

## MEMORANDUM

November 1, 2019

TO: Board Members

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

SUBJECT: **2019 ADVANCED PLACEMENT (AP) RESULTS**

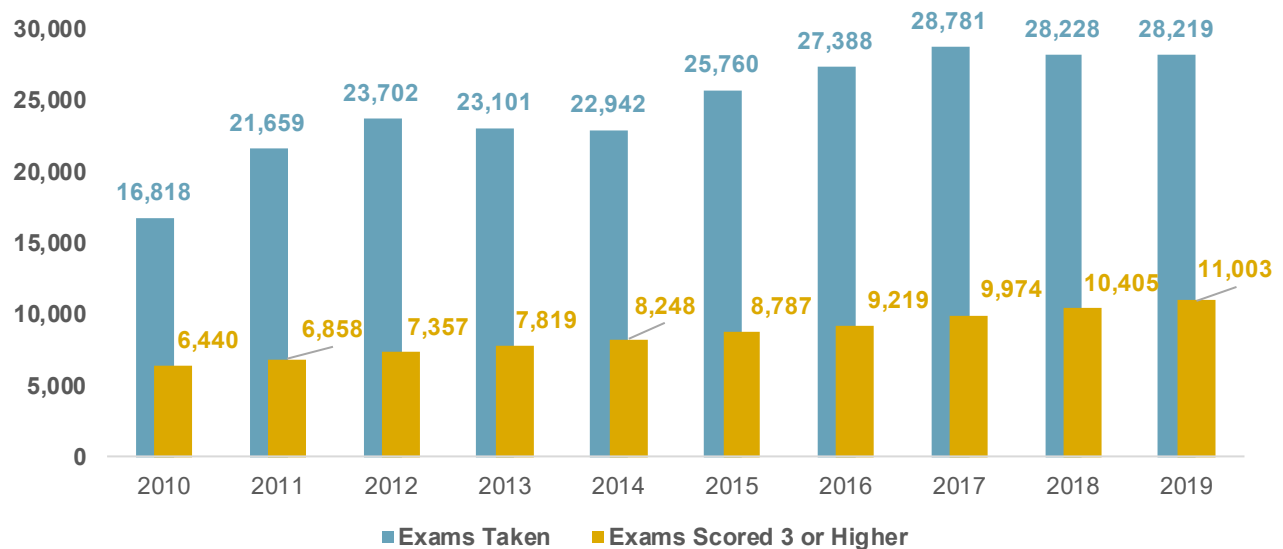
CONTACT: Carla Stevens, 713-556-6700

The results from the Advanced Placement (AP) Examinations have been released by the College Board. The Advanced Placement Program provides high school students with the opportunity to take college-level courses and earn college credit. There is a total of 38 AP Exams offered in seven subject categories. HISD schools administered all 38 AP Exams in 2019. The AP grade scale ranges from 1 to 5, and a score of 3 or higher qualifies a student to earn advanced placement, college credit, or both.

Key findings include:

- The number of HISD students participating in AP Exams districtwide in 2019 was 15,862 reflecting an increase of 552 students from the 15,310 students who took AP Exams in 2018. The total number of exams taken by HISD students in 2019 **decreased** by less than 1 percent (N=9 exams) to 28,219 in 2019 from 28,228 in 2018.
- The percentage of these exams scored at a 3 or higher in 2019 **increased** from 37 percent in 2018 to 39 percent in 2019, representing the highest rate since 2010. **Figure 1** presents the ten-year trend for the number of AP Exams taken districtwide and the number scored 3 or higher.

**Figure 1. AP Exams Taken and Number Scored 3+, Districtwide, 2010–2019**



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

## **Administrative Responses**

### **College Readiness**

For the second year, the College Readiness department is delivering grade appropriate presentations to students in grades 9-11 focused on college awareness and academic preparedness under its Launch Ignite program. In addition, Ignite advisors work with a caseload of students (Ignite Scholars); take students on local and regional college visits; and actively work with campuses to ensure students have linked their Khan Academy test prep accounts with their CollegeBoard® accounts. The above activities and conversations contain significant elements focused on increasing student awareness about the importance of AP courses in regard to receiving college credit, preparation for the rigors of college, and increasing college options.

### **Innovation and Postsecondary Programming**

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

The district is pleased that in 2019, HISD students earned more college credit through Advanced Placement exams than they have in the past 12 years. 2019 marked an all new high of 39% of exams scoring a 3 or better. This equates to a potential savings for HISD families of \$11.3 million in college tuition, based on the average tuition cost at a four-year Texas public college.

CollegeBoard® recently recognized HISD's Advanced Placement Program for the following accomplishments for the Class of 2019:

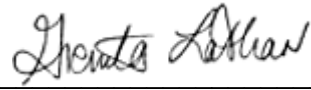
- Equitable access to AP Courses: 55% of students in the class of 2019 were connected with fee reductions for AP exams.
- HISD Students earned 108 AP Capstone Diplomas—an increase of 14 students from 2018—and 34 AP Seminar and Research Certificates—an increase of 10 students from 2018.
- A total of 2,034 HISD students received an AP Scholars® recognition by, at least, scoring a 3 or higher on three or more AP exams in 2019—an increase of 97 students from 2018.
- 6 HISD students earned an AP International Diploma.

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

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

- 5) Offering AP Saturday Exam Preparation Academies throughout the school year for student and teacher development.

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



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Attachment

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

Jharette Bryant  
Courtney Busby



# RESEARCH

Educational Program Report

**ADVANCED PLACEMENT REPORT**  
**2018-2019**



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# ADVANCED PLACEMENT 2019

## Executive Summary

The Advanced Placement (AP) program represents a critical element in HISD's efforts to inject rigor into the high school classrooms. Since 2010, the AP course offerings in HISD have been vastly expanded, with more campuses offering a wider selection of AP courses that exposes a larger percentage of the high school population to academic rigor. Significantly more HISD students are taking and completing AP courses, taking and passing AP Exams, and earning AP Scholar Awards now than in 2010.

### Highlights of AP in 2019

- The number of students districtwide taking at least one AP Exam **increased** by 4 percent to 15,862 in 2019 from 15,310 in 2018.
- The number of AP Exams taken districtwide **decreased** by less than 1 percent to 28,219 in 2019 from 28,228 in 2018.
- The number of AP Exams scored 3 or higher **increased** by 6 percent to 11,003 in 2019 from 10,405 in 2018; moreover, the proportion of exams scored 3 or higher increased from 37 percent in 2018 to 39 percent in 2019, the highest rate since 2010.
- History and Social Sciences represented the largest category among the seven AP categories with 45 percent of all AP Exams taken districtwide, followed by 17 percent in English.
- Enrollment in AP courses **decreased** to 36 percent in 2018–2019 compared to 37 percent in the previous year for students enrolled in grades 10–12.
- The number of AP Scholar Awards presented to HISD students **increased** by 143 to 2,417 in 2018–2019 reflecting a six percent **increase** compared to 2017–2018.
- Nineteen campuses earned more AP Scholar Awards in 2018–2019 than in 2017–2018 including eight campuses that **increased** the number of AP Scholar Awards earned by double-digits.

## 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. 24). 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. 35). 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 2018–2019 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

The AP Exams are administered each year in May over a two-week period. Once testing has completed, all AP Exams are returned to the Educational Testing Service (ETS) and scores are reported to the College Board. Students who take AP Exams are not required to be enrolled in an AP course.

### Scoring

The AP score in each exam is a weighted combination of scores on the multiple-choice section and on the free-response section. 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 multiple-choice section is scored by computer. Each answer sheet is scanned and the total number of correct responses equals the multiple-choice score. The free-response section (essays and open-ended

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

<sup>2</sup> College Board. (2014). *The 10<sup>th</sup> Annual AP Report to the Nation*.

<sup>3</sup> College Board – AP course Audit. Retrieved from <http://www.collegeboard.com/html/apcourseaudit/>

questions) is scored at the annual AP Reading held during the first two weeks in June. Specially appointed college professors and experienced AP teachers score this section of the exam. 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.

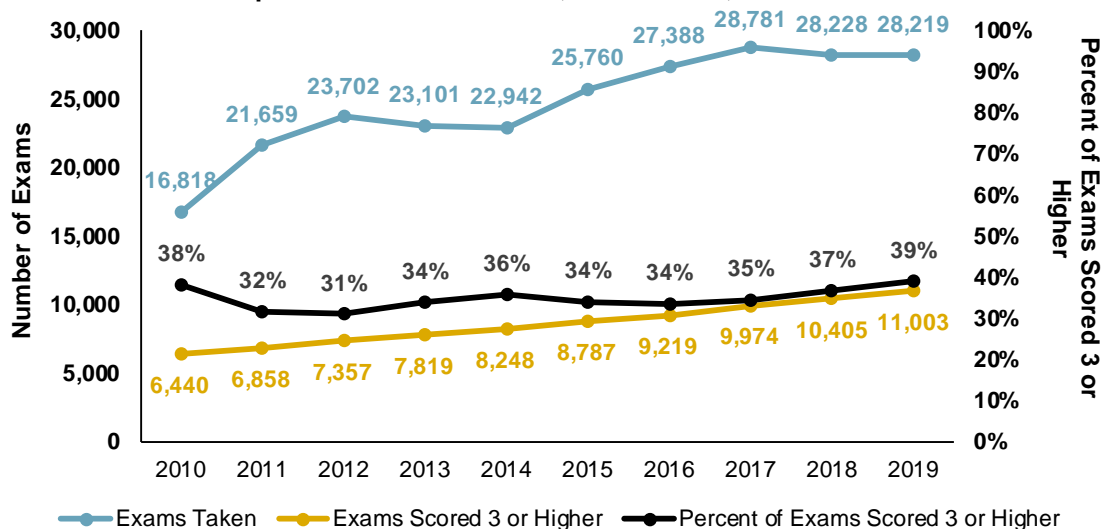
For more details on the methods used in analyzing the data presented in this report, see pages 22–23.

## Results

### Exam Participation and Performance

The total number of exams taken by HISD students decreased by only 9 exams to 28,219 in 2019 from 28,228 in 2018. The number of AP Exams taken across the district and the number and percent scored 3 or higher are shown in **Figure 1**.

**Figure 1. AP Exam Participation and Performance, Districtwide, 2010–2019**



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

Note: This graph displays a duplicated count of exams districtwide. Values may differ from previous reports.

**Figure 1** indicates the following:

- The number of AP Exams taken by students districtwide **increased** by 68 percent to 28,219 in 2019 from 16,818 in 2010.
- The number of AP Exams scored 3 or higher in 2019 (11,003) increased by 71 percent compared to 2010 (6,440).
- Based on students' opportunity to earn at least 3 college credits for each AP Exam score of 3 or higher, 11,003 AP Exams meeting the criteria at the high school level represents 33,009 estimated college credits. College Board calculates an average rate of \$343.33 per credit hour for 2018 indicating a total potential savings for the district's students and families of \$11,333,090.<sup>4</sup>

<sup>4</sup> The estimates are based on Table 5 of the 2018 College Board report, *Trends in College Pricing*, Retrieved from <https://trends.collegeboard.org/college-pricing>



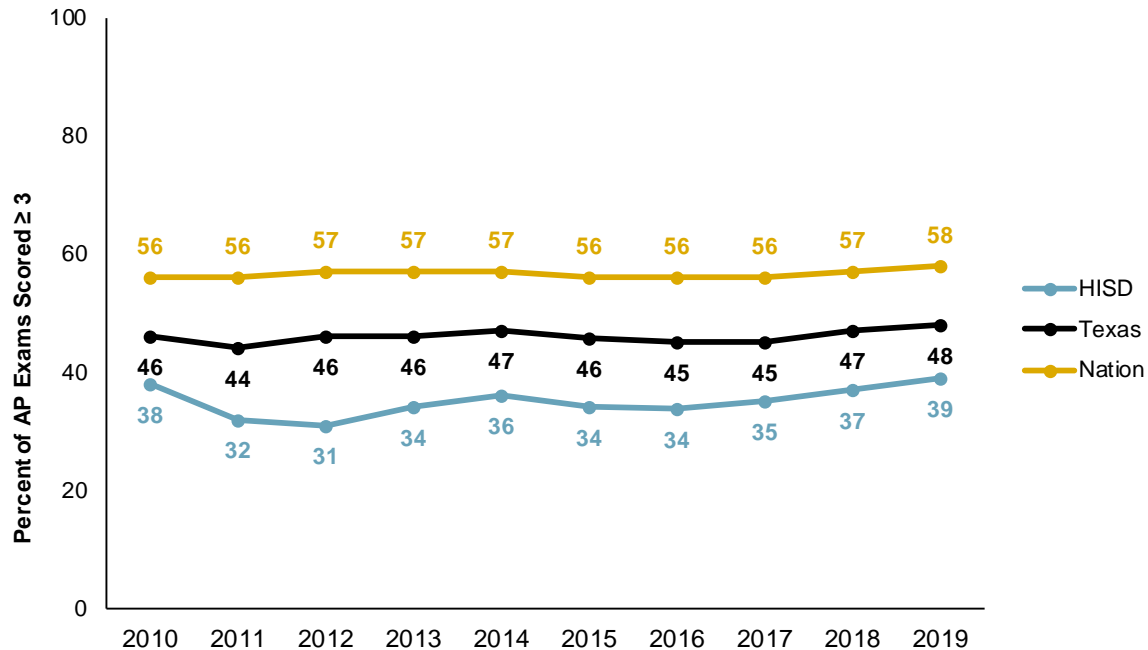
### Comparison with State and Nation

The College Board provides AP data for the state of Texas and the nation. Between 2010 and 2019, the number of AP Exams taken by all students in Texas and the United States increased by 85 percent and 60 percent, respectively. As mentioned above, HISD experienced a similar increase in the number of AP Exams taken resulting in a 68 percent increase.

**Figure 2** presents the proportion of all AP Exams scored 3 or higher for HISD, Texas, and the Nation from 2010 through 2019. **Figure 2** indicates the following:

- While the proportion of AP Exams scored 3 or higher has stayed relatively flat for Texas and the Nation since 2012, the district has shown a slow but steady increase from 31 percent to 39 percent in 2019.
- In 2019, the proportion of AP Exams scored at 3 or higher in HISD is lower than that of Texas and the Nation by 9 and 19 percentage points, respectively. This gap has closed significantly from 2012 where it was 15 and 26 percentage points, respectively.

**Figure 2. AP Exam Performance (HISD, Texas, National), 8<sup>th</sup>–12<sup>th</sup> Grade, 2010–2019**



Sources: District, *District Summary by School, 2010–2018*, 2018 and 2019 College Board AP data files, September 11, 2019, August 29, 2018; Texas and Nation: *Public Schools, Texas-summary* and *Public Schools, National-summary, 2010–2018*<sup>5</sup>; *Texas Public 2019 Integrated Summary*

Note: Figures for Nation include data for all 50 states and the District of Columbia.

While the *proportion* of exams scored 3 or higher in any given year is lower for HISD than it is for Texas and the nation, HISD has dramatically increased the *number* of exams scored 3 or higher. For example, between 2010 and 2019, the number of exams scored 3 or higher **increased** by 71 percent from 6,440 (includes eighth grade students) to 11,003 (includes eighth grade students) at HISD compared to increases of 66 percent in the U.S.<sup>6</sup>

<sup>5</sup> Texas and National data were downloaded from the College Board website on October 3, 2019 at <https://research.collegeboard.org/programs/ap/data/archived>

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

### By Exam Category

**Table 1** shows the number of AP Exams taken by HISD students by the seven AP Exam subject categories outlined in **Appendix A** (p. 24) 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	12,563	45%	4,046	32%
English	4,729	17%	1,279	27%
Sciences	3,922	14%	1,165	30%
World Languages & Culture	3,444	12%	2,592	75%
Math & Computer Science	2,607	9%	1,324	51%
AP Capstone	564	2%	393	70%
AP Arts	390	1%	204	52%
<b>HISD Totals</b>	<b>28,219</b>	<b>100%</b>	<b>11,003</b>	<b>39%</b>

Source: 2019 College Board AP data file, September 11, 2019

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 1** 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 75 percent (World Languages & Culture) to 27 percent (English).
- While two percent of exams were in the newest AP category, AP Capstone, the success rate was among the highest at 70 percent.

### By Student Group

Although the total number of AP Exams taken by HISD students **decreased** in 2019 compared to the previous year, the number and percent of exams scoring 3 or higher **increased** compared to the previous year. In addition, the number of students who took AP Exams **increased** by 4 percent to 15,862 in 2019 from 15,310 in 2018 (**Table 2**, p. 6).

**Table 2** presents the number of HISD students districtwide in 2018 and 2019 who took an AP Exam, the number of exams taken, and the number of exams scored 3 or higher by race/ethnicity, gender, economic status, English Learner (EL) status, special education status, immigrant status, and gifted and talented (G/T) status. The number of students tested reflects an *unduplicated* count of students who took an AP Exam, and the number of exams taken is a *duplicated* count of exams. In other words, a given student is counted once and all the exams that the student has taken are counted as well.

Student Group	N Tested		AP Exams Taken		AP Scores $\geq 3$ , N		AP Scores $\geq 3$ , % of Exams	
	2018	2019	2018	2019	2018	2019	2018	2019
African American	2,386	2,456	3,911	3,854	622	625	16%	16%
American Indian	19	16	35	19	11	6	31%	32%
Asian	1,196	1,199	3,380	3,386	2,515	2,617	74%	77%
Hispanic	9,399	9,920	16,273	16,431	4,581	4,957	28%	30%
White	1,663	1,693	3,551	3,577	2,281	2,370	64%	66%
Pacific Islander	5	2	6	2	2	*	33%	*
Two or more races	292	308	595	606	298	335	50%	55%
No Response	350	268	477	344	95	92	20%	27%
Econ Disadv.	10,462	10,914	18,154	17,760	4,794	4,874	26%	27%
Non-Econ Disadv	4,829	4,904	10,045	10,382	5,596	6,103	56%	59%
EL	935	1,405	1,174	1,705	382	606	33%	36%
Non-EL	14,356	14,413	27,025	26,437	10,008	10,371	37%	39%
Special Ed	161	208	214	275	32	53	15%	19%
Non-Special Ed	15,130	15,610	27,985	27,867	10,358	10,924	37%	39%
Immigrant	11	15	20	32	11	19	55%	59%
Non-Immigrant	15,280	15,803	28,179	28,110	10,379	10,958	37%	39%
G/T	5,804	6,036	12,807	13,091	7,212	7,572	56%	58%
Non-G/T	9,487	9,782	15,392	15,051	3,178	3,405	21%	23%
Female	8,559	8,943	15,504	15,631	5,592	6,004	36%	38%
Male	6,751	6,918	12,724	12,587	4,813	4,999	38%	40%
Another	N/A	1	N/A	*	N/A	*	N/A	*
<b>HISD Totals</b>	<b>15,310</b>	<b>15,862</b>	<b>28,228</b>	<b>28,219</b>	<b>10,405</b>	<b>11,003</b>	<b>37%</b>	<b>39%</b>

Sources: 2018 College Board AP electronic data file, August 29, 2018;

2019 College Board AP data file, September 11, 2019; 2019 EL, G/T, Immigrant, special education, and economic status source: Chancery, May 13, 2019

2018 EL, G/T, Immigrant, special education, and economic status source: Chancery, May 7, 2018

Notes: This table displays an unduplicated count of students tested and a duplicated count of exams taken by students districtwide. For 2019, economic status, EL, special education, immigrant and G/T status could not be determined for 44 students. For 2018, economic status, EL, special education, immigrant, and G/T status could not be determined for 19 students. Race/ethnicity, grade level, and gender were self-reported in 2018 and 2019. *Another* reflected a new response category that was established for gender in 2019.

The data in **Table 2** show the following:

- Approximately six out of ten (63 percent) HISD students who took an AP Exam in 2019 were Hispanic. The number of Hispanic students who took AP Exams **increased** by 5.5 percent, and the number of exams taken by Hispanic students **increased** by 158 exams compared to last year. The *proportion* of exams scored 3 or higher **increased** from the previous year (28 percent in 2018 compared to 30 percent in 2019), meaning that three of ten exams taken by Hispanic students received a score of three or higher.
- African-American students represented the second largest racial/ethnic group of students who took an AP Exam, accounting for 15 percent of all AP test takers in 2019. When compared to last year, the number of African-American students who took AP Exams **increased** by 3 percent and the number of exams taken by African-American students **decreased** by 1 percent. The *proportion* of exams scored 3 or higher taken by African-American students **did not change** compared to last year.
- White students accounted for 11 percent of AP test takers in 2019. From 2018 to 2019, the number of White students who took AP Exams and the number of exams taken **increased** by 2 percent and 1

percent, respectively. The proportion of exams scored 3 or higher **increased** from the previous year (66 percent in 2019 compared to 64 percent in 2018). White students are four times as likely as African-American students and about 2.2 times as likely as Hispanic students to pass an AP Exam.

- Asian students accounted for 8 percent of AP test takers in 2019. When compared to last year, the number of Asian students who took AP Exams and the number of exams taken by Asian students **did not increase appreciably**. Both the overall number of exams scored 3 or higher and the proportion of exams scored 3 or higher taken by Asian students **increased** compared to the previous year (77 percent in 2019 and 74 percent in 2018).
- Economically disadvantaged students accounted for 69 percent of AP test takers in 2019. When compared to last year, the number of economically disadvantaged students who took AP Exams **increased** by 4 percent and the number of exams taken by economically disadvantaged students **decreased** by 2 percent. The proportion of exams scored 3 or higher **increased** compared to the previous year (27 percent in 2019 and 26 percent in 2018). Non-economically-disadvantaged students are more than twice as likely to pass an AP Exam as economically-disadvantaged students (59 percent vs. 27 percent).

The College Board provides a measure to assess both equity and excellence for the district. The calculation shows the proportion of a district's senior class who scored a 3, 4 or 5 on an AP Exam at any point during high school. Students who met the standard (scores of 3, 4, or 5) are counted only once. Eighteen percent of 2019 HISD seniors scored a 3, 4, or 5 during their high school tenure, reflecting approximately a one percentage-point increase compared to last year.

**Table 3. Equity and Excellence for Seniors and by Student Group, 2017–2019**

Race/Ethnicity	2017			2018			2019		
	District N	AP Scores 3+	%	District N	AP Scores 3+	%	District N	AP Scores 3+	%
<b>HISD Seniors</b>	<b>11,147</b>	<b>1,963</b>	<b>17.6</b>	<b>11,711</b>	<b>2,034</b>	<b>17.4</b>	<b>11,624</b>	<b>2,131</b>	<b>18.3</b>
African American	2,672	161	5.9	2,738	135	4.9	2,676	178	6.7
American Indian	24	2	8.3	20	1	5.0	23	1	4.3
Asian	462	262	56.3	518	283	54.6	512	294	57.4
Hispanic	6,759	1,133	16.6	7,171	1,237	17.3	7,146	1,284	18.0
Pacific Islander	16	4	25	13	5	38.5	7	0	0.0
White	1,117	372	32.7	1,145	340	29.7	1,151	341	29.6
Two or more races	97	31	31.3	106	33	31.1	109	33	30.3
<b>Econ. Dis.</b>	<b>7,810</b>	<b>1,127</b>	<b>14.2</b>	<b>8,574</b>	<b>1,254</b>	<b>14.6</b>	<b>8,685</b>	<b>1,309</b>	<b>15.1</b>
EL	1,295	69	5.3	1,492	106	7.1	1,594	158	9.9
Special Ed.	911	5	0.5	962	9	0.9	964	14	1.5
G/T	1,910	1,037	54.3	1,784	1,017	57.0	2,103	1,095	52.1

Sources: HISD Research and Accountability Department, *2018 Advanced Placement (AP) Results*; 2019 College Board AP data file, September 11, 2019; 2019 EL, G/T, special education, and economic status source: Chancery, May 13, 2019

Note: Seniors with Chancery data and AP data were included in this analysis. This report may differ from previous reports.

**Appendix B–1** (p. 25) 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 44 campuses that tested 10 or more students in 2019, eight campuses met the criterion for 50 percent of their seniors which is one more campus than in 2018.

### By Subject

**Appendix B–2** (p. 26) compares the mean scores by subject for HISD students with the mean scores of students in Texas and all AP test-takers. For 2019, HISD participated in all 38 examinations.

For 2019, students in HISD scored a mean of 3 or higher on a five-point scale on 13 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 7 out of 38 subject examinations in European History, Psychology, Physics 2, German, Italian, and Japanese Language and Culture, and Latin. Mean scores ranged from 1.45 in Physics 1 to 4.00 in Japanese Language and Culture. World History represented the subject test taken by the highest number of students (N=3,817); however, mean scores for these exams were lower than the global mean scores by 0.79.

### By Campus

**Figure 3** (p.9) shows the number of AP Exams taken by HISD students districtwide and the percentage of exams scored 3 or higher for each campus in 2018 and 2019. All AP Exams are represented in this figure, regardless of whether the student was enrolled in the AP course. **Appendix C–1** (p. 27) provides additional details for the number of AP Exams taken and the corresponding performance by campus, and **Appendix C–2** (p. 28) provides the information by HISD Board Member District.

**Figure 3** indicates the following:

- Students at Bellaire High School took the largest number of AP Exams in 2019 (2,682) while 17 exams were taken at Long Academy (a combined school, grades 6–12).
- In 2019, exams taken at Bellaire, Carnegie Vanguard, and Westside high schools accounted for 24 percent of all AP Exams taken in HISD but made up 43 percent of all exams that were scored 3 or higher.
- For the 45 campuses with two years of **participation** data and five or more testers, 26 campuses **increased** the number of AP Exams taken, and 19 campuses **decreased** the number of AP Exams taken.
- For the 45 campuses with two years of **performance** data and five or more testers, the number of AP Exams scored 3 or higher **increased** at 29 campuses and **declined** at 16 campuses in 2019 compared to 2018.

**Figure 3. AP Exam Participation and Performance by Campus, Districtwide, 2018 and 2019***Ranked by the number of AP Exams taken in 2019*

Campus	2018		2019		Change, 2018 to 2019	
	Exams Taken N	Exams ≥3 N	Exams Taken N	Exams ≥3 N	Exams Taken	Exams ≥3 N
Bellaire HS	2,702	2,107	2,682	2,189	-20	82
Carnegie HS	1,985	1,444	2,102	1,503	117	59
Westside HS	1,951	974	1,983	1,059	32	85
DeBakey HS	1,394	1,259	1,329	1,219	-65	-40
Lamar HS	1,368	247	1,316	209	-52	-38
Heights HS	1,259	244	1,233	230	-26	-14
Houston MSTC HS	813	124	945	169	132	45
Westbury HS	950	179	936	189	-14	10
Kinder HSPVA	810	671	853	690	43	19
Energy Inst HS	820	227	850	313	30	86
Waltrip HS	698	124	844	158	146	34
Challenge EC HS	722	250	834	253	112	3
North Houston EC HS	549	173	832	193	283	20
Wisdom HS	621	34	765	85	144	51
Milby HS	355	68	759	156	404	88
Northside HS	1,012	120	722	85	-290	-35
Eastwood Acad HS	816	193	661	186	-155	-7
Sharpstown Intl	583	282	602	336	19	54
Leland YMCPA	533	54	558	51	25	-3
Chavez HS	1,292	254	535	129	-757	-125
E-STEM Central HS	297	4	527	0	230	-4
HAIS HS	362	63	440	100	78	37
Sharpstown HS	423	142	404	159	-19	17
Madison HS	487	47	402	54	-85	7
Austin HS	509	82	387	76	-122	-6
HSLJ	528	36	385	35	-143	-1
YWCPA	357	86	366	68	9	-18
Sterling HS	209	18	338	30	129	12
East EC HS	331	102	308	106	-23	4
Washington HS	183	6	299	3	116	-3
South EC HS	317	24	299	48	-18	24
E-STEM West HS	611	9	261	1	-350	-8
TCAH	359	163	255	106	-104	-57
Scarborough HS	106	12	235	70	129	58
Mount Carmel Acad HS	206	37	217	27	11	-10
Yates HS	266	5	214	6	-52	1
Wheatley HS	168	2	183	17	15	15
Furr HS	222	24	158	17	-64	-7
Worthing HS	79	9	150	11	71	2
Kashmere HS	134	0	148	18	14	18
North Forest HS	125	0	124	13	-1	13
Jones HS	28	16	85	65	57	49
Middle College HS - Fraga	12	8	30	17	18	9
Liberty HS	11	1	22	20	11	19
Long Acad	14	7	17	12	3	5
Jordan HS±	70	1				
Beechnut Academy±	1	*				
Community Services	4	*				
Middle Schools	576	473	624	522	48	522
<b>HISD Totals</b>	<b>28,228</b>	<b>10,405</b>	<b>28,219</b>	<b>11,003</b>	<b>-9</b>	<b>598</b>

Sources: 2019 College Board AP electronic data file, September 11, 2019;

HISD Research and Accountability Department, *2018 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 table displays a duplicated count of exams.

\*Masked for number tested &lt; 5;

-- indicates no data for the current/past year

± Campus is closed or has been converted to a career-focused program

### By Exam and by Campus

**Appendix D** (pp. 29–32) presents the results of students who took each AP Exam and the number and percent of exams scored 3 or higher for each exam type by campus and district total in 2019.

### Course Participation and Performance: AP Course Offerings

**Figure 4** (p. 11) shows the number of AP courses offered in HISD schools in 2017–2018 and 2018–2019, and the change in the number of courses from 2017–2018 to 2018–2019.

**Figure 4** indicates the following:

- In 2019, 60 HISD schools offered at least one AP course—reflecting no change compared to 2017–2018.
- Of the 60 schools that were open and offered AP courses in both 2017–2018 and 2018–2019, 15 schools **increased** the number of AP courses offered from 2017–2018, 19 schools **decreased** AP course offerings; and 26 schools had no change.
- The largest **increase** in AP courses offered in 2018–2019 compared to 2017–2018 occurred at Bellaire High School (8 courses).
- The largest **decrease** in AP courses offered in 2018–2019 compared to 2017–2018 occurred at Chavez High School with a reduction of nine courses. However, Chavez High School began offering the International Baccalaureate (IB) Diploma program, so students will be taking both IB courses and AP courses.

**Figure 4. Distinct AP Courses Offered by Campus, 2017–2018 and 2018–2019***Ranked by the number of courses in 2018–2019*

Campus	2017–2018	2018–2019	Change
Bellaire HS	24	32	8
Westside HS	32	29	-3
Carnegie HS	31	28	-3
DeBakey HS	22	21	-1
Energy Inst HS	20	20	0
Westbury HS	19	19	0
Leland YMCPA	18	19	1
Northside HS	23	19	-4
Challenge EC HS	15	19	4
Eastwood Acad HS	19	19	0
Sharpstown Intl	17	18	1
Waltrip HS	14	18	4
Wisdom HS	17	18	1
Houston MSTC HS	21	17	-4
Kinder HSPVA	15	16	1
Heights HS	16	16	0
Austin HS	17	15	-2
Milby HS	17	15	-2
YWCPA	13	14	1
Scarborough HS	15	13	-2
Madison HS	15	13	-2
TCAH	13	13	0
Sterling HS	12	12	0
North Houston EC HS	11	11	0
E-STEM Central HS	12	11	-1
HSLJ	15	11	-4
Washington HS	11	11	0
Yates HS	9	10	1
HAIS HS	9	10	1
Mount Carmel Acad HS	9	10	1
Furr HS	12	9	-3
East EC HS	8	9	1
Worthing HS	7	8	1
Kashmere HS	8	8	0
E-STEM West HS	12	7	-5
Wheatley HS	7	7	0
Sharpstown HS	11	7	-4
North Forest HS	8	6	-2
South EC HS	7	6	-1
Lamar HS	5	5	0
Chavez HS	13	4	-9
Long Acad	2	3	1
Community Services	0	2	2
Jones HS	3	1	-2
Henry MS	1	1	0
Revere MS	1	1	0
Pin Oak MS	1	1	0
Liberty HS	2	1	-1
Wharton ES	1	1	0
BCM Biotech Acad at Rusk	1	1	0
West Briar MS	1	1	0
Hamilton MS	1	1	0
Pershing MS	1	1	0
Lanier MS	1	1	0
Meyerland MS	1	1	0
Hogg MS	1	1	0
Hartman MS	1	1	0
Clifton MS	1	1	0
Burbank MS	1	1	0
Stevenson MS	1	1	0
Jordan HS±	4	--	--
<b>HISD</b>	<b>36</b>	<b>38</b>	<b>2</b>

Sources: End of Year Chancery Grades files, September 4, 2019, June 18, 2018; Chancery demographic data files, May 21, 2018, and May 6, 2019

Note: Courses displayed had at least one student enrolled within the respective academic year. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP).

±Campus is closed or has been converted to a career-focused program



### By Student Group

AP course completion is defined as students enrolled in an AP course who earn a passing grade at the end of the course (70 or higher) (most AP courses require two semesters to qualify for completion). Very few AP courses are available for students in grade 9, but ninth grade usually has the largest enrollment in high schools. Thus, basing percentages of AP courses on enrollment that includes 9<sup>th</sup> graders does not accurately reflect the rates of participation. **Table 4** presents the number and percent of HISD students in grades 10–12 who completed AP courses by student group including race/ethnicity, economic status, English Learner (EL) status, special education status, gifted and talented (G/T) status, immigrant status, and gender. This table reflects an *unduplicated* count of students for courses.

Student Group	Grades 10–12 Enrollment				AP Course Enrollment				AP Course Completion			
	2017–2018		2018–2019		2017–2018		2018–2019		2017–2018		2018–2019	
	N	%	N	%	N	%	N	%	N	%	N	%
African American	8,482	24	8,194	23	2,576	30	2,383	29	2,347	91	2,240	94
American Indian	71	<1	75	<1	26	37	22	29	23	88	21	95
Asian	1,562	4	1,535	4	1,073	69	1,060	69	1,055	98	1,047	99
Hispanic	21,879	61	22,165	62	7,870	36	7,791	35	7,291	93	7,258	93
Pacific Islander	30	<1	19	<1	12	40	4	21	11	92	3	75
White	3,690	10	3,622	10	1,704	46	1,682	46	1,609	94	1,624	97
Two or More	350	1	371	1	176	50	165	44	163	93	160	97
Econ. Disadv.	26,492	73	26,929	75	9,171	35	8,862	33	8,457	92	8,275	93
Non-Econ. Disadv.	9,572	27	9,052	25	4,266	45	4,245	47	4,042	95	4,078	96
EL	4,776	13	5,219	15	646	14	878	17	583	90	799	91
Non-EL	31,288	87	30,762	85	12,791	41	12,229	40	11,916	93	11,554	94
Female	18,271	51	18,324	51	7,441	41	7,440	41	7,046	95	7,115	96
Male	17,793	49	17,657	49	5,996	34	5,667	32	5,453	91	5,238	92
Special Education	2,912	8	2,952	8	150	5	183	6	132	88	159	87
Non-Special Education	33,152	92	33,029	92	13,287	40	12,924	39	12,367	93	12,194	94
G/T	6,231	17	6,627	18	4,677	75	4,713	71	4,530	97	4,577	97
Non-G/T	29,833	83	29,354	82	8,760	29	8,394	29	7,969	91	7,776	93
Immigrant	15	<1	24	<1	11	73	9	38	10	91	9	100
Non-Immigrant	36,049	100	35,957	100	13,426	37	13,098	36	12,489	93	12,344	94
<b>HISD Totals</b>	<b>36,064</b>	<b>100</b>	<b>35,981</b>	<b>100</b>	<b>13,437</b>	<b>37</b>	<b>13,107</b>	<b>36</b>	<b>12,499</b>	<b>93</b>	<b>12,353</b>	<b>94</b>

Sources: End of Year Chancery Grades files, June 18, 2018 and September 4, 2019; Chancery demographics data files, May 21, 2018 and May 6, 2019

Notes: Table displays an unduplicated count of HISD students enrolled in grades 10–12. AP course completion is defined as enrolled in an AP course and earning a passing grade at the end of the course (70 or higher). This table may differ from previous reports.

**Table 4** indicates the following:

- When comparing 2017–2018 to 2018–2019, the *number* of 10<sup>th</sup>–12<sup>th</sup> graders enrolled in an AP course **decreased** for the district; the *proportion* of 10<sup>th</sup>–12<sup>th</sup> graders enrolled in an AP course **decreased** to 36 percent in 2018–2019 from 37 percent in 2017–2018.
- The *number* of 10<sup>th</sup>–12<sup>th</sup> graders enrolled in an AP course **decreased** for all racial/ethnic groups when comparing 2017–2018 to 2018–2019. Although the *proportion* of Asian and White students **remained the same**, the *proportion* of the all other racial/ethnic groups **decreased** when comparing 2017–2018 to 2018–2019.
- The *number* of 10<sup>th</sup>–12<sup>th</sup> graders enrolled in an AP course **decreased** for economically disadvantaged students in 2018–2019 compared to the previous year. The *proportion* of economically disadvantaged students enrolled in an AP course also **decreased** by two percentage-points from the previous year, while the course completion rate **increased** by one percentage-point when comparing 2017–2018 to 2018–2019.
- Hispanic and African-American students are less likely to enroll in AP courses compared to their Asian and White counterparts. Only 35 percent and 29 percent of Hispanic and African-American students, respectively, were enrolled in AP courses in 2018–2019 compared to 46 percent and 69 percent of White and Asian students, respectively.
- The number and *proportion* of special education students enrolled in at least one AP course increased by 1 percentage point compared to the previous year. Moreover, the percentage of special education students completing at least one AP course increased by one percentage point compared to the previous year.
- The number of G/T students enrolled in at least one AP course **increased** by 36 students, but the completion rate **remained the same** compared to the previous year.
- Among students enrolled in AP courses in 2018–2019, 94 percent completed at least one, a one percentage-point **increase** in the completion rate compared to the previous year. AP course completion rates **increased** between 2017–2018 and 2018–2019 for all racial/ethnic groups with the exception of Hispanic students where the rates **remained the same** and for students who identified as being of Pacific Island descent where the rates **decreased**.

### By Campus

**Figure 5** (p. 14) shows the percentage of students in grades 10–12 who completed at least one AP course in 2017–2018 and 2018–2019 by campus. For enrollment at a campus, a student was required to have at least one grade or conduct mark for each semester of a year-long course. Unduplicated counts are provided districtwide. For the *unduplicated* total, a student in grades 10–12 is counted only once if the student took and completed one or more AP courses. The campus attribution is based on the Chancery demographic file for the respective year. Percentages are based on AP courses taken by students in grades 10–12.

**Figure 5. AP Course Completion by Campus, 10<sup>th</sup>–12<sup>th</sup> Grade, 2017–2018 and 2018–2019**

Ranked by number of course completers in 2019

Campus Name	2017–2018				2018–2019				Change 2017–2018 to 2018–2019			
	Total Enrolled 10–12	Completed > 1 AP Course		N	%	Total Enrolled 10–12	Completed > 1 AP Course		Total Enrolled 10–12	N	Completed > 1 AP Course	
Bellaire HS	2,369	887		37		2,354	954		-15	67		4
Westside HS	2,022	921		46		2,010	886		-12	-35		-2
Heights HS	1,691	669		40		1,644	707		-47	38		3
Lamar HS	2,432	657		27		2,230	664		-202	7		3
Houston MSTC HS	1,896	512		27		1,859	483		-37	-29		-1
Carnegie HS	438	434		99		471	458		33	24		-2
Waltrip HS	1,190	400		34		1,290	455		100	55		1
Westbury HS	1,556	465		30		1,577	443		21	-22		-2
DeBakey HS	592	469		79		593	424		1	-45		-7
Northside HS	1,051	398		38		1,043	396		-8	-2		0
Milby HS	968	193		20		1,230	379		262	186		11
TCAH	1,975	406		21		2,011	350		36	-56		-4
Kinder HSPVA	573	310		54		559	349		-14	39		8
Wisdom HS	1,343	322		24		1,367	345		24	23		1
Energy Inst HS	499	319		64		538	330		39	11		-3
Challenge EC HS	336	284		85		337	302		1	18		5
Sharpstown HS	1,145	286		25		1,138	279		-7	-7		0
Austin HS	1,237	322		26		1,121	261		-116	-61		-3
Sterling HS	824	297		36		922	260		98	-37		-8
Chavez HS	2,140	443		21		2,023	257		-117	-186		-8
Sharpstown Intl	437	239		55		456	245		19	6		-1
North Houston EC HS	339	219		65		345	242		6	23		5
HAIS HS	344	199		58		354	236		10	37		9
HSLJ	300	244		81		315	234		15	-10		-7
E-STEM Central HS	122	110		90		241	233		119	123		7
Eastwood Acad HS	311	256		82		319	226		8	-30		-11
Madison HS	1,116	269		24		1,147	218		31	-51		-5
South EC HS	243	163		67		290	173		47	10		-7
Furr HS	725	154		21		665	144		-60	-10		1
Leland YMCPA	129	126		98		148	140		19	14		-3
Yates HS	514	134		26		549	140		35	6		0
Washington HS	549	140		26		493	135		-56	-5		1
Wheatley HS	604	128		21		592	123		-12	-5		0
East EC HS	362	168		46		358	118		-4	-50		-13
YWCPA	136	132		97		121	117		-15	-15		0
Scarborough HS	522	107		20		516	114		-6	7		2
Worthing HS	514	82		16		528	107		14	25		4
Mount Carmel Acad HS	266	101		38		257	107		-9	6		4
E-STEM West HS	196	195		99		100	98		-96	-97		-1
North Forest HS	636	130		20		662	94		26	-36		-6
Kashmere HS	458	62		14		518	76		60	14		1
Long Acad	137	15		11		153	11		16	-4		-4
Jones HS	326	49		15		308	5		-18	-44		-13
Liberty HS	317	9		3		313	*		-4	*		*
Community Services	33	--	--	--		27	*		-6	*		*
HCC Lifeskills	54	--	--	--		63	--		9	--		--
Harper DAEP	8	--	--	--		11	--		3	--		--
Secondary DAEP	131	--	--	--		149	--		18	--		--
Middle College HS - Gulfon	74	--	--	--		96	--		22	--		--
Middle College HS - Fraga	80	--	--	--		83	--		3	--		--
Rogers, T H MS	17	--	--	--		20	--		3	--		--
Jordan HS±	142	46		32		--	--		--	--		--
V Prep South±	160	--	--	--		--	--		--	--		--
<b>HISD (Unduplicated)</b>	<b>36,064</b>	<b>12,499</b>		<b>35</b>		<b>35,981</b>	<b>12,353</b>		<b>-83</b>	<b>-298</b>		<b>-1</b>

Sources: End of Year Chancery Grades data files, September 4, 2019 and June 18, 2018; Chancery Demographics data files, May 21, 2018 and May 6, 2019

Notes: Table displays an unduplicated count of HISD students enrolled in grades 10-12. Bellaire, Chavez, Heights, and Lamar high schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP).

\*Masked # students < 5.

--denotes no data available

± Campus is closed or has been converted to a career-focused program

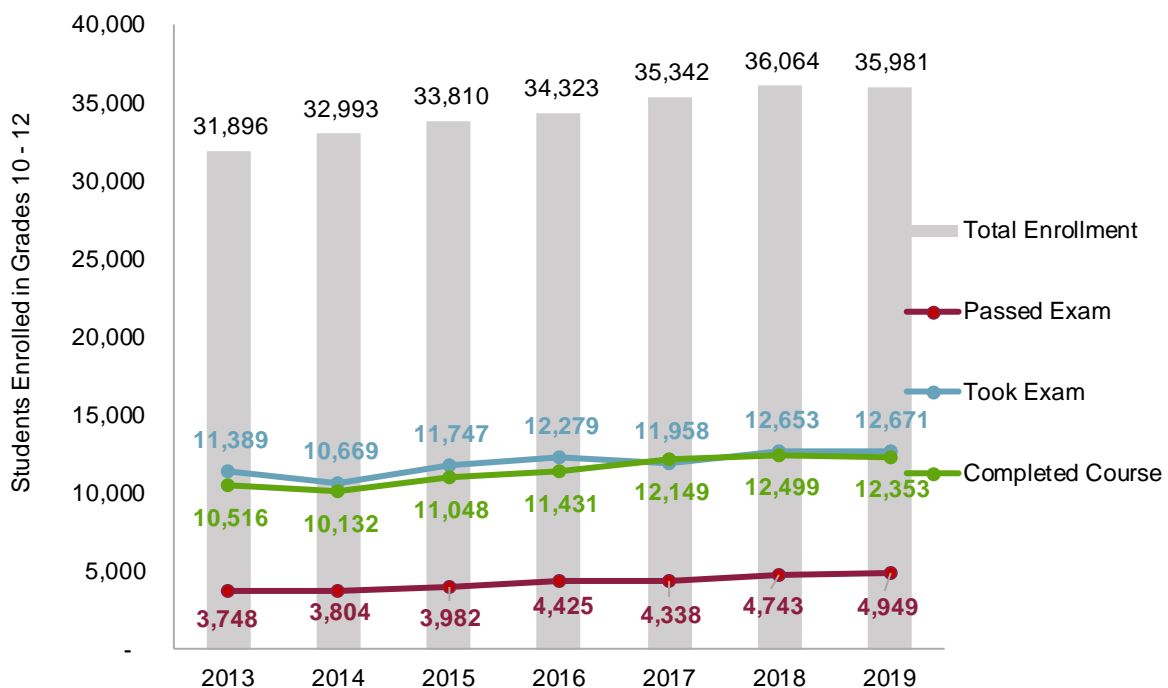
**Figure 5** indicates the following:

- There was a greater likelihood for HISD students to complete an AP course last year compared to this year. In 2018–2019, 34 percent of students enrolled in grades 10–12 in the district completed at least one AP course compared to 35 percent in 2017–2018.
- In 2018–2019, the proportion of students enrolled in grades 10–12 who completed at least one AP course where AP courses were offered ranged from two percent at Jones HS to 98 percent at E-STEM West High School, and 97 percent at E-STEM Central High School, Carnegie High School, and YWCPA.
- Among the 43 HISD campuses with two years of data, the proportion of students who completed at least one AP course **increased** in 2018–2019 from the previous year at 17 campuses, **declined** at 21 campuses, and **remained the same** at 5 campuses.

### Course and Exam Participation and Performance

**Figure 6** shows the number of students enrolled in grades 10–12 who completed at least one AP course, the number who took at least one AP Exam, and the number who received a score of 3 or higher on at least one AP Exam from 2012–2013 to 2018–2019. Figures for each series reflect an *unduplicated* count of students.

**Figure 6. AP Course Completion and Exam Performance, 10<sup>th</sup>–12<sup>th</sup> Grade, 2013–2019**



Sources: End of Year Chancery Grades data files, September 4, 2019 and June 18, 2018; Chancery Demographics data files, May 21, 2018 and May 6, 2019; College Board AP data files for respective year

Note: This graph displays an unduplicated count of students enrolled in grades 10–12. AP course completion is defined as receiving a passing grade at the end of the course (70 or higher) for each semester that is required. Students could take the AP Exam without completing the AP course or could have taken the AP course outside of HISD.

**Figure 6** indicates:

- The number of students enrolled in grades 10 through 12 who took at least one AP Exam **increased** to 12,671 in 2019 from 12,653 in 2018.
- The number of students enrolled in grades 10 through 12 who completed at least one AP course **decreased** to 12,353 in 2019 from 12,499 in 2018.
- The number of students enrolled in grades 10 through 12 who scored a 3 or higher on at least one AP Exam **increased** by 4 percent to 4,949 in 2019 from 4,743 in 2018.
- Among students enrolled in grades 10 through 12 in 2018–2019, 35 percent had taken at least one AP Exam, 34 percent had completed an AP course, and 14 percent had scored a three or higher on an AP Exam.

### By Campus

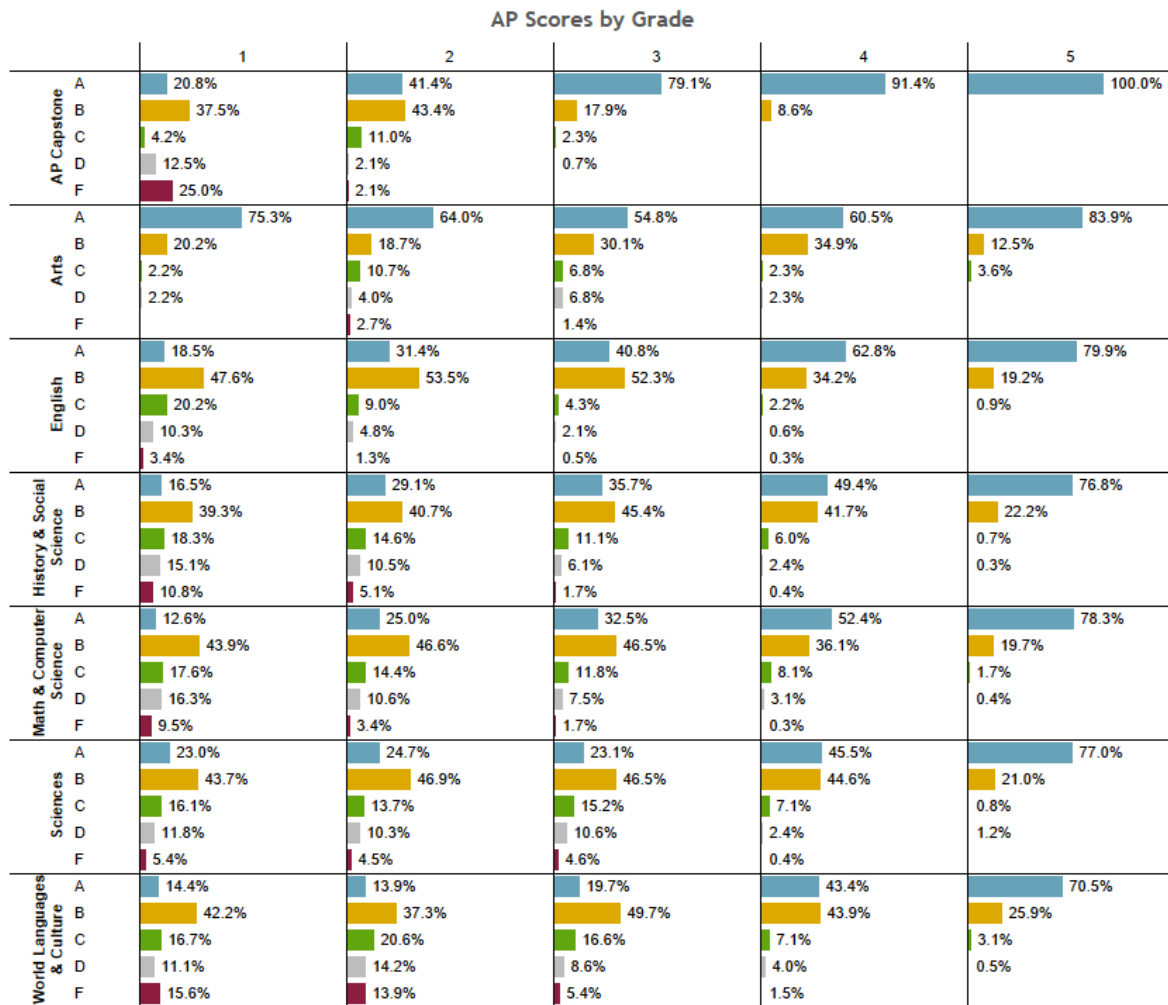
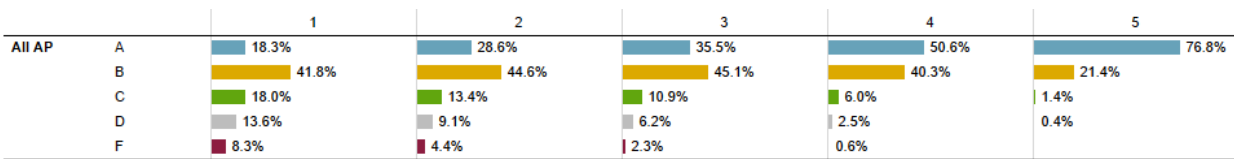
AP course enrollment and exam data are presented by campus in **Appendix E** (p. 33). Data analyzed include students enrolled in grades 9–12, the number of AP courses taken, the number and percent of AP courses completed (passed), and the number and percent of AP Exams taken and scored 3 or higher by campus.

### By Exam Category

**Figure 7A** (p. 17) shows the distribution of the grades in AP courses disaggregated by AP Exam scores, and **Figure 7B** (p. 18) shows the distribution of AP Exam scores by the grades in AP courses categorized by the seven AP subject areas. These figures show only AP Exams that were taken by students who received a grade in the AP course.

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

- Seventy-eight percent of all AP Exams taken by students with a score of 1 have an associated course grade of C or higher, and 87 percent of all AP Exams taken by students with a score of 2 have a course grade of C or higher (see Figure 7A).
- Forty percent of the students who earned an A in an AP course also earned an AP Exam score of 1 or 2, 64 percent of the students who earned a B in an AP course also earned a 1 or 2 on the associated AP Exam, and 79 percent of the students who earned an AP course grade of C also earned a 1 or 2 in the associated AP Exam (see Figure 7B).
- Forty-four percent of students who failed their World Languages & Culture AP course also scored 3 or higher on the corresponding AP Exam (see Figure 7B).
- At least three-quarters of students who earned an A in Math and Computer Science (77 percent), AP Capstone (83.3 percent), and World Languages and Cultures (92 percent) scored a 3 or higher on the corresponding AP Exam.
- Between 45 percent and 55 percent of the students who earned an A in Sciences (45 percent), English (46 percent), Arts (50 percent), and History and Social Sciences (55 percent) courses scored 3 or higher on the corresponding AP Exam.

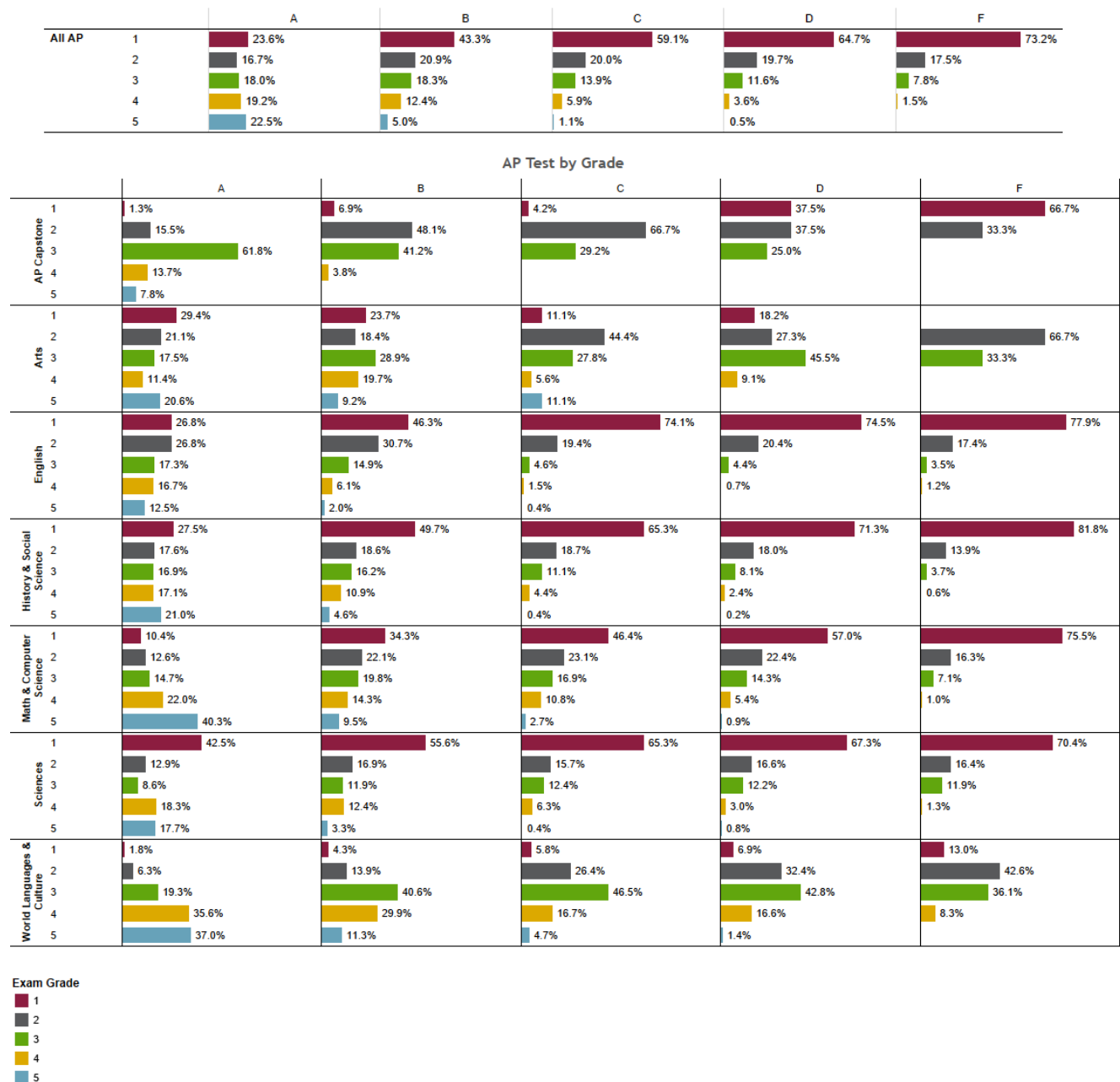
**Figure 7A. Distribution of Course Grades by AP Scores, Percent of Students with Stated AP Score, 9<sup>th</sup>–12<sup>th</sup> Grade, 2019**

Course Grade



Sources: End of Year Chancery Grades data files, September 4, 2019; 2019 College Board AP electronic data file, retrieved September 11, 2019; HISD Research and Accountability Department, *2018 Advanced Placement (AP) Results*

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 by students enrolled in grades 9–12.

**Figure 7B. Distribution of AP Scores by Course Grades, Percent of Students with Stated Course Grade, 9<sup>th</sup> –12<sup>th</sup> Grade, 2019**

Sources: End of Year Chancery Grades data files, September 4, 2019; 2019 College Board AP electronic data file, retrieved September 11, 2019

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 by students enrolled in grades 9–12.

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

Though AP courses and exams are usually taken by students in grades 10–12, increasingly, students in middle school and ninth grade are taking advantage of the opportunity to earn college credits early in their academic careers. The most common courses and exams taken by middle school students and ninth graders are Human Geography and Spanish language courses and exams. **Table 5** presents AP course and exam participation and performance for students in grades 8 and 9.

	2017– 2018	2018– 2019	2017– 2018	2018– 2019	2017– 2018	2018– 2019
	Grade 8	Grade 8	Grade 9	Grade 9	Grades 8 & 9	Grades 8 & 9
AP Course Enrollment	517	537	2,223	2,537	2,740	3,074
AP Course Completion (N)	503	518	1,946	2,159	2,449	2,677
AP Course Completion (%)	95	96	85	85	87	87
AP Course Completed and AP Exams Taken (N)	498	512	1,719	2,051	2,217	2,563
AP Course Completed and AP Scores $\geq 3$ (N)	417	436	529	669	946	1,105
AP Course Completed and AP Scores $\geq 3$ (%)	84	85	30	33	42	43

Sources: End of Year Chancery Grades data files, September 4, 2019; 2019 College Board AP electronic data file, September 11, 2019; HISD Research and Accountability Department, *2018 Advanced Placement (AP) Results*;

Notes: Table displays a duplicated count of exams taken by students enrolled in grades 8 and 9 only. AP course completion is defined as enrolled in an AP course and earning a passing grade at the end of the course (70 or higher) for each semester that is required. The End of Year Chancery Grades data files were matched to the AP data file.

**Table 5** indicates the following:

- In 2018–2019, 3,074 district eighth and ninth grade students enrolled in an AP Course, compared to 2,740 district eighth and ninth graders in 2017–2018. In 2018–2019, 2,677 (87 percent) of those students completed the course, compared to 2,449 (87 percent) in 2017–2018.
- In 2018–2019, 43 percent of eighth and ninth grade AP Exams were scored 3 or higher, reflecting an **increase** of one percentage point from 2017–2018.

**Table 6** (p. 20) presents the type of AP Exams taken by 8<sup>th</sup> graders and students with an unknown grade level (N=7) enrolled at a middle school. AP Exam participation and performance for 8<sup>th</sup> graders by exam and campus are presented in **Appendix F** (p. 34) for the past two years.



Table 6. AP Exam Participation and Performance by Exam, 8th Grade, 2019				
AP Exam Category	# of AP Exams Taken	% of AP Exams Taken	# of AP Scores $\geq 3$	% of AP Scores $\geq 3$
Spanish Language & Culture	606	97%	508	84%
Chinese Language & Culture	18	3%	14	78%
<b>Total</b>	<b>624</b>	<b>100%</b>	<b>522</b>	<b>84%</b>

Source: 2019 College Board AP electronic data file, September 11, 2019

Note: This table displays a duplicated count of exams taken by students enrolled in 8th grade and grade unknown (N=7).

**Table 6** indicates the following:

- Out of 624 exams taken in 2019 by eighth grade students, 522 (84 percent) earned a score of 3 or higher.
- Ninety-seven percent of the exams taken by eighth grade students for 2019 were the AP Spanish Language & Culture exam and 84 percent earned a score of 3 or higher.
- Of the 18 Chinese Language & Culture exams taken by eighth grade students, 14 (78 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, State AP Scholar, National AP Scholar, AP International Diploma, AP Capstone Diploma, and AP Seminar and Research Certificate. The criteria for receiving these awards are shown in **Appendix G-1** (p. 35).

**Appendix G-2** (p. 36) shows the number and category of AP Scholar Awards earned by campus in 2018 and 2019. Key findings include:

- The number of AP Scholar Awards earned by HISD students **increased** by 6 percent, or 143 awards, to 2,417 in 2019 from 2,274 in 2018.
- Sixty-nine percent of all AP Scholar Awards were earned by students at four campuses: Bellaire HS (23 percent), Carnegie HS (19 percent), DeBakey HS (15 percent), and Westside HS (11 percent).
- Nineteen campuses earned more AP Scholar Awards in 2018–2019 than in 2017–2018 including eight campuses that **increased** the number of AP Scholar Awards earned by double-digits.

## Conclusion

The purpose of this report was to examine the participation and performance of HISD students on Advanced Placement exams and courses. The investigation was also designed to supply a comparison of current year AP results with those from the previous year.

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 is increasing, and, the proportion of students who earn a score of 3 or higher has **increased** from the previous year. Relatedly, the success rate on the exams students are most likely to take, History & Social Sciences and English, is lower than that of other exams. While the number of students from historically underrepresented groups (such as African Americans, Hispanics, and those who are economically disadvantaged) who take AP Exams is increasing, they typically are less likely to pass AP Exams compared to their White and Asian counterparts. Additionally, most AP Exams are taken by students from concentrated high schools in the district.

AP course participation has **declined** by one percentage-point to 36 percent in 2019 compared to the previous year. The percentage of historically underrepresented groups completing an AP course has **increased** since 2018. African American students experienced a three percentage-point **increase**, while economically disadvantaged students demonstrated a one percentage-point increase in AP course completion compared to the previous year. However, the percentage of Hispanic students completing an AP course **remained the same** compared to the previous year. An analysis of how AP course performance compares with AP Exam performance showed that only about 50 percent of students who earned an A in Arts and History and Social Sciences courses passed the corresponding AP Exam. Meanwhile, 44 percent of students who failed an AP World Languages & Culture course were still likely to pass the corresponding AP Exam.

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

## Methods

### Data Limitations

The College Board receives Advanced Placement (AP) data from the Educational Testing Service (ETS). It is important to understand that the extracts are made from a dynamic database that changes from one day to the next as scoring and adjustments to individual student records progresses in the months following the examination administration. Therefore, discrepancies may exist between the three sources of data that are used for AP Exam reporting purposes, namely the College Board Reports (hard copy), the AP Online Score Reports, and the College Board (electronic) data file based on the time of the data extract. AP data for prior years were re-analyzed using the College Board data files for the respective year. AP data for the current school year (2018–2019) were extracted from the College Board on September 11, 2019, in the form of electronic files.

To provide disaggregated student level demographic information, the College Board AP electronic databases were matched on economic status, special education status, gifted and talented status, immigrant status, and English Learner (EL) status to the Chancery data file (date of extraction: May 13, 2019, and May 5, 2018). Self-reported data were used for race/ethnicity, gender, grade level, and campus. Students who were identified as enrolled in AP courses were required to be active students as of the end-of-year (EOY) database and to have completed the course with a final semester grade or final grade in both the fall and spring semesters of a full-year course. The number of AP courses offered by campus included all AP courses in which at least one student was enrolled. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). As such, it is possible for students at these campuses to take an IB course in one subject—instead of the AP course—and to also take the AP Exam in the same subject.

### Participants

AP course enrollment data from Chancery and AP Exam data from the College Board were analyzed. State- and national-level data, including the number of AP subject tests taken along with the percentage of exams with scores 3 or higher, were extracted from the College Board AP Program Research “School Report of AP Exams 2010–11 through 2015–16 (By State).” For 2017 and 2018, state and national results were extracted from “District Summary with Comparable Groups,” on July 25, 2017, and September 29, 2018. For 2019, state and national results were extracted from the *Texas–Public Schools Overview 2018–2019*.

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

The number of students eligible to complete AP courses consists of those enrolled in both semesters of a two-semester course as per the Chancery EOY database and/or those enrolled in a one-semester course. Completion percentages are based on the number of students eligible to complete and the number completing an AP course. For duplicated counts, the campus variable in the End-of-year Grades data file was used. For unduplicated counts, the campus variable and the academic grade level from the Chancery Demographics data file was used. The Chancery data files were extracted on May 5, 2018, and May 21, 2019.

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

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

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

The *District Scholar Summary Reports* for the current and past year downloaded from the College Board online score report tool on September 29, 2018, and September 9, 2019, were used to report the total number of students who earned an AP Scholar Award.

The College Board *Subject Score Roster, Aggregated for Districts* retrieved on October 2, 2019, was used to report state and national mean scores by exam. The College Board data file, September 11, 2019, was used to calculate the mean scores and the number of exams taken for the district.

### Data Collection and Analysis

The College Board reported test performance, along with demographic information supplied by the students to HISD. These data included results for all HISD schools that had participating students. These data, together with enrollment data from the Chancery database, were analyzed. Analyses were conducted using the aggregated data by grade, race/ethnicity, and gender. Results were also analyzed by campus and district-wide. The analysis used self-reported demographic data, with the exception of EL, special education, immigrant, gifted and talented, and economic status, for which data were extracted from Chancery on May 7, 2018, and May 13, 2019, respectively. Only exams that had received a score by the time the data were extracted on September 11, 2019, and only those campuses that had provided semester grades by September 4, 2019, were included in this analysis. Longitudinal data for Equity and Excellence was extracted from the College Board data files from 2017, 2018, and 2019 along with the respective Chancery data extracts from May 1, 2017, May 7, 2018, and May 13, 2019. Race/Ethnicity was self-reported whereas Chancery data were used for economically disadvantaged, EL, special education, and gifted and talented status. Seniors in the respective Chancery data files were matched to the respective AP data file and the results were analyzed for students who met the criterion by scoring 3 or higher at any point during their high school tenure.

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

## Appendix A

### 2018–19 Advanced Placement Exams by Category

<b>Arts (5)</b>
• Art History
• Music Theory
• Studio Art: 2-D Design
• Studio Art: 3-D Design
• Studio Art: 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
<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, 2017 through 2019

Campus	2017				2018				2019			
	# Seniors Enrolled	Number Tested	Met Criterion	% Met	# Seniors Enrolled	Number Tested	Met Criterion	% Met	# Seniors Enrolled	Number Tested	Met Criterion	% Met
Austin HS	363	99	48	13.2	416	106	45	10.8	380	110	60	15.8
AVA	160	--	--	--	--	--	--	--	--	--	--	--
Beechnut Acad	11	0	--	--	--	--	--	--	--	--	--	--
Bellaire HS	785	339	316	40.3	795	318	288	36.2	716	277	264	36.9
Carnegie HS	131	131	128	97.7	142	142	139	97.9	138	136	134	97.1
Challenge EC HS	106	85	70	66.0	116	79	66	56.9	97	69	59	60.8
Chavez HS	646	178	98	15.2	697	191	114	16.4	663	79	35	5.3
Community Services	5	0			7	1	*	*	6	0		
DAEP SEC±	--	--	--	--	7	0			3	0		
DeBakey HS	164	164	163	99.4	181	178	174	96.1	198	188	187	94.4
East EC HS	104	38	23	22.1	105	46	24	22.9	120	19	15	12.5
Eastwood Acad	109	63	49	45.0	105	88	73	69.5	98	66	55	56.1
Energy Inst HS	141	99	45	31.9	143	92	53	37.1	180	96	58	32.2
E-STEM Central HS	9	4	*	*	20	20	2	10.0	37	35	11	29.7
E-STEM West HS	70	76	19	27.1	76	74	35	46.1	49	49	24	49.0
Furr HS	212	59	9	4.2	232	79	12	5.2	209	53	12	5.7
Heights HS	522	252	93	17.8	553	195	70	12.7	548	199	80	14.6
Hou Acad. Intl.	84	37	13	15.5	112	54	10	8.9	114	38	20	17.5
Houston MSTC HS	596	113	49	8.2	608	192	59	9.7	611	220	73	11.9
HSLJ	84	83	40	47.6	69	61	14	20.3	82	63	21	25.6
Kinder HSPVA	166	120	115	69.3	189	122	112	59.3	176	127	116	65.9
Jones HS	11	5	2	18.2	90	18	10	11.1	120	16	13	10.8
Jordan HS	162	41	2	1.2	142	42	4	2.8	--	--	--	--
Kashmere HS	95	18			111	19	1	0.9	152	34	5	3.3
Lamar HS	712	230	59	8.3	811	156	40	4.9	783	109	29	3.7
Leland YMCPA	11	11	3	27.3	31	31	17	54.8	44	43	30	68.2
Liberty HS	344	7	*	*	333	10	1	0.3	308	22	20	6.5
Long Acad	49	7	*	*	39	11	5	12.8	49	14	10	20.4
Madison HS	352	95	23	6.5	327	86	24	7.3	391	88	27	6.9
Middle College HS - Fraga	35	0			38	1	*	*	28	4	*	*
Middle College HS - Gulfton	48	0			27	0			20	0		
Milby HS	410	100	48	11.7	255	45	15	5.9	313	123	47	15.0
Mount Carmel Acad.	80	36	9	11.3	79	39	12	15.2	88	50	17	19.3
North Houston EC HS	106	89	60	56.6	109	83	61	56.0	112	76	65	58.0
North Forest HS	183	23			213	36			191	57	13	6.8
Northside HS	352	140	46	13.1	335	127	43	12.8	335	130	58	17.3
Scarborough HS	128	36	10	7.8	179	34	14	7.8	180	63	24	13.3
Sharpstown HS	281	60	43	15.3	423	138	92	21.7	310	47	28	9.0
Sharpstown Intl	128	69	44	34.4	120	55	39	32.5	172	94	84	48.8
South EC HS	16	1	*	*	46	30	8	17.4	60	10	3	5.0
Sterling HS	193	72	7	3.6	236	42	2	0.8	258	79	10	3.9
TCAH	500	31	22	4.4	532	54	34	6.4	572	42	29	5.1
V Prep North ‡	25	--	--	--	--	--	--	--	--	--	--	--
V Prep South ‡	54	0			67	0			--	--	--	--
Waltrip HS	347	140	47	13.5	358	153	38	10.6	364	160	41	11.3
Washington HS	159	55	6	3.8	140	31	4	2.9	174	53	2	1.1
Westbury HS	440	133	57	13.0	508	154	58	11.4	496	163	72	14.5
Westside HS	679	257	170	25.0	655	242	179	27.3	683	269	206	30.2
Wheatley HS	148	21	1	0.7	188	52	2	1.1	194	51	4	2.1
Wisdom HS	280	70	10	3.6	362	140	22	6.1	423	131	27	6.4
Worthing HS	136	30	1	0.7	181	26	2	1.1	166	48	6	3.6
Yates HS	184	58	2	1.1	160	46	2	1.3	177	45	5	2.8
YWCPA	31	30	7	22.6	43	43	14	32.6	36	35	28	77.8
<b>Total Grade 12</b>	<b>11,147</b>	<b>3,805</b>	<b>1,963</b>	<b>17.6</b>	<b>11,711</b>	<b>3,982</b>	<b>2,034</b>	<b>17.4</b>	<b>11,624</b>	<b>3,880</b>	<b>2,131</b>	<b>18.3</b>

Sources: 2017, 2018, and 2019 College Board AP electronic data files, August 23, 2017, August 29, 2018 and September 11, 2019; Chancery, May 13, 2019, Chancery, May 7, 2018, and Chancery, May 1, 2017

Note: Seniors with Chancery data and AP data were included in this analysis. This report may differ from previous reports. Scores are not reported for less than 10 students.

–Data not available

‡ Schools were not part of the district

## Appendix B–2

Number of HISD Students Tested and Mean AP Scores by Subject by District, Texas, and Global, 2019

Subject	2019 Mean Scores			
	N	HISD	Texas	Global
Research	208	2.93	3.10	3.15
Seminar	356	2.82	3.08	3.05
Art History	120	2.45	3.03	2.99
Music Theory	87	2.72	3.03	3.10
Studio Art: 2-D Design Portfolio	112	2.93	3.44	3.56
Studio Art: 3-D Design Portfolio	18	2.00	2.90	3.08
Studio Art: Drawing Portfolio	53	<b>3.06</b>	3.50	3.64
Eng Language & Composition	2,868	2.08	2.45	2.78
Eng Literature & Composition	1,861	1.90	2.36	2.61
Comparative Government & Politics	59	2.68	3.00	3.20
European History	80	<b>3.36</b>	2.86	2.90
Human Geography	2,300	1.90	2.24	2.55
Macroeconomics	1,646	1.96	2.36	2.94
Microeconomics	138	2.29	2.37	3.28
Psychology	583	<b>3.17</b>	2.79	3.09
US Government & Politics	1,728	2.03	2.42	2.73
US History	2,212	2.25	2.42	2.71
World History	3,817	1.97	2.48	2.76
Calculus AB	930	2.28	2.56	2.97
Calculus BC	362	<b>3.59</b>	3.57	3.80
Comp Sci A	203	2.72	3.15	3.26
Comp Sci Principles	367	2.90	3.06	3.01
Statistics	745	2.79	2.68	2.86
Biology	797	2.62	2.61	2.92
Chemistry	390	2.09	2.40	2.74
Environmental Science	973	2.02	2.45	2.68
Physics 1	1,513	<b>1.45</b>	2.02	2.51
Physics 2	30	<b>3.30</b>	2.80	3.06
Physics C: Electricity & Magnetism	86	2.99	3.32	3.61
Physics C: Mechanics	133	<b>3.46</b>	3.51	3.76
Chinese Language & Culture	74	<b>3.59</b>	4.09	4.19
French Language & Culture	70	<b>3.20</b>	2.92	3.29
German Language & Culture	23	<b>3.74</b>	2.86	3.30
Italian Language & Culture	26	<b>3.54</b>	3.78	2.99
Japanese Language & Culture	10	<b>4.00</b>	3.24	3.67
Latin	15	<b>3.47</b>	2.92	2.95
Spanish Language & Culture	2,839	<b>3.28</b>	3.56	3.70
Spanish Literature & Culture	387	2.89	2.88	3.10
<b>Total Exams</b>	<b>28,219</b>	<b>2.29</b>	<b>N/A</b>	<b>N/A</b>

Sources: 2019 College Board AP Electronic data file, September 11, 2019; College Board, Subject Score Roster, Aggregated for Districts, October 2, 2019

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

## Appendix C–1

## AP Exam Participation and Performance by Campus, Districtwide, 2018 and 2019

Ranked by number of exams taken in 2019

Campus	2018				2019			
	# Students Tested	Exams Taken	# Exams Scoring ≥3	% Exams Scoring ≥3	# Students Tested	Exams Taken	# Exams Scoring ≥3	% Exams Scoring ≥3
Bellaire HS	973	2,702	2,107	78	951	2,682	2,189	82
Carnegie HS	607	1,985	1,444	73	779	2,102	1,503	72
Westside HS	1,047	1,951	974	50	1,022	1,983	1,059	53
DeBakey HS	503	1,394	1,259	90	456	1,329	1,219	92
Lamar HS	1,327	1,368	247	18	1,261	1,316	209	16
Heights HS	781	1,259	244	19	740	1,233	230	19
Houston MSTC HS	536	813	124	15	593	945	169	18
Westbury HS	550	950	179	19	545	936	189	20
Kinder HSPVA	326	810	671	83	355	853	690	81
Energy Inst HS	328	820	227	28	321	850	313	37
Waltrip HS	399	698	124	18	402	844	158	19
Challenge EC HS	417	722	250	35	429	834	253	30
North Houston EC HS	286	549	173	32	442	832	193	23
Wisdom HS	312	621	34	5	373	765	85	11
Milby HS	253	355	68	19	480	759	156	21
Northside HS	486	1,012	120	12	432	722	85	12
Eastwood Acad HS	378	816	193	24	338	661	186	28
Sharpstown Intl	298	583	282	48	296	602	336	56
Leland YMCPA	184	533	54	10	199	558	51	9
Chavez HS	749	1,292	254	20	478	535	129	24
E-STEM Central HS	147	297	4	1	301	527	0	0
HAIS HS	325	362	63	17	375	440	100	23
Sharpstown HS	307	423	142	34	323	404	159	39
Madison HS	279	487	47	10	223	402	54	13
Austin HS	338	509	82	16	279	387	76	20
HSLJ	292	528	36	7	246	385	35	9
YWCPA	150	357	86	24	146	366	68	19
Sterling HS	159	209	18	9	271	338	30	9
East EC HS	270	331	102	31	239	308	106	34
Washington HS	116	183	6	3	163	299	3	1
South EC HS	240	317	24	8	259	299	48	16
E-STEM West HS	248	611	9	1	185	261	1	0
TCAH	211	359	163	45	156	255	106	42
Scarborough HS	79	106	12	11	198	235	70	30
Mount Carmel Acad HS	104	206	37	18	110	217	27	12
Yates HS	130	266	5	2	130	214	6	3
Wheatley HS	122	168	2	1	178	183	17	9
Furr HS	159	222	24	11	124	158	17	11
Worthing HS	63	79	9	11	95	150	11	7
Kashmere HS	65	134	0	0	100	148	18	12
North Forest HS	87	125	0	0	99	124	13	10
Jones HS	25	28	16	57	82	85	65	76
Middle College HS - Fraga	10	12	8	67	26	30	17	57
Liberty HS	10	11	1	9	21	22	20	91
Long Acad	14	14	7	50	17	17	12	71
Jordan HS±	42	70	1	1	--	--	--	--
Community Services	1	4	*	*	--	--	--	--
Beechnut Academy±	1	1	*	*	--	--	--	--
<b>HISD Middle Schools</b>	<b>576</b>	<b>576</b>	<b>473</b>	<b>82</b>	<b>624</b>	<b>624</b>	<b>522</b>	<b>84</b>
<b>HISD Totals</b>	<b>15,310</b>	<b>28,228</b>	<b>10,405</b>	<b>37</b>	<b>15,862</b>	<b>28,219</b>	<b>11,003</b>	<b>39</b>

Sources: 2019 College Board AP Electronic data file, September 11, 2019; 2018 College Board AP Electronic data file, August 29, 2018

Notes: Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate Program in addition to Advanced Placement.

This table displays an unduplicated count of all students tested and a duplicated count of exams taken by students. Combined

School totals for Long Academy, Sharpstown International, and YWCPA include middle school students.

\*Masked number tested &lt; 5

-- No data available; ± School is closed



## Appendix C-2

## AP Exam Participation and Performance by Campus and 2018 Board Member District, Districtwide, 2018 and 2019

Board Member District	Campus	2018				2019			
		# Students Tested	# Exams Taken	# AP Scores ≥ 3	% AP Scores ≥ 3	# Students Tested	# Exams Taken	# AP Scores ≥ 3	% AP Scores ≥ 3
District I	Heights HS	781	1259	244	19	740	1233	230	19
District I	Houston MSTC HS	536	813	124	15	593	945	169	18
District I	North Houston EC HS	286	549	173	32	442	832	193	23
District I	Northside HS	486	1,012	120	12	432	722	85	12
District I	Scarborough HS	79	106	12	11	198	235	70	30
District I	Waltrip HS	399	698	124	18	402	844	158	19
District II	Kashmere HS	65	134	0	0	100	148	18	12
District II	Leland YMCPA	184	533	54	10	199	558	51	9
District II	North Forest HS	87	125	0	0	99	124	13	10
District II	Washington HS	116	183	6	3	163	299	3	1
District II	Wheatley HS	122	168	2	1	178	183	17	9
District III	Chavez HS	749	1,292	254	20	478	535	129	24
District III	Milby HS	253	355	68	19	480	759	156	21
District III	Mount Carmel Acad HS	104	206	37	18	110	217	27	12
District IV	Energy Inst HS	328	820	227	28	321	850	313	37
District IV	E-STEM Central HS	147	297	4	1	301	527	0	0
District IV	E-STEM West HS	248	611	9	1	185	261	1	0
District IV	HAIS HS	325	362	63	17	375	440	100	23
District IV	Jones HS	25	28	16	57	82	85	65	76
District IV	Sterling HS	159	209	18	9	271	338	30	9
District IV	Yates HS	130	266	5	2	130	214	6	3
District IV	YWCPA	150	357	86	24	146	366	68	19
District V	Bellaire HS	973	2702	2107	78	951	2682	2189	82
District V	Challenge EC HS	417	722	250	35	429	834	253	30
District V	DeBaKey HS	503	1394	1259	90	456	1329	1219	92
District V	Long Acad	14	14	7	50	17	17	12	71
District VI	Sharpstown HS	307	423	142	34	323	404	159	39
District VI	Sharpstown Intl	298	583	282	48	296	602	336	56
District VI	Westside HS	1047	1951	974	50	1022	1983	1059	53
District VII	Lamar HS	1,327	1,368	247	18	1,261	1,316	209	16
District VII	Liberty HS	10	11	1	9	21	22	20	91
District VII	Wisdom HS	312	621	34	5	373	765	85	11
District VIII	Austin HS	338	509	82	16	279	387	76	20
District VIII	Carnegie HS	607	1,985	1,444	73	779	2,102	1,503	72
District VIII	East EC HS	270	331	102	31	239	308	106	34
District VIII	Eastwood Acad HS	378	816	193	24	338	661	186	28
District VIII	Furr HS	159	222	24	11	124	158	17	11
District VIII	HSLJ	292	528	36	7	246	385	35	9
District VIII	Kinder HSPVA	326	810	671	83	355	853	690	81
District VIII	Middle College HS - Fraga	10	12	8	67	26	30	17	57
District VIII	TCAH	211	359	163	45	156	255	106	42
District IX	Madison HS	279	487	47	10	223	402	54	13
District IX	South EC HS	240	317	24	8	259	299	48	16
District IX	Westbury HS	550	950	179	19	545	936	189	20
District IX	Worthing HS	63	79	9	11	95	150	11	7
N/A	Community Services	1	4	*	*	--	--	--	--
	Beechnut Academy±	1	1	*	*	--	--	--	--
	Jordan HS±	42	70	1	1	--	--	--	--
	<b>HISD Middle Schools</b>	<b>576</b>	<b>576</b>	<b>473</b>	<b>82</b>	<b>624</b>	<b>624</b>	<b>522</b>	<b>84</b>
<b>HISD Totals</b>		<b>15,310</b>	<b>28,228</b>	<b>10,405</b>	<b>37</b>	<b>15,862</b>	<b>28,219</b>	<b>11,003</b>	<b>39</b>

Sources: 2019 College Board AP Electronic data file, September 11, 2019; 2018 College Board AP Electronic data file, August 29, 2018

Notes: Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate Program in addition to Advanced Placement.

This table displays an unduplicated count of all students tested and a duplicated count of exams taken by students. Combined School totals for Long Academy, Sharpstown International, and YWCPA include middle school students.

\*Masked number tested &lt; 5

- - No data available; ± School is closed

## Appendix D

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

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Source: 2019 College Board AP data file, September 11, 2019

Notes: Table displays duplicated count of exams taken by students enrolled districtwide. Combined School totals for Long Academy, Sharpstown International, and YWCPA include middle school students.

\*Masked for number tested &lt; 5

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Notes: Table displays duplicated count of exams taken by students enrolled districtwide. Combined School totals for Long Academy, Sharpstown International, and YWCPA include middle school students.

## HISD Research and Accountability

## Appendix D (Continued)

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

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

Source: 2019 College Board AP data file, September 11, 2019

Notes: Table displays duplicated count of exams taken by students enrolled districtwide. Combined School totals for Long Academy, Sharpstown International, and YWCPA include middle school students.

\*Masked for number tested < 5

[illegible]

Notes: Table displays duplicated count of exams taken by students enrolled districtwide. Combined School totals for Long Academy, Sharpstown International, and YWCPA include middle school students.

## HISD Research and Accountability



## Appendix E

## AP Course and Exam Performance by Campus, 9th - 12th grade, 2018–2019

School Name	AP Course			Take both AP Course & Exam				
	# Take	# Pass	% Pass	# Take	% Take	# AP Exam Scored 3–5	% AP Exam Scored 3–5	
Jones HS	5	5	100	5	100	5	100	
Mount Carmel Acad HS	211	208	99	209	99	27	13	
Challenge EC HS	786	749	95	767	98	232	30	
DeBaKey HS	1,342	1,296	97	1,317	98	1,208	92	
North Houston EC HS	631	537	85	618	98	141	23	
East EC HS	196	177	90	190	97	39	21	
Eastwood Acad HS	674	655	97	655	97	181	28	
HSLJ	396	366	92	385	97	35	9	
Kinder HSPVA	862	860	100	836	97	674	81	
HAIS HS	419	353	84	396	95	80	20	
Kashmere HS	124	118	95	118	95	1	1	
Sharpstown Intl	618	586	95	585	95	328	56	
YWCPA	371	361	97	353	95	59	17	
Carnegie HS	2,235	2,107	94	2,091	94	1,493	71	
Energy Inst HS	894	875	98	837	94	304	36	
Leland YMCPA	572	488	85	540	94	46	9	
Bellaire HS	2,581	2,535	98	2,412	93	1,945	81	
Lamar HS	1,403	1,196	85	1,300	93	205	16	
Madison HS	416	389	94	381	92	51	13	
Westbury HS	943	899	95	869	92	157	18	
Westside HS	1,998	1,920	96	1,846	92	957	52	
Wisdom HS	799	736	92	727	91	71	10	
Houston MSTC HS	915	874	96	820	90	117	14	
Sharpstown HS	410	353	86	371	90	143	39	
Chavez HS	400	294	74	351	88	89	25	
Milby HS	734	716	98	629	86	88	14	
Northside HS	816	762	93	705	86	78	11	
Washington HS	299	275	92	256	86	0	0	
Austin HS	396	382	96	337	85	44	13	
Long Acad	11	11	100	9	82	5	56	
Waltrip HS	1,032	981	95	802	78	135	17	
Scarborough HS	155	150	97	119	77	6	5	
Heights HS	1,500	1,390	93	1,145	76	205	18	
South EC HS	336	296	88	257	76	21	8	
Yates HS	291	275	95	210	72	4	2	
Furr HS	203	187	92	144	71	11	8	
Wheatley HS	221	215	97	158	71	6	4	
E-STEM Central HS	767	741	97	467	61	0	0	
Sterling HS	511	441	86	311	61	20	6	
Worthing HS	229	216	94	138	60	7	5	
E-STEM West HS	378	374	99	215	57	1	0	
North Forest HS	174	170	98	87	50	0	0	
TCAH	702	652	93	224	32	92	41	
Community Services	2	*	*	0	0	0		
Liberty HS	1	*	*	*	*	*	*	
<b>HISD</b>	<b>28,959</b>	<b>27,172</b>	<b>94</b>	<b>25,193</b>	<b>87</b>	<b>9,311</b>	<b>37</b>	

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

Notes: AP courses and exams are linked--these graphs display a duplicated count of AP Exams taken by students enrolled in grades 9-12 for which a corresponding AP course grade exists. Students did not need to finish the AP course to be included in the category of AP courses taken.

\*Masked # students < 5. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP).

## Appendix F

## AP Exam Participation and Performance by Exam and Campus, 8th grade, 2018 and 2019

Campus	Chinese Language & Culture						Spanish Language & Culture						Total					
	2018			2019			2018			2019			2018			2019		
	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+
BCM Biotech Acad at Rusk							20	14	70	57	44	77	20	14	70	57	44	77
Burbank MS							128	103	80	114	94	82	128	103	80	114	94	82
Chrysalis MS							25	19	76	19	19	100	25	19	76	19	19	100
Clifton MS							12	10	83	8	5	63	12	10	83	8	5	63
Hamilton MS							52	41	79	61	46	75	52	41	79	61	46	75
Hartman MS							15	15	100	6	6	100	15	15	100	6	6	100
Henry MS							11	8	73	16	9	56	11	8	73	16	9	56
Hogg MS							25	18	72	25	22	88	25	18	72	25	22	88
Lanier MS	13	7	54	4	*	*	28	28	100	30	30	100	41	35	85	34	34	100
Long Acad							47	39	83	41	36	88	47	39	83	41	36	88
Mandarin Immersion Magnet				14	10	71										14	10	71
Meyerland MS							53	43	81	42	38	90	53	43	81	42	38	90
Pershing MS							18	18	100	22	22	100	18	18	100	22	22	100
Pin Oak MS	1	*	*				16	16	100	26	25	96	17	17	100	26	25	96
Revere MS							9	7	78	15	12	80	9	7	78	15	12	80
Sharpstown Intl	1	*	*							1	*	*	1	*	*	1	*	*
Stevenson MS							42	34	81	38	27	71	42	34	81	38	27	71
Tanglewood MS							12	8	67	32	20	63	12	8	67	32	20	63
West Briar MS							19	19	100	17	17	100	19	19	100	17	17	100
Wharton ES							20	16	80	24	23	96	20	16	80	24	23	96
YWCPA							9	8	89	12	12	100	9	8	89	12	12	100
<b>HSID Totals</b>	<b>15</b>	<b>9</b>	<b>60</b>	<b>18</b>	<b>14</b>	<b>78</b>	<b>561</b>	<b>464</b>	<b>83</b>	<b>606</b>	<b>508</b>	<b>84</b>	<b>576</b>	<b>473</b>	<b>82</b>	<b>624</b>	<b>522</b>	<b>84</b>

Sources: College Board AP data files, August 29, 2018 and September 11, 2019

Notes: Table displays a duplicated count of exams taken by students enrolled in middle school.

\*Masked # tested &lt; 5

## Appendix G-1

### Advanced Placement Award Levels Available to HISD Students

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

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

Note: \* State AP Scholar Awards were not available at the time of publication. There are two steps to determining award winners: (1) the student's average AP Exam score is calculated based on all exams taken in the current and in previous years. (2) The student's AP Exam scores are checked to see which ones count toward the various AP Scholar awards.



## Appendix G-2

## AP Scholar Awards Earned by Campus, 2018 and 2019

School	All Awards		Scholar		Honor		Distinction		National		AP International Diploma		AP Capstone Diploma		AP Seminar and Research		School % of Total		Change	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	Total	Total
Bellaire HS	515	558	127	157	68	65	230	243	88	91	2	2	0	0	0	0	23	23		43
Carnegie HS	482	462	161	159	71	59	126	121	47	55	1	2	68	62	8	4	21	19		-20
Challenge EC HS	69	80	49	49	9	8	10	8	1	2	0	0	0	9	0	4	3	3		11
Chavez HS	52	6	43	4	3	2	3	0	2	0	0	0	1	0	0	0	2	0		-46
DeBakey HS	369	372	97	81	54	35	142	162	51	65	1	0	19	18	5	11	16	15		3
East EC HS	12	17	9	12	2	1	1	4	0	0	0	0	0	0	0	0	1	1		5
Eastwood Acad HS	56	57	50	48	6	6	0	3	0	0	0	0	0	0	0	0	2	2		1
Energy Inst HS	51	86	28	45	11	10	6	18	0	0	0	0	1	8	5	5	2	4		35
Heights HS	37	40	32	27	3	5	2	7	0	1	0	0	0	0	0	0	2	2		3
HAIS HS	6	17	3	15	0	0	1	2	0	0	0	0	0	0	0	0	0	1		11
Houston MSTC HS	6	6	5	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0		0
HSLJ	3	2	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0		-1
Kinder HSPVA	160	167	52	55	33	38	54	58	20	15	1	1	0	0	0	0	7	7		7
Jones HS	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0		1
Lamar HS	24	13	13	10	9	3	2	0	0	0	0	0	0	0	0	0	1	1		-11
Leland YMCPA	13	15	13	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1		2
Long Acad	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0		1
Madison HS	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0
Milby HS	2	12	1	10	1	0	0	1	0	0	0	1	0	0	0	0	0	0		10
Mount Carmel Acad HS	3	2	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0		-1
North Houston EC HS	36	47	32	40	2	3	2	4	0	0	0	0	0	0	0	0	2	2		11
Northside HS	11	7	10	5	1	1	0	0	0	0	0	0	0	0	0	1	0	0		-4
Sharpstown HS	7	6	7	5	0	1	0	0	0	0	0	0	0	0	0	0	0	0		-1
Sharpstown Intl	53	75	31	47	10	8	11	16	1	4	0	0	0	0	0	0	2	3		22
TCAH	33	29	23	16	3	3	7	8	0	2	0	0	0	0	0	0	1	1		-4
Waltrip HS	20	21	16	17	0	2	4	2	0	0	0	0	0	0	0	0	1	1		1
Westbury HS	15	21	12	16	1	3	1	0	0	0	0	0	1	1	0	1	1	1		6
Westside HS	218	274	107	137	37	47	58	62	11	14	1	0	2	10	2	4	10	11		56
Wisdom HS	5	8	2	8	1	0	2	0	0	0	0	0	0	0	0	0	0	0		3
YWCPA	15	14	9	10	0	0	0	0	0	0	0	0	2	0	4	4	1	1		-1
<b>HISD Totals</b>	<b>2,274</b>	<b>2,417</b>	<b>939</b>	<b>985</b>	<b>326</b>	<b>301</b>	<b>663</b>	<b>721</b>	<b>221</b>	<b>249</b>	<b>6</b>	<b>6</b>	<b>94</b>	<b>108</b>	<b>24</b>	<b>34</b>	<b>99</b>	<b>99</b>		<b>143</b>

Sources: Online College-Board Report, *District Scholar Summary Report*, August 29, 2018 and September 9, 2019

Note: State AP Scholar Awards were not available at the time of publication. Only campuses with at least one award are shown.