

## MEMORANDUM

April 22, 2022

TO: Board Members

FROM: Millard L. House II  
Superintendent of Schools

SUBJECT: **2021 ADVANCED PLACEMENT (AP) RESULTS**

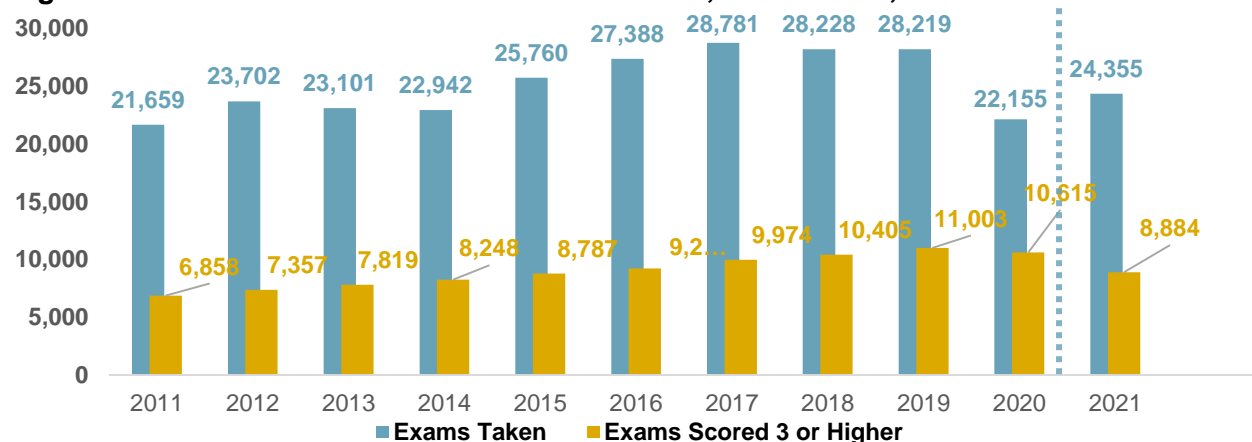
CONTACT: Allison Matney, Ed.D., 713-556-6700

The results from the Advanced Placement (AP) Examinations have been released by the College Board. Due to the COVID-19 pandemic, the College Board offered AP exam administration on three test dates, in early May, late May, and early June. In 2021, all AP exams were full length and covered the full scope of course content. Moreover, the exam mode, digital and paper, varied by subject. There is a total of 38 AP Exams offered in seven subject categories. HISD schools administered all 38 AP Exams in 2021. 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 **decreased** by 16 percent to 13,297 in 2021 from 15,862 in 2019, reflecting, in part, the impact of the COVID-19 pandemic.
- The percentage of these exams scored at a 3 or higher in 2021 **decreased** from 39 percent in 2019 to 36 percent in 2021. **Figure 1** presents the eleven-year trend for the number of AP Exams taken districtwide and the number scored 3 or higher.
- In 2020–2021, the district had a total of 2,018 high school AP Scholars, with 296 recognized with Honor and 654 recognized with Distinction.

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



Sources: College Board AP data files, September 9, 2021; *Advanced Placement Report 2019–2020*

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

## **Administrative Responses**

### **Postsecondary Programming:**

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

COVID-19 presented several challenges for Advanced Placement® students in 2021. Among these, AP exams were most impacted by:

- Mixing paper and pencil format with online digital.
- Digital Exams and paper and pencil exams having different format/question structure.

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

- 1) Investing in the purchase of the Pre-AP® curriculum from College Board and making it available to all schools. The nine (9) comprehensive high schools with the lowest AP passing rates will be required to utilize this common curriculum and administer benchmarks, assessments and mock exams to monitor student performance, as will any high school that chooses to use the Pre-AP® designation for their courses. The teachers in these courses will be required to participate in training on implementing the curriculum and on-going professional development to ensure effective instruction is taking place. By increasing the rigor of the 9<sup>th</sup> and 10<sup>th</sup> grade courses in a structured way that is directly aligned to the AP courses students will eventually take, more students will be prepared for the rigor of the AP courses that are offered in the 11<sup>th</sup> and 12<sup>th</sup> grades.
- 2) Increasing Pre-AP® and AP teacher effectiveness by offering numerous professional development opportunities throughout the school year and summer: AP Summer Institute training, Fall and Spring AP workshops at Rice University, National Math and Science Initiative® (NMSI) Laying the Foundation, NMSI Fall and Spring workshops, NMSI AP Reader Training, AP and Pre-AP Preparedness workshops, AP PLC trainings, and direct teacher support at campuses by PSP Curriculum Specialists. AP Summer Institute trainings are centrally funded for all AP teachers every year, and ESSER funds are being allocated to cover the cost of all other trainings and professional development for the next two years. An individual scope and sequence of professional learning opportunities will be provided for each Pre-AP and AP Course so that the teachers and campus leadership can plan ahead and ensure participation by all teachers providing instruction in Pre-AP and AP courses.
- 3) Offering AP Saturday Exam Preparation Academies throughout the school year for student and teacher development.
- 4) Supplementing instruction with tutors from the University of Houston ACES (Advancing Community Engagement & Service) Institute who will support learning, and provide on-demand resources for students. Tutors will become AP-trained readers who can provide support for evaluating student work and providing prompt, meaningful feedback to students in the writing-heavy courses. Tutoring will also be made available via a Virtual Academic Support Center to give students after-hours access to support for homework completion and on-demand tutoring appointments.
- 5) Offering weekly Virtual Study Hall Tutorials throughout the school year to all AP students to receive extra instructional support and assistance with homework.

- 6) Assisting campuses in creating effective postsecondary programming goals using AP score data, AP Potential® data, and AP Instructional Planning Reports.
- 7) Educating families about the benefits of AP and providing online resources to empower decisions regarding postsecondary options.
- 8) Partnering with the National Math and Science Initiative® (NMSI) to provide comprehensive mentoring opportunities and campus-based supports at NMSI partner schools.

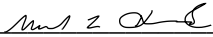
**Secondary Curriculum and Development:**

Secondary Curriculum and Development is committed to developing district curriculum resources for all secondary students that build and enhance the reading, writing, and analysis skills needed for success in college-level coursework, including AP courses and AP examinations. The district's master course lessons and other instructional supports for every core course in grades six through twelve regularly incorporate opportunities for students to, for example: develop and practice critical thinking skills such as the analysis of texts, primary and secondary resources, and other data sets; propose and evaluate solutions to problems; create and express well-reasoned and evidenced-based justifications for conclusions and arguments; and explore and investigate relevant research questions.

In addition, the assessments developed by Secondary Curriculum and Development require students to consistently employ evaluation and analytical thinking through open-ended responses and performance tasks. Additionally, assessments in secondary core-content courses are written using AP-style questions and scoring guides. This allows students to develop familiarity and the ability to respond to free response questions. When possible, questions for high school courses are derived from graphs or tables in sample AP questions provided by College Board.

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

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

 MLH

Attachment

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

HOUSTON INDEPENDENT SCHOOL DISTRICT



# RESEARCH

Educational Program Report

**ADVANCED PLACEMENT REPORT**  
**2020-2021**

**HISD** | **Research and Accountability**  
ANALYZING DATA, MEASURING PERFORMANCE.



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# ADVANCED PLACEMENT 2021

## 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. Due to the COVID-19 pandemic, the College Board offered AP exam administration on three test dates, in early May, late May, and early June. All AP exams were full length and covered the full scope of course content. Moreover, the exam mode, digital and paper, varied by subject. For example, the language exams were only administered in a school or school-proctored location to ensure security and fairness. In addition, this marked the second year in which school districts were required to order their AP exams in the fall. College Board made this change as students are "more motivated to take the exam" when they make a commitment at the beginning of the year and it leads to more students testing <sup>1</sup>(Matthews, 2018).

### Highlights of AP in 2021

- The number of students districtwide taking at least one AP Exam **decreased** by 16 percent to 13,297 in 2021 from 15,862 in 2019, reflecting, in part, the impact of the COVID-19 pandemic.
- The number of AP Exams taken districtwide **decreased** by 14 percent to 24,355 in 2021 from 28,219 in 2019.
- The number of AP Exams scored 3 or higher **decreased** by 19 percent to 8,884 in 2021 from 11,003 in 2019, and the proportion of exams scored 3 or higher **decreased** from 39 percent in 2019 to 36 percent in 2021.
- History and Social Sciences represented the largest category among the seven AP categories with 47 percent of all AP Exams taken districtwide, followed by 17 percent in English.
- For the 2020–2021 school year, 29.6 percent of high school students enrolled in at least one AP course.
- In 2021, the College Board discontinued awards, such as the National AP Scholar, that encouraged students to take a large number of AP exams.<sup>2</sup>
- Fifteen campuses earned more AP Scholar Awards in 2021 than in 2019 including three campuses that **increased** the number of AP Scholar Awards earned by double-digits.
- In 2020–2021, the district had a total of 2,018 high school AP Scholars, with 296 recognized with Honor and 654 recognized with Distinction.

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

<sup>2</sup> AP Central (2021). AP Scholar Awards. Retrieved from <https://apcentral.collegeboard.org/exam-administration-ordering-scores/scores/awards/scholar-awards>

## 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 early May, late May, and early June at participating schools (for a complete list of examinations in each category, see **Appendix A**, p. 31). 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>3</sup>

Studies show that students who take AP courses and exams are more likely to succeed in college.<sup>4</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. 42). 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 2020–2021 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>5</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. Due to the COVID-19 pandemic in 2021, AP exams were administered on three test dates, in early May, late May, and early June. In addition, students were offered two exam modes, paper and digital. Furthermore, all AP Exams were offered in a school or school-proctored location and select exams were offered at home. For 2021, the AP Exams were full-length and covered the full scope of the course.

### Scoring

For 2021, there was a change in the AP format so that each exam consisted of only free responses. The final score is reported on a 5-point scale as follows:

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

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<sup>3</sup> College Board. AP Central: AP at a Glance. Retrieved from <https://apcentral.collegeboard.org/about-ap/ap-a-glance>

<sup>4</sup> College Board. Benefits of AP. Retrieved from <https://apcentral.collegeboard.org/about-ap/launch-grow-ap-program/discover-benefits>

<sup>5</sup> College Board – AP course Audit. Retrieved from <https://apcentral.collegeboard.org/courses/ap-course-audit>



"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; however, due to the pandemic, AP Readers scored the exams online from home. 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 27–28.

### 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 increased slightly to \$1,345,830 when compared to the previous two years. The AP examination fee is \$95 per exam (minus a \$9 College Board rebate) resulting in an \$86 cost per exam for the 2020–2021 school year. The College Board provides a \$33 fee reduction per exam for students in financial need that qualify, and the state subsidy per AP exam is \$32 making the total cost \$21 per exam for eligible students for 2020–2021 compared to \$23 per exam for 2019–2020. The cost per AP Seminar and AP Research exam is \$144 and \$61 for students with financial need.

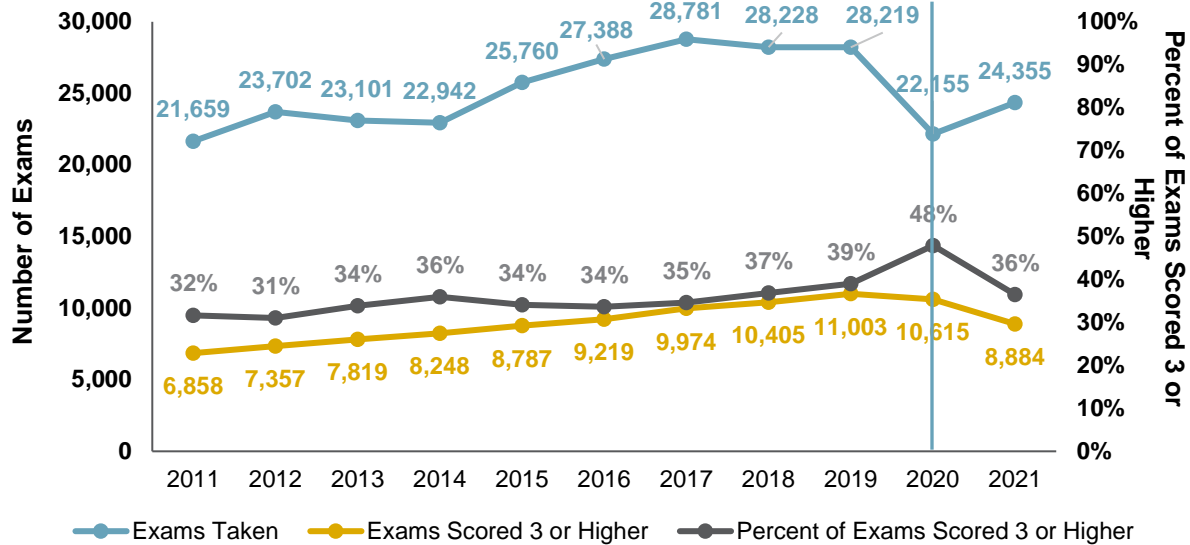
Table 1. AP Exam Fees, 2018–2019 through 2020–2021			
	2018-2019	2019-2020	2020-2021
<b>Total costs</b>	<b>\$1,300,000</b>	<b>\$1,300,000</b>	<b>\$1,345,830</b>
AP examination fee	\$94	\$94	\$95
College Board rebate	(\$9)	(\$9)	(\$9)
Net AP fee per exam	\$85	\$85	\$86
<b>Reductions for Economically Disadvantaged students:</b>			
College Board fee reduction	(\$32)	(\$32)	(\$33)
Texas AP exam subsidy	(\$28)	(\$30)	(\$32)
Subsidized AP exam fee	\$25	\$23	\$21

Sources: J. Ertel (personal communication, September 1, 2020) and J. Ertel (personal communication, September 22, 2020). J. Ertel (personal communication, August 13, 2021)

## Results

### Exam Participation and Performance

Due to the impact of COVID-19 on the educational experiences of students, participation rates decreased over the past two years, and 2020 AP results are not comparable to previous or subsequent years. The total number of exams taken by HISD students decreased by 3,864 exams to 24,355 in 2021 from 28,219 in 2019. The number of AP Exams taken across the district and the number and percent scored 3 or higher are shown in **Figure 1** (p. 4).

**Figure 1. AP Exam Participation and Performance, Districtwide, 2011–2021**

Sources: College Board AP data file, September 9, 2021; *Advanced Placement Report, 2019–2020*

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 12 percent to 24,355 in 2021 from 21,659 in 2011, although there was a 14 percent decline from 2019.
- The number of AP Exams scored 3 or higher in 2021 (8,884) **increased** by 30 percent compared to 2011 (6,858).
- The percentage of AP Exams scored 3 or higher in 2021 **decreased** by 3 percentage points compared to 2019 and **increased** by 4 percentage points compared to 2011.
- Based on students' opportunity to earn at least 3 college credits for each AP Exam score of 3 or higher, 8,884 AP Exams meeting the criteria at the high school level represents 26,652 estimated college credits. College Board calculates an average rate of \$369.88 per credit hour for 2021 indicating a total potential savings for the district's students and families of \$9,858,041.76<sup>6</sup>

### Comparison with State and Nation

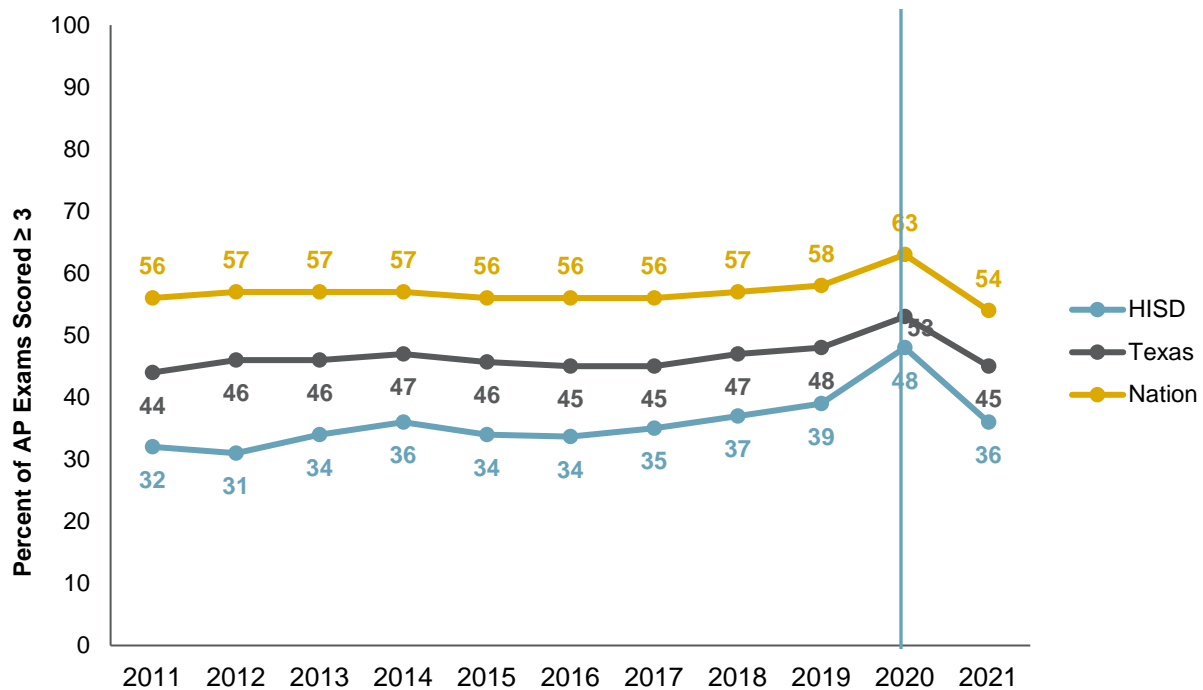
The College Board provides AP data for the state of Texas and the nation. Between 2011 and 2021, the number of AP Exams taken by all students in Texas increased by 46 percent. Between 2011 and 2021 the number of AP Exams taken nationwide increased 32 percent. As mentioned above, HISD experienced an increase in the number of AP Exams taken by 12 percent since 2011.

**Figure 2** (p. 5) presents the proportion of all AP Exams scored 3 or higher for HISD, Texas, and the Nation from 2011 through 2021. **Figure 2** indicates the following:

<sup>6</sup> The estimates are based on Table 5 of the 2021 College Board report, *Trends in College Pricing*, Retrieved from <https://trends.collegeboard.org/college-pricing>

- While the proportion of AP Exams scored 3 or higher has stayed relatively flat for Texas and the Nation from 2012 to 2019, the district, 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 2021, the proportion of AP Exams scored at 3 or higher in HISD is lower than that of Texas by 9 percentage points, and lower than the nation by 18 percentage points. These gaps have closed significantly from 2011 where it was 12 percentage points for Texas and 24 percentage points for the nation.

**Figure 2. AP Exam Performance (HISD, Texas, National), 8<sup>th</sup>–12<sup>th</sup> Grade, 2011–2021**



Sources: District, 2021 College Board AP data files, September 9, 2021; Texas and Nation: *Texas–Public Schools Overview, 2020–2021*; Previous years: *Advanced Placement Report, 2019–2020*

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. 31) 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	11,460	47%	3,324	29%
English	4,231	17%	1,307	31%
Sciences	2,759	11%	983	36%
Math & Computer Science	2,693	11%	1,115	41%
World Languages & Culture	2,328	10%	1,538	66%
AP Capstone	597	2%	452	76%
Arts	287	1%	165	57%
<b>HISD Totals</b>	<b>24,355</b>	<b>100%</b>	<b>8,884</b>	<b>36%</b>

Source: 2021 College Board AP data file, September 9, 2021

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 (47 percent) followed by English (17 percent).
- Success rates ranged from 76 percent (AP Capstone) to 29 percent (History & Social Science).
- While two percent of exams were in AP Capstone, the success rate was among the highest at 76 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 **decreased** in 2021 compared to 2019; similarly, the percentage of exams scoring 3 or higher **decreased** by three percentage points from 39 percent in 2019 to 36 percent in 2021 (**Table 3**, p. 7). This trend can be attributed, in part, to the COVID-19 impact.

Table 3 presents the number of HISD students districtwide in 2019 and 2021 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, 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, 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.

- Approximately six out of ten (60 percent) HISD students who took an AP Exam in 2021 were Hispanic. The number of Hispanic students who took AP Exams decreased by 20 percent, and the number of exams taken by Hispanic students decreased by 3,183 exams compared to 2019. The proportion of exams scored 3 or higher decreased from 2019 (30 percent in 2019 compared to 24 percent in 2021).

Table 3. AP Exam Participation and Performance by Student Group, Districtwide, 2019 and 2021								
Student Group	N Tested		AP Exams Taken		AP Scores $\geq 3$ , N		AP Scores $\geq 3$ , % of Exams	
	2019	2021	2019	2021	2019	2021	2019	2021
African American	2,653	2,085	4,140	3,345	656	560	16%	17%
Asian	1,246	1,224	3,502	3,404	2,685	2,446	77%	72%
Hispanic	9,888	7,916	16,239	13,056	4,846	3,153	30%	24%
White	1,807	1,785	3,800	3,928	2,500	2,336	66%	59%
Two or more races	181	211	400	468	271	304	68%	65%
Missing	44	33	77	73	26	47	34%	64%
Econ Disadv.	10,914	8,392	17,760	13,619	4,874	2,953	27%	22%
Non-Econ Disadv	4,904	4,872	10,382	10,663	6,103	5,884	59%	55%
EL	1,405	1,522	1,705	2,030	606	471	36%	23%
Non-EL	14,413	11,723	26,437	22,226	10,371	8,356	39%	38%
Special Ed	208	211	275	312	53	56	19%	18%
Non-Special Ed	15,610	13,053	27,867	23,971	10,924	8,781	39%	37%
Homeless	327	97	500	152	151	34	30%	22%
Non-Homeless	15,491	13,167	27,642	24,130	10,826	8,803	39%	36%
G/T	6,036	6,197	13,091	13,114	7,572	6,737	58%	51%
Non-G/T	9,782	7,065	15,051	11,168	3,405	2,100	23%	19%
Female	8,946	7,731	15,628	13,840	6,012	4,891	38%	35%
Male	6,872	5,533	12,514	10,442	4,965	3,946	40%	38%
Missing	44	33	77	73	26	47	34%	64%
<b>HISD Totals</b>	<b>15,862</b>	<b>13,297</b>	<b>28,219</b>	<b>24,355</b>	<b>11,003</b>	<b>8,884</b>	<b>39%</b>	<b>36%</b>

Sources: College Board AP electronic data file, September 9, 2021 and September 11, 2019; EL, G/T, special education, homeless, and economic status source: SIS Demographics, July 19, 2021 and Chancery, May 8, 2020

Notes: This table displays an unduplicated count of students tested and a duplicated count of exams taken by students districtwide. For 2019 and 2021, economic status, EL, special education, homeless and G/T status could not be determined for 44 and 33 students, respectively, except for 54 missing EL students in 2021. Race/ethnicity, grade level, and gender were extracted from the demographic files rather than the AP data files.

- African American students represented the second largest racial/ethnic group who took an AP Exam, accounting for 16 percent of all AP test takers in 2021. When compared to 2019, the number of African American students who took AP Exams **decreased** by 21 percent and the number of exams taken by African American students **decreased** by 19 percent. The *proportion* of exams scored 3 or higher taken by African American students **increased** by 1 percentage point compared to 2019.
- 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 2021. Compared to 2019, the number of White students who took AP Exams decreased by 1 percent, while the number of exams taken **increased** by 3 percent. The proportion of exams scored 3 or higher **decreased** from the previous year (66 percent in 2019 compared to 59 percent in 2021). White students in HISD score at or above a 3 on the AP exam at rates at rates 2.5 and 3.5 times higher than Hispanic and African American students, respectively.
- Asian students accounted for 9 percent of AP test takers in 2021. When compared to 2019, the number of Asian students who took AP Exams, and the number of exams taken by Asian students **decreased**

by 2 percent and 3 percent, respectively. The proportion of exams scored 3 or higher taken by Asian students **decreased** compared to 2019 (77 percent in 2019 and 72 percent in 2021).

- Economically disadvantaged students accounted for 63 percent of AP test takers in 2021. When compared to 2019, the number of economically disadvantaged students who took AP Exams and the number of exams taken by economically disadvantaged students **decreased** by 23 percent. The proportion of exams scored 3 or higher **decreased** compared to the 2019 (27 percent in 2019 and 22 percent in 2021). Non-economically disadvantaged students passed the AP exam at rates 2.5 times higher than economically disadvantaged students (55 percent vs. 22 percent).
- Performance gaps exist between African American and Hispanic students compared to their White peers. In 2019, White students outperformed their African American peers by 50 percentage points. This dropped to 42 percentage points in 2021. Comparing 2019 to 2021, the gap in passing rates between African American and White students decreased by 8 percentage points. The Hispanic-White gap decreased by 1 percentage point from 2019 to 2021.

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 14.5 percent of 2021 HISD seniors scored a 3, 4, or 5 during their high school tenure, reflecting a 3.8 percentage-point decrease compared to 2019. Students receiving special education services were the only student group for which there was an increase (2.2 percentage-points) when compared to 2019.

**Table 4. Equity and Excellence for Seniors and by Student Group, 2019–2021**

Race/Ethnicity	2019			2020			2021		
	District N	AP Scores 3+	%	District N	AP Scores 3+	%	District N	AP Scores 3+	%
<b>HISD Seniors</b>	<b>11,618</b>	<b>2,131</b>	<b>18.3</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>
African American	2,674	178	6.7	2,578	133	5.2	2,744	173	6.3
American Indian	23	1	4.3	22	1	4.5	26	*	*
Asian	512	294	57.4	486	280	57.6	538	281	52.2
Hispanic	7,144	1,284	18.0	7,326	1,055	14.4	7,744	979	12.6
Pacific Islander	7	*	*	8	*	*	8	*	*
White	1,150	341	29.7	1,151	340	29.5	1,337	353	26.4
Two or more races	108	33	30.6	122	34	27.9	136	33	24.3
<b>Econ. Dis.</b>	<b>8,681</b>	<b>1,309</b>	<b>15.1</b>	<b>8,945</b>	<b>1,019</b>	<b>11.4</b>	<b>9,353</b>	<b>959</b>	<b>10.3</b>
EL	1,594	158	9.9	1,761	105	6.0	1,899	112	5.9
Special Ed.	964	14	1.5	1,018	9	0.9	1,293	48	3.7
Homeless	568	66	11.6	463	38	8.2	524	30	5.7
G/T	2,102	1,095	52.1	2,168	1,054	48.6	2,357	1,033	43.8

Sources: College Board AP data file, various years; Race/ethnicity, EL, G/T, homeless, special education, and economic status source: Chancery, various years; On Suite Demographic senior enrollment file, 2021

Note: Seniors with On Suite 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, and TH Rogers.

**Appendix B–1** (p. 32) 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 42 campuses that tested 10 or more students in 2021, six campuses met the criterion for 50 percent of their seniors which is two fewer campuses than in 2019.

### By Subject

**Appendix B–2** (p. 33) compares the mean scores by subject for HISD students with the mean scores of students in Texas and all AP test-takers. For 2021, HISD participated in all 38 examinations.

For 2021, 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 seven out of 38 subject examinations in Music Theory, European History, Physics 2, Physics C: Mechanics, German, Italian, and Japanese Language and Culture. Mean scores ranged from 1.72 in Physics 1 to 4.3 in Japanese Language and Culture. World History represented the subject test taken by the highest number of students (N=3,204); however, mean scores for this exam were lower than the global mean scores by 0.73.

**Appendix B–3** (p. 34) shows the gaps in the mean exam scores between African American, Hispanic, and White students for 2019 compared to 2021. The White-African American gap decreased on 17 exams, and the White-Hispanic gap decreased on 19 exams. The largest gap decreases for White-African American students occurred on the Spanish Literature and Culture exam, and the largest gap decreases for White-Hispanic students occurred on the Chinese Language and Culture exam. The White-African American gap increased on 9 exams, and the White-Hispanic gap increased on 11 exams.

### 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 2019 and 2021. All AP Exams are represented in this figure, regardless of whether the student was enrolled in the AP course. **Appendix C** (p. 35) provides additional details for the number of AP Exams taken and the corresponding performance by campus.



**Figure 3. AP Exam Participation and Performance by Campus, Districtwide, 2019 and 2021**

Ranked by the number of AP Exams taken in 2021

	2019			2021		Change, 2019 to 2021		
CampusShortName	Exams Taken N	Exams ≥3 N	Exams Taken N	Exams ≥3 N	Exams Taken N	Exams ≥3 N		
Bellaire HS	2,682	2,189	2,773	1,878	91	-311		
Carnegie HS	2,102	1,503	2,750	1,790	648	287		
Westside HS	1,983	1,059	1,438	739	-545	-320		
DeBaKey HS	1,329	1,219	1,237	836	-92	-383		
E-STEM Central HS	527	0	997	45	470	45		
Lamar HS	1,316	209	992	257	-324	48		
Heights HS	1,233	230	954	224	-279	-6		
Kinder HSPVA	853	690	864	617	11	-73		
Challenge EC HS	834	253	858	220	24	-33		
Waltrip HS	844	158	838	111	-6	-47		
Milby HS	759	156	718	71	-41	-85		
Westbury HS	936	189	690	84	-246	-105		
Energy Inst HS	850	313	662	192	-188	-121		
North Houston EC HS	832	193	626	91	-206	-102		
Sharpstown Intl	602	336	551	223	-51	-113		
Northside HS	722	85	543	40	-179	-45		
Houston MSTC HS	945	169	521	65	-424	-104		
HAIS HS	440	100	455	63	15	-37		
Eastwood Acad HS	661	186	454	153	-207	-33		
Leland YMCPA	558	51	443	8	-115	-43		
Madison HS	402	54	364	46	-38	-8		
TCAH	255	106	355	176	100	70		
YWCPA	366	68	337	56	-29	-12		
Wisdom HS	765	85	336	39	-429	-46		
East EC HS	308	106	318	50	10	-56		
HSLJ	385	35	318	55	-67	20		
Sharpstown HS	404	159	317	113	-87	-46		
South EC HS	299	48	303	11	4	-37		
Sterling HS	338	30	271	21	-67	-9		
Chavez HS	535	129	260	78	-275	-51		
Furr HS	158	17	258	21	100	4		
Austin HS	387	76	229	79	-158	3		
Mount Carmel Acad HS	217	27	121	10	-96	-17		
Washington HS	299	3	104	17	-195	14		
Yates HS	214	6	101	2	-113	-4		
Jones HS	85	65	99	8	14	-57		
Kashmere HS	148	18	93	5	-55	-13		
Worthing HS	150	11	87	21	-63	10		
North Forest HS	124	13	74	6	-50	-7		
Scarborough HS	235	70	73	7	-162	-63		
Wheatley HS	183	17	51	1	-132	-16		
Liberty HS	22	20	35	13	13	-7		
Long Acad	17	12	10	8	-7	-4		
Middle College HS - Fraga	30	17	9	8	-21	-9		
Rogers T H	--	--	3	*	N/A	N/A		
E-STEM West HS±	261	1	--		N/A	N/A		
<>	--	--	25	10	N/A	N/A		
Middle Schools	624	522	440	314	-184	-208		
HISD Total	28,219	11,003	24,355	8,884	-3,631	-2,130		

Sources: 2021 College Board AP electronic data file, September 9, 2021; HISD Research and Accountability Department, *2019 Advanced Placement (AP) Results*

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



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

- Students at Bellaire High School took the largest number of AP Exams in 2021 (2,773) while 3 exams were taken at T.H. Rogers.
- In 2021, exams taken at Bellaire, Carnegie, Westside, and DeBakey high schools tested 34 percent of all AP Exams taken in HISD but accounted for 59 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, 12 campuses **increased** the number of AP Exams taken, and 32 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 9 campuses and **decreased** at 35 campuses.

### By Exam and by Campus

**Appendix D** (pp. 36–39) 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 2021.

- AP participation and performance across campuses varies markedly. Passing rates ranged from 2 percent at Leland YMCPA, Yates, and Wheatley high schools to 89 percent at Middle College HS-Fraga.
- In 2021, no students passed an AP exam in Chemistry, Physics 1, and Microeconomics for at least 53 percent of campuses where five or more students were tested.
- World History (3,204), English Language & Composition (2,646), United States History (2,367), and Human Geography (2,091) had the highest number of students taking those exams.

### Course Participation and Performance: AP Course Offerings

**Figure 4** (p. 12) shows the number of AP courses offered in HISD schools in 2018–2019 and 2020–2021 and the change in the number of courses from 2018–2019 to 2020–2021.

**Figure 4** indicates the following:

- In 2021, 57 HISD schools offered at least one AP course—reflecting a decrease by three schools compared to 2018–2019. E-STEM West HS closed in 2019–2020.
- Of the 57 schools that were open and offered AP courses in both 2018–2019 and 2020–2021, 17 schools **increased** the number of AP courses offered from 2018–2019, 18 schools **decreased** AP course offerings, and 22 schools had **no change**.
- The largest **increase** in AP courses offered in 2020–2021 compared to 2018–2019 occurred at Bellaire High School with an addition of six courses.
- The largest **decrease** in AP courses offered in 2020–2021 compared to 2018–2019 occurred at Leland YMCPA and Austin High School with a reduction of four courses.

**Figure 4. Distinct AP Courses Offered by Campus, 2018–2019 and 2020–2021***Ranked by the number of courses in 2020–2021*

School Name	2018-2019	2020-2021	Change
Bellaire HS	32	38	6
Westside HS	29	28	-1
Carnegie HS	28	28	0
Waltrip HS	18	22	4
DeBakey HS	21	20	-1
Eastwood Acad HS	19	19	0
Challenge EC HS	19	19	0
Sharpstown Intl	18	18	0
Energy Inst HS	20	18	-2
Northside HS	19	18	-1
Westbury HS	19	18	-1
Wisdom HS	18	17	-1
Heights HS	16	16	0
Kinder HSPVA	16	16	0
Houston MSTC HS	17	16	-1
YWCPA	14	15	1
Milby HS	15	15	0
Madison HS	13	15	2
Leland YMCPA	19	15	-4
TCAH	13	13	0
Furr HS	9	12	3
Austin HS	15	11	-4
Sterling HS	12	11	-1
HAIS HS	10	11	1
Kashmere HS	8	10	2
Scarborough HS	13	10	-3
E-STEM Southeast HS	11	10	-1
HSLJ	11	10	-1
Washington HS	11	10	-1
North Forest HS	6	10	4
Yates HS	10	9	-1
Sharpstown HS	7	9	2
East EC HS	9	9	0
Mount Carmel Acad HS	10	9	-1
North Houston EC HS	11	9	-2
South EC HS	6	7	1
Wheatley HS	7	7	0
Chavez HS	4	6	2
Jones HS	1	6	5
Lamar HS	5	6	1
Liberty HS	1	5	4
Worthing HS	8	5	-3
Pershing MS	1	4	3
Long Acad	3	4	1
Lanier MS	1	1	1
Hogg MS	1	1	0
Burbank MS	1	1	0
Clifton MS	1	1	0
Hamilton MS	1	1	0
Henry MS	1	1	0
Meyerland 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
Hartman MS	1	1	0
Community Services	2	0	-2
Revere MS	1	0	-1
E-STEM West HS±	7	N/A	N/A
<b>HISD</b>	<b>38</b>	<b>38</b>	<b>0</b>

Sources: End of Year Chancery Grades files, September 4, 2019; End of Year SIS Grades Files, July 19, 2021.

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, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). Due to the COVID-19 pandemic, 2020 data are not comparable to previous and subsequent years.

±Campus is closed.

### 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, English Learner (EL) 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	12,701	22.7	3,031	23.9	2,482	81.9
American Indian	132	0.2	32	24.2	24	75.0
Asian	2,120	3.8	1,304	61.5	1,254	96.2
Hispanic	34,157	61.0	9,799	28.7	7,732	78.9
Pacific Islander	60	0.1	26	43.3	24	92.3
Two or More	702	1.3	250	35.6	227	90.8
White	5,826	10.4	2,135	36.6	2,005	93.9
Non-Econ. Disadv.	13,373	23.9	5,600	41.9	5,112	91.3
Econ. Disadv.	42,325	75.5	10,977	25.9	8,636	78.7
Non-EL	44,079	78.7	14,608	33.1	12,333	84.4
EL	11,619	20.7	1,969	16.9	1,415	71.9
Female	27,943	49.9	9,429	33.7	8,056	85.4
Male	27,755	49.5	7,148	25.8	5,692	79.6
Non-G/T	44,569	79.6	9,737	21.8	7,700	79.1
G/T	11,129	19.9	6,840	61.5	6,048	88.4
Non-Special Education	50,169	89.5	16,038	32.0	13,302	82.9
Special Education	5,529	9.9	539	9.7	446	82.7
Non-Homeless	53,597	95.7	16,229	30.3	13,463	83.0
Homeless	2,101	3.8	348	16.6	285	81.9
<b>HISD Totals</b>	<b>56,024</b>	<b>100.0</b>	<b>16,588</b>	<b>29.6</b>	<b>13,755</b>	<b>82.9</b>

Sources: End of Year SIS Grades files, July 19, 2021

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 326 students missing race/ethnicity, economic status, EL status, gender, G/T status, special education status, and homeless 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 counterparts. Only 28.7 and 23.9 percent of Hispanic and African American students, respectively, were enrolled in AP courses in 2020–2021 compared to 36.6 percent and 61.5 percent of White and Asian students, respectively.
- Hispanic (78.9 percent) and African American (81.9 percent) students had lower completion rates compared to their White (93.9 percent) and Asian (96.2 percent) counterparts.
- For 2020–2021, AP completion rates ranged from 71.9 percent for EL students to 96.2 percent for Asian students.
- Among students enrolled in 2020–2021, 29.6 percent enrolled in at least one AP course and 24.6 percent (82.9 percent of those enrolled in at least one AP course) completed at least one AP course.

**Table 5B** (p. 15) presents the number and percent of HISD students in grades 9–12 who completed at least one AP course by student group and learning mode (remote or face-to-face (F2F)). This table reflects an *unduplicated* count of students for courses. As students and families chose the location of instruction, remote and face-to-face results are descriptive of performance and not an evaluation of instructional method.

- Among students enrolled in 2020–2021, a higher percentage of remote students took at least one AP course (32.2 percent) compared to face-to-face students (23.5).
- Among students enrolled in 2020–2021, remote students enrolled in AP coursework completed at least one AP course (85.5 percent) compared to face-to-face instruction (74.6 percent).
- Completion rates for remote and face-to-face learners were higher among White and Asian students compared to African American and Hispanic students.
- Completion rates for remote learners were higher for G/T (90.5 percent) and Homeless students (86.1 percent) than their Non-G/T (81.9 percent) and Non-Homeless (85.5 percent) counterparts.
- Completion rates for face-to-face learners were higher for special education students (77.2 percent) than their Non-special education (74.5 percent) counterparts.

Table 5B. AP Course Enrollment and Completion by Student Group, Remote and Face-to-Face (F2F), 9 <sup>th</sup> –12 <sup>th</sup> Grade, 2020–2021												
Student Group	Grades 9–12 Enrollment				Students Enrolled in at Least One AP Course				Students Completed at Least One AP Course			
	Remote		F2F		Remote		F2F		Remote		F2F	
	N	%	N	%	N	%	N	%	N	%	N	%
African American	8,450	21.4	4,251	25.7	2,274	26.9	757	17.8	1,948	85.7	534	70.5
American Indian	89	0.2	43	0.3	20	22.5	12	27.9	16	80.0	8	66.7
Asian	1,835	4.6	285	1.7	1,191	64.9	113	39.6	1,156	97.1	98	86.7
Hispanic	23,656	59.9	10,501	63.4	7,408	31.3	2,391	22.8	6,026	81.3	1,706	71.4
Pacific Islander	47	0.1	13	0.1	21	44.7	5	38.5	20	95.2	4	80.0
Two or More	545	1.4	157	0.9	189	34.7	61	38.9	179	94.7	48	78.7
White	4,557	11.5	1,269	7.7	1,586	34.8	549	43.3	1,503	94.8	502	91.4
Non-Econ. Disadv.	10,238	25.9	3,135	18.9	4,384	42.8	1,216	38.8	4,071	92.9	1,041	85.6
Econ. Disadv.	28,941	73.3	13,384	80.8	8,305	28.7	2,672	20.0	6,777	81.6	1,859	69.6
Non-EL	31,988	81.1	12,091	73.0	11,267	35.2	3,341	27.6	9,793	86.9	2,540	76.0
EL	7,191	18.2	4,428	26.7	1,422	19.8	547	12.4	1,055	74.2	360	65.8
Female	20,988	53.2	6,955	42.0	7,518	35.8	1,911	27.5	6,597	87.7	1,459	76.3
Male	18,191	46.1	9,564	57.8	5,171	28.4	1,977	20.7	4,251	82.2	1,441	72.9
Non-G/T	30,751	77.9	13,818	83.4	7,352	23.9	2,385	17.3	6,020	81.9	1,680	70.4
G/T	8,428	21.4	2,701	16.3	5,337	63.3	1,503	55.6	4,828	90.5	1,220	81.2
Non-Special Education	35,611	90.2	14,558	87.9	12,286	34.5	3,752	25.8	10,507	85.5	2,795	74.5
Special Education	3,568	9.0	1,961	11.8	403	11.3	136	6.9	341	84.6	105	77.2
Non-Homeless	37,951	96.2	15,646	94.5	12,451	32.8	3,778	24.1	10,643	85.5	2,820	74.6
Homeless	1,228	3.1	873	5.3	238	19.4	110	12.6	205	86.1	80	72.7
<b>HISD Totals</b>	<b>39,465</b>	<b>100.0</b>	<b>16,559</b>	<b>100.0</b>	<b>12,700</b>	<b>32.2</b>	<b>3,888</b>	<b>23.5</b>	<b>10,855</b>	<b>85.5</b>	<b>2,900</b>	<b>74.6</b>

Sources: End of Year SIS Grades files, July 19, 2021

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 326 students missing race/ethnicity, economic status, EL status, gender, G/T status, special education status, and homeless status.

### By Campus

**Table 5C** (p. 17) shows the percentage of students in grades 9–12 who completed at least one AP course in 2020–2021 by campus for all students and by learning mode (remote and face-to-face). 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 5C** indicates the following:

- In 2020–2021, 82.9 percent of students enrolled in at least one AP course districtwide **completed and passed** at least one AP course.
- Students enrolled in remote instruction outperformed students receiving face-to-face instruction based on completion rates and AP Exams receiving scores of three or higher for the 2020–2021 school year.
- In 2020–2021, the percent 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 53.4 percent at Chavez HS to 100 percent at Long Academy.
- The percent of students who took at least one AP Exam ranged from 4.4 percent at Wheatley High School to 96.1 percent at Carnegie High School.
- The percent of students who passed at least one AP Exam ranged from 2.8 percent at Wheatley High School to 88.9 percent at Middle College HS at HCC Fraga.
- None of the students who took at least one AP Exam and received face-to-face instruction at Furr High School passed at least one AP Exam, and none of the students who took at least one AP Exam and received remote instruction at Yates High School passed at least one AP Exam.
- Although 92.1 percent of E-STEM Central High School students completed and passed at least one AP course, only 8.0 percent passed at least one AP exam. Similarly, there were thirteen additional campuses that had at least 70 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: Austin, Kashmere, Liberty, Scarborough, North Forest, Washington, Wheatley, Wisdom, Worthing, and Yates high schools as well as Long Academy, Middle College HS at Fraga, and TCAH.
- Approximately five times as many students at Westbury High School taking remote instruction (21.2 percent) passed at least one AP Exam compared to those students taking face-to-face instruction (4.1 percent).

Table 5C. AP Course Completion by Campus, 9<sup>th</sup>–12<sup>th</sup> Grade, 2020–2021

Campus Name	Students Enrolled	All Students Completed and Passed At Least One AP Course		Took at Least One AP Exam	Passed at Least One AP Exam	Remote Students Enrolled	Remote Students Completed and Passed At Least One AP Course		% Remote Students Took at Least One AP	Remote Students Passed at Least One AP Exam	F2F Students Enrolled	F2F Students Completed and Passed At Least One AP Course		F2F Students Took at Least One AP Exam	F2F Passed at Least One AP Exam
	N	N	%	%	%	N	N	%	%	%	N	N	%	%	%
Austin HS	1,604	164	88.6	8.6	26.1	1,084	129	92.1	9.8	26.4	520	35	77.8	6.2	25.0
Bellaire HS	3,324	1,001	93.2	28.4	74.3	2,664	939	94.6	33.4	74.9	660	62	76.5	8.0	64.2
Carnegie HS	922	866	94.3	96.1	76.3	788	757	96.2	97.0	78.0	134	109	83.2	91.0	65.6
Challenge EC HS	479	370	81.7	85.6	29.5	408	337	87.1	87.0	31.0	71	33	50.0	77.5	20.0
Chavez HS	2,602	171	53.4	9.4	31.0	1,991	156	57.6	10.8	31.5	611	15	30.6	4.7	27.6
DeBaKey HS	926	548	94.8	58.3	71.7	801	511	95.5	62.7	71.3	125	37	86.0	30.4	76.3
East EC HS	445	183	62.7	57.1	16.9	332	130	66.0	51.5	16.4	113	53	55.8	73.5	18.1
Eastwood Acad HS	441	244	85.0	56.5	42.2	327	189	88.3	57.8	46.0	114	55	75.3	52.6	30.0
Energy Institute HS	757	307	93.9	39.9	33.4	528	238	95.2	43.8	34.2	229	69	89.6	31.0	31.0
E-STEM Central HS	612	559	92.1	90.2	8.0	453	418	93.1	89.4	9.4	159	141	89.2	92.5	4.1
Furr HS	1,171	269	80.8	17.6	10.2	1,016	256	81.5	19.2	10.8	155	13	68.4	7.1	0.0
HAIS	494	352	88.0	76.7	15.6	372	265	91.7	74.2	15.9	122	87	78.4	84.4	14.6
Heights HS	2,470	661	81.6	24.7	31.0	1,822	523	84.1	26.2	30.6	648	138	73.4	20.5	32.3
Houston MST	2,763	399	72.9	12.2	17.8	1,741	292	74.9	14.0	18.9	1,022	107	68.2	9.1	15.1
Jones HS	340	127	74.7	22.4	10.5	240	103	81.1	24.2	8.6	100	24	55.8	18.0	16.7
Kashmere HS	898	50	72.5	5.2	10.6	415	21	65.6	4.6	15.8	483	29	78.4	5.8	7.1
Kinder HSPVA	795	405	97.1	49.3	77.0	432	243	97.2	53.7	73.3	363	162	97.0	44.1	82.5
Lamar HS	2,909	1,298	86.8	30.6	24.7	1,896	828	89.8	28.2	24.5	1,013	470	81.9	35.1	25.0
LECJ HS	479	187	89.0	41.8	24.0	323	148	93.1	46.7	26.5	156	39	76.5	31.4	16.3
Leland YMCPA	216	167	78.4	83.8	3.9	138	111	81.0	88.4	4.1	78	56	73.7	75.6	3.4
Liberty HS	344	12	80.0	6.1	61.9	125	5	62.5	7.2	77.8	219	7	100.0	5.5	50.0
Long Academy	194	9	100.0	5.2	80.0	155	5	100.0	4.5	71.4	39	4	100.0	7.7	*
Madison HS	1,909	241	77.5	10.9	22.1	1,143	188	83.6	14.0	21.9	766	53	61.6	6.3	22.9
Middle College HS at HCC Fraga	109	--	--	8.3	88.9	63	--	--	7.9	80.0	46	--	--	8.7	*
Middle College HS at HCC Gultton	154	--	--	--	--	136	--	--	--	--	18	--	--	--	--
Milby HS	2,206	504	80.3	18.8	15.4	1,357	370	83.9	22.7	16.9	849	134	71.7	12.6	11.2
Mount Carmel Acad HS	289	76	85.4	24.2	12.9	202	61	87.1	27.2	7.3	87	15	78.9	17.2	33.3
North Forest H S	1,047	170	87.2	5.6	10.2	613	107	84.9	6.7	12.2	434	63	91.3	4.1	5.6
North Houston EC HS	489	288	74.2	76.7	18.7	328	205	80.4	78.7	20.2	161	83	62.4	72.7	15.4
Northside HS	1,471	320	84.4	20.5	11.3	947	229	87.4	22.8	12.0	524	91	77.8	16.2	9.4
Scarborough HS	791	95	89.6	7.3	12.1	479	65	92.9	8.6	14.6	312	30	83.3	5.4	5.9
Sharpstown HS	1,844	272	59.8	14.4	42.5	1,325	213	61.2	15.8	43.3	519	59	55.1	10.8	39.3
Sharpstown Intl	705	278	80.1	43.3	55.1	577	245	81.7	45.8	57.2	128	33	70.2	32.0	41.5
South EC HS	425	272	81.0	63.8	4.1	306	191	82.7	59.2	5.0	119	81	77.1	75.6	2.2
Sterling HS	1,742	184	57.1	10.8	10.6	1,182	146	58.6	13.0	11.0	560	38	52.1	6.1	8.8
TCAH	4,140	411	95.1	5.2	55.8	4,140	411	95.1	5.1	55.9	--	--	--	--	*
Waltrip HS	1,882	479	81.3	23.7	15.2	1,030	305	82.4	27.3	16.0	852	174	79.5	19.4	13.9
Washington HS	820	99	73.9	7.4	23.0	483	76	76.8	9.5	19.6	337	23	65.7	4.5	33.3
Westbury HS	2,529	440	78.3	15.0	17.9	1,569	360	81.6	19.5	21.2	960	80	66.1	7.7	4.1
Westside HS	2,968	707	84.9	26.4	53.7	2,331	641	86.6	29.8	53.8	637	66	71.0	14.0	52.8
Wheatley HS	820	70	76.1	4.4	2.8	576	55	78.6	4.9	3.6	244	15	68.2	3.3	0.0
Wisdom HS	2,078	187	70.6	9.2	17.3	1,299	141	67.8	11.2	16.6	779	46	80.7	5.9	19.6
Worthing HS	904	71	73.2	8.2	28.4	470	37	82.2	8.5	30.0	434	34	65.4	7.8	26.5
Yates HS	910	101	75.4	6.8	3.2	534	79	80.6	7.9	0.0	376	22	61.1	5.3	10.0
YWCPA	206	141	86.0	74.3	24.8	170	126	88.7	81.8	24.5	36	15	68.2	38.9	28.6
<b>HISD</b>	<b>56,024</b>	<b>13,755</b>	<b>82.9</b>	<b>22.9</b>	<b>8.2</b>	<b>39,465</b>	<b>10,855</b>	<b>87.1</b>	<b>25.4</b>	<b>38.2</b>	<b>16,559</b>	<b>2,900</b>	<b>78.8</b>	<b>17.0</b>	<b>26.9</b>

Sources: End of Year SIS Grades file, July 19, 2021

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 326 students missing race/ethnicity, economic status, EL status, gender, G/T status, special education status, and homeless status. TCAH is a virtual campus that does not offer face-to-face instruction. Data quality issues attributed students taking face-to-face instruction for AP Exams taken and passed. The lowest values for passing a course and an exam are in red, and the highest values are in green.

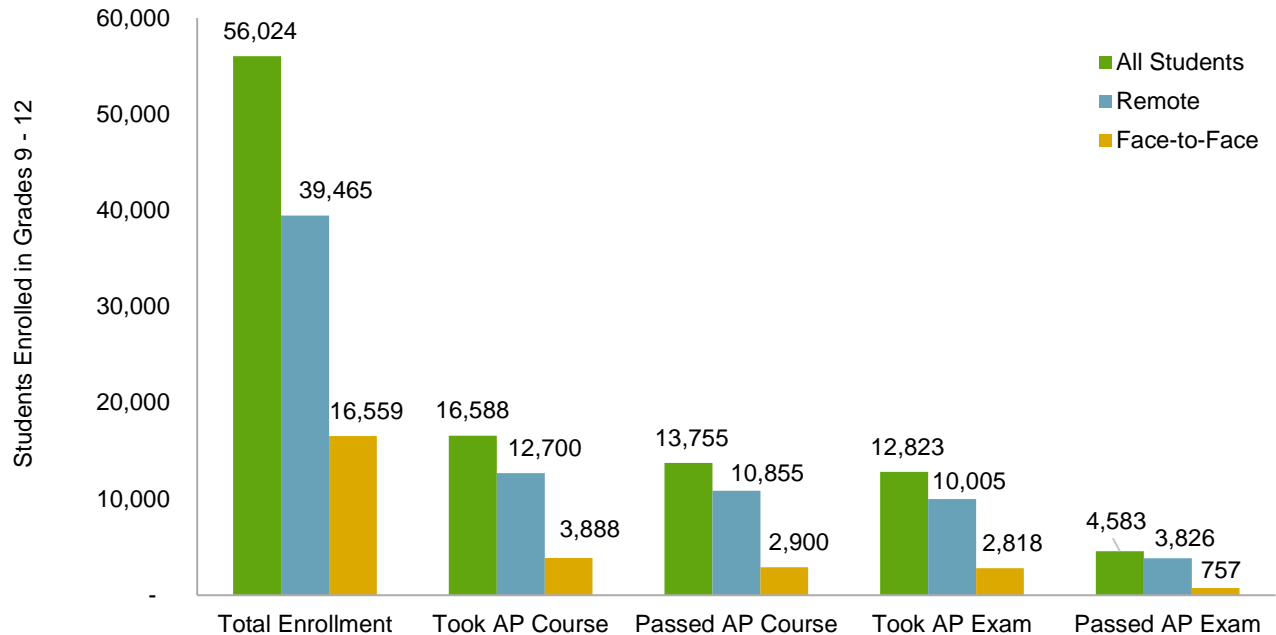
--denotes no data available

\*Masked for number tested &lt; 5

### 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 by learning mode (all students, remote, and Face-to-Face) for 2021. Figures for each series reflect an *unduplicated* count of students.

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



Sources: College Board AP data file, September 9, 2021; End of Year SIS Grades Files, July 19, 2021

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 2021, enrollment numbers were higher for remote learners compared to face-to-face learners.
- The number of remote students taking at least one AP course, passing at least one AP course, taking an AP exam, and passing an AP exam **exceeded** face-to-face learners in all categories.
- Among students enrolled in grades 9 through 12 in 2020–2021, 29.6 percent had taken at least one AP course, 82.9 percent had passed an AP course, and 8.2 percent of enrolled students had scored a three or higher on at least one AP Exam.

### By Campus

AP course enrollment and exam data are presented by campus in **Appendix E** (p. 40). Data analyzed include the number of AP courses taken, the number and percentage of AP courses completed (passed), and the number and percent of AP Exams taken and scored 3 or higher.

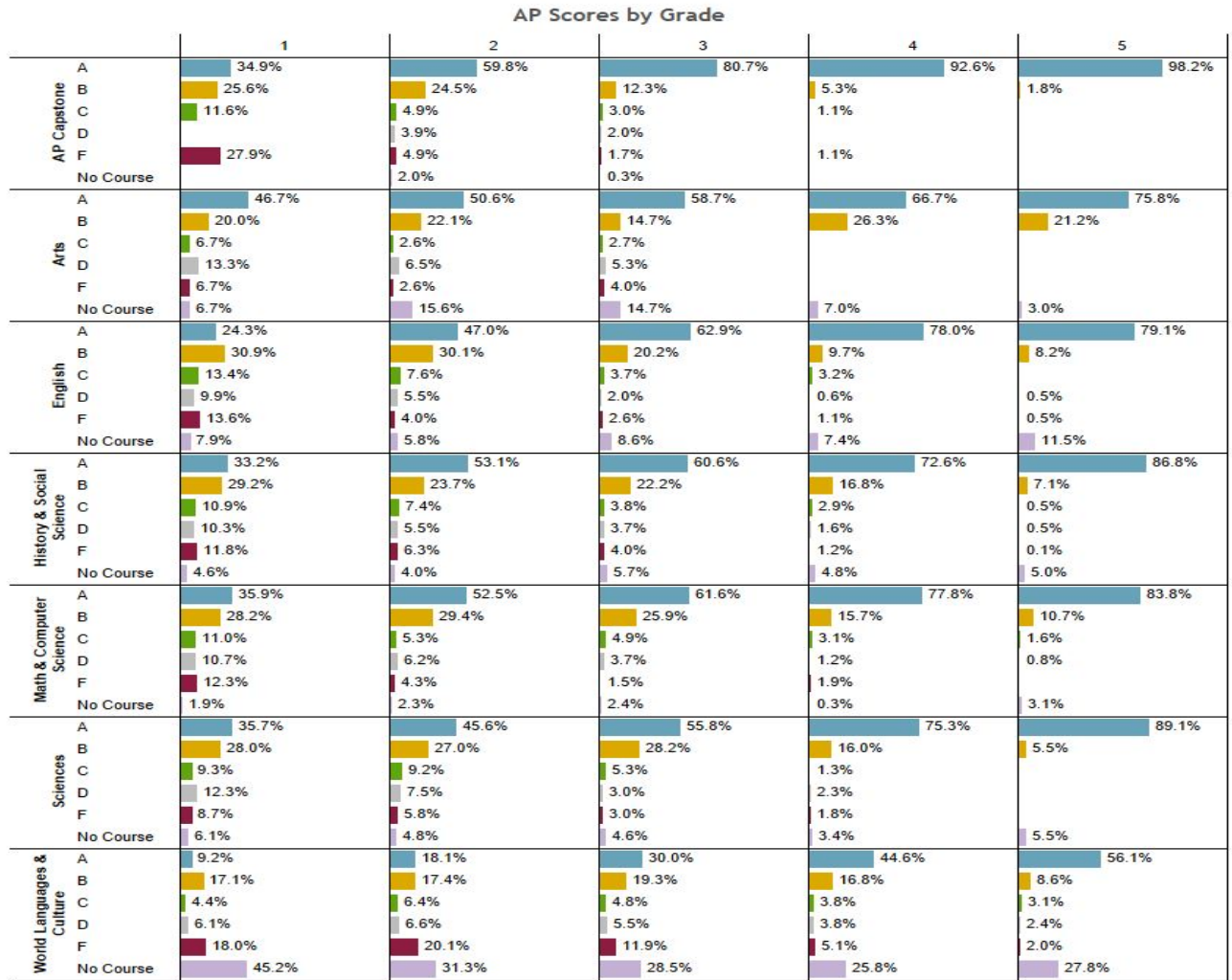
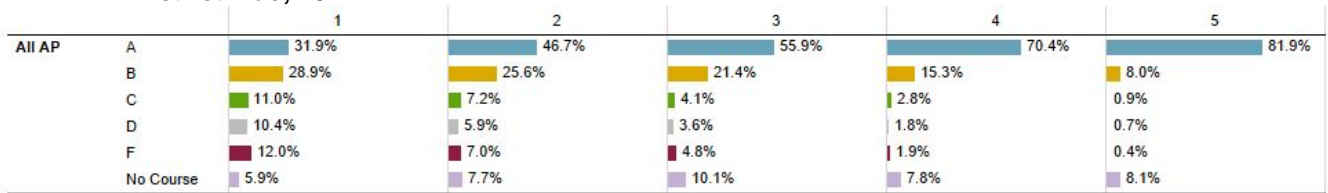


### By Exam Category

**Figure 6A** (p. 20) shows the distribution of the grades in AP courses disaggregated by AP Exam scores, and **Figure 6B** (p. 21) 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 72 percent of all AP Exams taken by students with a score of 1 have an associated course grade of C or higher, and 79.5 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-nine percent of the students who earned an A in an AP course also earned an AP Exam score of 1 or 2, 74.7 percent of the students who earned a B in an AP course also earned a 1 or 2 on the associated AP Exam, and 85.1 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 6B).
- Forty-five percent of students who failed their World Languages & Culture AP course also scored 3 or higher on the corresponding AP Exam (see Figure 6B).
- At least eighty-two percent of students who earned an A in AP Capstone (83.5 percent) and World Languages and Cultures (82.9 percent) scored a 3 or higher on the corresponding AP Exam.
- Approximately 60 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, reflecting the highest percentage of students receiving a qualifying score without taking the requisite AP course.

**Figure 6A. Distribution of Course Grades by AP Scores, Percent of Students with Stated AP Score, Districtwide, 2021**

Course Grade

A

B

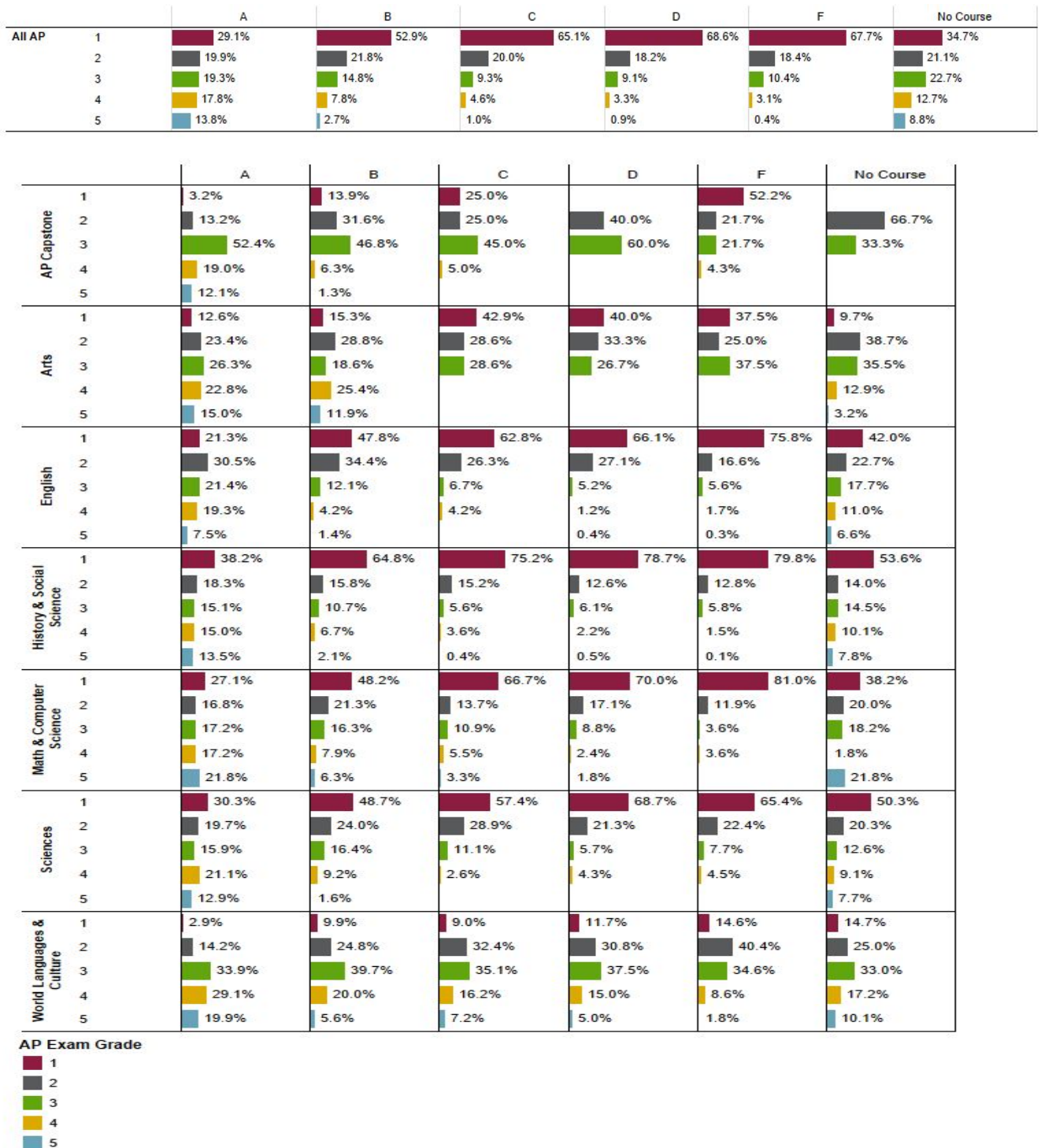
C

D

F

No Course

Sources: End of Year SIS Grades data files, July 19, 2021; College Board AP electronic data file, September 9, 2021  
 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, 2020**

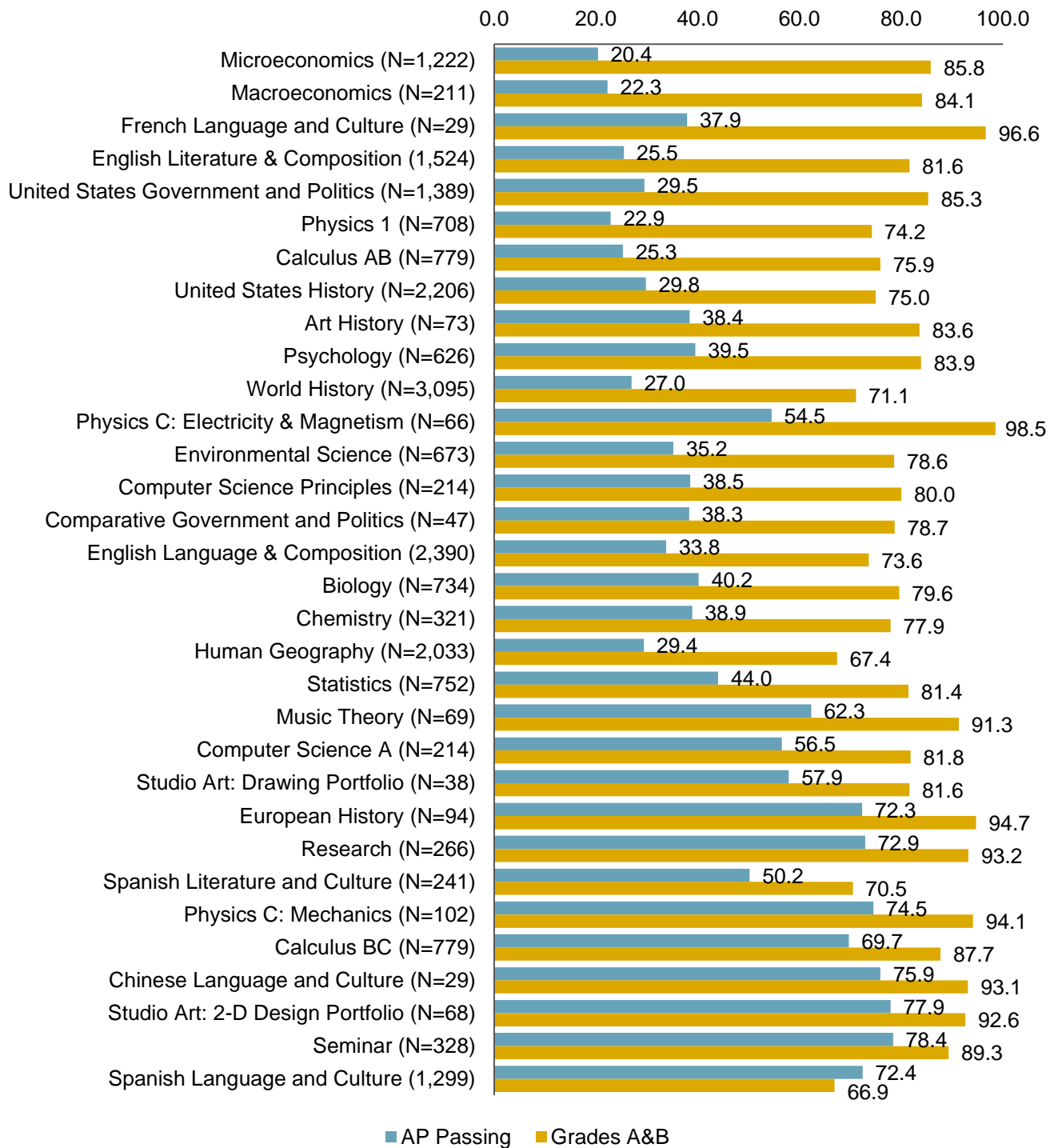
Sources: End of Year SIS Grades data files, July 19, 2021; College Board AP electronic data file, September 9, 2021

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. 23) 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, Microeconomics had the largest difference (65.4 percentage points) between the AP Exam passing rate (20.4 percent) and the corresponding AP course grade (85.8 percent); whereas Spanish Language and Culture had the smallest difference between AP Exam passing rate (72.4 percent) and the corresponding AP course grade (66.9 percent). Results are shown for 32 areas for which at least 20 students were tested with a corresponding course grade.

- Spanish Language and Culture was the only AP Exam for which the passing rate exceeded the course grade by 5.5 percentage points.
- There were 31 exams where course grades exceeded AP Exam performance. This difference ranged from 10.9 points to 65.4 points.
- There were 26 areas where course grades exceeded AP Exam performance by at least 20 percentage points. These included: Microeconomics, Macroeconomics, French Language and Culture, English Literature & Composition, United States Government and Politics, Physics 1, Calculus AB, United States History, Psychology, World History, Physics C: Electricity & Magnetism, Environmental Science, Computer Science Principles, Comparative Government and Politics, English Language & Composition, Biology, Chemistry, Human Geography, Statistics, Music Theory, Computer Science A, Studio Art: Drawing Portfolio, European History, Research, and Spanish Literature and Culture.

**Figure 6C. Comparison of AP Exam Scores 3–5 and AP Course Grades (A or B), 2020–2021**

Sources: End of Year SIS Grades data files, July 19, 2021; College Board AP electronic data file, September 9, 2021

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

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

Though AP courses and exams are usually taken by students in grades 10–12, increasingly, students in middle school and ninth grade are taking advantage of the opportunity to earn college credits early in their academic careers. The most common courses and exams taken by middle school students and ninth graders are Human Geography and Spanish language courses and exams. **Table 6** presents AP course and exam participation and performance for students in grades 8 and 9. Due to COVID-19, families could choose whether their child attended face-to-face or remotely.

	All Students	Remote	F2F	All Students	Remote	F2F	All Students	Remote	F2F
	Grade 8	Grade 8	Grade 8	Grade 9	Grade 9	Grade 9	Grades 8 & 9	Grades 8 & 9	Grades 8 & 9
AP Course Enrollment	568	374	194	2,981	1,966	1,015	3,549	2,340	1,209
AP Course Completion (N)	398	267	131	2,257	1,572	685	2,655	1,839	816
AP Course Completion (%)	70.1	71.4	67.5	75.7	80.0	67.5	74.8	78.6	67.5
AP Course Completed and AP Exams Taken (N)	265	175	90	1,940	1,346	594	2,205	1,521	684
AP Course Completed and AP Scores $\geq 3$ (N)	220	145	75	651	482	169	871	627	244
AP Course Completed and AP Scores $\geq 3$ (%)	83.0	82.9	83.3	33.6	35.8	28.5	39.5	41.2	35.7

Sources: End of Year SIS Grades data files, July 19, 2021; College Board AP electronic data file, September 9, 2021

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 2020–2021, 3,549 district eighth and ninth grade students enrolled in an AP Course, and of those, 2,655 (74.8 percent) of those students completed the course, and 39.5 percent completed the course and took the associated AP Exam, scoring three or higher.
- In 2020–2021, remote learners in grades 8 and 9 outperformed face-to-face learners. Approximately 79 percent of remote learners completed an AP course compared to 67.5 percent of face-to-face learners. Moreover, 41.2 percent of remote learners in grades 8 and 9 completed an AP course, took the associated AP Exam, and scored a 3 or higher compared to 35.7 percent of face-to-face learners.

**Table 7** (p. 25) 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. 41) for 2018–2019 and 2020–2021.



Table 7. AP Exam Participation and Performance by Exam, 8th Grade, 2021				
AP Exam Title	# of AP Exams Taken	% of AP Exams Taken	# of AP Scores $\geq 3$	% of AP Scores $\geq 3$
Spanish Language & Culture	385	88%	284	74%
Chinese Language & Culture	52	12%	29	56%
Other Subject Exams	3	1%	1	33%
<b>Total</b>	<b>440</b>	<b>100%</b>	<b>314</b>	<b>71%</b>

Source: College Board AP electronic data file, September 9, 2021

Note: This table displays a duplicated count of exams taken by students enrolled in 8th grade. There were some students who self-reported they were in eighth grade and tested at a high school campus or took other subjects or tested at a middle school and self-reported a higher grade level. These subjects include: Human Geography (N=2) and Computer Science Principles (N=1). These exams are included in the totals.

**Table 7** indicates the following:

- Out of 440 exams taken in 2021 by eighth grade students, 314 (71 percent) earned a score of 3 or higher.
- Eighty-eight percent of the exams taken by eighth grade students for 2021 were the AP Spanish Language & Culture exam and 74 percent earned a score of 3 or higher.
- Of the 52 Chinese Language & Culture exams taken by eighth grade students, 29 (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 Capstone Diploma, and AP Seminar and Research Certificate. The criteria for receiving these awards are shown in **Appendix G–1** (p. 42).

**Appendix G–2** (p. 43) shows the number and category of AP Scholar Awards earned by campus in 2019 and 2021. Key findings include:

- At campuses that had an AP Scholar in 2021, the number of AP Scholar Awards earned by HISD students **decreased** by 16 percent, or 390 awards, to 2,018 in 2021 from 2,408 in 2019. This decrease can be partly attributed to the discontinuation of the National AP Scholar award earned by 249 students in 2019.
- Seventy-three percent of all AP Scholar Awards were earned by students at five campuses: Bellaire HS (20 percent), Carnegie HS (28 percent), DeBakey HS (9 percent), Kinder HSPVA (7 percent), and Westside HS (9 percent).
- Fifteen campuses earned more AP Scholar Awards in 2021 than in 2019 including three campuses that **increased** the number of AP Scholar Awards earned by double-digits.

- In 2021, the College Board discontinued awards, such as the National AP Scholar, that encouraged students to take a large number of AP exams.<sup>2</sup>

## Conclusion

The purpose of this report was to examine the participation and performance of HISD students on Advanced Placement exams and courses. The investigation was also designed to supply a comparison of current year AP results with those from the previous year, although due to the COVID-19 pandemic in 2020, results are not entirely comparable for several reasons. Students moved from face-to-face learning to a virtual environment in mid-March. Although action steps were taken on the part of the district to ensure equitable learning environments, the district faced challenges. Not all HISD students had access to a web-enabled device or internet, although the district was constantly reaching out to support students. Family situations further complicated both the learning and testing environments. For example, students indicated on the form that was sent to capture AP testing issues that family disruptions may have negatively impacted a student's ability to complete an AP exam or that students experienced interruptions to internet service. For these reasons, comparisons were made to 2019 instead of 2020.

The results from this report indicate that the number of HISD middle and high school students earning a score of 3 or higher on an AP Exam had been increasing through 2019 but dropped in 2021. Moreover, the proportion of students who earn a score of 3 or higher has **decreased** from 2019. Relatedly, the success rate on the exams students 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 counterparts. Additionally, AP performance varies markedly across the district.

During the 2020–2021 school year, families could elect face-to-face or remote instruction. For high school students, those who enrolled in remote instruction outperformed students receiving face-to-face instruction based on completion rates and percentage of AP Exams receiving scores of three or higher. As students and families chose the location of instruction, these results are descriptive of performance and not an evaluation of instructional method.

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 and rigor. Alternatively, one AP Exam, Spanish Language and Culture, showed more students passing than earning an A or B in course work.

Approximately 30 percent of HISD high school students enrolled in at least one AP course for the 2020–2021 school year. Hispanic and African American students are less likely to enroll and complete an AP course compared to their Asian and White counterparts. For 2020–2021, families could select whether their children would receive face-to-face or remote instruction each grading cycle. A higher percentage of students took and completed at least one AP course through remote instruction compared to those receiving face-to-face instruction. When campus-level data are examined, participation and performance vary markedly. For example, the percent of students who passed at least one AP exam ranged from 2.8



percent at Wheatley High School to 88.9 percent at Middle College HS at Fraga. Additionally, none of the students who took at least one AP Exam and received face-to-face instruction at Furr High School received a 3 or higher.

When examining the equity and excellence indicator for seniors for African American and Hispanic students, only 6.3 and 12.6 percent of seniors, respectively, scored 3 or higher on an AP exam during their high school tenure. This contrasts markedly with 52.2 percent of Asian and 26.4 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.

The district had a total of 2,018 AP Scholar Awards with 219 students earning an award with Honor and 654 earning an award with Distinction. Moreover, there were 137 students earning an AP Capstone Diploma, reflecting a 27 percent increase from 2019. 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 (2020–2021) were downloaded from the College Board portal on September 9, 2021 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, special education status, gifted and talented status, homeless status, and English Learner (EL) status to PowerSchool Student Information System (SIS) data file (date of extraction: 7/19/2021) 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, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). As such, it is possible for students at these campuses to take an IB course in one subject—instead of the AP course—and to also take the AP Exam in the same subject.

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

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 both 2020 and 2021. For 2020, the College Board offered AP exams online using an open book, open note format so that students could test remotely. To ensure equity of opportunity, the AP tests covered material only through March, marking the transition from face-to-face learning to online learning. Although the district worked with the College Board to ensure that all students had the resources such as internet and a web-enabled device with which to access and submit their exams, students had issues depending on the particular AP exam. These issues included, but were not limited to, submission errors, technology disruptions, interruptions from family members, sickness, power outages, battery failures, and *Other* (Department of Research and Accountability, 2020). For these reasons, comparison of AP exams taken in 2020 are not comparable to those taken previously or subsequently. 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 this year. The Texas and U.S. Public school's data were requested and provided in a pdf format, *Texas-Public Schools Overview 2020–2021*. 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 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 2020–2021 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, 2020–2021* 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 2021 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 racial/ethnic category.

Equity and excellence calculations for the current year matched the AP data file to the On Suite senior enrollment file for 2021. 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, EL, Special Education, Homeless, and G/T. Appendix B–1 (p. 32) shows the equity and excellence calculations by campus.

Appendix B–2 (p. 33) 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 13, 2021, was used to report state and global mean scores by exam. The College Board data file, September 9, 2021, was used to calculate the mean scores and the number of exams taken for the district.

Appendix B–3 (p. 34) 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 2019 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 7/19/2021.

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.

Learning Mode was extracted from the End of Year SIS Grades files. A student was considered face-to-face (F2F) if they were "IP" for 2 out of 3 grading cycles or if they were missing Learning Mode. A student was considered "RV" (remote) if they were "RV" for 2 out of 3 grading cycles.

Comparison of AP Exam Scores and AP Course Grades used crosstabulation of the student-level AP Course Grades matched to the AP data file. Figures 7a and 7b report the distribution of AP courses disaggregated by AP Exam Scores and AP Exam scores by the AP course grades. Figure 7c compares AP Exams Scores of 3 to 5 to AP Course Grades of A or B. For Figure 7c, only those exams for which at least 20 students were tested. The percentage of students scoring 3 or higher was subtracted from the percentage of the corresponding course grade of A or B. The differential was then sorted by largest to smallest.

For Appendix E (p. 40), 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 August 7, 2020 and November 9, 2021, 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, 2019 through 2021

Campus	2019				2020				2021			
	# Seniors Enrolled	Number Tested	Met Criterion	% Met	# Seniors Enrolled	Number Tested	Met Criterion	% Met	# Seniors Enrolled	Number Tested	Met Criterion	% Met
Austin HS	380	110	60	15.8	357	66	35	9.8	370	31	16	4.3
Bellaire HS	716	277	264	36.9	778	325	308	39.6	816	322	295	36.2
Carnegie HS	138	136	134	97.1	130	128	126	96.9	163	158	155	95.1
Challenge EC HS	97	69	59	60.8	95	65	46	48.4	114	78	67	58.8
Chavez HS	663	79	35	5.3	667	35	10	1.5	655	33	18	2.7
DeBakey HS	198	188	187	94.4	163	153	144	88.3	186	169	145	78.0
East EC HS	120	19	15	12.5	126	11	10	7.9	103	11	4	3.9
Eastwood Acad HS	98	66	55	56.1	102	78	65	63.7	113	64	53	46.9
Energy Inst HS	180	96	58	32.2	156	73	58	37.2	164	96	63	38.4
E-STEM Southeast HS	37	35	11	29.7	107	57	16	15	111	91	34	30.6
E-STEM West HS±	49	49	24	49	N/A	53	3	N/A	N/A	N/A	N/A	N/A
Furr HS	209	53	12	5.7	238	32	9	3.8	237	50	8	3.4
HAIS HS	114	38	20	17.5	100	19	15	15	123	32	25	20.3
Heights HS	548	199	80	14.6	522	100	56	10.7	541	117	60	11.1
Houston MSTC HS	611	220	73	11.9	636	108	54	8.5	601	98	30	5.0
HSLJ	82	63	21	25.6	118	58	19	16.1	88	48	24	27.3
Jones HS	120	16	13	10.8	100	35	15	15	96	12	6	6.2
Kashmere HS	152	34	5	3.3	162	9	0	0	217	17	4	1.8
Kinder HSPVA	176	127	116	65.9	185	124	114	61.6	181	137	124	68.5
Lamar HS	783	109	29	3.7	725	69	40	5.5	695	27	16	2.3
Leland YMCPA	44	43	30	68.2	46	39	17	37	44	42	16	36.4
Liberty HS	308	22	20	6.5	187	9	7	3.7	136	16	11	8.1
Long Acad	49	14	10	20.4	42	2	1	2.4	55	10	8	14.5
Madison HS	391	88	27	6.9	336	64	39	11.6	400	78	26	6.5
Middle College HS - Fraga	28	4	*	*	16	2	*2	*	25	2	*	*
Middle College HS - Gulton	20	0	--	--	20	0	--	--	52	0	--	--
Milby HS	313	123	47	15	392	76	42	10.7	528	157	44	8.3
Mount Carmel Acad HS	88	50	17	19.3	83	28	17	20.5	85	24	10	11.8
North Forest HS	191	57	13	6.8	214	4	0	0	232	16	3	1.3
North Houston EC HS	112	76	65	58	114	45	36	31.6	107	54	46	43.0
Northside HS	335	130	58	17.3	336	63	32	9.5	371	88	27	7.3
Scarborough HS	180	63	24	13.3	166	19	9	5.4	190	26	10	5.3
Secondary DAEP	3	0	--	--	2	0	--	--	0	0	--	--
Sharpstown HS	310	47	28	9	394	65	43	10.9	421	47	24	5.7
Sharpstown Intl	172	94	84	48.8	142	53	45	31.7	145	71	58	40.0
South EC HS	60	10	3	5	95	10	2	2.1	104	37	12	11.5
Sterling HS	258	79	10	3.9	301	45	16	5.3	361	61	9	2.5
TCAH	572	42	29	5.1	608	26	25	4.1	833	41	31	3.7
Waltrip HS	364	160	41	11.3	379	118	57	15	480	112	52	10.8
Washington HS	174	53	2	1.1	179	20	6	3.4	157	19	7	4.5
Westbury HS	496	163	72	14.5	509	90	52	10.2	566	92	46	8.1
Westside HS	683	269	206	30.2	660	215	183	27.7	668	191	152	22.8
Wheatley HS	194	51	4	2.1	188	2	*	*	189	11	3	1.6
Wisdom HS	423	131	27	6.4	436	97	35	8	408	83	35	8.6
Worthing HS	166	48	6	3.6	167	4	*	*	200	17	10	5.0
Yates HS	177	45	5	2.8	171	23	3	1.8	170	38	4	2.4
YWCPA	36	35	28	77.8	43	43	30	69.8	32	31	29	90.6
<b>Total Grade 12</b>	<b>11,618</b>	<b>3,880</b>	<b>2,131</b>	<b>18.3</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>

Sources: College Board AP data files, various years; Chancery, various years; On Suite Demographic senior enrollment file, 2021

Notes: Seniors with Chancery/On Suite data and 2021 AP data were included in this analysis. Enrollments for Community Services, HCC Life Skills, JJAEP, SOAR Center, 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 "--". Excludes Community Services, HCC Life Skills, JJAEP, Soar Center, and TH Rogers.

## Appendix B–2

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

Subject	2021 Mean Scores			
	N	HISD	Texas	Global
Research	267	<b>3.12</b>	3.23	3.30
Seminar	330	2.96	3.17	3.19
2-D Art and Design	95	<b>3.05</b>	3.33	3.41
3-D Art and Design	9	2.33	2.99	3.09
Art History	73	2.42	2.80	2.84
Drawing	39	2.82	3.34	3.50
Music Theory	71	<b>3.08</b>	3.06	3.03
English Language & Composition	2,646	2.19	2.55	2.86
English Literature & Composition	1,585	1.98	2.28	2.47
Comparative Government and Politics	47	2.09	2.61	3.16
European History	94	<b>3.40</b>	3.42	2.81
Human Geography	2,091	1.99	2.33	2.69
Macroeconomics	1,255	1.82	2.19	2.74
Microeconomics	243	1.87	2.07	2.97
Psychology	689	2.29	2.49	2.71
United States Government and Politics	1,470	2.05	2.35	2.62
United States History	2,367	1.93	2.28	2.52
World History: Modern	3,204	1.98	2.40	2.71
Calculus AB	786	1.92	2.44	2.77
Calculus BC	325	<b>3.54</b>	3.36	3.63
Computer Science A	222	2.89	2.94	3.12
Computer Science Principles	597	2.24	2.83	2.99
Statistics	763	2.41	2.62	2.85
Biology	751	2.42	2.56	2.83
Chemistry	354	2.17	2.39	2.66
Environmental Science	732	2.23	2.54	2.67
Physics 1	738	<b>1.72</b>	2.00	2.41
Physics 2	13	<b>3.54</b>	2.88	3.07
Physics C - Electricity & Magnetism	68	<b>3.03</b>	3.13	3.46
Physics C - Mechanics	103	<b>3.57</b>	3.31	3.38
Chinese Language and Culture	101	<b>3.39</b>	4.02	4.09
French Language and Culture	44	2.64	2.81	3.12
German Language and Culture	17	<b>3.24</b>	2.58	3.08
Italian Language and Culture	16	<b>4.00</b>	3.91	3.26
Japanese Language and Culture	10	<b>4.30</b>	3.20	3.60
Latin	6	2.50	2.63	2.76
Spanish Language and Culture	1,888	<b>3.01</b>	3.16	3.39
Spanish Literature and Culture	246	2.57	2.65	2.91
<b>Total Exams</b>	<b>24,355</b>	<b>2.21</b>	<b>N/A</b>	<b>N/A</b>

Sources: College Board AP data file, September 9, 2021; College Board, Subject Score Roster, Aggregated for Districts, October 14, 2021

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 B–3

AP Exam Title	2019 Mean Scores				Differential		2021 Mean Scores				Differential		Gap	
	Af. Am.	Asian	Hispanic	White	White-	White-	Af. Am.	Asian	Hispanic	White	White-Af.	White-	Gap	Gap
					Af. Am.	Hispanic					Am.	Hispanic	White-Af.	White-Hispanic
2-D Art and Design	3.14	3.75	2.74	3.44	0.30	0.70	2.67	3.64	2.92	3.63	0.96	0.71	↑	↑
3-D Art and Design	*	4.33	2.84	3.40	N/A	0.56	*	*	2.20	N/A	N/A	N/A	N/A	N/A
Art History	1.58	3.54	1.96	2.62	1.04	0.66	2.00	2.80	2.15	2.86	0.86	0.71	↓	↑
Biology	1.92	3.68	2.16	3.65	1.73	1.49	1.97	3.50	1.88	3.16	1.19	1.28	↓	↓
Calculus AB	2.09	3.46	1.88	3.10	1.01	1.22	1.51	2.92	1.48	2.55	1.04	1.07	↑	↓
Calculus BC	2.95	4.17	2.83	3.87	0.92	1.04	2.80	4.01	2.41	3.81	1.01	1.40	↑	↑
Chemistry	1.40	3.39	1.52	2.81	1.41	1.29	1.27	3.07	1.33	2.87	1.60	1.54	↑	↑
Chinese Language and Culture	*	4.30	2.00	2.67	*	0.67	1.14	4.15	2.00	1.70	0.56	-0.30	*	↓
Comparative Government and Politics	2.67	2.60	2.69	3.00	0.33	0.31	*	3.17	1.94	*	*	*	*	*
Computer Science A	1.30	3.87	1.72	3.67	2.37	1.95	1.31	3.74	1.69	3.35	2.04	1.66	↓	↓
Computer Science Principles	1.83	3.99	2.48	3.36	1.53	0.88	1.64	3.46	1.91	3.07	1.43	1.16	↓	↑
Drawing	*	4.33	2.84	3.40	N/A	0.56	*	*	2.79	*	*	*	*	*
English Language & Composition	1.61	3.37	1.78	3.23	1.62	1.45	1.73	3.40	1.76	3.10	1.37	1.34	↓	↓
English Literature & Composition	1.40	3.12	1.56	2.98	1.58	1.42	1.59	2.82	1.59	2.67	1.08	1.08	↓	↓
Environmental Science	1.35	3.32	1.65	3.37	2.02	1.72	1.57	3.17	1.79	3.01	1.44	1.22	↓	↓
European History	3.17	4.18	2.90	3.90	0.73	1.00	2.54	3.47	2.97	4.03	1.49	1.06	↑	↑
French Language and Culture	2.88	3.21	2.31	3.63	0.75	1.32	2.57	2.64	2.25	2.86	0.29	0.61	↓	↓
German Language and Culture	0.00	*	*	3.79	3.79	*	N/A	*	*	4.11	N/A	*	N/A	*
Human Geography	1.45	3.45	1.56	2.68	1.23	1.12	1.50	3.58	1.55	2.93	1.43	1.38	↑	↑
Italian Language and Culture	2.60	0.00	3.72	*	*	*	N/A	N/A	4.00	*	N/A	*	N/A	*
Japanese Language and Culture	*	4.67	*	*	*	*	N/A	4.83	*	*	*	*	*	*
Latin	*	*	*	3.67	*	*	N/A	*	*	*	N/A	*	N/A	*
Macroeconomics	1.43	3.34	1.44	2.96	1.53	1.52	1.26	3.00	1.29	2.42	1.16	1.13	↓	↓
Microeconomics	1.04	4.17	1.38	3.55	2.51	2.17	1.00	3.63	1.14	3.12	2.12	1.98	↓	↓
Music Theory	2.33	3.82	1.65	3.78	1.45	2.13	1.50	3.29	2.05	4.20	2.70	2.15	↑	↑
Physics 1	1.19	3.07	1.16	2.21	1.02	1.05	1.41	2.73	1.21	2.52	1.11	1.31	↑	↑
Physics 2	*	4.29	1.82	*	*	N/A	*	4.33	*	*	*	*	*	*
Physics C - Electricity & Magnetism	1.83	3.28	2.27	3.28	1.45	1.01	*	3.19	2.00	2.92	*	0.92	*	↓
Physics C - Mechanics	2.75	3.75	2.55	3.82	1.07	1.27	*	3.78	1.80	3.58	*	1.78	*	↑
Psychology	2.46	4.01	2.56	3.40	0.94	0.84	1.95	3.63	1.57	2.73	0.78	1.16	↓	↑
Research	2.84	3.56	2.46	3.11	0.27	0.65	2.72	3.71	2.75	3.36	0.64	0.61	↑	↓
Seminar	2.47	3.23	2.66	3.11	0.64	0.45	2.83	3.48	2.68	3.06	0.23	0.38	↓	↓
Spanish Language and Culture	2.53	4.10	3.28	3.67	1.14	0.39	2.79	3.16	3.00	3.23	0.44	0.23	↓	↓
Spanish Literature and Culture	*	*	2.85	4.33	*	1.48	*	*	2.55	2.75	*	0.20	*	↓
Statistics	1.91	4.12	1.95	3.48	1.57	1.53	1.89	3.51	1.55	2.96	1.07	1.41	↓	↓
United States Government and Politics	1.45	3.26	1.61	2.88	1.43	1.27	1.48	3.03	1.53	2.66	1.18	1.13	↓	↓
United States History	1.70	3.46	1.86	3.33	1.63	1.47	1.45	3.29	1.44	2.88	1.43	1.44	↓	↓
World History: Modern	1.56	3.23	1.68	2.93	1.37	1.25	1.56	3.40	1.61	2.81	1.25	1.20	↓	↓

Sources: College Board AP data file, September 11, 2019 and August 9, 2021; Chancery Data Extract, May 13, 2019 and SIS extract, July 2021

Note: N/A denotes that no students tested. Red arrow and red font show decreases and green arrow and green font show increases.

\*No scores reported for less than 5 students



## Appendix C

## AP Exam Participation and Performance by Campus, Districtwide, 2019 and 2021

Ranked by number of exams taken in 2021

Campus	2019				2021			
	# Students Tested	Exams Taken	# Exams Scoring $\geq 3$	% Exams Scoring $\geq 3$	# Students Tested	Exams Taken	# Exams Scoring $\geq 3$	% Exams Scoring $\geq 3$
Bellaire HS	951	2,682	2,189	82	944	2,773	1,878	68
Carnegie HS	779	2,102	1,503	72	887	2,751	1,791	65
Westside HS	1,022	1,983	1,059	53	784	1,438	739	51
DeBakey HS	456	1,329	1,219	92	540	1,237	836	68
E-STEM Central HS	301	527	0	0	554	997	45	5
Lamar HS	1,261	1,316	209	16	891	992	257	26
Heights HS	740	1,233	230	19	612	955	225	24
Kinder HSPVA	355	853	690	81	392	864	617	71
Challenge EC HS	429	834	253	30	410	858	220	26
Waltrip HS	402	844	158	19	447	839	112	13
Milby HS	480	759	156	21	415	718	71	10
Westbury HS	545	936	189	20	381	690	84	12
Energy Inst HS	321	850	313	37	302	662	192	29
North Houston EC HS	442	832	193	23	376	627	91	15
Sharpstown Intl	296	602	336	56	305	551	223	41
Northside HS	432	722	85	12	302	543	40	7
Houston MSTC HS	593	945	169	18	337	521	65	13
HAIS HS	375	440	100	23	380	455	63	14
Eastwood Acad HS	338	661	186	28	249	454	153	34
Leland YMCPA	199	558	51	9	181	443	8	2
Madison HS	223	402	54	13	208	364	46	13
TCAH	156	255	106	42	215	355	176	50
YWCPA	146	366	68	19	153	337	56	17
Wisdom HS	373	765	85	11	191	336	39	12
HSLJ	246	385	35	9	200	318	55	17
East EC HS	239	308	106	34	255	318	50	16
Sharpstown HS	323	404	159	39	266	317	113	36
South EC HS	259	299	48	16	272	304	11	4
Sterling HS	271	338	30	9	188	271	21	8
Chavez HS	478	535	129	24	245	260	78	30
Furr HS	124	158	17	11	206	258	21	8
Austin HS	279	387	76	20	164	229	79	35
Mount Carmel Acad HS	110	217	27	12	70	121	10	8
Washington HS	163	299	3	1	61	104	17	16
Yates HS	130	214	6	3	62	101	2	2
Jones HS	82	85	65	76	76	99	8	8
Kashmere HS	100	148	18	12	47	93	5	5
Worthing HS	95	150	11	7	74	87	21	24
North Forest HS	99	124	13	10	59	74	6	8
Scarborough HS	198	235	70	30	58	73	7	10
Wheatley HS	178	183	17	9	36	51	1	2
Liberty HS	21	22	20	91	21	35	13	37
Long Acad	17	17	12	71	10	10	8	80
Middle College HS - Fraga	26	30	17	57	9	9	8	89
Rogers, T H	--	--	--	--	3	3	*	*
E-STEM West HS±	185	261	1	0	N/A	N/A	N/A	N/A
<b>HISD Middle Schools</b>	<b>624</b>	<b>624</b>	<b>522</b>	<b>84</b>	<b>460</b>	<b>460</b>	<b>321</b>	<b>70</b>
<b>HISD Totals</b>	<b>15,862</b>	<b>28,219</b>	<b>11,003</b>	<b>39</b>	<b>13,298</b>	<b>24,355</b>	<b>8,884</b>	<b>36</b>

Sources: College Board AP data files, September 9, 2021 and September 11, 2019

Notes: Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate Program in addition to Advanced Placement. This table displays an unduplicated count of all students tested and a duplicated count of exams taken by students. Combined School totals for Long Academy, Sharpstown International, and YWCPA include middle school students. Due to the COVID-19 pandemic, 2020 data are not comparable to previous or subsequent years.

\*Masked number tested &lt; 5; ± School is closed



[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 D (Continued)

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

			Campus																																													
			Houston ISD	Middle Schools	Austin HS	Bellaire HS	Carnegie HS	Challenge EC HS	Chavez HS	DeBakey HS	East EC HS	Energized for STEM Acad. HS	Eastwood Acad HS	Energy Inst HS	Furr HS	HAIS HS	Heights HS	Houston MSTC HS	HSLJ	Jones HS	Kashmere HS	Kinder HSPVA	Lamar HS	Leland YMCPA	Liberty HS	Long Acad	Madison HS	Milby HS	Mount Carmel Acad HS	North Forest HS	North Houston EC HS	Northside HS	Rogers T H	Scarborough HS	Sharpstown HS	Sharpstown Intl	South EC HS	Sterling HS	TCAH	Waltrip HS	Washington HS	Westbury HS	Westside HS	Wheatley HS	Wisdom HS	Worthing HS	Yates HS	YMCPA
Math & Computer Science	Calculus AB	# Exams>=3	198		1	38	44	1		38	*	1		4	0	1	2	0	0	0	26		1	0	2	0		3	2	*	0		2		0	1	1		*	9	2	2	1	11		0	0	*
		# of Exams	786		14	95	73	16		109		4	9	24	15	14	50	7	11		10	37		7	8	4	3		57	6	4	28		17		10	12	18		4	12	21	10	28	34	6	5	4
		% Exams>=3	25		7	40	60	6		35	*	11		17	0	7	4	0	0	0	70		14	0	50	0		5	33	*	0		12		0	8	6		*	75	10	20	4	32	0	0	*	
	Calculus BC	# Exams>=3	226		*	95	48			35				4	*	*						*				3				5			0		*	0			*	10			38	0				
		# of Exams	325		1	118	49			40				13	1	1						1				3						9		2	12			3			64	8						
		% Exams>=3	70		*	81	98			88				31	*	*						*				100						0		*	0			*			59	0						
	Computer Science A	# Exams>=3	124			57	28			14		6					1					*		0									*				0	10			6				*			
		# of Exams	222			63	44			17		13					6					1		35									1			8	24			9				1				
		% Exams>=3	56			90	64			82		46					17					*		0									*			0	42			67				*				
	Computer Science Principles	# Exams>=3	230	*	2	81	35	34	0	*		4		6		1					*		18	2					2			21		1			6		1	*		3	8			0	3	
		# of Exams	597	1	6	88	60	129	5	1		19		20		14					1		37	38					20			52		5			11		48	1		19	9			5	8	
		% Exams>=3	39	*	33	92	58	26	0	*		21		30		7					*		49	5					10			40		20			55		2	*		16	89			0	38	
	Statistics	# Exams>=3	337		2	106	100	2		35	1	6	0	5			5						15	20	*			0				2		0			6		10	1		17	*			4		
		# of Exams	763		10	132	167	26		49	6	21	59	14			30					37	46	4			10				39		11			35		16	10		18	4			19			
		% Exams>=3	44		20	80	60	8		71	17	29	0	36			17					41	43	*			0				5		0			17		63	10		94	*			21			
	Biology	# Exams>=3	302		*	71	53	7		84				6	2	*	0	0				24		0	0				0	0		0		*		14		6	4	1	4	21	0		3			
		# of Exams	751		3	88	77	25		137				17	26	3	20	33				33	11	6				37	15		25		3		33		12	42	7	25	43	13		17				
		% Exams>=3	40		*	81	69	28		61				35	8	*	0	0				73	0	0				0	0		0		*		42		50	10	14	16	49	0		18				
	Chemistry	# Exams>=3	129		2	12	55	2		21	0				0	*	0	0				25	0		0						1			0		0			0			11	0					
		# of Exams	354		13	18	86	24		29	21				8	3	8	17				33	1		13				26			7		7			5		19		16							
		% Exams>=3	36		15	67	64	8		72	0				0	*	0	0				76	0		0				4			0		0		0		0					0					
	Environmental Science	# Exams>=3	263			88	16			38		10		10			22	6			0			2			0	5				0			0	5		2		2	2	55	0	0				
		# of Exams	732			144	23			42		19		26			75	22		5			36			29	75			16			8	28		19		12	37	95	14	7						
		% Exams>=3	36			61	70			90		53		38			29	27		0			6			6		0	7		0			0		0		11		17		5	58	0	0			
	Physics 1	# Exams>=3	164		1	28	83	0	*	40		5	0	0		*	0			0							*	*				0		0		1		*	4	0	1	*	0					
		# of Exams	738		6	71	163	10	1	70		16	99	25		4	38		12							3	2			59		10		9		1	45	8	79	1	6							
		% Exams>=3	22		17	39	51	0	*	57		31	0	0		*	0		0		0					*	*			0		0		11		*	9	0	1	*	0							
	Physics 2	# Exams>=3	10		*					10																																						
		# of Exams	13		1					12																																						
		% Exams>=3	77		*					83																																						
	Physics C - Electricity & Magnetism	# Exams>=3	38		*	8	9																9																									
		# of Exams	68		1	9	30																12																									
		% Exams>=3	56		*	89	30																75																									
	Physics C - Mechanics	# Exams>=3	77		*	33	24																11																									
		# of Exams	103		1	39	33																13																									
		% Exams>=3	75		*	85	73																85																									

Source: College Board AP data file, September 9, 2021

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

\*Masked for number tested &lt; 5

## Appendix D (Continued)

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

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

Source: College Board AP data file, September 9, 2021

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

## Appendix E

## AP Course and Exam Performance by Campus, 9th - 12th grade, 2020–2021

School Name	AP Course			Take both AP Course & Exam					
	# Take	# Pass	% Pass	# Take	% Take		# AP Exam Scored 3–5	% AP Exam Scored 3–5	
HAIS HS	474	414	87.3	432	<div><div></div></div>	91.1	57	<div><div></div></div>	13.2
YWCPA	373	330	88.5	332	<div><div></div></div>	89.0	53	<div><div></div></div>	16.0
Challenge EC HS	917	745	81.2	807	<div><div></div></div>	88.0	197	<div><div></div></div>	24.4
Carnegie HS	3,112	2,862	92.0	2,737	<div><div></div></div>	87.9	1,780	<div><div></div></div>	65.0
Westside HS	1,582	1,359	85.9	1,371	<div><div></div></div>	86.7	694	<div><div></div></div>	50.6
Energy Inst HS	769	679	88.3	654	<div><div></div></div>	85.0	188	<div><div></div></div>	28.7
LECJ HS	318	279	87.7	270	<div><div></div></div>	84.9	30	<div><div></div></div>	11.1
Bellaire HS	2,977	2,789	93.7	2,461	<div><div></div></div>	82.7	1,637	<div><div></div></div>	66.5
North Houston EC HS	485	361	74.4	401	<div><div></div></div>	82.7	75	<div><div></div></div>	18.7
Sharpstown Intl	647	550	85.0	533	<div><div></div></div>	82.4	216	<div><div></div></div>	40.5
DeBakey HS	1,531	1,311	85.6	1,230	<div><div></div></div>	80.3	831	<div><div></div></div>	67.6
Kinder HSPVA	1,059	961	90.7	847	<div><div></div></div>	80.0	604	<div><div></div></div>	71.3
East EC HS	339	206	60.8	262	<div><div></div></div>	77.3	25	<div><div></div></div>	9.5
Northside HS	706	577	81.7	532	<div><div></div></div>	75.4	33	<div><div></div></div>	6.2
Eastwood Acad HS	597	465	77.9	448	<div><div></div></div>	75.0	149	<div><div></div></div>	33.3
Leland YMCPA	590	439	74.4	441	<div><div></div></div>	74.7	8	<div><div></div></div>	1.8
South EC HS	405	321	79.3	292	<div><div></div></div>	72.1	11	<div><div></div></div>	3.8
E-STEM Central HS	1,162	980	84.3	834	<div><div></div></div>	71.8	5	<div><div></div></div>	0.6
Austin HS	224	195	87.1	160	<div><div></div></div>	71.4	35	<div><div></div></div>	21.9
Liberty HS	31	26	83.9	22	<div><div></div></div>	71.0	1	<div><div></div></div>	4.5
Waltrip HS	1,116	885	79.3	784	<div><div></div></div>	70.3	104	<div><div></div></div>	13.3
Mount Carmel Acad HS	170	152	89.4	114	<div><div></div></div>	67.1	9	<div><div></div></div>	7.9
Milby HS	1,077	853	79.2	718	<div><div></div></div>	66.7	71	<div><div></div></div>	9.9
Long Acad	9	9	100.0	6	<div><div></div></div>	66.7	4	<div><div></div></div>	66.7
Heights HS	1,317	1,045	79.3	864	<div><div></div></div>	65.6	191	<div><div></div></div>	22.1
Chavez HS	334	180	53.9	216	<div><div></div></div>	64.7	54	<div><div></div></div>	25.0
Kashmere HS	141	107	75.9	86	<div><div></div></div>	61.0	0	<div><div></div></div>	0.0
Westbury HS	1,094	836	76.4	663	<div><div></div></div>	60.6	81	<div><div></div></div>	12.2
Lamar HS	1,594	1,382	86.7	950	<div><div></div></div>	59.6	246	<div><div></div></div>	25.9
Madison HS	600	484	80.7	346	<div><div></div></div>	57.7	37	<div><div></div></div>	10.7
Wisdom HS	526	383	72.8	297	<div><div></div></div>	56.5	21	<div><div></div></div>	7.1
Sharpstown HS	533	338	63.4	284	<div><div></div></div>	53.3	97	<div><div></div></div>	34.2
Furr HS	429	344	80.2	228	<div><div></div></div>	53.1	14	<div><div></div></div>	6.1
Sterling HS	496	302	60.9	251	<div><div></div></div>	50.6	18	<div><div></div></div>	7.2
Houston MSTC HS	945	704	74.5	470	<div><div></div></div>	49.7	49	<div><div></div></div>	10.4
Scarborough HS	138	123	89.1	66	<div><div></div></div>	47.8	1	<div><div></div></div>	1.5
Yates HS	210	165	78.6	98	<div><div></div></div>	46.7	2	<div><div></div></div>	2.0
Worthing HS	123	85	69.1	56	<div><div></div></div>	45.5	8	<div><div></div></div>	14.3
Washington HS	235	185	78.7	102	<div><div></div></div>	43.4	15	<div><div></div></div>	14.7
TCAH	760	724	95.3	326	<div><div></div></div>	42.9	160	<div><div></div></div>	49.1
Jones HS	238	178	74.8	87	<div><div></div></div>	36.6	4	<div><div></div></div>	4.6
Wheatley HS	143	117	81.8	50	<div><div></div></div>	35.0	1	<div><div></div></div>	2.0
North Forest HS	369	329	89.2	67	<div><div></div></div>	18.2	5	<div><div></div></div>	7.5
HISD	30,895	25,759	83.4	22,195	<div><div></div></div>	71.8	7,821	<div><div></div></div>	35.2

Sources: End of Year SIS Grades file, July 19, 2021; College Board AP data file, September 9, 2021

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, 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, 2019 and 2021

Campus	Chinese Language & Culture						Spanish Language & Culture						Total					
	2019			2021			2019			2021			2019			2021		
	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+	# Exams	# 3+	% 3+
BCM Biotech Acad at Rusk							57	44	77	27	15	56	57	44	77	27	15	56
Burbank MS							114	94	82	104	75		114	94	82	104	75	72
Chrysalis MS							19	19	100	--	--	--	19	19	100	--	--	--
Clifton MS							8	5	63	--	--	--	8	5	63	--	--	--
Hamilton MS							61	46	75	26	15	58	61	46	75	26	15	58
Hartman MS							6	6	100	5	4	80	6	6	100	5	4	80
Henry MS							16	9	56	20	16	80	16	9	56	20	16	80
Hogg MS							25	22	88	12	11	92	25	22	88	12	11	92
Lanier MS	4	*	*	9	8	89	30	30	100	21	20	95	34	34	100	30	28	93
Long Acad							41	36	88	25	12	48	41	36	88	25	12	48
Mandarin Immersion Magnet	14	10	71	41	19	46							14	10	71	41	19	46
Meyerland MS							42	38	90	4	*	*	42	38	90	4	*	*
Pershing MS				1	*	*	22	22	100	20	19	95	22	22	100	21	20	95
Pin Oak MS				1	*	*	26	25	96	27	27		26	25	96	29	29	100
Revere MS							15	12	80	7	3		15	12	80	7	3	43
Sharpstown Intl							1	*	*	--	--	--	1	1	1	--	--	--
Stevenson MS							38	27	71	31	25	81	38	27	71	31	25	81
Tanglewood MS							32	20	63	18	11	61	32	20	63	18	11	61
West Briar MS							17	17	100	25	21	84	17	17	100	25	21	84
Wharton ES							24	23	96	3	*	*	24	23	96	3	*	*
YWCPA							12	12	100	7	3	43	12	12	100	7	3	43
<b>HISD Totals</b>	<b>18</b>	<b>14</b>	<b>78</b>	<b>52</b>	<b>29</b>	<b>56</b>	<b>606</b>	<b>508</b>	<b>84</b>	<b>385</b>	<b>284</b>	<b>74</b>	<b>624</b>	<b>522</b>	<b>84</b>	<b>440</b>	<b>314</b>	<b>71</b>

Sources: College Board AP data files, September 11, 2019, and September 9, 2021

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

\*Masked # 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)

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

## Appendix G-2

## AP Scholar Awards Earned by Campus, 2019 and 2021

School	All Awards		Scholar		Honor		Distinction		National		AP International Diploma		AP Capstone Diploma		AP Seminar and Research Certificate		School % of Total		Change	
	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	Total	
Austin HS	0	11	0	5	0	2	0	4	0	N/A	0	0	0	0	0	0	0	1		11
Bellaire HS	558	406	157	129	65	58	243	219	91	N/A	2	0	0	0	0	0	23	20		-152
Carnegie HS	462	568	159	205	59	78	121	161	55	N/A	2	0	62	108	4	16	19	28		106
Challenge EC HS	80	84	49	51	8	7	8	13	2	N/A	0	0	9	8	4	5	3	4		4
Chavez HS	6	1	4	1	2	0	0	0	0	N/A	0	0	0	0	0		0	0		-5
DeBaKey HS	372	185	81	63	35	30	162	92	65	N/A	0	0	18	0	11	0	15	9		-187
East EC HS	17	3	12	3	1	0	4	0	0	N/A	0	0	0	0	0	0	1	0		-14
Eastwood Acad HS	57	34	48	27	6	1	3	4	0	N/A	0	0	0	1	0	1	2	2		-23
Energized for STEM HS	0	1	0	1	0	0	0	0	0	N/A	0	0	0	0	0	0	0	0		1
Energy Inst HS	86	54	45	28	10	4	18	11	0	N/A	0	0	8	6	5	5	4	3		-32
Heights HS	40	42	27	34	5	4	7	4	1	N/A	0	0	0	0	0	0	2	2		2
HAIS HS	17	17	15	15	0	2	2	0	0	N/A	0	0	0	0	0	0	1	1		0
Houston MSTC HS	6	5	6	4	0	1	0	0	0	N/A	0	0	0	0	0	0	0	0		-1
HSLJ	2	6	2	5	0	1	0	0	0	N/A	0	0	0	0	0	0	0	0		4
Kinder HSPVA	167	144	55	47	38	32	58	65	15	N/A	1	0	0	0	0	0	7	7		-23
Lamar HS	13	53	10	34	3	15	0	4	0	N/A	0	0	0	0	0	0	1	3		40
Leland YMCPA	15	3	0	3	0	0	2	0	0	N/A	0	0	0	0	0	0	1	0		-12
Liberty HS	0	1	0	1	0	0	0	0	0	N/A	0	0	0	0	0	0	0	0		1
Milby HS	12	5	10	4	0	0	1	1	0	N/A	1	0	0	0	0	0	0	0		-7
Mount Carmel Acad HS	2	2	1	2	1	0	0	0	0	N/A	0	0	0	0	0	0	0	0		0
North Forest HS	0	1	0	1	0	0	0	0	0	N/A	0	0	0	0	0	0	0	0		1
North Houston EC HS	47	43	40	33	3	1	4	0	0	N/A	0	0	0	7	0	2	2	2		-4
Northside HS	7	4	5	3	1	1	0	0	0	N/A	0	0	0	0	1	0	0	0		-3
Sharpstown Intl	75	47	47	32	8	9	16	6	4	N/A	0	0	0	0	0	0	3	2		-28
Sterling HS	0	1	0	1	0	0	0	0	0	N/A	0	0	0	0	0	0	0	0		1
South EC HS	0	2	0	2	0	0	0	0	0	N/A	0	0	0	0	0	0	0	0		2
TCAH	29	33	16	18	3	6	8	9	2	N/A	0	0	0	0	0	0	1	2		4
Waltrip HS	21	36	17	21	2	2	2	4	0	N/A	0	0	0	4	0	5	1	2		15
Washington HS	0	2	0	1	0	1	0	0	0	N/A	0	0	0	0	0	0	0	0		2
Westbury HS	21	19	16	18	3	0	0	1	0	N/A	0	0	1	0	1	0	1	1		-2
Westside HS	274	184	137	86	47	38	62	56	14	N/A	0	0	10	3	4	1	11	9		-90
Wisdom HS	8	4	8	4	0	0	0	0	0	N/A	0	0	0	0	0	0	0	0		-4
YWCPA	14	17	10	14	0	3	0	0	0	N/A	0	0	0	0	4	0	1	1		3
HISD Totals	2,408	2,018	977	896	300	296	721	654	249	N/A	6	0	108	137	34	35	99	99		-390

Sources: Online College-Board Report, *Scholar Summary, Aggregate for Districts*, September 9, 2019, and November 9, 2021

Note: State AP Scholar Awards were discontinued in 2020 and are not reported. International AP Scholar, National AP Scholar, and International AP Scholar Awards have been discontinued in 2021. Only campuses with at least one award are shown. Due to the COVID-19 pandemic, 2020 data are not comparable to previous or subsequent years.