams taken at Bellaire, Carnegie, Westside, and DeBakey high schools reflected 32 percent of all AP Exams taken in HISD, but accounted for 56 percent of all exams that were scored 3 or higher.
- For the 44 campuses with two years of **participation** data and five or more testers, 26 campuses **increased** the number of AP Exams taken, and 18 campuses **decreased** the number of AP Exams taken.
- For the 44 campuses with two years of **performance** data and five or more testers, the number of AP Exams scored 3 or higher **increased** at 32 campuses and **decreased** at 11 campuses, with no change occurring at one campus.

Figure 3. AP Exam Participation and Performance by Campus, Districtwide, 2021 and 2022

Ranked by the number of AP Exams taken in 2022

Campus	2021		2022		Change, 2021 to 2022	
	Exams Taken N	Exams $\geq 3$ N	Exams Taken N	Exams $\geq 3$ N	Exams Taken N	Exams $\geq 3$ N
Carnegie HS	2,750	1,790	2,838	2,041	88	251
Bellaire HS	2,773	1,878	2,411	1,968	-362	90
Westside HS	1,438	739	1,397	909	-41	170
DeBakey HS	1,237	836	1,249	938	12	102
Heights HS	954	224	1,019	372	65	148
Challenge EC HS	858	220	971	268	113	48
Waltrip HS	838	111	943	174	105	63
Westbury HS	690	84	904	162	214	78
Lamar HS	992	257	900	193	-92	-64
Kinder HSPVA	864	617	888	601	24	-16
E-STEM Central HS	997	45	856	24	-141	-21
Houston MSTC HS	521	65	844	129	323	64
Energy Inst HS	662	192	681	287	19	95
Milby HS	718	71	651	135	-67	64
North Houston EC HS	626	91	611	148	-15	57
Chavez HS	260	78	568	216	308	138
Furr HS	258	21	538	38	280	17
Sharpstown Intl	551	223	535	239	-16	16
YWCPA	337	56	493	120	156	64
Eastwood Acad HS	454	153	488	236	34	83
Sharpstown HS	317	113	454	151	137	38
Madison HS	364	46	428	96	64	50
South EC HS	303	11	420	46	117	35
Leland YMCPA	443	8	406	10	-37	2
Northside HS	543	40	399	50	-144	10
HSLJ	318	55	386	68	68	13
Austin HS	229	79	322	90	93	11
TCAH	355	176	295	160	-60	-16
East EC HS	318	50	276	45	-42	-5
HAIS HS	455	63	276	71	-179	8
Wisdom HS	336	39	267	55	-69	16
Sterling HS	271	21	233	17	-38	-4
Mount Carmel Acad HS	121	10	164	22	43	12
Washington HS	104	17	114	5	10	-12
Jones HS	99	8	111	21	12	13
North Forest HS	74	6	100	13	26	7
Scarborough HS	73	7	95	5	22	-2
Yates HS	101	2	92	4	-9	2
Kashmere HS	93	5	87	19	-6	14
Wheatley HS	51	1	69	1	18	0
Worthing HS	87	21	58	10	-29	-11
Liberty HS	35	13	26	11	-9	-2
Long Acad	10	8	18	9	8	1
Middle College HS - Fraga	9	8	12	7	3	-1
<>	28	10	34	13	6	3
Middle Schools	440	314	412	287	-28	-27
HISD Total	24,355	8,884	25,339	10,484	1,006	1,626

Sources: College Board AP data file, August 24, 2022; 2021 Advanced Placement (AP) Results

Notes: Bellaire, Chavez, Heights, and Lamar high schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). This figure displays a duplicated count of exams.

&lt;&gt;Ninth grade students attributed to a middle school campus by the College Board or middle school students who tested in a subject other than a foreign language.

### By Exam and by Campus

**Appendix D** (pp. 33–36) 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 2022.

- AP participation and performance across campuses varies markedly. Passing rates ranged from one percent at Wheatley High School to 82 percent at Bellaire High School.
- In 2022, there were campuses for which five or more students were tested where **none** of the students passed in the following exams: 3-D Art and Design, Music Theory, English Language & Composition, English Literature and Composition, Human Geography, Macroeconomics, Microeconomics, Psychology, United States Government and Politics, United States History, World History, Calculus AB, Calculus BC, Computer Science A, Computer Science Principles, Statistics, Biology, Chemistry, Environmental Science, Physics 1, and Chinese Language and Culture.
- World History (3,239), English Language & Composition (2,547), Spanish Language and Culture (2,481), and United States History (2,314) reflect the top four AP exams with the highest number of testers, rank-ordered.

### Course Participation and Performance: AP Course Offerings

**Figure 4** (p. 12) shows the number of AP courses offered in HISD schools and the change in the number of courses from 2020–2021 and 2021–2022.

Figure 4 indicates the following:

- In 2022, 55 HISD schools offered at least one AP course—reflecting no change from the previous year.
- Of the 55 schools that offered AP courses in both 2020–2021 and 2021–2022, 17 schools **increased** the number of AP courses offered from 2020–2021, 20 schools **decreased** AP course offerings, and 18 schools had **no change**.
- The largest **increase** in AP courses offered in 2021–2022 compared to 2020–2021 occurred at Bellaire High School with an addition of three courses.
- The largest **decrease** in AP courses offered in 2021–2022 compared to the previous year occurred at Houston Academy for International Studies (HAIS) and Northside high schools with a reduction of four courses.
- Students attending Lanier Middle School and the Mandarin Immersion Magnet take a Chinese course that is not an AP Chinese course and take the AP Chinese Language and Culture exam.



**Figure 4. Distinct AP Courses Offered by Campus, 2020–2021 and 2021–2022***Ranked by the number of courses in 2021–2022*

School Name	2020–2021	2021–2022	Change
Bellaire HS	29	32	3
Carnegie HS	28	28	0
Westside HS	28	27	-1
Waltrip HS	22	21	-1
DeBakey HS	20	21	1
Eastwood Acad HS	19	20	1
Energy Inst HS	18	19	1
Westbury HS	18	17	-1
Sharpstown Intl	18	17	-1
Houston MSTC HS	16	17	1
Challenge EC HS	19	17	-2
YWCPA	15	17	2
Kinder HSPVA	16	16	0
Wisdom HS	17	15	-2
Heights HS	16	15	-1
Northside HS	18	14	-4
Milby HS	15	14	-1
Austin HS	11	13	2
Furr HS	12	13	1
Leland YMCPA	15	13	-2
Madison HS	15	12	-3
E-STEM Southeast HS	10	12	2
Kashmere HS	10	11	1
Sterling HS	11	11	0
Washington HS	10	11	1
Sharpstown HS	9	11	2
HSLJ	10	11	1
TCAH	13	11	-2
Mount Carmel Acad HS	9	11	2
North Houston EC HS	9	10	1
North Forest HS	10	10	0
Wheatley HS	7	9	2
Yates HS	9	8	-1
Scarborough HS	10	8	-2
Chavez HS	6	7	1
East EC HS	9	7	-2
HAIS HS	11	7	-4
Lamar HS	6	6	0
South EC HS	7	6	-1
Worthing HS	5	5	0
Jones HS	6	4	-2
Liberty HS	5	4	-1
Long Acad	4	2	-2
Burbank MS	1	1	0
Hamilton MS	1	1	0
Hartman MS	1	1	0
Henry MS	1	1	0
Hogg MS	1	1	0
Meyerland MS	1	1	0
Lanier MS	1	1	0
Pershing MS	1	1	0
Stevenson MS	1	1	0
West Briar MS	1	1	0
BCM Biotech Acad at Rusk	1	1	0
Wharton K-8	1	1	0
Pin Oak MS	1	1	0
Clifton MS	1	1	-1
<b>HISD</b>	<b>38</b>	<b>38</b>	<b>0</b>

Source: End of Year SIS Grades Files, July 2021 and July 2022

Note: Courses displayed had at least one student enrolled within the respective academic year.

Lanier and the Mandarin Immersion Magnet offered a Chinese course that was not an AP Chinese course. Bellaire, Chavez, Heights, Lamar, Sharpstown International, and Yates high schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP).

### By Student Group

**Table 5A** presents the number and percent of HISD students in grades 9–12 who completed at least one AP course by student group including race/ethnicity, economic status, Emergent Bilingual (EB) status, gender, gifted and talented (G/T) status, special education status, and homeless status. This table reflects an *unduplicated* count of students for courses. Students who were enrolled in the second semester of a two-semester course and/or those enrolled in a one-semester course were eligible to complete an AP course.

Student Group	Grades 9–12 Enrollment		Students Enrolled in at Least One AP Course		Students Completing at Least one AP Course	
	N	%	N	%	N	%
African American	13,122	22.8	3,200	24.4	2,315	72.3
American Indian	126	0.2	36	28.6	31	86.1
Asian	2,314	4.0	1,338	57.8	1,238	92.5
Hispanic	35,507	61.8	11,906	33.5	8,287	69.6
Pacific Islander	61	0.1	24	39.3	23	95.8
Two or More	764	1.3	281	36.8	241	85.8
White	5,575	9.7	2,157	38.7	1,879	87.1
Non-Econ. Disadv.	13,061	22.7	5,633	43.1	4,748	84.3
Econ. Disadv.	44,401	77.3	13,309	30.0	9,266	69.6
Not-At-Risk	20,591	35.8	10,527	51.1	8,932	84.8
At-Risk	33,141	57.7	8,105	24.5	4,937	60.9
Non-EB	43,045	74.9	15,749	36.6	12,064	76.6
EB	14,424	25.1	3,193	22.1	1,950	61.1
Female	28,713	50.0	10,586	36.9	7,893	74.6
Male	28,752	50.0	8,356	29.1	6,121	73.3
Non-G/T	45,677	79.5	11,358	24.9	7,674	67.6
G/T	11,792	20.5	7,584	64.3	6,340	83.6
Non-Special Education	51,760	90.1	18,287	35.3	13,565	74.2
Special Education	5,709	9.9	655	11.5	449	68.5
Non-Homeless	53,958	93.9	17,763	32.9	13,276	74.7
Homeless	3,511	6.1	1,179	33.6	738	62.6
<b>HISD Totals</b>	<b>57,469</b>	<b>100.0</b>	<b>18,942</b>	<b>33.0</b>	<b>14,014</b>	<b>74.0</b>

Sources: End of Year SIS Grades files, July 2021 and July 2022

Notes: Table displays an unduplicated count of HISD students enrolled in grades 9–12. 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. There are 7 students missing economic status, 4 students missing gender, and 3,737 missing At-Risk status.

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

- Hispanic and African American students are less likely to enroll in AP courses compared to their Asian and White peers. Only 33.5 and 24.4 percent of Hispanic and African American students, respectively, were enrolled in AP courses in 2021–2022 compared to 38.7 percent and 57.8 percent of White and Asian students, respectively.
- Hispanic (69.6 percent) and African American (72.3 percent) students had lower completion rates compared to their White (87.1 percent) and Asian (92.5 percent) counterparts.
- For 2021–2022, AP completion rates ranged from 60.9 percent for At-Risk students to 83.6 percent for G/T students.
- Among students enrolled in grades 9–12 for 2021–2022, 33.0 percent enrolled in at least one AP course and 74.0 percent completed at least one AP course.

### By Campus

**Table 5B** (p. 15) shows the percentage of students in grades 9–12 who completed at least one AP course and passed at least one AP exam in 2020–2021 and 2021–2022 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 9–12 is counted only once if the student took and completed one or more AP courses. The campus attribution is based on the SIS Grades file for the respective year. Percentages are based on AP courses taken by students in grades 9–12.

Table 5B indicates the following:

- In 2021–2022, 74.0 percent of students enrolled in at least one AP course districtwide **completed and passed** at least one AP course.
- In 2021–2022, the percentage of students enrolled in at least one AP course and in grades 9–12 who completed and passed at least one AP course ranged from 45.0 percent at Sharpstown High School to 96.3 percent at YWCPA.
- The percentage of students who took at least one AP Exam ranged from 4.4 percent at TCAH to 99.3 percent at Carnegie High School.
- The percentage of students who passed at least one AP Exam ranged from 1.9 percent at Wheatley High School to 86.7 percent at Carnegie High School.
- Although 90.8 percent of Energized for STEM Academy High School students completed and passed at least one AP course, only 5.9 percent passed at least one AP exam. Similarly, there were six additional campuses that had at least 60 percent or more of their students who completed and passed at least one AP course but had less than 10 percent of their students pass at least one AP Exam. These included: Furr, Leland YMCPA, Scarborough, Washington, Wheatley, and Yates high schools.
- A lower percentage of students took and passed an AP course in 2022 compared to 2021.

Table 5B. Students Enrolled, Completed and Passed at Least One AP Course, and Took and Passed at Least One AP Exam										
Campus Name	2021						2022			
	Enrolled	Completed & Passed at Least One AP Course		Took at Least One AP Exam	Passed at Least One AP Exam	Enrolled	Completed & Passed at Least One AP Course		Took at Least One AP Exam	Passed at Least One AP Exam
		N	%				N	%		
Austin HS	1,604	164	88.6	8.6	26.1	1,634	203	62.8	12.0	25.5
Bellaire HS	3,324	1,001	93.2	28.4	74.3	3,277	923	81.3	27.6	85.3
Carnegie HS	922	<b>866</b>	94.3	<b>96.1</b>	76.3	911	876	96.2	<b>99.3</b>	<b>86.7</b>
Challenge EC HS	479	370	81.7	85.6	29.5	461	411	89.3	92.8	42.5
Chavez HS	2,602	171	<b>53.4</b>	9.4	31.0	2,559	429	61.5	17.8	44.2
DeBakey HS	926	548	94.8	58.3	71.7	874	489	88.3	56.4	85.8
East EC HS	445	183	62.7	57.1	16.9	448	256	64.0	53.1	16.8
Eastwood Acad HS	441	244	85.0	56.5	42.2	401	267	79.0	65.8	54.9
Energized for STEM Academy HS	612	559	92.1	90.2	8.0	651	591	90.8	52.2	5.9
Energy Institute HS	757	307	93.9	39.9	33.4	700	331	85.8	44.1	49.8
Furr HS	1,171	269	80.8	17.6	10.2	1,231	363	68.0	29.0	9.8
HAIS	494	352	88.0	76.7	15.6	460	224	57.7	52.8	28.0
Heights HS	2,470	661	81.6	24.7	31.0	2,504	676	72.1	26.6	44.4
Houston MST	2,763	399	72.9	12.2	17.8	2,988	437	62.7	19.0	21.4
Jones HS	340	127	74.7	22.4	10.5	304	84	63.2	27.0	23.2
Kashmere HS	898	50	72.5	5.2	10.6	895	55	67.9	7.4	27.3
Kinder HSPVA	795	405	<b>97.1</b>	49.3	77.0	780	400	91.7	49.6	83.5
Lamar HS	2,909	1,298	86.8	30.6	24.7	3,039	914	72.4	28.6	21.3
LECJ HS	479	187	89.0	41.8	24.0	440	193	82.8	53.2	23.5
Leland YMCPA	216	167	78.4	83.8	3.9	200	178	90.4	90.0	3.3
Liberty HS	344	12	80.0	6.1	61.9	398	12	54.5	5.0	55.0
Long Academy	194	9	<b>100.0</b>	5.2	80.0	179	10	47.6	10.1	50.0
Madison HS	1,909	241	77.5	10.9	22.1	2,089	276	70.8	11.6	37.6
Middle College HS at HCC Fraga	109	--	--	8.3	<b>88.9</b>	136	--	--	8.8	58.3
Middle College HS at HCC Gulfton	154	--	--	--	--	145	--	--	--	--
Milby HS	2,206	504	80.3	18.8	15.4	2,182	427	62.8	17.5	28.8
Mount Carmel Acad HS	289	76	85.4	24.2	12.9	267	90	81.1	33.3	21.3
North Forest H S	1,047	170	87.2	5.6	10.2	1,097	150	79.8	7.5	13.4
North Houston EC HS	489	288	74.2	76.7	18.7	484	378	82.2	80.8	27.9
Northside HS	1,471	320	84.4	20.5	11.3	1,380	283	68.5	18.5	17.3
Scarborough HS	791	95	89.6	7.3	12.1	855	101	66.9	9.6	6.1
Sharpstown HS	1,844	272	59.8	14.4	42.5	1,978	349	<b>45.0</b>	18.3	41.4
Sharpstown Intl	705	278	80.1	43.3	55.1	725	299	76.1	42.9	58.5
South EC HS	425	272	81.0	63.8	4.1	391	291	79.5	76.5	13.7
Sterling HS	1,742	184	57.1	10.8	10.6	1,751	167	46.0	7.8	10.2
TCAH	4,140	411	95.1	5.2	55.8	4,264	440	79.6	<b>4.4</b>	59.7
Waltrip HS	1,882	479	81.3	23.7	15.2	1,802	568	83.4	27.3	22.0
Washington HS	820	99	73.9	7.4	23.0	963	118	69.0	8.0	5.2
Westbury HS	2,529	440	78.3	15.0	17.9	2,602	518	75.8	17.8	29.7
Westside HS	2,968	707	84.9	26.4	53.7	3,132	718	73.9	23.2	65.1
Wheatley HS	820	70	76.1	<b>4.4</b>	<b>2.8</b>	814	80	75.5	6.4	<b>1.9</b>
Wisdom HS	2,078	187	70.6	9.2	17.3	2,511	138	54.8	7.0	26.9
Worthing HS	904	71	73.2	8.2	28.4	938	69	56.1	4.5	23.8
Yates HS	910	101	75.4	6.8	3.2	1,010	77	60.6	6.0	4.9
YWCPA	206	141	86.0	74.3	24.8	210	155	<b>96.3</b>	76.2	53.1
<b>HISD</b>	<b>56,024</b>	<b>13,755</b>	<b>82.9</b>	<b>22.9</b>	<b>35.7</b>	<b>57,469</b>	<b>14,014</b>	<b>74.0</b>	<b>23.2</b>	<b>42.7</b>

Source: End of Year SIS Grades files, July 2021 and July 2022

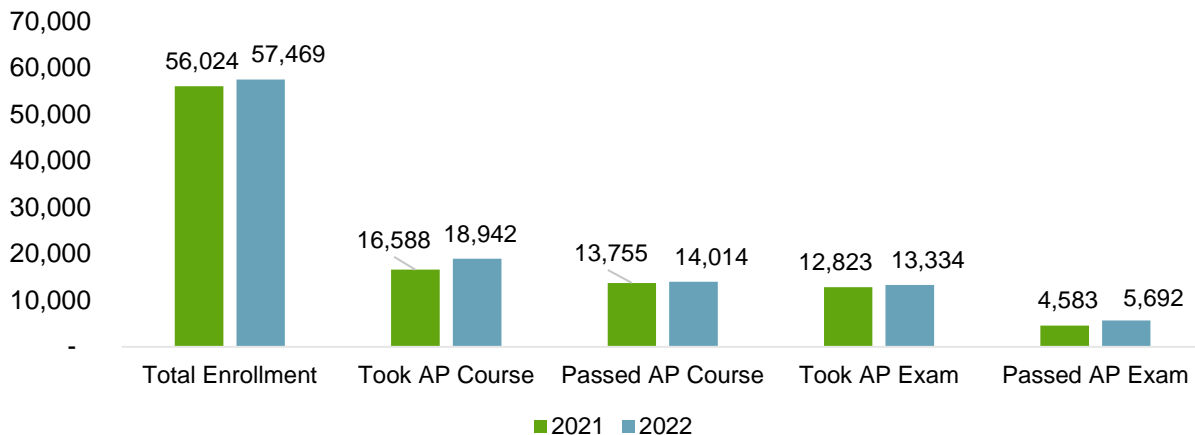
Notes: Table displays an unduplicated count of HISD students enrolled in grades 9–12. AP course completion is defined as enrolled in an AP course and **earning a passing grade** at the end of the course (70 or higher). There are 7 students missing economic status, 4 students missing gender, and 3,737 missing At-Risk status. The lowest values for passing a course and an exam are in bold red font, and the highest values are highlighted in green.

--denotes no data available

### Course and Exam Participation and Performance

**Figure 5** shows the number of students enrolled in grades 9–12 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 for 2021 and 2022. Figures for each series reflect an *unduplicated* count of students.

**Figure 5. AP Course Completion and Exam Performance, 9<sup>th</sup>–12<sup>th</sup> Grade, 2021 and 2022**



Sources: College Board AP data file, August 24, 2022; End of Year SIS Grades Files, July 2022; *2021 Advanced Placement Results*

Note: This graph displays an unduplicated count of students enrolled in grades 9–12. AP course completion is defined as receiving a passing grade (70 or higher) at the end of the second semester of a two-semester course or receiving a 70 or higher for a one-semester course. Students could take the AP Exam without completing the AP course or could have taken the AP course outside of HISD.

**Figure 5** indicates:

- For 2022, enrollment numbers were higher by 1,445 students compared to 2021.
- Among students enrolled in grades 9 through 12 in 2021–2022, the number of students passing at least one AP course exceeded 2021 by 259 students.
- In 2022, the number of students taking and passing at least one AP exam were higher by 511 and 1,109 students, respectively, compared to 2021.

### By Campus

AP course enrollment, completion, and exam performance are presented by campus in **Appendix E** (p. 37). Data analyzed include the number of AP courses taken, the number and percentage of AP courses completed (passed and failed), and the number and percent of AP Exams taken and scored at 1 or 2 and 3 or higher.

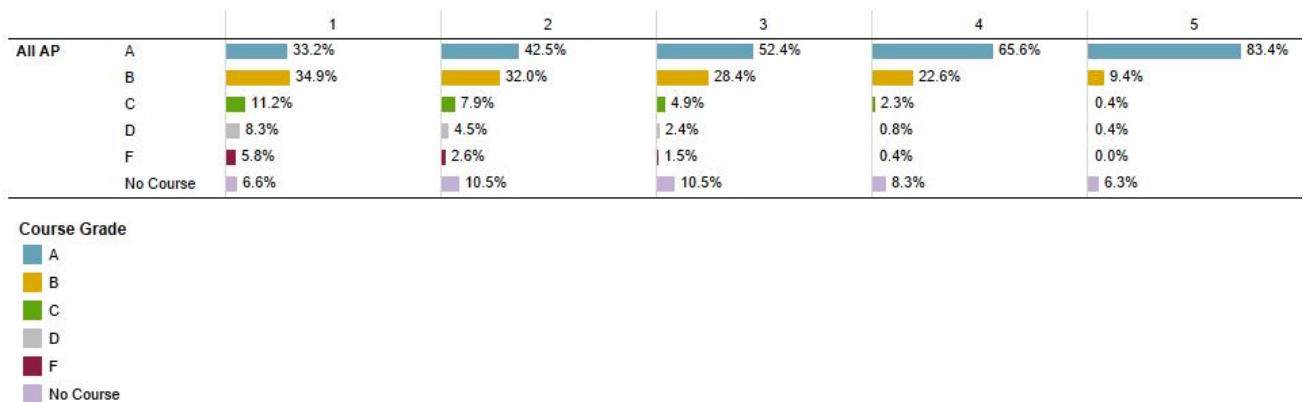
### By Exam Category

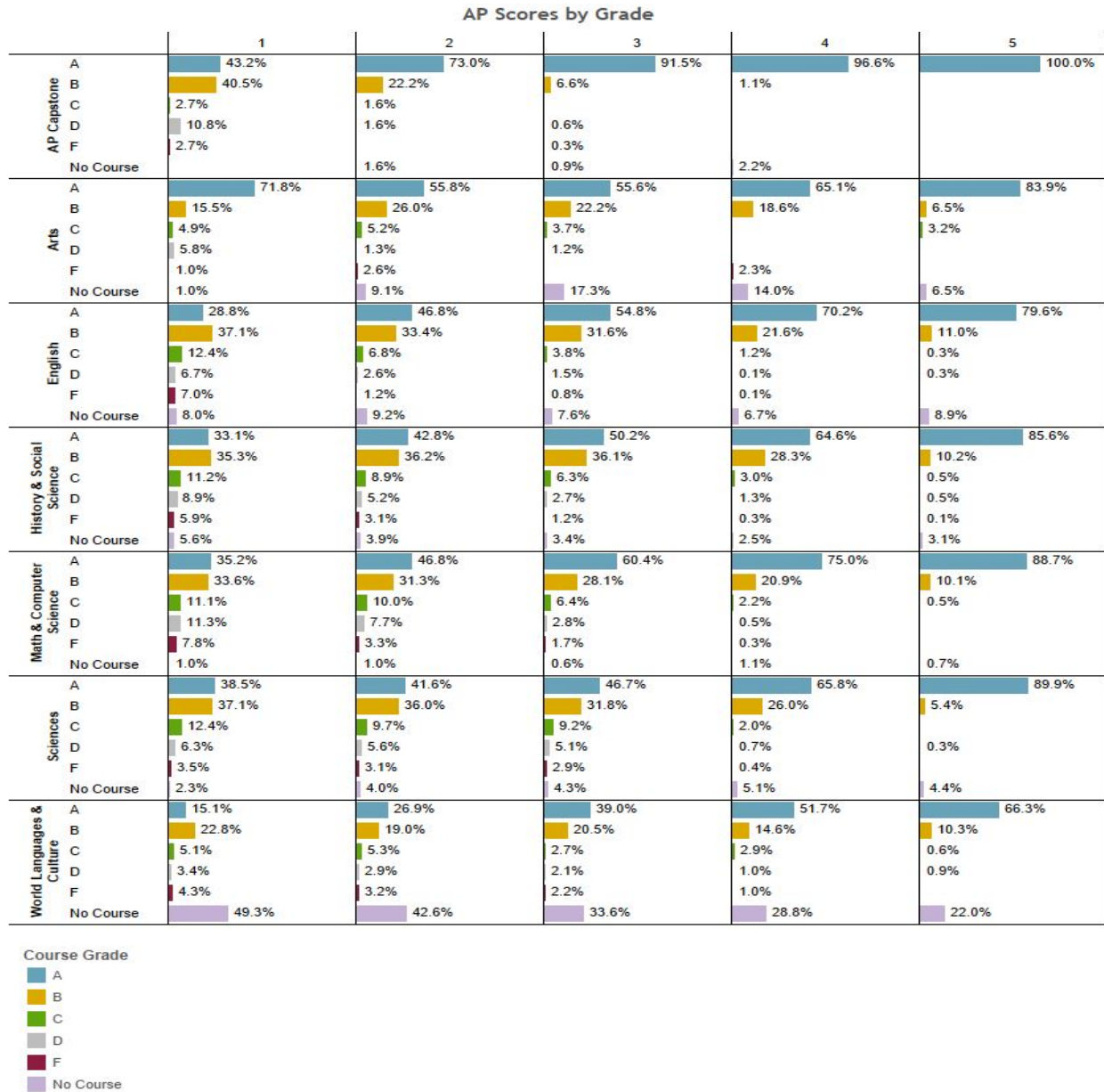
**Figure 6A** (pp. 17–18) shows the distribution of course grades disaggregated by AP Exam scores, and **Figure 6B** (p. 19) shows the distribution of AP Exam scores by the grades in AP courses categorized by the seven AP subject areas. These figures include students that took an AP Exam and did not take the corresponding course.

**Figures 6A and 6B** indicate the following:

- Approximately 79.3 percent of all AP Exams taken by students with a score of 1 have an associated course grade of C or higher, and 82.4 percent of all AP Exams taken by students with a score of 2 have a course grade of C or higher (Figure 6A).
- Approximately 45 percent of the students who earned an A in an AP course also earned an AP Exam score of 1 or 2, 68.7 percent of the students who earned a B in an AP course also earned a 1 or 2 on the associated AP Exam, and 82.9 percent of the students who earned an AP course grade of C also earned a 1 or 2 in the associated AP Exam (Figure 6B).
- Forty-one percent of students who failed their World Languages & Culture AP course also scored 3 or higher on the corresponding AP Exam (Figure 6B).
- At least seventy-eight percent of students who earned an A in AP Capstone (80.4 percent) and World Languages and Cultures (78.3 percent) scored a 3 or higher on the corresponding AP Exam.
- Approximately 54 percent of students who took an AP Exam in World Languages & Culture, but did not take the corresponding AP course, scored a 3, 4, or 5 on the AP Exam. Other than AP Capstone, where only seven students did not take the corresponding AP course, the World Languages & Culture category reflected the highest percentage of qualifying scores.

**Figure 6A. Distribution of Course Grades by AP Scores, Percent of Students with Stated AP Score, Districtwide, 2022**

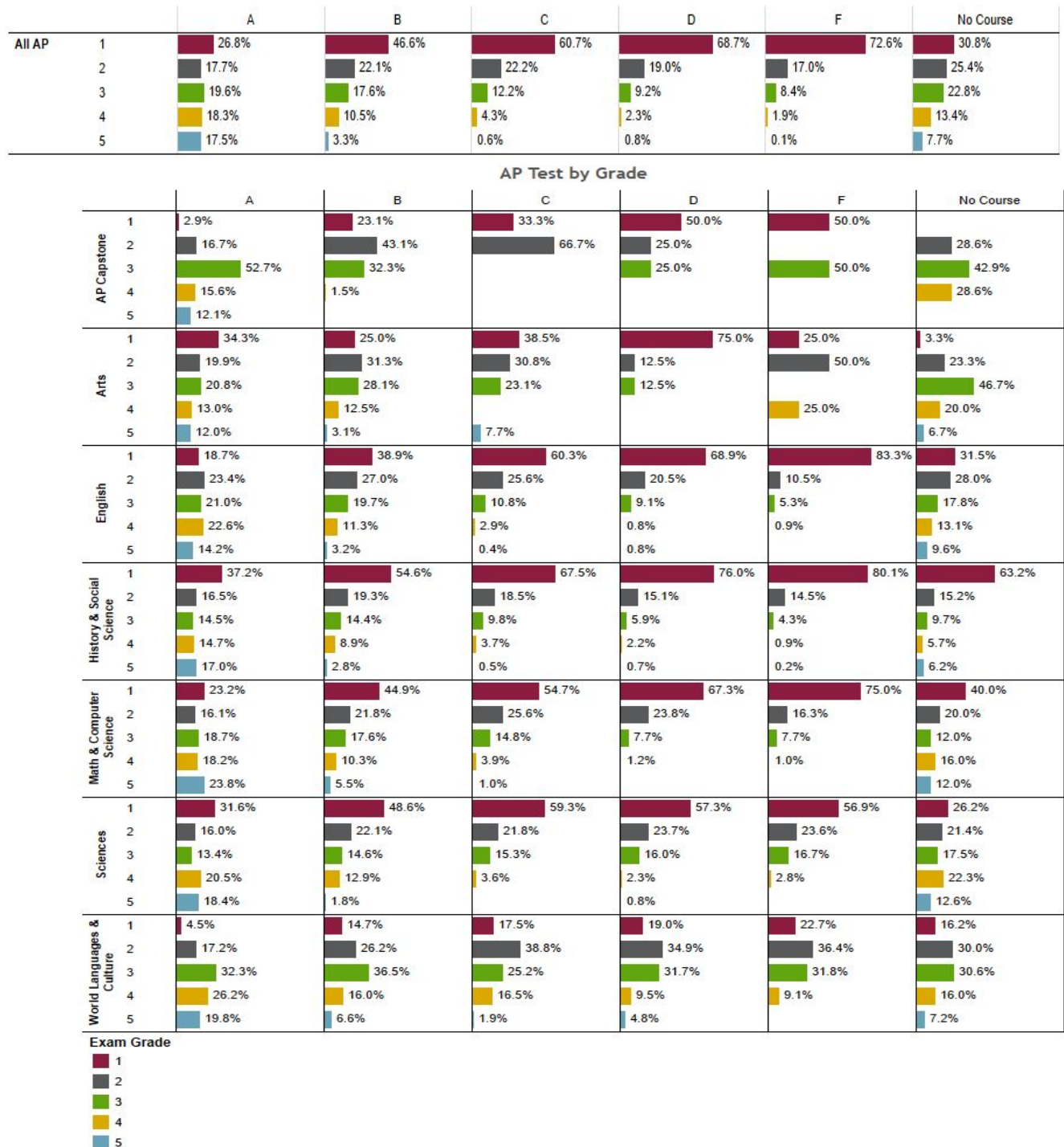




Sources: End of Year SIS Grades data files, 2022; College Board AP data file, August 24, 2022

Notes: AP courses and AP Exams are linked--these graphs display AP Exams for which a corresponding AP course grade exists. It also shows where an AP exam was taken without a corresponding AP course. Graph displays a duplicated count of AP courses/Exams taken district wide.



**Figure 6B. Distribution of AP Scores by Course Grades, Percent of Students with Stated Course Grade, Districtwide, 2022**

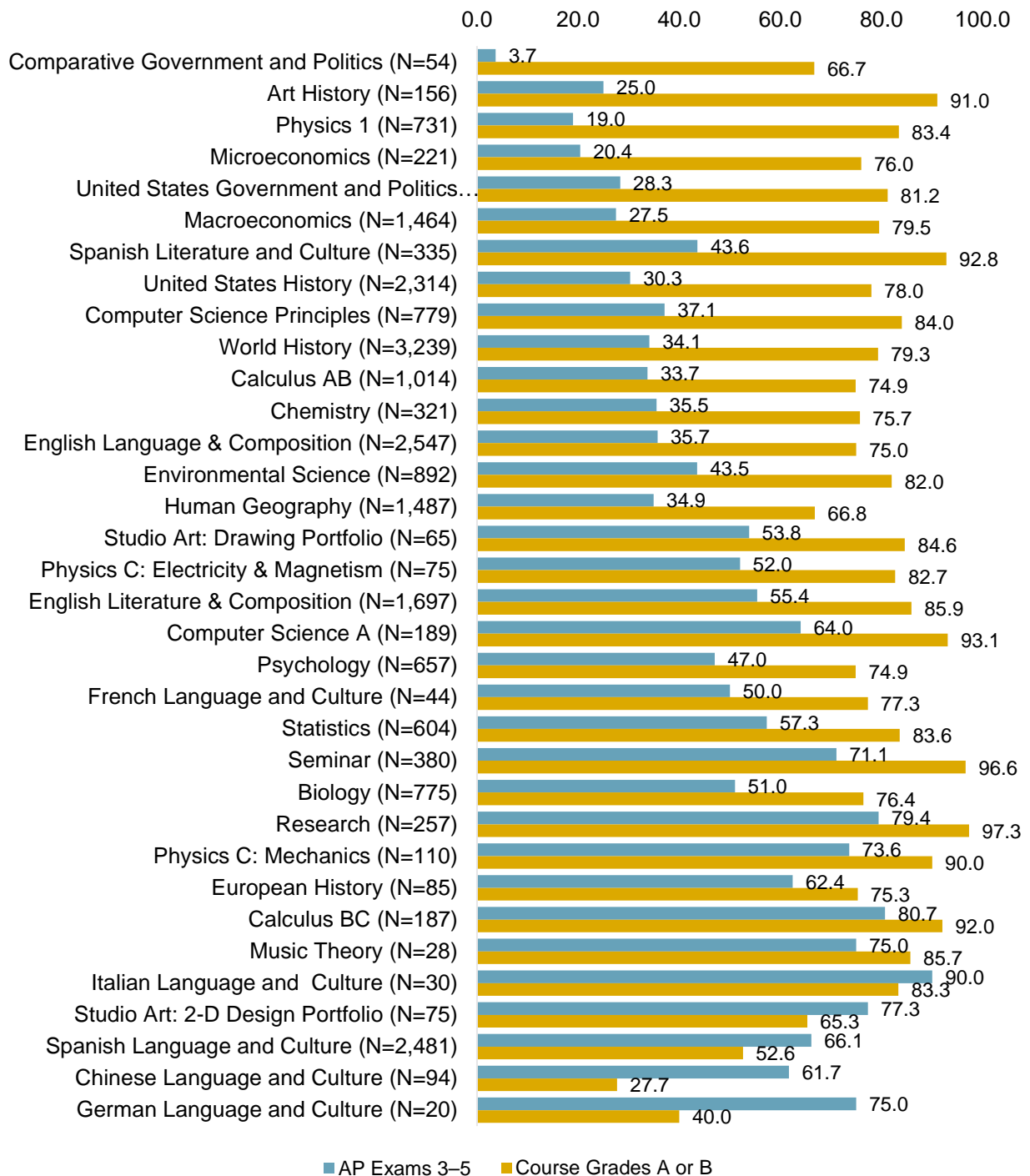
Sources: End of Year SIS Grades data files, July 2022; College Board AP data file, August 24, 2022

Notes: AP courses and AP Exams are linked--these graphs display AP Exams for which a corresponding AP course grade exists. It also shows where an AP exam was taken without a corresponding AP course. Graph displays a duplicated count of AP courses/Exams taken district wide.

### By Exam Title

**Figure 6C** (p. 21) shows the relationship between AP Exam passing rates and AP course grades. It shows, by AP exam title, the percent of students earning an exam score of 3 or higher compared to the percent of those students earning a course grade of 80 or higher. The subjects are sorted by magnitude of the differential between the AP exam passing rate and the course grade. For example, Comparative Government and Politics had the largest difference (63.0 percentage points) between the AP Exam passing rate (3.7 percent) and the corresponding AP course grade (66.7 percent); whereas Italian Language and Culture had the smallest difference between AP Exam passing rate (90.0 percent) and the corresponding AP course grade (83.3 percent). Results are shown for 34 areas for which at least 20 students were tested with a corresponding course grade.

- There were five exams where the passing rate exceeded the course grade: Italian Language and Culture (6.7), Studio Art: 2-D Design Portfolio (12.0), Spanish Language and Culture (13.5), Chinese Language and Culture (34), and German Language and Culture (35.0).
- There were 29 exams where course grades exceeded AP Exam performance. This difference ranged from 10.7 points to 66.7 points.
- There were 24 areas where course grades exceeded AP Exam performance by at least 20 percentage points. These included: Comparative Government and Politics, Art History, Physics 1, Microeconomics, United States Government and Politics, Macroeconomics, Spanish Literature and Culture, United States History, Computer Science Principals, World History, Calculus AB, Chemistry, English Language & Composition, Environmental Science, Human Geography, Studio Art: Drawing Portfolio, Physics C: Electricity & Magnetism, English Literature & Composition, Computer Science, Psychology, French Language and Culture, Statistics, Seminar, and Biology.

**Figure 6C. Comparison of AP Exam Scores 3–5 and AP Course Grades (A or B), 2021–2022**

Sources: End of Year SIS Grades data files, July 2022; College Board AP data file, August 24, 2022

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, students in middle school and ninth grade are increasingly 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.

Table 6. AP Course and Exam Participation and Performance, 8th–9th Grade, 2021–2022			
	All Students	All Students	All Students
	Grade 8	Grade 9	Grades 8 & 9
AP Course Enrollment	403	3,393	3,796
AP Course Completion (N)	376	2,164	2,540
AP Course Completion (%)	93.3	63.8	66.9
AP Course Completed and AP Exams Taken (N)	322	1,690	2,012
AP Course Completed and AP Scores $\geq 3$ (N)	242	638	880
AP Course Completed and AP Scores $\geq 3$ (%)	75.2	37.8	43.7

Sources: End of Year SIS Grades data files, July, 2022; College Board AP data file, August 24, 2022

Notes: AP courses and AP Exams are linked--these graphs display AP Exams for which a corresponding AP course grade exists. 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 the second semester of a two-semester course.

Table 6 indicates the following:

- In 2021–2022, 3,796 district eighth and ninth grade students enrolled in an AP course. Of those, 2,540 (66.9 percent) completed the course, and 43.7 percent completed the course and took the associated AP Exam, scoring three or higher.
- A higher percentage of eighth grade students (93.3 percent) completed the AP course compared to ninth grade students (63.8 percent).
- Seventy-five percent of eighth grade students completed the AP course and scored a 3 or higher on the corresponding AP Exam compared to only 37.8 percent of ninth grade students.

**Table 7** (p. 23) 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. 38) for 2020–2021 and 2021–2022.

Table 7. AP Exam Participation and Performance by Exam, 8th Grade, 2022				
AP Exam Title	# of AP Exams Taken	% of AP Exams Taken	# of AP Scores $\geq 3$	% of AP Scores $\geq 3$
Spanish Language & Culture	367	89%	262	71%
Chinese Language & Culture	45	11%	25	56%
<b>Total</b>	<b>412</b>	<b>100%</b>	<b>287</b>	<b>70%</b>

Source: College Board AP data file, August 24, 2022

Note: This table displays a duplicated count of exams taken by students enrolled in 8th grade.

Table 7 indicates the following:

- Out of 412 exams taken in 2022 by eighth grade students, 287 (70 percent) earned a score of 3 or higher.
- Eighty-nine percent of the exams taken by eighth grade students for 2022 were the AP Spanish Language & Culture exam and 71 percent earned a score of 3 or higher.
- Of the 45 Chinese Language & Culture exams taken by eighth grade students, 25 (56 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, 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. 39).

**Appendix G–2** (p. 40) shows the number and category of AP Scholar Awards earned by campus in 2021 and 2022. Key findings include:

- In 2022, the district had a total of 1,074 high school AP Scholars, with 335 recognized with Honor, 719 recognized with Distinction, and 4 earning the AP International Diploma.
- The number of all AP Awards earned by HISD students **increased** by 15 percent, or 306 awards, to 2,323 in 2022 from 2,017 in 2021.
- Seventy-three percent of all AP Awards were earned by students at five campuses: Bellaire HS (19 percent), Carnegie HS (28 percent), DeBakey HS (9 percent), Kinder HSPVA (7 percent), and Westside HS (10 percent).
- Twenty-nine campuses earned more AP Awards in 2022 than in 2021 including eight campuses that **increased** the number of AP 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.

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 has increased from 2021 to 2022. Moreover, the proportion of students who earned a score of 3 or higher has **increased** from 2019. Relatedly, the success rate on the exams with the highest number of testers, History & Social Sciences and English, were 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 peers. Additionally, AP performance varies markedly across the district.

A comparison was made looking at the AP course grade (A's or B's) and AP Exam scores of 3–5. There were 26 AP Exams where the differences were at least 20 percentage points. These large discrepancies between class grades and AP passing rates suggest lack of alignment, insufficient student support, and rigor. Of the 26 AP Exams with large discrepancies, the AP Exam passing rates for Chinese Language and Culture and German Language and Culture exceeded the course grades indicating lack of alignment. In addition, there were campuses where **none** of the students passed a particular AP Exam. Extra student support, teacher mentoring, and curriculum alignment would reflect positive strategies.

Approximately 33 percent of HISD high school students enrolled in at least one AP course for the 2021–2022 school year. Hispanic and African American students are less likely to enroll and complete an AP course compared to their Asian and White counterparts. Active recruitment of underrepresented student groups coupled with student mentoring would create a conducive atmosphere for participation and performance.

When examining the equity and excellence indicator for senior African American and Hispanic students, only 7.4 and 17.7 percent of seniors, respectively, scored 3 or higher on an AP exam during their high school tenure. This contrasts markedly with 60.5 percent of Asian and 31.4 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. Moreover, only 9.1 percent of At-Risk students and 9.9 percent of emergent bilingual students scored a 3 or higher on an AP Exam during their high school tenure.

The district had a total of 1,074 AP Scholar Awards with 335 students earning an award with Honor, 719 earning an award with Distinction, 4 earning an AP International Diploma, 142 earning an AP Capstone Diploma, and 49 earning an AP Seminar and Research Certificate. HISD students exposed to Advanced Placement courses continue to have 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 sources of data that are used for AP Exam reporting purposes, namely the College Board Report AP Online Score Reports and the College Board (electronic) data file based on the time of the data download. AP data for the current school year (2021–2022) were downloaded from the College Board portal on August 24, 2022, in the form of electronic files.

To provide disaggregated student level demographic information, the College Board AP electronic file was matched on race/ethnicity, gender, grade, economic status, at-risk status, special education status, gifted and talented status, homeless status, and emergent bilingual (EB) status to PowerSchool Student Information System (SIS) data file (date of extraction: 7/2022) and A4E. Campus-level data were used from the test file by matching the Attending Institution Code (AI Code) to the Campus Information List CEEB Code to extract the 3-digit campus code, with some exceptions. Due to campuses merging, four campuses were recoded to organization number 321. The four campuses included: Beechnut Academy, Energized for Stem Academy Southwest, Energized for STEM Southeast Middle School, and Energized for STEM Academy Central.

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 the second semester of a two-semester course. The number of AP courses offered by campus included all AP courses in which at least one student was enrolled. Bellaire, Chavez, Heights, Lamar, Sharpstown International, and Yates 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 one student was attributed to that campus. There were ninth grade students and students with no grade level that were attributed to middle school campuses.

The student information platform changed from Chancery in 2019–2020 to PowerSchool SIS in 2020–2021. Due to this change, course grade data files are not directly comparable since PowerSchool SIS is a dynamic system and the Chancery System is not. Moreover, when analyzing AP courses with the corresponding AP exam, there were instances when students took the AP exam, but were not enrolled in the corresponding AP course. For example, Lanier Middle School students enrolled in a Chinese Language course, but it was not an AP Chinese Language course. These students also took the AP Chinese Language and Culture Exam.

The COVID-19 pandemic impacted participation in AP exams for 2021. For 2021, AP exams were offered over three administration windows in digital and paper format. Language exams were only offered in school or school-proctored locations.



College Board discontinued reporting on state and national AP test results in 2021. The Texas and U.S. Public school's data were requested and provided in a PDF format, *Texas-Public Schools Overview 2021–2022*. Through the years, the College Board has changed their website so that certain reports are no longer available. For example, from 2011 to 2015, the College Board provided a *District Summary by School*. With the redesign in the College Board website, certain reports can no longer be downloaded as a single file, but by school and subject.

In the past, data analyses used self-reported data such as grade level, gender, and race/ethnicity to match the College Board reports viewed by program personnel and to ensure data accuracy. Due to a high number of no responses as well as data quality errors, district demographic files are being now being used. Previous years AP data calculations were re-analyzed using Chancery, SIS, and PEIMS demographic data files.

### Participants, Data Collection and Analysis

AP Exam fee information was collected from program personnel as well as information provided on the College Board website for the 2021–2022 school year.

AP Trends in College Pricing were computed by downloading the *Trends in College Pricing* report and using Table CP-5 to make the calculation to determine the cost per credit hour for Texas. This cost is used to estimate the number of credits by multiplying the number of exams scored at 3 or higher by 3 credit hours. Once the number of credit hours has been determined, total savings is estimated by multiplying the cost per credit by the total number of credits.

AP Texas Public School performance and United States Public School performance were calculated by dividing the number of AP Exams scored at 3 or higher by the number of AP Exams Taken, using the *Texas–Public Schools Overview, 2021–2022* as the data source.

AP Exams by AP Exam Category were calculated by matching the AP Exam code in the AP data file to the Exams Codes and Title, and then aggregating by AP Exam Category for those exams taken in 2022 and having a valid score of 1 to 5. The Exam Codes and Title data file is updated every year to note discontinued exams and changes in Exam Titles using the most recent data file format available on the College Board website. 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.

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 race/ethnicity category.

Equity and excellence calculations for the current year matched the AP data file to the fall PEIMS snapshot for 2022. Students that did not match were excluded from the analysis. 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 were divided by the district's senior enrollment. These calculations were also made by race/ethnicity, economically disadvantaged, At-Risk, EB, Special Education, Homeless, and G/T. Appendix B–1 (p. 29) shows the equity and excellence calculations by campus.

Appendix B–2 (p. 30) uses Global Scores to compare the mean scores by subject for HISD students with the mean scores of students in Texas and all AP test-takers (Global). The College Board *Subject Score*

*Roster, Aggregated for Districts* retrieved on September 22, 2022, was used to report state and global mean scores by exam. The College Board data file, August 24, 2024 was used to calculate the mean scores and the number of exams taken for the district.

Appendix B–3 (p. 31) shows the gaps in mean exam scores between African American and White students as well as Hispanic and White students, by subtracting the mean scores for each exam and arriving at a differential. This differential score was compared to those in 2021 to see if the gap was increasing, decreasing, or remain unchanged.

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

The number of students enrolled in AP courses consisted of those enrolled in the second semester of a two-semester course as per the SIS database and/or those enrolled in a one-semester course. For duplicated and unduplicated counts, the campus variable in the end-of-year SIS Grades data file was used. The demographics for the courses used those demographics included in the End of year SIS PowerSchool grades data files, extracted on July, 2022.

Course completion was determined by counting those students who received a semester grade of 70 or higher or a grade of 70 or higher on the second semester of a two-semester course. Once this number was computed, it was divided by the total number of students who were enrolled in an AP course.

For Appendix E (p. 37), 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 the second semester 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 the second semester 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.

The College Board provides information about the AP Scholar Awards, including new awards and discontinued awards. This information is updated annually. The *Scholar Summary, Aggregated for Districts* for the current and past year were downloaded from the College Board online score report tool on November 9, 2021, and November 3, 2022, and were used to report the total number of students who earned an AP Scholar Award.

## Appendix A

### 2020–2021 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, 2020 through 2022

Campus	2020				2021				2022			
	# Seniors Enrolled	Number Tested	Met Criterion	% Met	# Seniors Enrolled	Number Tested	Met Criterion	% Met	# Seniors Enrolled	Number Tested	Met Criterion	% Met
Austin HS	357	66	35	9.8	370	31	16	4.3	290	49	21	42.9
Bellaire HS	778	325	308	39.6	816	322	295	36.2	647	286	262	91.6
Carnegie HS	130	128	126	96.9	163	158	155	95.1	248	248	245	98.8
Challenge EC HS	95	65	46	48.4	114	78	67	58.8	103	81	65	80.2
Chavez HS	667	35	10	1.5	655	33	18	2.7	452	168	103	61.3
DeBakey HS	163	153	144	88.3	186	169	145	78.0	195	187	157	84.0
East EC HS	126	11	10	7.9	103	11	4	3.9	112	4	*	*
Eastwood Acad HS	102	78	65	63.7	113	64	53	46.9	95	56	51	91.1
Energy Inst HS	156	73	58	37.2	164	96	63	38.4	165	72	45	62.5
E-STEM Southeast HS	107	57	16	15	111	91	34	30.6	118	101	38	37.6
E-STEM West HS±	0	53	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Furr HS	238	32	9	3.8	237	50	8	3.4	221	99	15	15.2
HAIS HS	100	19	15	15	123	32	25	20.3	99	13	13	100.0
Heights HS	522	100	56	10.7	541	117	60	11.1	529	151	98	64.9
Houston MSTC HS	636	108	54	8.5	601	98	30	5.0	519	125	38	30.4
HSLJ	118	58	19	16.1	88	48	24	27.3	101	62	21	33.9
Jones HS	100	35	15	15	96	12	6	6.2	65	39	13	33.3
Kashmere HS	162	9	0	0	217	17	4	1.8	139	14	3	21.4
Kinder HSPVA	185	124	114	61.6	181	137	124	68.5	179	142	128	90.1
Lamar HS	725	69	40	5.5	695	27	16	2.3	623	55	21	38.2
Leland YMCPA	46	39	17	37	44	42	16	36.4	39	38	7	18.4
Liberty HS	187	9	7	3.7	136	16	11	8.1	68	8	4	50.0
Long Acad	42	2	*	*	55	10	8	14.5	41	8	1	12.5
Madison HS	336	64	39	11.6	400	78	26	6.5	364	65	20	30.8
Middle College HS - Fraga	16	2	*	*	25	2	*	*	21	2	*	*
Middle College HS - Gulfon	20	0	--	--	52	0	--	--	26	0	--	--
Milby HS	392	76	42	10.7	528	157	44	8.3	454	142	68	47.9
Mount Carmel Acad HS	83	28	17	20.5	85	24	10	11.8	64	25	16	64.0
North Forest HS	214	4	*	*	232	16	3	1.3	192	29	6	20.7
North Houston EC HS	114	45	36	31.6	107	54	46	43.0	132	71	48	67.6
Northside HS	336	63	32	9.5	371	88	27	7.3	283	82	32	39.0
Scarborough HS	166	19	9	5.4	190	26	10	5.3	145	38	9	23.7
Sharpstown HS	394	65	43	10.9	421	47	24	5.7	307	97	56	57.7
Sharpstown Intl	142	53	45	31.7	145	71	58	40.0	164	77	64	83.1
South EC HS	95	10	2	2.1	104	37	12	11.5	86	53	6	11.3
Sterling HS	301	45	16	5.3	361	61	9	2.5	286	45	6	13.3
TCAH	608	26	25	4.1	833	41	31	3.7	875	44	34	77.3
Waltrip HS	379	118	57	15	480	112	52	10.8	400	149	58	38.9
Washington HS	179	20	6	3.4	157	19	7	4.5	152	29	4	13.8
Westbury HS	509	90	52	10.2	566	92	46	8.1	442	158	80	50.6
Westside HS	660	215	183	27.7	668	191	152	22.8	607	213	180	84.5
Wheatley HS	188	2	*	*	189	11	3	1.6	148	16	1	6.3
Wisdom HS	436	97	35	8	408	83	35	8.6	324	64	28	43.8
Worthing HS	167	4	*	*	200	17	10	5.0	155	5	2	40.0
Yates HS	171	23	3	1.8	170	38	4	2.4	179	25	0	0.0
YWCPA	43	43	30	69.8	32	31	29	90.6	58	58	36	62.1
<b>Total Grade 12</b>	<b>11,693</b>	<b>2,760</b>	<b>1,844</b>	<b>15.8</b>	<b>12,533</b>	<b>2,955</b>	<b>1,822</b>	<b>14.5</b>	<b>10,912</b>	<b>3,493</b>	<b>2,108</b>	<b>19.3</b>

Sources: College Board AP data files, August 24, 2022; Fall PEIMS snapshot, 2021; *HISD Research and Accountability AP Report, 2021*

Notes: Enrollments for Community Services, HCC Life Skills, JJAEP, SOAR Center, Secondary DAEP, and TH Rogers were excluded. This report may differ from previous reports. \*Scores are not reported for less than 5 students. ± Campus E-STEM West HS is no longer an active HISD campus for this reason the enrollment is N/A. Due to the COVID-19 pandemic, 2020 data are not comparable to previous or subsequent years. Performance data at schools where no one tested are denoted as “-”.

## Appendix B–2

**Number of HISD Students Tested and Mean AP Scores by Subject by District, Texas, and Global,  
2021 and 2022**

Subject	N	2021 Mean Scores			N	2022 Mean Scores		
		HISD	Texas	Global		HISD	Texas	Global
Research	267	<b>3.12</b>	3.23	3.30	257	<b>3.19</b>	3.19	3.30
Seminar	330	2.96	3.17	3.19	380	2.93	3.23	3.19
2-D Art and Design	95	<b>3.05</b>	3.33	3.41	75	<b>3.24</b>	3.30	3.43
3-D Art and Design	9	2.33	2.99	3.09	11	1.91	3.07	3.12
Art History	73	2.42	2.80	2.84	156	1.88	2.80	2.98
Drawing	39	2.82	3.34	3.50	65	2.69	3.39	3.53
Music Theory	71	<b>3.08</b>	3.06	3.03	28	<b>3.39</b>	3.00	3.02
English Language & Composition	2,646	2.19	2.55	2.86	2,547	2.27	2.53	2.83
English Literature & Composition	1,585	1.98	2.28	2.47	1,697	2.72	3.02	3.30
Comparative Government and Politics	47	2.09	2.61	3.16	54	<b>1.20</b>	2.61	3.10
European History	94	<b>3.40</b>	3.42	2.81	85	<b>3.16</b>	2.89	2.95
Human Geography	2,091	1.99	2.33	2.69	1,487	2.17	2.36	2.67
Macroeconomics	1,255	1.82	2.19	2.74	1,464	1.92	2.16	2.64
Microeconomics	243	1.87	2.07	2.97	221	1.70	1.83	2.81
Psychology	689	2.29	2.49	2.71	657	2.51	2.67	2.82
United States Government and Politics	1,470	2.05	2.35	2.62	1,894	1.94	2.29	2.59
United States History	2,367	1.93	2.28	2.52	2,314	2.01	2.29	2.57
World History: Modern	3,204	1.98	2.40	2.71	3,239	2.24	2.61	2.95
Calculus AB	786	1.92	2.44	2.77	1,014	2.18	2.55	2.90
Calculus BC	325	<b>3.54</b>	3.36	3.63	187	<b>3.88</b>	3.50	3.68
Computer Science A	222	2.89	2.94	3.12	189	<b>3.15</b>	3.00	3.18
Computer Science Principles	597	2.24	2.83	2.99	779	2.24	2.67	2.88
Statistics	763	2.41	2.62	2.85	604	2.83	2.64	2.87
Biology	751	2.42	2.56	2.83	775	2.71	2.82	3.10
Chemistry	354	2.17	2.39	2.66	321	2.12	2.50	2.69
Environmental Science	732	2.23	2.54	2.67	892	2.49	2.67	2.77
Physics 1	738	<b>1.72</b>	2.00	2.41	731	1.69	2.02	2.44
Physics 2	13	<b>3.54</b>	2.88	3.07	12	<b>3.08</b>	2.94	3.10
Physics C - Electricity & Magnetism	68	<b>3.03</b>	3.13	3.46	75	2.89	3.20	3.34
Physics C - Mechanics	103	<b>3.57</b>	3.31	3.38	110	<b>3.36</b>	3.33	3.37
Chinese Language and Culture	101	<b>3.39</b>	4.02	4.09	94	<b>3.06</b>	3.91	3.83
French Language and Culture	44	2.64	2.81	3.12	44	2.82	2.89	3.13
German Language and Culture	17	<b>3.24</b>	2.58	3.08	20	<b>3.40</b>	2.69	3.04
Italian Language and Culture	16	<b>4.00</b>	3.91	3.26	30	<b>3.63</b>	3.70	3.15
Japanese Language and Culture	10	<b>4.30</b>	3.20	3.60	10	2.80	2.83	3.55
Latin	6	2.50	2.63	2.76	5	2.60	2.74	2.77
Spanish Language and Culture	1,888	<b>3.01</b>	3.16	3.39	2,481	<b>3.01</b>	3.37	3.53
Spanish Literature and Culture	246	2.57	2.65	2.91	335	2.40	2.68	2.88
<b>Total Exams</b>	<b>24,355</b>	<b>2.21</b>	<b>N/A</b>	<b>N/A</b>	<b>25,339</b>	<b>2.40</b>	<b>N/A</b>	<b>N/A</b>

Sources: College Board AP data file, August 24, 2022; College Board, Subject Score Roster, Aggregated for Districts, September 2, 2022

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

## Appendix B-3

AP Exam Title	2021 Mean Scores				Differential		2022 Mean Scores				Differential		Gap	
	Af. Am.	Asian	Hispanic	White	White-Af. Am.	White-Hispanic	Af. Am.	Asian	Hispanic	White	White-Af. Am.	White-Hispanic	Gap White-Af. Am.	Gap White-Hispanic
2-D Art and Design	2.67	3.64	2.92	3.63	0.96	0.71	3.57	4.00	2.93	3.64	0.07	0.71	↓	→
3-D Art and Design	*		2.20	N/A	N/A	N/A	*	N/A	1.67	*	*	*	N/A	N/A
Art History	2.00	2.80	2.15	2.86	0.86	0.71	2.09	2.32	1.78	1.73	-0.36	-0.05	↓	↓
Biology	1.97	3.50	1.88	3.16	1.19	1.28	2.29	3.88	2.08	3.60	1.31	1.52	↑	↑
Calculus AB	1.51	2.92	1.48	2.55	1.04	1.07	1.88	3.30	1.58	3.06	1.18	1.48	↑	↑
Calculus BC	2.80	4.01	2.41	3.81	1.01	1.40	2.20	4.27	2.64	4.24	2.04	1.60	↑	↑
Chemistry	1.27	3.07	1.33	2.87	1.60	1.54	1.68	3.40	1.46	2.80	1.12	1.34	↓	↓
Chinese Language and Culture	1.14	4.15	2.00	1.70	0.56	-0.30	1.25	3.95	1.53	2.30	1.05	0.77	↑	↑
Comparative Government and Politics	*	3.17	1.94	*	*	*	1.50	*	1.15	*	*	*	*	*
Computer Science A	1.31	3.74	1.69	3.35	2.04	1.66	1.74	4.02	2.08	3.39	1.65	1.31	↓	↓
Computer Science Principles	1.64	3.46	1.91	3.07	1.43	1.16	1.72	3.65	1.82	3.04	1.32	1.22	↓	↑
Drawing	*	*	2.79	*	*	*	2.25	4.14	2.50	*	*	*	*	*
English Language & Composition	1.73	3.40	1.76	3.10	1.37	1.34	1.95	3.64	1.80	3.32	1.37	1.52	→	↑
English Literature & Composition	1.59	2.82	1.59	2.67	1.08	1.08	2.07	3.76	2.30	3.61	1.54	1.31	↑	↑
Environmental Science	1.57	3.17	1.79	3.01	1.44	1.22	1.67	3.76	1.98	3.65	1.98	1.67	↑	↑
European History	2.54	3.47	2.97	4.03	1.49	1.06	2.50	3.78	2.71	3.21	0.71	0.50	↓	↓
French Language and Culture	2.57	2.64	2.25	2.86	0.29	0.61	*	2.54	2.43	3.00	*	0.57	*	↓
German Language and Culture	N/A	*	*	4.11	N/A	*	*	2.67	*	3.89	*	*	N/A	*
Human Geography	1.50	3.58	1.55	2.93	1.43	1.38	1.55	3.72	1.66	3.43	1.88	1.77	↑	↑
Italian Language and Culture	N/A	N/A	4.00	*	N/A	*	*	3.59	4.22	*	0.63	N/A	N/A	*
Japanese Language and Culture	N/A	4.83	*	*	*	*	N/A	*	*	*	N/A	*	N/A	*
Latin	N/A	*	*	*	N/A	*	*	*	*	*	*	*	N/A	*
Macroeconomics	1.26	3.00	1.29	2.42	1.16	1.13	1.46	3.00	1.41	2.62	1.16	1.21	→	↑
Microeconomics	1.00	3.63	1.14	3.12	2.12	1.98	1.06	3.78	1.09	3.47	2.41	2.38	↑	↑
Music Theory	1.50	3.29	2.05	4.20	2.70	2.15	*	*	2.50	3.42	*	0.92	*	↓
Physics 1	1.41	2.73	1.21	2.52	1.11	1.31	1.32	2.98	1.14	2.86	1.54	1.72	↑	↑
Physics 2	*	4.33	*	*	*	*	N/A	3.60	*	2.67	N/A	*	N/A	*
Physics C - Electricity & Magnetism	*	3.19	2.00	2.92	*	0.92	*	2.84	2.80	3.19	*	0.39	*	↓
Physics C - Mechanics	*	3.78	1.80	3.58	*	1.78	*	3.38	3.36	3.60	*	0.24	*	↓
Psychology	1.95	3.63	1.57	2.73	0.78	1.16	1.94	3.66	1.91	2.98	1.04	1.07	↑	↓
Research	2.72	3.71	2.75	3.36	0.64	0.61	3.00	3.65	2.89	3.40	0.40	0.51	↓	↓
Seminar	2.83	3.48	2.68	3.06	0.23	0.38	2.62	3.57	2.65	2.96	0.34	0.31	↑	↓
Spanish Language and Culture	2.79	3.16	3.00	3.23	0.44	0.23	3.00	3.67	3.00	3.29	0.29	0.29	↓	↑
Spanish Literature and Culture	*	*	2.55	2.75	*	0.20	*	3.60	2.38	*	*	*	*	*
Statistics	1.89	3.51	1.55	2.96	1.07	1.41	2.25	3.63	2.09	3.32	1.07	1.23	→	↓
United States Government and Politics	1.48	3.03	1.53	2.66	1.18	1.13	1.43	3.07	1.47	2.61	1.18	1.14	→	↑
United States History	1.45	3.29	1.44	2.88	1.43	1.44	1.64	3.38	1.53	3.12	1.48	1.59	↑	↑
World History: Modern	1.56	3.40	1.61	2.81	1.25	1.20	1.78	3.78	1.84	3.17	1.39	1.33	↑	↑

Sources: College Board AP data file, August 24, 2022

Note: N/A denotes that no students tested. Red arrow shows gap increases (values greater than 0), green arrow shows gap decreases (values less than 0), and yellow arrows show no change. Minimum values are in red font and maximum values are shown with a green background.

\*No scores reported for less than 5 students

## Appendix C

## AP Exam Participation and Performance by Campus, Districtwide, 2021 and 2022

Ranked by number of exams taken in 2022

Campus	2021				2022			
	# Students Tested	Exams Taken	# Exams Scored	% Scored ≥ 3	# Students Tested	Exams Taken	# Exams Scored ≥ 3	% Scored ≥ 3
Carnegie HS	886	2,750	1,790	65	905	2,838	2,041	72
Bellaire HS	944	2,773	1,878	68	906	2,411	1,968	82
Westside HS	784	1,438	739	51	729	1,397	909	65
DeBakey HS	540	1,237	836	68	495	1,249	938	75
Heights HS	611	954	224	24	670	1,019	372	37
Challenge EC HS	410	858	220	26	429	971	268	28
Waltrip HS	446	838	111	13	492	943	174	18
Westbury HS	381	690	84	12	466	904	162	18
Lamar HS	891	992	257	26	871	900	193	21
Kinder HSPVA	392	864	617	71	387	888	601	68
E-STEM Central HS	554	997	45	5	351	856	24	3
Houston MSTC HS	337	521	65	13	572	844	129	15
Energy Inst HS	302	662	192	29	310	681	287	42
Milby HS	415	718	71	10	383	651	135	21
North Houston EC HS	375	626	91	15	391	611	148	24
Chavez HS	245	260	78	30	455	568	216	38
Furr HS	206	258	21	8	358	538	38	7
Sharpstown Intl	305	551	223	41	311	535	239	45
YWCPA	153	337	56	17	160	493	120	24
Eastwood Acad HS	249	454	153	34	265	488	236	48
Sharpstown HS	266	317	113	36	362	454	151	33
Madison HS	208	364	46	13	242	428	96	22
South EC HS	271	303	11	4	301	420	46	11
Leland YMCPA	181	443	8	2	180	406	10	2
Northside HS	302	543	40	7	256	399	50	13
HSLJ	200	318	55	17	237	386	68	18
Austin HS	164	229	79	35	228	322	90	28
TCAH	215	355	176	50	187	295	160	54
East EC HS	255	318	50	16	238	276	45	16
HAIS HS	380	455	63	14	243	276	71	26
Wisdom HS	191	336	39	12	176	267	55	21
Sterling HS	188	271	21	8	137	233	17	7
Mount Carmel Acad HS	70	121	10	8	90	164	22	13
Washington HS	61	104	17	16	77	114	5	4
Jones HS	76	99	8	8	83	111	21	19
North Forest HS	59	74	6	8	82	100	13	13
Scarborough HS	58	73	7	10	82	95	5	5
Yates HS	62	101	2	2	62	92	4	4
Kashmere HS	47	93	5	5	67	87	19	22
Wheatley HS	36	51	1	2	52	69	1	1
Worthing HS	74	87	21	24	43	58	10	17
Liberty HS	21	35	13	37	20	26	11	42
Long Acad	10	10	8	80	18	18	9	50
Middle College HS - Fraga	9	9	8	89	12	12	7	58
<>	27	28	12	43	30	34	13	38
<b>HISD Middle Schools</b>	<b>440</b>	<b>440</b>	<b>314</b>	<b>70</b>	<b>412</b>	<b>412</b>	<b>287</b>	<b>70</b>
<b>HISD Totals</b>	<b>13,297</b>	<b>24,355</b>	<b>8,884</b>	<b>36</b>	<b>13,823</b>	<b>25,339</b>	<b>10,484</b>	<b>41</b>

Sources: College Board AP data files, August 24, 2022 and September 9, 2021

Notes: Bellaire, Chavez, Heights, Lamar, Sharpstown International, and Yates 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 do not include middle school students. Highlighted cells: red ( $\leq 10$ ), orange (11–26), yellow (27–50), and green ( $>50$ )



## Appendix D

## AP Exam Participation and Performance by Exam and Campus, Districtwide, 2022

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

Source: College Board AP data file, August 24, 2022

Notes: Table displays duplicated count of exams taken by students enrolled districtwide. Combined School totals for Long Academy includes middle school students.

\*Masked for number tested &lt; 5

&lt;&gt;Ninth grade students attributed to a middle school campus by the College Board or middle school students who tested in a subject other than a foreign language.

			Houston ISD	Middle Schools	<	Austin HS	Bellaire HS	Carnegie EC HS	Chavez HS	DeBakey HS	East EC HS	Eastwood Acad HS	E-STEM Southeast HS	Furr HS	HAIS HS	Heights HS	Houston MSTC HS	Jones HS	Kinder HSPVA	Kashmere HS	LSJ	Houston MSTC HS	Heights HS	HAIS HS	Furr HS	E-STEM Southeast HS	Energy Inst HS	Eastwood Acad HS	East EC HS	DeBakey HS	Chavez HS	Challenge EC HS	Carnegie HS	Bellaire HS	Austin HS	<	Middle Schools	Houston ISD					
History & Social Science	Comparative Government and Politics	# Exams>=3	2					0																																			
		# of Exams	54					37																																			
		% Exams>=3	4					0																																			
	European History	# Exams>=3	53				10	16	9	*		4									13																						
		# of Exams	85				11	19	22		1	10									22																						
		% Exams>=3	62				91	84	41	*		40									59																						
	Human Geography	# Exams>=3	519	7	5	33	174	34	1	44	16	13	3	7	*	3	25	49	2	4	0																			8			
		# of Exams	1,487	18	9	34	216	117	20	52	94	55	11	2	80	116	78	7	26	17			2	46															21				
		% Exams>=3	35	39	56	97	81	29	5	85	17	24	64	*	4	22	63	29	15	0		*	0																38				
	Macroeconomics	# Exams>=3	403			*	136	74	2	1	28	11	17				4	0	3	0	14		0			0														1			
		# of Exams	1,464			1	164	209	29	49	62		27	52			36	76	30	31	1	76		34		36														57			
		% Exams>=3	28			*	83	35	7	2	45		41	33			11	0	10	0	0	18		0		0														2			
	Microeconomics	# Exams>=3	45			42	*	*	*	*	*			0																									*				
		# of Exams	221			53	1		1					82																									1				
		% Exams>=3	20			79	*		*		*			0																									*				
	Psychology	# Exams>=3	309	*	*	63	21		0	102		21	18				12		1		36		1																	*			
		# of Exams	657	1	2	88	43		7	120		34	28		37		77		30		48		10																	1			
		% Exams>=3	47	*	*	72	49		0	85		62	64		0		16		3		75		10																*				
	United States Government and Politics	# Exams>=3	536	*	*	105	155		2	45		9	9	0	0		6		4	0	*	36		50			0		0	2	*		*		0	8	0	0		1	82	0	2

<>Ninth grade students attributed to a middle school campus by the College Board or middle school students who tested in a subject other than a foreign language.





## Appendix E

## AP Course and Exam Performance by Campus, 9th - 12th grade, 2021–2022

Appendix E. AP Course and Exam Performance by School (Grades 9-12) Duplicated																		
School	AP Courses						AP Exams											
	N Took Course	N Completed Course	% Completed Course	N Passed Course	% Passed Course	Total N Took Exam	Passed Exam						Scored 1 or 2 on the AP Exam					
							N Passed Exam	% Passed Exam	N Passed Course	% Passed Course	N Failed Course	% Failed Course	N Scored 1 or 2	% Scored 1 or 2	N Passed Course	% Passed Course	N Failed Course	% Failed Course
Austin HS	519	302	58.2%	277	53.4%	266	60	22.6%	58	96.7%	2	3.3%	206	77.4%	196	95.1%	10	4.9%
Bellaire HS	3,935	2,394	60.8%	2,325	59.1%	2,404	1,964	81.7%	1,955	99.5%	9	0.5%	440	18.3%	420	95.5%	20	4.5%
Northside HS	894	463	51.8%	437	48.9%	398	50	12.6%	48	96.0%	2	4.0%	348	87.4%	343	98.6%	5	1.4%
Furr HS	958	579	60.4%	526	54.9%	537	38	7.1%	37	97.4%	1	2.6%	499	92.9%	474	95.0%	25	5.0%
Jones HS	244	122	50.0%	116	47.5%	110	20	18.2%	20	100.0%	0	0.0%	90	81.8%	84	93.3%	6	6.7%
Kashmere HS	180	100	55.6%	93	51.7%	86	19	22.1%	19	100.0%	0	0.0%	67	77.9%	65	97.0%	2	3.0%
Lamar HS	2,105	1,046	49.7%	947	45.0%	898	192	21.4%	190	99.0%	2	1.0%	706	78.6%	644	91.2%	62	8.8%
Wisdom HS	521	290	55.7%	258	49.5%	265	55	20.8%	55	100.0%	0	0.0%	210	79.2%	203	96.7%	7	3.3%
Madison HS	833	504	60.5%	483	58.0%	428	96	22.4%	95	99.0%	1	1.0%	332	77.6%	328	98.8%	4	1.2%
Milby HS	1,292	729	56.4%	727	56.3%	650	135	20.8%	135	100.0%	0	0.0%	515	79.2%	514	99.8%	1	0.2%
Heights HS	1,854	1,090	58.8%	1,021	55.1%	1,011	371	36.7%	369	99.5%	2	0.5%	640	63.3%	620	96.9%	20	3.1%
Sterling HS	610	351	57.5%	269	44.1%	233	17	7.3%	16	94.1%	1	5.9%	216	92.7%	194	89.8%	22	10.2%
Waltrip HS	1,848	1,145	62.0%	1,086	58.8%	943	174	18.5%	172	98.9%	2	1.1%	769	81.5%	751	97.7%	18	2.3%
Washington HS	351	231	65.8%	205	58.4%	114	5	4.4%	5	100.0%	0	0.0%	109	95.6%	103	94.5%	6	5.5%
Westbury HS	1,808	1,063	58.8%	1,014	56.1%	902	162	18.0%	162	100.0%	0	0.0%	740	82.0%	727	98.2%	13	1.8%
Wheatley HS	238	129	54.2%	121	50.8%	69	1	1.4%	1	100.0%	0	0.0%	68	98.6%	68	100.0%	0	0.0%
Worthing HS	187	90	48.1%	84	44.9%	57	10	17.5%	10	100.0%	0	0.0%	47	82.5%	47	100.0%	0	0.0%
Yates HS	219	121	55.3%	117	53.4%	91	4	4.4%	4	100.0%	0	0.0%	87	95.6%	86	98.9%	1	1.1%
Sharpstown HS	964	569	59.0%	455	47.2%	454	151	33.3%	138	91.4%	13	8.6%	303	66.7%	282	93.1%	21	6.9%
Scarborough HS	219	120	54.8%	118	53.9%	95	5	5.3%	5	100.0%	0	0.0%	90	94.7%	89	98.9%	1	1.1%
Kinder HSPVA	1,414	942	66.6%	923	65.3%	888	601	67.7%	600	99.8%	1	0.2%	287	32.3%	286	99.7%	1	0.3%
DeBakey HS	2,039	1,302	63.9%	1,220	59.8%	1,246	937	75.2%	926	98.8%	11	1.2%	309	24.8%	267	86.4%	42	13.6%
Chavez HS	953	640	67.2%	533	55.9%	568	216	38.0%	214	99.1%	2	0.9%	352	62.0%	323	91.8%	29	8.2%
HSLJ	510	331	64.9%	311	61.0%	380	68	17.9%	68	100.0%	0	0.0%	312	82.1%	294	94.2%	18	5.8%
Westside HS	2,473	1,465	59.2%	1,392	56.3%	1,392	908	65.2%	901	99.2%	7	0.8%	484	34.8%	451	93.2%	33	6.8%
Long Acad	21	11	52.4%	10	47.6%	18	9	50.0%	9	100.0%	0	0.0%	9	50.0%	8	88.9%	1	11.1%
Sharpstown Intl	1,014	551	54.3%	522	51.5%	535	239	44.7%	235	98.3%	4	1.7%	296	55.3%	277	93.6%	19	6.4%
TCAH	892	681	76.3%	649	72.8%	293	159	54.3%	158	99.4%	1	0.6%	134	45.7%	133	99.3%	1	0.7%
Eastwood Acad HS	862	515	59.7%	499	57.9%	486	236	48.6%	235	99.6%	1	0.4%	250	51.4%	239	95.6%	11	4.4%
North Houston EC HS	885	477	53.9%	454	51.3%	611	148	24.2%	148	100.0%	0	0.0%	463	75.8%	446	96.3%	17	3.7%
Houston MSTC HS	1,384	746	53.9%	713	51.5%	841	128	15.2%	128	100.0%	0	0.0%	713	84.8%	695	97.5%	18	2.5%
Mount Carmel Acad HS	253	163	64.4%	160	63.2%	163	22	13.5%	22	100.0%	0	0.0%	141	86.5%	140	99.3%	1	0.7%
Energized for STEM Acad HS	1,904	1,183	62.1%	1,085	57.0%	856	24	2.8%	24	100.0%	0	0.0%	832	97.2%	789	94.8%	43	5.2%
Carnegie HS	4,965	2,961	59.6%	2,887	58.1%	2,838	2,041	71.9%	2,028	99.4%	13	0.6%	797	28.1%	751	94.2%	46	5.8%
Challenge EC HS	1,479	802	54.2%	718	48.5%	969	267	27.6%	263	98.5%	4	1.5%	702	72.4%	643	91.6%	59	8.4%
Liberty HS	41	20	48.8%	18	43.9%	26	11	42.3%	11	100.0%	0	0.0%	15	57.7%	15	100.0%	0	0.0%
East EC HS	658	304	46.2%	287	43.6%	276	45	16.3%	45	100.0%	0	0.0%	231	83.7%	222	96.1%	9	3.9%
HAIS HS	589	303	51.4%	243	41.3%	276	71	25.7%	71	100.0%	0	0.0%	205	74.3%	164	80.0%	41	20.0%
Leland YMCPA	786	505	64.2%	438	55.7%	406	10	2.5%	10	100.0%	0	0.0%	396	97.5%	363	91.7%	33	8.3%
YWCPA	708	498	70.3%	480	67.8%	493	120	24.3%	118	98.3%	2	1.7%	373	75.7%	364	97.6%	9	2.4%
Energy Inst HS	1,145	768	67.1%	751	65.6%	680	287	42.2%	286	99.7%	1	0.3%	393	57.8%	389	99.0%	4	1.0%
North Forest HS	456	303	66.4%	291	63.8%	100	13	13.0%	13	100.0%	0	0.0%	87	87.0%	86	98.9%	1	1.1%
Middle College HS - Gulfton	6	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Middle College HS - Fraga	5	--	--	--	--	12	7	58.3%	7	100.0%	0	0.0%	5	41.7%	5	100.0%	0	0.0%
South EC HS	719	376	52.3%	356	49.5%	418	45	10.8%	45	100.0%	0	0.0%	373	89.2%	360	96.5%	13	3.5%

Sources: End of Year SIS Grades file, July 2022; College Board AP data file, August 24, 2022

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. Bellaire, Chavez, Heights, Lamar, Sharpstown International, and Yates high schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP).

## Appendix F

## AP Exam Participation and Performance by Exam and Campus, 8th grade, 2021 and 2022

Campus	Chinese Language & Culture						Spanish Language & Culture						Total					
	2021			2022			2021			2022			2021			2022		
	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+
BCM Biotech Acad at Rusk							27	15	56	30	12	40	27	15	56	30	12	40
Burbank MS							104	75	72	95	81	85	104	75	72	95	81	85
Hamilton MS							26	15	58	46	18	39	26	15	58	46	17	37
Hartman MS							5	4	80	--	--	--	5	4	80	--	--	--
Henry MS							20	16	80	13	6	46	20	16	80	13	6	46
Hogg MS							12	11	92	13	13	100	12	11	92	13	13	100
Lanier MS	9	8	89	14	6	43	21	20	95	22	21	95	30	28	93	36	27	75
Long Acad							25	12	48	17	13	76	25	12	48	17	13	76
Mandarin Immersion Magnet	41	19	46	28	17	61							41	19	46	28	17	61
Meyerland MS							4	*	*	23	16	70	4	*	*	23	16	70
Pershing MS	1	*	*				20	19	95	18	16	89	21	20	95	18	16	89
Pin Oak MS	1	*	*	3	*	*	27	27	100	12	11	92	29	29	100	15	13	13
Revere MS							7	3	43				7	3	43	--	--	--
Sharpstown Intl							--	--	--				--	--	--	--	--	--
Stevenson MS							31	25	81	20	17	85	31	25	81	20	17	85
Tanglewood MS							18	11	61	23	12	52	18	11	61	23	12	52
West Briar MS							25	21	84	1	*	*	25	21	84	1	*	*
Wharton ES							3	*	*	34	26	76	3	*	*	34	26	76
YWCPA							7	3	43	--	--	--	7	3	43	--	--	--
<b>HISD Totals</b>	<b>52</b>	<b>29</b>	<b>56</b>	<b>45</b>	<b>25</b>	<b>56</b>	<b>385</b>	<b>284</b>	<b>74</b>	<b>367</b>	<b>262</b>	<b>71</b>	<b>440</b>	<b>314</b>	<b>71</b>	<b>412</b>	<b>287</b>	<b>70</b>

Sources: College Board AP data files, September 9, 2021 and August 24, 2022

Notes: Table displays a duplicated count of exams taken by students who tested at a middle school. For 2021, there were 5 students who were in eighth grade according to SIS but tested at a high school campus. There was one student who tested in a non-language subject at a middle school. Other subjects include Human Geography (N=2) and Computer Science Principles (N=1). These results are included in the total counts.

\*Masked for number tested < 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.
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)



## Appendix G-2

## AP Scholar Awards Earned by Campus, 2021 and 2022

School	All Awards		Scholar		Honor		Distinction		AP International Diploma		AP Capstone Diploma		AP Seminar and Research Certificate		School % of Total		Change	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	Total	
Austin HS	11	9	5	3	2	4	4	2	0	0	0	0	0	0	1	0		-2
Bellaire HS	406	450	129	140	58	70	219	239	0	1	0	0	0	0	20	19		44
Carnegie HS	568	648	205	260	78	90	161	166	0	2	108	100	16	30	28	28		80
Challenge EC HS	84	87	51	43	7	6	13	18	0	0	8	14	5	6	4	4		3
Chavez HS	1	5	1	3	0	2	0	0	0	0	0	0	0	0	0	0		4
DeBakey HS	185	211	63	80	30	42	92	89	0	0	0	0	0	0	9	9		26
East EC HS	3	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0		-2
Eastwood Acad HS	34	62	27	43	1	9	4	5	0	0	1	5	1	0	2	3		28
Energized for STEM HS	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0		0
Energy Inst HS	54	62	28	30	4	6	11	19	0	0	6	5	5	2	3	3		8
Furr HS	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0		1
Heights HS	42	74	34	52	4	12	4	10	0	0	0	0	0	0	2	3		32
HAIS HS	17	3	15	2	2	1	0	0	0	0	0	0	0	0	1	0		-14
Houston MSTC HS	5	6	4	6	1	0	0	0	0	0	0	0	0	0	0	0		1
HSLJ	6	5	5	4	1	1	0	0	0	0	0	0	0	0	0	0		-1
Jones HS	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0		1
Kashmere HS	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0		1
Kinder HSPVA	144	154	47	81	32	21	65	51	0	1	0	0	0	0	7	7		10
Lamar HS	53	41	34	22	15	10	4	9	0	0	0	0	0	0	3	2		-12
Leland YMCPA	3	2	3	2	0	0	0	0	0	0	0	0	0	0	0	0		-1
Madison HS	0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0		3
Milby HS	5	19	4	17	0	0	1	2	0	0	0	0	0	0	0	1		14
Mount Carmel Acad HS	2	5	2	5	0	0	0	0	0	0	0	0	0	0	0	0		3
North Forest HS	1	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0		1
North Houston EC HS	43	50	33	37	1	3	0	1	0	0	7	3	2	6	2	2		7
Northside HS	4	7	3	6	1	0	0	1	0	0	0	0	0	0	0	0		3
Sharpstown HS	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0		2
Sharpstown Intl	47	54	32	43	9	5	6	6	0	0	0	0	0	0	2	2		7
Sterling HS	1	3	1	3	0	0	0	0	0	0	0	0	0	0	0	0		2
South EC HS	2	3	2	3	0	0	0	0	0	0	0	0	0	0	0	0		1
TCAH	33	37	18	14	6	7	9	13	0	0	0	1	0	2	2	2		4
Waltrip HS	36	32	21	16	2	4	4	4	0	0	4	7	5	1	2	1		-4
Washington HS	2	3	1	3	1	0	0	0	0	0	0	0	0	0	0	0		1
Westbury HS	19	22	18	21	0	1	1	0	0	0	0	0	0	0	1	1		3
Westside HS	184	229	86	102	38	37	56	84	0	0	3	5	1	1	9	10		45
Wisdom HS	4	5	4	4	0	1	0	0	0	0	0	0	0	0	0	0		1
YWCPA	17	23	14	17	3	3	0	0	0	0	0	2	0	1	1	1		6
<b>HISD Totals</b>	<b>2,017</b>	<b>2,323</b>	<b>895</b>	<b>1,074</b>	<b>296</b>	<b>335</b>	<b>654</b>	<b>719</b>	<b>0</b>	<b>4</b>	<b>137</b>	<b>142</b>	<b>35</b>	<b>49</b>	<b>99</b>	<b>98</b>		<b>306</b>

Sources: Online College-Board Report, *Scholar Summary, Aggregate for Districts*, November 9, 2021 and November 3, 2022

Note: Only campuses with at least one award in 2022 are shown. All Awards reflects duplicated counts.