DOCUMENT RESUME

ED 458 247 TM 033 409

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|---|---|
| TITLE | Advanced Placement and International Baccalaureate Examination Results in Texas, 2000. |
| INSTITUTION | Texas Education Agency, Austin. Office of Policy Planning and Research. |
| REPORT NO | GE01-601-13 |
| PUB DATE | 2001-08-00 |
| NOTE | 105p.; For the 1998-1999 results, see ED 446 146. |
| AVAILABLE FROM | Texas Education Agency, Publications Distribution, 1701 North Congress Avenue, Austin, TX 78701-1494 ($16). Tel: 512-463-9455; Web site: http://www.tea.state.tx.us/gted/. |
| PUB TYPE | Reports - Research (143) |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | *Advanced Placement; Advanced Placement Programs; College Entrance Examinations; *High School Students; High Schools; Participation; *Racial Differences; Scores; Tables (Data); *Test Results |
| IDENTIFIERS | *International Baccalaureate; *Texas |


ABSTRACT

The participation and performance of 11th- and 12th-grade Texas public school district students on the College Entrance Examination Board's Advanced Placement and International Baccalaureate Organisation's programs during the 1999-2000 school year were studied. Results show the largest 1-year gains to date in the number of Texas Advanced Placement (AP) examinees, examinations taken, and examinations earning scores in the 3-5 range. The number of students participating in the International Baccalaureate (IB) examination was also higher in 2000 than in previous years. Participation rates for African Americans and Hispanics in both programs continued to climb, but still lagged behind those for Whites and Asian Americans, and the rate for females continued rising faster than the rate for males. Performance as measured by the number of AP examinations scoring in the 3-5 range and the number of IB examinations scoring in the 4-7 range was higher in 2000 than in previous years, consistent with the trend of steady increases since 1995 for AP and 1996 for IB. Performance as measured by the percentage of AP examinations scoring in the high range, however, continued a moderate but steady decline, likely due in part to the rapid increase in the number of AP examinees. Asian American and White students continued to outscore African American and Hispanics on AP and IB examinations. Comparisons of AP results to those from other states and the nation were also drawn for all Texas public and nonpublic school students. The dramatic increase in state funding for the Texas AP/IB Incentive Program in the 2000-2001 biennium, as well s the funding available through federal and local incentive programs, helped provide many necessary supports for substantially increasing the numbers of Texas high school students taking the AP and IB courses and examinations during the year. Appendixes contain summary tables, results by district, and results by district analysis categories. (Contains 30 tables, 6 figures, and 65 references.) (SLD)

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# *Examination Results in Texas*



Texas Education Agency Austin, Texas August 2001

**Citation.** Texas Education Agency. (2001). *2000 Advanced Placement and International Baccalaureate examination results in Texas* (Document No. GE01 601 13). Austin, TX: Author.

**Abstract.** The participation and performance of 11th- and 12th-grade Texas public school district students in the College Entrance Examination Board's Advanced Placement and International Baccalaureate Organisation's programs during the 1999-00 school year was investigated. Results showed the largest one-year gains yet in the number of Texas Advanced Placement (AP) examinees, examinations taken, and examinations earning scores in the 3-5 range. The number of students participating in the International Baccalaureate (IB) examination also was higher in 2000 than in previous years. Participation rates for African Americans and Hispanics in both programs continued to climb but still lagged behind those for Whites and Asian Americans, while the rate for females continued rising faster than that for males. Performance as measured by *number* of AP examinations scoring in the 3-5 range and *number* of IB examinations scoring in the 4-7 range was higher in 2000 than in previous years—consistent with the trend of steady increases since 1995 for AP and since 1996 for IB. Performance as measured by the *percentage* of AP examinations scoring in the high range, however, continued a moderate but steady decline, likely due in part to the rapid increase in the number of AP examinees. Asian American and White students continued to outscore African Americans and Hispanics on AP and IB examinations. Comparisons of AP results to other states and the nation were also drawn for all Texas public and non-public school students. The dramatic increase in state funding for the Texas AP/IB Incentive Program in the 2000-01 biennium, as well as funding available through federal and local incentive programs, helped provide many necessary supports for substantially increasing the numbers of Texas high school students taking AP and IB courses and examinations during the past year.

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



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For information regarding administration, preparation for and scoring of the IB examinations, contact the IB Organisation's North American Office at (212) 696-4464 or http://www.ibo.org/.

# 2000 Advanced Placement and International Baccalaureate Examination Results in Texas

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August 2001

# PREFACE

This third report updates through the year 2000 results of Texas public school district student participation and performance on the Advanced Placement (AP) and International Baccalaureate (IB) examinations, developed by the College Entrance Examination Board and the International Baccalaureate Organisation, respectively. The Texas Education Agency (TEA) produces yearly reports describing AP and IB course completion, examination participation, and examination performance during the previous school year and discussing selected trends associated with these results. In this report, comparisons of AP results also were made among examinees in both public and non-public schools in Texas, other states, and the nation as a whole. Growth in the number of examinees, especially AP examinees, has been increasingly rapid since 1994-95—the year legislation went into effect to partially fund the Texas AP (now AP/IB) Incentive Program. Student participation leaped again in 1999-00, when funding for the AP/IB Incentive Program was increased significantly.

In 1996, the State Board of Education adopted AP performance and participation data as a report-only indicator for the Academic Excellence Indicator System. In 1998, this indicator was defined and reported as combined AP and IB participation and performance measures at the district, region, and state levels (cf. TEA, 2000c). Except for ten Texas districts in which students participated in both the AP and IB program in 2000, the indicator represents AP participation and performance only.

# ACKNOWLEDGMENTS

This report was prepared by the Texas Education Agency's Research and Evaluation Division to promote understanding of the extent to which the programs of advanced academic courses and examinations developed by the College Entrance Examination Board and the International Baccalaureate Organisation can benefit students, their teachers, and the colleges and universities they attend. By focusing on Advanced Placement (AP) and International Baccalaureate (IB) examination results in Texas, information is provided that, in large part, can be used in evaluating how well potential benefits of the two programs are being realized statewide, as well as between and within schools and districts.

A debt of gratitude is owed to Educational Testing Service staff for providing the College Board's Texas public high school AP examination data and to IBO staff in Cardiff, Wales, Great Britain for the Texas public high school IB examination data. These data were used in many of the report's analyses. In addition, staff in the College Board's Southwestern Regional Office, the IBO's North American Office, and TEA's Advanced Academic Services Division facilitated or contributed by providing necessary information for the report or feedback on the document in draft.

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# EXECUTIVE SUMMARY

In 2000, a total of 60,405 students in 1,015 Texas schools (public and non-public) took 107,640 Advanced Placement (AP) examinations, according to reports by the College Entrance Examination Board (hereafter referred to as College Board). This put Texas ***third*** in the nation, behind California and New York, in the number of AP examinees and examinations. Texas, at 63.1 percent, also was above the nation (57.3%) in the percentage of schools with AP examinees. Although there have been increasing numbers of Texas students taking AP examinations since 1986-87, the numbers began rising at an even more rapid rate in 1994-95, the year legislation partially funding the Texas AP Incentive Program went into effect. In 1995-96, the incentive program was expanded to apply to International Baccalaureate (IB) examinations, developed by the International Baccalaureate Organisation (IBO). Significant additional funding for the program (now termed AP/IB Incentive Program) in 1999-00 through 2000-01 resulted in the largest single-year boost to date in both the number of Texas AP examinees and number of examinations taken in 2000.

In addition to increases in program participation, Texas students demonstrated an increase in performance in 2000. The number of AP examinations scoring in the 3-5 range rose to its highest value yet. Texas students scored 3 or higher on 58,964 AP examinations, well over the 49,721 examinations that met this standard in 1999. The percentage of high scoring AP examinations earned by Texas students, however, continued to remain below the national percentage (54.8 percent in Texas compared to 63.8 percent nationally). Generally, upon their enrollment, colleges will award students credit, advanced placement, or both for scores of 3, 4, or 5 on AP examinations that correspond to college courses in those subjects. ***In sum, in 2000, a greater number of Texas students than ever before earned a greater number of AP examination scores than ever before*** that qualified potentially for college course credit or advanced placement.

Similarly, but on a much smaller scale, 843 Grade 11-12 students in 12 Texas public schools took 2,085 IB examinations in 1999-00, according to Texas Education Agency (TEA) analyses of IB data. These numbers are up from 1994-95, when 429 students in 11 Texas public schools took 910 IB examinations. Texas students earned scores of 4, 5, 6, or 7 on 79.1 percent (1,649) of 2,085 examinations taken in 1999-00—up from 74.7 percent (or 680 examinations) in 1994-95. As is the case with AP examination performance, colleges that recognize IB scores generally award students credit or advanced placement in corresponding college courses for IB scores in the 4-7 range.

More schools and districts are participating in the AP program, and more students are taking the AP and IB examinations and making high scores, especially for AP. In addition, more students are completing AP and IB courses. Taken together, these trends should contribute ultimately to increases in the number of graduates who complete the more difficult course requirements of the Texas Recommended and Distinguished Achievement high school diploma programs.

The most important factor in assessing the benefits of the AP and IB programs appears to be, simply, the experience itself: students gain subject-specific, college-level learning while still in secondary school. The value of participating in AP and IB testing must be recognized, as well: results of student performance on the examinations are widely considered an objective, external, standardized measurement of how well students are likely to perform in the same courses taken in college. Ultimately, in order for important college-level learning experiences to occur, high quality and rigor of advanced coursework (including that offered in AP and IB courses), effective teaching, and increased student access to both advanced courses and examinations must all be in place. Funding available through state, federal, and local incentive programs can help in providing some of the supports necessary for an increasing number of high school students to experience such high-level academic learning.

# TEXAS PUBLIC SCHOOL HIGHLIGHTS

- From 1995 to 2000, the percentage of 11th and 12th graders in Texas public schools taking Advanced Placement (AP) examinations rose from 6.8 percent to 12.6 percent. Program participation by 51,670 students in 2000, taking a total of 96,183 AP examinations, represented the largest single-year boost to date in both the number of Texas public school AP examinees and number of examinations taken, respectively. The trend for combined AP and International Baccalaureate (IB) examination participation was just one-tenth of a percentage point higher than for AP participation alone, rising to 12.7 percent in 2000 from 8.6 percent in 1997.

- The percentage of AP examinees scoring in the 3-5 range slipped by less than 1 percentage point from 1999 to 2000—from 58.3 to 57.7 percent. Combining AP performance results with high IB examinee performance (that is, the percentage earning scores in the 4-7 range) raised the percentage of examinees meeting the AP or IB score criteria to 57.9 percent in 2000.

- Grade 9-12 AP examinees who completed at least one AP course rose to 88.7 percent in 2000 from 86.6 percent in the previous year, according to Texas Education Agency (TEA) analysis of AP data and Public Education Information Management System (PEIMS) course data. In total, 93.3 percent of AP examinees tested in 2000 completed some type of TEA-defined advanced course that year. AP examinees in 2000 who had completed corresponding AP courses outscored other examinees on the majority (17) of 21 AP subject examinations with greater than 500 examinees.

- In 1999-00, 61.6 percent (650) of the 1056 Texas public school districts with Grade 11-12 enrollment had students who took at least one AP examination. Ten of these 650 districts also had students who took one or more IB examinations.

- School districts with the highest 2000 AP examination participation (above 12% of students tested) clustered in seven education service center (ESC) regions of the state: Region 1 (Edinburg), Region 9 (Wichita Falls), Region 10 (Richardson), Region 11 (Fort Worth), Region 13 (Austin), Region 19 (El Paso), and Region 20 (San Antonio). In addition, district AP participation and performance generally tended to increase along with increases in other performance measures, such as percentages of: students passing all Texas Assessment of Academic Skills (TAAS) tests taken, graduates taking the SAT I or ACT, and examinees with scores of at least an 1100 SAT I total or 24 ACT composite. Among districts, higher AP participation and performance were also linked with higher average teacher salaries.

- ***Ethnic group participation and performance trends.*** Issues of ethnic minority group (especially African American and Hispanic) access to, and performance on, AP and IB examinations and courses call for continued attention in the state's and nation's schools.

  - Although the AP participation rates for Hispanics and African Americans in Texas public schools have been climbing steadily over the past five years, only 9.6 percent of Hispanics and 5.5 percent of African Americans took an AP examination in 2000. By comparison, 14.9 percent of Whites and nearly one-third (31.3%) of Asian Americans took an AP examination that year. Gain in participation rates since 1995 has been less rapid for African Americans than for Asian Americans, Hispanics, and

Whites, while the rate for Native Americans has fluctuated. The rates for combined AP and IB participation by group were either the same or only tenths of a percentage point higher than those for AP only.

- Similar to AP participation, Texas public school Asian Americans had the highest IB examination participation rate in 2000 on a percentage basis (about 1.1%) among all ethnic groups. They also exceeded ***in number*** (161) both African American (53) and Hispanic (115) IB examinees.

- Despite continued underrepresentation among some ethnic groups, upward trends are evident. Hispanics increased as a percentage of all Texas public school AP examinees from 16.9 percent in 1995 to 24.9 percent in 2000, and the percentage of AP examinees represented by African Americans rose from 3.5 percent to 5.5 percent. A similarly positive trend in Hispanic representation among IB examinees is visible.

- Compared to 1999 results, percentages of Texas public school AP examinees scoring in the 3-5 range went up in 2000 for Hispanics, remained the same for Whites, and dipped slightly for all other ethnic groups. In 2000, over two-thirds of Asian American examinees earned scores in the 3-5 range, followed by nearly two-thirds of Whites, over half of Native Americans, nearly half of Hispanics, and nearly one-third of African Americans. With the addition of IB results in the high range (scores of 4-7) to these AP results, performance was either the same or slightly higher by group than that for AP alone.

- Asian Americans as a group had the highest percentage of Texas IB examinees (92.5%) scoring in the 4-7 range in 2000, followed by African Americans (90.6%), Whites (86.3%), and Hispanics (73.9%). Except for an increase for African Americans, performance declined for all groups from 1999 to 2000.

- ***Female and male participation and performance trends.*** Data reveal an expanding gap between males and females participating in AP and IB examinations, as well as a more rapidly declining percentage of males than of females with AP scores in the 3-5 range. These trends raise questions about the reasons for persistent male underrepresentation among AP and IB examinees.

  - From 1995 to 2000, the percentage of Texas Grade 11-12 female students taking AP examinations increased by 6.5 percentage points; participation for males only increased by 5.0 percentage points. Also, the percentage of female examinees scoring in the 3-5 range fell less rapidly (declining from 60.5% in 1995 to 56.4% in 2000) than did the percentage of male examinees (declining 5.4 percentage points, from 64.9% in 1995 to 59.5%). Females exceeded males in the ***number*** of examinees earning AP scores in the 3-5 range due, in part, to the higher number of female examinees.

  - Similar to AP participation, a greater number of Texas females (506) than males (336) took IB examinations in 2000—maintaining the historical participation gap between the two genders. While a higher percentage of male IB examinees than females achieved scores in the 4-7 range in 2000, a higher ***number*** of females than males achieved high scores that year.

# INTRODUCTION

## REPORT OVERVIEW

This report includes background and general descriptions of the Advanced Placement (AP) and the International Baccalaureate (IB) programs of college-level courses and examinations for high school students. Included in the background descriptions are interpretative issues regarding examination score scales, access to the courses and examinations, and specific uses and benefits associated with the courses and examinations. Data sources and the various types of definitions for commonly reported measures are described. Details follow, showing the AP and IB results and trends for the examinations and courses updated through 1999-00. Evidence for improved access to the AP and IB programs is summarized, as well as the status of examination performance and the extent to which students are prepared for college.

Report purposes are threefold. A first purpose is to promote an understanding of the AP and IB programs and of the diversity existing among high school students who attempt advanced academic challenges while still in high school. A second purpose is to promote an understanding of the diversity existing among Texas districts in AP and IB program participation and examination performance. A final report purpose is to suggest areas for educational consideration or action by students, teachers, schools, and communities.

## GENERAL DESCRIPTION OF AP AND IB PROGRAMS

***Advanced Placement program.*** The AP program is a cooperative educational endeavor between secondary schools and colleges and universities. High school students who participate in AP courses are exposed to college-level material and are challenged to complete more rigorous assignments. By doing so, students gain valuable skills in problem analysis, writing, studying, and examination preparation. Many students choose to demonstrate their mastery of the course material by taking an AP examination (College Entrance Examination Board [CEEB] & Educational Testing Service [ETS], 1994a). Although most students participate in an AP course prior to taking the corresponding examination, students can take AP examinations without having taken the courses.

Colleges and universities can grant credit, placement, or both to students who have qualifying scores (CEEB, 2000a). Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations, although a few colleges and universities grant credit in some courses for scores of 2 (see Table A-1 in Appendix A for descriptions of scores on the AP grading scale of 1-5). Each year, the AP program presents several types of AP Scholar Awards, tied to graduated levels of achievement, to students who perform well on three or more AP examinations (CEEB, 2000a). Students are awarded certificates, and their achievements are acknowledged on AP score reports sent to colleges in the following fall (CEEB, 2001a).

Sufficiently high scores on AP examinations also can be used to obtain the Advanced Placement International Diploma for overseas study. This component of the AP program is intended to certify the achievement of AP candidates whose higher education plans include the prospect of enrolling in a university outside the United States or Canada. The designation is not a substitute for a high school diploma; it merely acknowledges that the recipient has earned grades of 3 or higher on a specified number of AP examinations from a prescribed set of courses (CEEB, 2001b).

Since the program's inception in 1955, approximately 8.0 million students have taken over 13 million AP examinations worldwide (CEEB, 2000a). From 1987 to 2000, the total number of students in the U.S. taking an AP examination increased from 259,222 to 747,922, and the total number of AP examinations taken increased from 364,804 to 1,242,324 (CEEB & ETS, 1987, 2000c). Nearly 60 percent of U.S. secondary schools participated in the program in 1999-00; and about 64 percent of students who took an AP examination that year received a grade that is generally accepted for college credit, advanced placement, or both (CEEB, 2000a; see also Table A-2 in Appendix A for 2000 results by state and for the nation).

***AP courses and examinations.*** AP courses are developed locally, based on course descriptions and other materials provided by the College Board to interested schools. AP teachers typically supplement textbook and College Board course description materials with other materials, special studies, and other student performance activities (CEEB, 1993). In addition, instructional approaches used in AP courses can include student-centered seminars with student presentations, instructor-guided discussion on supplementary readings, laboratory activities, field investigation activities, and outside projects.

Committees that include discipline experts from college faculty and teachers of the relevant high school AP courses develop annual AP examinations. Development periods for annual examinations span two or more years. The development committees also formulate AP course descriptions in each subject area, which they review and revise every two years to reflect current thinking about course content and instructional reforms, such as technological advances. In addition to taking these approaches to guarantee the content validity of AP examinations, the AP program employs established educational measurement practices to ensure that AP grades (scores) are valid measures of college-level performance (Casserly, 1986; Morgan and Crone, 1993; CEEB & ETS, 1994a; Morgan and Ramist, 1998; Morgan and Maneckshana, 2000).

Each AP examination consists of two or more sections. In all but the AP Studio Art examination, which requires a portfolio of work from students, AP examinations include both multiple-choice items (to ensure breadth of content coverage) and free-response items (which allow students to demonstrate both their understanding in an area and the ability to organize and present ideas). Free-response items are presented in a variety of formats: essay, analysis of historical documents, audio taped response, extended problem solving, and case study management (CEEB, 1996).

Over a three-week period in June of each year, several thousand faculty consultants convene at five sites throughout the U.S. to read and score the free-response answers written by AP examinees in May. The group at each site is comprised of approximately half AP high school teachers and half university professors. The beginning of the session is spent training the faculty consultants on the use of the scoring standards that have been developed that year by each examination's chief faculty consultant and the test development committee. The application of the scoring standards is closely monitored by frequently pausing to revisit the standards, comparing scores on the same question to ensure consistency among faculty consultants, and keeping track of each consultant's scoring pattern to watch for fatigue (CEEB & ETS, 2000b).

Table A-3 in Appendix A lists the AP examinations available in 2000, corresponding AP courses offered in Texas public schools, and the minimum college credit hours to be granted for AP examination scores of 3 or higher, as recommended most recently by the American Council on Education (CEEB, 2001c). The Texas Education Agency's (TEA) Division of Advanced Academic Services maintains a sourcebook of college course credit hours granted by Texas public and private colleges and universities for specific AP and IB examination scores (TEA, 1997, 2001b). In the 2000-01 school year, the College Board will add an AP Human Geography course description, associated materials, and an examination (CEEB, 2000a). In 2001-02, two new portfolios—one in two-dimensional design and the other in three-dimensional design—will replace

the Studio Art General Portfolio examination. Development is also underway on an AP World History course and examination, slated for introduction in 2001-02.

***AP examination fees.*** For the 1999-00 academic year, the fee for each AP examination was $76, of which the schools normally retain $7. The fee rose to $77 in 2000-01. The College Board offers a $22 per-examination credit to qualified students with acute financial need, and schools are expected to forgo their $7 administrative rebate for these candidates (CEEB, 2000b). In addition, eligible students receive fee reduction assistance from the federal government and through the Texas AP/IB Incentive Program, funded by the state legislature (Texas Education Code [TEC] §§28.052-28.054). As a result, in 1999-00, students who met financial need eligibility criteria, as outlined by the College Board, ***and*** who took an AP course in the subject of the test paid no more than $5 per AP examination. Support from the Texas AP/IB Incentive Program also ensured that all other AP examinees taking AP courses in corresponding subject areas paid no more than $46 per examination in 2000 or $47 per examination in 2001 (TEA, 2000b, 2001a).

***International Baccalaureate program.*** The IB program is a comprehensive two-year curriculum for high school students 16-19 years old, developed by the International Baccalaureate Organisation (IBO). IB curriculum centers on five main subject areas, and students take examinations in these subjects generally in May of their junior and senior years or during the last two years of their IB program. Colleges that recognize IB scores usually award credit, advanced placement, or both to students who score in the 4-7 range on IB examinations (see Table A-1 in Appendix A for descriptions of scores on the IB grading scale of 1-7). It is recommended that students contact the educational institutions they are interested in attending regarding specific policies on granting credit for scores achieved on IB examinations, as policies vary widely by institution.

***IB courses and examinations.*** Diploma candidates must follow a program that includes interdisciplinary courses and components as well as six courses from at least five subject areas. All candidates must complete the Theory of Knowledge (TOK) course; Creativity, Action, and Service (CAS) activities; and an extended essay project based on original, independent research. In addition, one course must be taken in each of five subject areas: Language A1 (first language), Language A2 (second modern language), Individuals and Societies, Experimental Sciences, and Mathematics. A sixth course may be chosen from a list of Arts and Electives, which includes course choices from the five main subject areas and any school-based course with an IBO-approved syllabus. The six subject-area courses are taken at either the Standard (or Subsidiary) Level (SL, representing 150 teaching hours) or Higher Level (HL, representing 240 teaching hours). Students must take at least three, but not more than four, subject-area courses at the Higher Level. This allows students sufficient freedom to investigate favorite subjects in greater depth, while helping ensure that a broad curriculum is completed during a two-year period (International Baccalaureate Organisation [IBO], 2001).

To receive an IB diploma, a student must accumulate 24 of 45 total points across six IB examination scores in the required subject areas, plus satisfactory completion of the extended essay, TOK course, and CAS activities. The maximum score of 45 points includes scores of 7 on each of the six subject examinations (42 points) and 3 bonus points for an exceptional essay and work in TOK. Students who fail to satisfy all requirements or elect to take fewer than six subject examinations are awarded a certificate for examinations completed with acceptable scores (IBO, 2001).

Evaluation of the quality of IB student work is the responsibility of both IB classroom teachers, who evaluate their students over a two-year period, and more than 3,000 IB examiners worldwide. A variety of assessment methods is used to evaluate both the content and the process of academic achievement, and to take into account students' different learning styles and cultural patterns. Specialized forms of assessment appropriate to the nature of a given subject are used. Assessment of coursework by the IB teacher is complemented by

conventional external examinations (essay, short answer, multiple choice, etc.) graded by three different IB examiners. To ensure consistent standards are used in all IB schools, the performance of IB teachers is monitored through the review of a sample of their student assessments by IB examiners. In turn, a chief examiner responsible for a particular IB course monitors the examiners in that academic area. The IBO uses a criterion-referenced grading system in which each student's performance is measured against well-defined levels of achievement consistent from one examination to the next. Top grades reflect attainment of knowledge and skills relative to set standards applied equally to all schools (IBO, 1997).

***IB examination and school fees.*** For diploma candidates taking all six examinations in one session, the 2000-01 fee per student was $133 plus $68 for registration. For candidates seeking a certificate and not a diploma, the fee per student was $73 plus $47 for registration. For each examination at the higher or standard level, a $51 fee applied. For each extended essay examination, a $32 fee applied. Schools paid a $316 fee for diploma candidates taking the Theory of Knowledge test (IBO, 2000). As is the case for AP examinees, fee reductions for financially needy and other eligible Texas public school IB examinees are available through the Texas AP/IB Incentive Program. In 2000 and 2001, students in financial need who had taken an IB course in the subject of the test paid no more than $5 per examination, and all other eligible IB examinees paid no more than $18 per examination in 2000 and no more than $20 per examination in 2001 (TEA, 1999a, 2000c).

Schools wishing to participate in the IB program pay an application fee of $3,500. Once authorized, schools then pay an annual subscription fee of $7,670 to offer IB courses and examinations. Schools authorized to participate in the program, but not presently offering IB courses, pay a fee of $2,100 to remain affiliated with the program for up to 18 months (IBO, 2000).

## Access to Testing

***Overview.*** On both a state and national level, efforts are made to facilitate student access to testing and help ensure increasing participation rates. Texas State Board of Education rules (19 Texas Administrative Code [TAC] §§74.11-74.13), for example, allow AP and IB courses to satisfy high school graduation requirements. In addition, state and federal funding provide support for financially needy students interested in taking AP and IB examinations.

The College Board strives to enhance test access to both students and teachers. Flexibility in test administration is offered to students with disabilities or students experiencing extreme hardship. Also, professional development opportunities are provided to teachers interested in teaching AP courses. The IBO provides similar resources for training and support of educators teaching IB courses.

At the local level, high schools can have a significant impact on the number and diversity of students participating in AP and IB courses and examinations. More students are likely to participate in AP and IB courses and examinations when *all* students are encouraged to undertake such coursework and when the opportunities for such course taking are provided in the curriculum. Teachers tend to participate more as they are provided professional development opportunities on the teaching of advanced subject areas. Schools, teachers, and students are more likely to participate in these programs as financial assistance is provided to support training, curriculum changes, and examination taking.

***Texas AP/IB Incentive Program.*** The formal purpose of the Texas AP/IB Incentive Program (TEC §§28.051-28.058) is to recognize and reward demonstrated success in achieving the state's educational goals. Table A-4 in Appendix A describes eight incentives aimed at schools, teachers, and students and outlines the funding status of each between 1994-95 and 2000-01.

Until the start of the current biennium (2000-01), the AP/IB Incentive Program had been severely constrained. The Texas Legislature had approved a total of only $3 million for the fiscal 1998-99 biennium: $500,000 per year from the Foundation School Program and $2 million from the biennium allocation for gifted and talented education. These funds were used to reimburse AP teachers who attended AP summer institutes and to provide fee reductions for students with financial need. Effective in the fiscal 2000-01 biennium, the state legislative appropriation was increased substantially to a total of $21 million. This includes $2 million over the biennium from the allocation for gifted and talented education, directed toward ***both*** Pre-AP/IB activities (for middle school and early high school students) and the Texas AP/IB Incentive Program. A remaining $8 million and $11 million were allocated for the Texas AP/IB Incentive Program for, respectively, FY 2000 and FY 2001 (Rider 30 of the General Appropriations Act, Article III-Education, 76th Legislature). Thus, additional components of the AP/IB Incentive Program to be funded in the current biennium include: (a) $30 of the cost of every AP or IB examination taken by high school students completing a course designated under the Public Education Information Management System [PEIMS] in the subject of the test, (b) financial bonuses to campuses for each student scoring in the 3-5 range on an AP examination or the 4-7 range on an IB examination, and (c) equipment grants of up to $3,000 (based on need) to about 250 campuses submitting applications (TEA, 2000c). For the 2002-03 biennium, the legislature again raised the appropriation significantly over the previous biennium (from $21 million to $34 million). Legislators also provided direction for TEA in the next biennium—for example, giving priority to reimbursing training for faculty at public school campuses not presently offering AP or IB courses and establishing the goal of making these courses available at as many campuses as possible statewide (Rider 29 of the General Appropriations Act, Article III-Education, 77th Legislature).

***Federal AP and IB support.*** The federal AP fee assistance program was first authorized in the 1992 Higher Education Act; however, the program was not actually funded by Congress until federal fiscal year (FY) 1998 (CEEB, 2001d). This program was first implemented in 34 states, including Texas, to provide fee assistance for low-income students, who are defined as students whose family incomes are at 150 percent of the Census Bureau's poverty guidelines. The Secretary of Education expanded the program to include financially needy students taking IB examinations, as well. For federal FY 1999, Congress appropriated $4 million for the AP and IB fee assistance program. Of the $4 million, Texas received $300,000 for May 2000 examinations. For May 2001 examinations, Texas' share of federal monies increased to $379,000.

In addition to receiving federal support for financially needy AP and IB examinees, Texas successfully competed for special federal funds to develop programs that increase participation of minority and other historically disadvantaged students in AP and IB programs. As a result, Texas was able to establish the AP Spanish Language Middle Years Grant Program in 1999-00 and support its continued development in 2000-01 through an additional $200,000 in federal funds. Texas also was awarded $1,096,000 to establish the Center for Texas AP/IB Incentives in 2000-01.

***Block scheduling and AP.*** Many high schools in Texas are using a variety of methods to schedule classes known collectively as block scheduling. One of the most common forms is the scheduling of four courses that each meet 80-90 minutes a day for about 90 days (Kramer, 1996). With this type of arrangement, students may be exposed to advanced material only one semester out of the year. If the advanced course ends in December, with AP and IB examinations administered in May, some educators are concerned that students may not perform as well as if they had more recently finished the course. If, instead, the advanced course is compressed into the spring semester, students may not have finished the coursework by the time examinations are administered in May. Other educators maintain, however, that students actually can fit a greater number of advanced courses into their schedules under a block schedule arrangement than under traditional schedules (Edwards, 1995).

In a 1997 College Board study of the four most popular AP examinations (Calculus AB, Biology, U.S. History, and English Literature), students on yearlong traditional or extended-period schedules generally performed better on the four AP examinations than did students on single semester, or compressed, schedules (CEEB, Office of Research and Development, 1998). Furthermore, students enrolled in yearlong, extended period AP Calculus AB and Biology courses earned higher examination scores than students on yearlong, traditional schedules. No significant differences in student performance on the AP History and English Literature examinations were found, however, between the two types of yearlong schedules. One possible explanation for these divergent results may lie in the fact that students primarily gain knowledge and skills in high-level mathematics and biology in one or two specific courses offered in secondary school, but they encounter multiple opportunities for learning English and history throughout Grades K-12. In only one of the four academic areas—U.S. History—students on single-semester schedules achieved higher AP scores if they took the course in the spring rather than fall semester, apparently due to the positive effect of more recent instruction on May AP examination performance in this content area. AP performance did not differ between students on single-semester spring and fall schedules in any of the other three academic areas.

Results from studies of the impact of block scheduling on AP examination scores should continue to be carefully considered, along with course-specific and other (e.g., discipline or cost-related) factors that may also play into various local scheduling scenarios. For example, results were inconclusive from a multivariate study conducted by TEA (1999c) of the impact of block scheduling on a number of performance indicators in Texas public high schools. The College Board's AP Program (1996) suggested, "performance gaps may narrow or disappear as teachers gain more experience with the use of the 90-minute period of instruction" (p. 3).

## Specific Uses of AP and IB Examination Results

***Reporting on overall state and national progress.*** For many years, the College Board has prepared summary reports of AP examination results for the nation and the individual states (e.g., CEEB & ETS, 1995, 1996, 1997, 1998, 1999, 2000c). The national results have provided an implicit benchmark for examining state performance. However, AP performance comparisons among states and with the nation as a whole are most appropriate when AP examination participation rates, educational and demographic characteristics of examinees, and AP policies are similar. Such comparisons, when considered with other potential explanations for performance differences, can help in evaluating educational progress within and among institutions over time.

In recent years, interest in using AP examination results as indicators of educational progress and comparative performance has emerged nationally, as well as within certain regions of the nation. One example is the National Education Goals Panel's (NEGP, 1999b) annual progress reporting of AP examination participation and performance. The measure was chosen as a direct indicator of progress toward achieving Goal 3, one of the eight national education goals adopted by Congress in 1994. Goal 3 calls for the nation's students to demonstrate competency over challenging subject matter in a broad array of academic subjects by the year 2000. The AP measure in NEGP reports is the number of AP examination scores in the 3-5 range per 1,000 11th and 12th graders. These reports gauge progress for the nation and for individual states by comparing the most recent year's performance to a prior benchmark year. In Texas, significant improvement was observed, with the number of scores in the 3-5 range per 1,000 11th and 12th graders more than doubling from 1991 to 1999 (34 per 1,000 students in 1991 compared to 82 per 1,000 students in 1999). The number of scores in the 3-5 range across the nation also increased over this period from 55 per 1,000 students to 97 per 1,000 students (NEGP, 1999a).

***State policy regarding the Texas Academic Excellence Indicator System (AEIS).*** The AEIS and the Texas state accountability system support the accomplishment of the state's goals for public education. These

systems recognize, reward, sanction, and intervene with school districts and campuses to ensure excellence in education for all segments of the student population. Information used to rate and acknowledge districts and schools, or to provide a more comprehensive profile of characteristics and performance, is compiled into the AEIS reports. Three types of performance and profile indicators are used in the system:

- ***Base indicators*** are identified in statute and used to determine accountability ratings.
- ***Additional indicators*** are used to acknowledge high performance on other statutorily defined indicators.
- ***Report-only indicators*** are furnished on annual campus-, district-, and state-level reports. They may be identified by statute, determined by the commissioner, or adopted by the State Board of Education (TEA, 2001c).

In April 1996, the State Board of Education adopted AP performance and participation data as a report-only indicator for the AEIS. The reporting of this indicator began in 1996 with inclusion of examination results for that year and the previous year. At the time, it was requested that IB performance and participation data be included as part of the AEIS as soon as possible, but at least within the next two years (State Board of Education, 1996). Effective in the fall of 1998, this indicator was defined and reported at the district, region, and state levels as a set of three measures, each representing a combination of both AP and IB examination results associated either with student participation or performance (cf. TEA, 2000d). Specifically, the three measures for Grade 11-12 students include:

- Percentage of enrolled students taking at least one AP ***or*** IB examination;
- Percentage of examinees scoring a 3, 4, or 5 on at least one AP test, ***or*** a 4, 5, 6, or 7 on at least one IB test; and
- Percentage of total AP examinations with scores of 3, 4, or 5, ***and*** total IB examinations with scores of 4, 5, 6, or 7.

As only ten Texas districts include students participating in both the AP and IB program in 2000, the indicator represents ***AP participation and performance only*** in the vast majority of districts. As a result, the effects of AP participation and performance dominate the combined AP and IB statewide indicator. For example, in 1999-00, AP represented 99.5 percent of the combined AP and IB participation measure.

## DATA SOURCES

Data were compiled and analyzed from a number of sources for this report. Consistent with the compilation and reporting of AP and IB examination data from these sources, results are summarized by the year within which the May examinations are taken.

First, College Board summary reports of AP score results for all examinees (from both public and non-public schools) from 1986-87 through 1999-00 were used as the source for comparisons among Texas, other states, and the nation as a whole (CEEB & ETS, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994b, 1995, 1996, 1997, 1998, 1999, 2000c). No comparable reports (cf. IBO, 1995) were available from the IBO for summaries of all (both public and non-public school) IB score results for Texas, others states, the nation, other nations, or internationally. Second, score results for Texas public school students were provided directly to TEA by the College Board (via ETS on contract for the College Board) and by the IBO in Cardiff, Wales, Great Britain. ***In the case of IB score data, only public school results were available to be included in this report.*** Third, the Texas public school AP and IB examination score results were examined in conjunction with data taken from the TEA PEIMS database.

For AEIS reporting purposes, student grade-level, ethnicity, and gender, as well as other relevant district, campus, and student information from PEIMS, was used to analyze the Texas public school AP and IB results. The College Board also collects these data, although IBO does not. When student grade level, ethnicity, and gender were not available from PEIMS, therefore, they could be obtained from the Texas AP examinee files but not from IBO files.

# CURRENT RESULTS AND TRENDS

## GENERAL TRENDS

***AP examination trends for Texas, other states, and the nation.*** In May 2000, a total of 60,405 students in 1,015 Texas schools (public and non-public, combined) took 107,640 AP examinations. This put Texas ***third*** in the nation, behind California and New York, in the number of both AP examinees and AP examinations taken (see Table A-2 in Appendix A). Texas was ***second*** among the states in the percentage increase (+17.9%) in number of examinees from the previous year—especially impressive because Texas was seventh highest in the percentage increase in 1999.

Table 1 shows that, from 1987 to 2000, the number of Texas AP examinees increased almost sevenfold from 8,792 to 60,405, while national numbers went from 259,222 to 747,922—less than a three-fold increase. At

**TABLE 1**

**AP Examination Trends for Texas and the Nation: 1986-87 Through 1999-00**

| Year | Number of AP Schools | | Number of Examinees | | Number of Exams | | Number of Scores 3-5 | | Percent of Scores 3-5 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Texas | U.S. | Texas | U.S. | Texas | U.S. | Texas | U.S. | Texas | U.S. |
| 2000 | 1,015 | 12,558 | 60,405 | 747,922 | 107,640 | 1,242,324 | 58,964 | 790,810 | 54.8 | 63.6 |
| 1999 | 971 | 12,229 | 51,228 | 685,981 | 88,485 | 1,122,414 | 49,721 | 712,903 | 56.2 | 63.5 |
| 1998 | 909 | 11,843 | 44,093 | 618,257 | 74,192 | 991,952 | 42,909 | 635,922 | 57.8 | 64.1 |
| 1997 | 834 | 11,424 | 37,563 | 566,720 | 62,318 | 899,463 | 37,526 | 579,865 | 60.2 | 64.5 |
| 1996 | 756 | 11,136 | 31,843 | 525,072 | 52,156 | 824,329 | 32,381 | 523,321 | 62.1 | 63.5 |
| 1995 | 649 | 11,274 | 27,770 | 493,263 | 45,733 | 767,881 | 28,006 | 476,327 | 61.2 | 62.0 |
| 1994 | 544 | 10,863 | 21,178 | 447,972 | 33,944 | 684,449 | 23,605 | 452,377 | 69.5 | 66.1 |
| 1993 | 502 | 10,594 | 18,139 | 413,939 | 28,437 | 623,933 | 19,334 | 401,256 | 68.0 | 64.3 |
| 1992 | 451 | 10,191 | 15,364 | 378,692 | 23,672 | 566,036 | 16,442 | 369,942 | 69.5 | 65.4 |
| 1991 | 413 | 9,781 | 14,101 | 351,144 | 21,529 | 523,236 | 14,446 | 334,911 | 67.1 | 64.0 |
| 1990 | 394 | 9,292 | 12,766 | 323,736 | 19,625 | 480,696 | 13,367 | 318,963 | 68.1 | 66.4 |
| 1989 | 346 | 8,768 | 11,832 | 309,751 | 17,813 | 455,996 | 12,102 | 297,813 | 67.9 | 65.3 |
| 1988 | 297 | 8,247 | 10,478 | 288,372 | 15,567 | 419,101 | 10,739 | 281,566 | 69.0 | 67.2 |
| 1987 | 285 | 7,776 | 8,792 | 259,222 | 12,506 | 364,804 | 8,897 | 246,458 | 71.1 | 67.6 |

*Data Sources:* CEEB and ETS (1987-1993, 1994b, 1995-2000) and personal communication with P. Williamson, College Board Southwest Regional Office, November 10, 1997, for number of schools data for 1987-1990. Examination score data are for all schools (public and non-public).

*The percentage of Texas schools with AP examinees in 1999-00 was 63.1 percent compared to 57.3 percent nationwide.*

the same time, the number of AP examinations taken in Texas rose almost nine-fold (from 12,506 to 107,640), while the number of examinations taken nationally only tripled (from 364,804 to 1,242,324). The number of Texas schools (public and non-public) participating in AP examinations also rose during the period ***by over 250 percent*** (from 285 to 1,015), while the same increase nationally was 61 percent (from 7,776 to 12,558). As Table A-2 in Appendix A shows, the percentage of Texas schools participating in AP examinations in 2000 (63.1%) exceeded the national percentage (57.3%), while the District of Columbia was the highest (94.7%) and North Dakota was the lowest (8.8%).

A closer examination of Table 1 reveals a spike in 1995 in the Texas AP participation trend. The number of schools participating in the AP program jumped by nearly 20 percent, from 544 schools in 1994 to 649 schools that year. Also in 1995, large increases in number of both AP examinees and examinations represent a 31 percent leap in students participating in the AP program and a 35 percent rise in the number of tests taken. These percentage changes compare to increases of less than 20 percent in most years prior to 1995. In some part, this can be linked to 1993 Texas legislation first authorizing and partially funding the Texas Advanced Placement Incentive Program in 1994-95. As discussed earlier, the program has been continued through the current biennium at a significantly higher funding level. In 2000, this set the stage for the largest one-year gains yet in the ***number*** of AP examinees (+9,177), examinations taken (+19,155), and examinations earning scores in the 3-5 range (+9,243).

Along with increasing numbers of examinees and examinations, Texas has experienced a dramatic increase in the number of AP scores in the 3-5 range over the past 14 years (from 8,897 to 58,964). In 1995, however, this performance trend was marked by a downward shift in the overall percent of examinations attaining high scores. As shown in Table 1, beginning that year, the percentage of AP examination scores in the 3-5 range earned by Texas students slipped below the national percentage. The trend continued in 2000, when Texas results showed 54.8 percent of examinations earning high scores, compared to 63.6 percent across the nation. This decline in overall AP examination scores is likely to be related to the participation trends discussed above. Cumulative effects of rapid and sustained increases in the total number of AP schools and examinees reasonably include a broadening of the range of schools offering the program for the first time and the student population being served by the program, particularly in terms of prior experience with offering and completing advanced course work. To a lesser extent, this same pattern is seen in the national scores, beginning also in 1995 when the trend of ever-higher school and student participation is matched by performance declines compared to prior years (see Table 1).

Examination results for 2000, viewed across states (see Table A-2 in Appendix A), show there was a positive correlation between the percentage of 11th and 12th graders taking AP examinations and the percentage of examinations with scores of 3-5. That is, the two percentages tended to increase together. Because the percentage of all students (both those in public and non-public schools) taking AP examinations in most states remains quite low, this suggests that there is still a great deal of untapped potential in student participation and performance among states.

***AP and IB examination trends for Texas public schools.*** AP trends for Texas public schools mirrored trends mentioned above for all Texas schools combined, both public and non-public. From 1995 to 2000, the percentage of 11th and 12th graders taking AP examinations rose from 6.8 percent to 12.6 percent (see Table A-5 in Appendix A). Including IB examinees with AP examinees, as reported in the AEIS, revealed the percentages of students tested rose from 8.6 percent in 1997 to 12.7 percent in 2000 (see Table 2 on page 10). While the percentages of both AP examinees and examinations with scores in the 3-5 range slipped from 1996 to 2000 (from 62.6% to 57.7% for examinees, and from 60.6% to 53.5% for examinations), in sheer numbers ***a greater number of examinees (29,800 students) and a greater number of examinations (51,429 individual tests)*** than ever before qualified potentially for advanced standing or college course credit (see Tables A-6 and

## TABLE 2

**Combined Texas AP and IB Examination Participation: 1996-97 Through 1999-00 Public Schools, Grades 11-12**

| | All | African American | Asian American | Hispanic | Native American | White | Female | Male |
|---|---|---|---|---|---|---|---|---|
| **1999-2000** | | | | | | | | |
| Number of Examinees | 51,939 | 2,873 | 4,530 | 12,911 | 131 | 31,427 | 30,017 | 21,922 |
| Number of Students | 410,308 | 52,069 | 14,376 | 133,844 | 979 | 209,040 | 213,139 | 197,169 |
| Percentage of Students Taking Exams | 12.7 | 5.5 | 31.5 | 9.6 | 13.4 | 15.0 | 14.1 | 11.1 |
| **1998-1999** | | | | | | | | |
| Number of Examinees | 44,494 | 2,195 | 3,919 | 10,274 | 105 | 27,905 | 25,555 | 18,937 |
| Number of Students | 404,269 | 51,253 | 14,214 | 129,512 | 1,475 | 207,815 | 209,762 | 194,507 |
| Percentage of Students Taking Exams | 11.0 | 4.3 | 27.6 | 7.9 | 7.1 | 13.4 | 12.2 | 9.7 |
| **1997-1998** | | | | | | | | |
| Number of Examinees | 38,068 | 1,894 | 3,488 | 8,105 | 90 | 24,420 | 21,870 | 16,198 |
| Number of Students | 393,939 | 51,136 | 12,834 | 124,351 | 918 | 204,700 | 204,395 | 189,544 |
| Percentage of Students Taking Exams | 9.7 | 3.7 | 27.2 | 6.5 | 9.8 | 11.9 | 10.7 | 8.5 |
| **1996-1997** | | | | | | | | |
| Number of Examinees | 32,400 | 1,621 | 3,096 | 6,193 | 65 | 21,341 | 18,602 | 13,795 |
| Number of Students | 377,285 | 49,021 | 12,118 | 117,575 | 831 | 197,740 | 195,693 | 181,592 |
| Percentage of Students Taking Exams | 8.6 | 3.3 | 25.5 | 5.3 | 7.8 | 10.8 | 9.5 | 7.6 |

*Data Sources:* TEA analysis of 1996-97 through 1999-00 CEEB AP and IBO IB Texas public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise for AP examinees. Students who took either an AP or IB examination or both are counted only once. Combined results include IB results obtained from the IBO as of August 11, 2000.

A-7 in Appendix A). Combining IB examinees and examinations with scores in the 4-7 range with AP results yielded slightly higher numbers and percentages than observed for AP performance alone (see Tables 3 and 4).

As with the AP program, public school participation in the IB program also has increased over time, although on a much smaller scale. In 2000, 843 Grade 11-12 students in 12 Texas public schools took 2,085 IB examinations—up from the 429 students in 11 schools taking 910 IB examinations in 1995 (see Tables A-8 and A-10 in Appendix A). Clearly, most of the growth in IB examination participation has occurred ***within*** rather than across schools. In contrast to the recent AP performance dip, the percentage of Texas public school IB examinees earning scores in the 4-7 range went from 79.7 percent in 1995-96 to 86.0 percent in 1999-00, while the percentage of examinations with these same scores rose from 73.4 percent to 79.1 percent (see Tables A-9 and A-10 in Appendix A).

***Correspondence between advanced course taking and examination participation in Texas public schools.*** Fundamental to preparing for success on both AP and IB examinations is student participation in AP, IB, or other types of advanced courses. Paragraphs below summarize to what extent students in Texas public schools appear to be completing such coursework, according to data collected through PEIMS. Even assuming some inaccuracies may exist in reporting the courses completed by individual high school students, the trends fairly consistently and compellingly indicate steadily increasing numbers of students are completing the relevant AP courses each year.

The College Board encourages schools with AP examinees to offer AP courses in corresponding subject areas. However, circumstances such as resource constraints or too few students may mitigate against AP courses being offered at some high schools. On the other hand, non-AP advanced courses may prepare

students sufficiently to perform well on the AP examinations. As Figure 1 on page 12 shows, Texas public schools with students ***completing AP courses*** rose from 158 schools in 1993 to 1,073 schools in 2000. This represents 56.0 percent of the state's 1,917 schools serving 11th and 12th graders. While the number of schools with students taking AP examinations but ***not completing AP courses*** decreased from 288 to 37 over the same period, the number of schools with students ***completing both AP courses and examinations*** grew

## TABLE 3

**Combined Texas AP and IB Examinee Performance: 1996-97 Through 1999-00 Public Schools, Grades 11-12**

| | All | African American | Asian American | Hispanic | Native American | White | Female | Male |
|---|---|---|---|---|---|---|---|---|
| **1999-2000** | | | | | | | | |
| Number of Examinees Who Met Score Criterion | 30,062 | 894 | 3,132 | 6,252 | 68 | 19,673 | 16,982 | 13,080 |
| Percentage of Examinees Who Met Score Criterion | 57.9 | 31.1 | 69.1 | 48.4 | 51.9 | 62.6 | 56.6 | 59.7 |
| **1998-1999** | | | | | | | | |
| Number of Examinees Who Met Score Criterion | 26,076 | 692 | 2,806 | 4,935 | 56 | 17,530 | 14,612 | 11,463 |
| Percentage of Examinees Who Met Score Criterion | 58.6 | 31.5 | 71.6 | 48.0 | 53.3 | 62.8 | 57.2 | 60.5 |
| **1997-1998** | | | | | | | | |
| Number of Examinees Who Met Score Criterion | 22,678 | 577 | 2,543 | 4,055 | 48 | 15,418 | 12,746 | 9,932 |
| Percentage of Examinees Who Met Score Criterion | 59.6 | 30.5 | 72.9 | 50.0 | 53.3 | 63.1 | 58.3 | 61.3 |
| **1996-1997** | | | | | | | | |
| Number of Examinees Who Met Score Criterion | 20,078 | 510 | 2,306 | 3,234 | 43 | 13,936 | 11,309 | 8,766 |
| Percentage of Examinees Who Met Score Criterion | 62.0 | 31.5 | 74.5 | 52.2 | 66.2 | 65.3 | 60.8 | 63.5 |

*Data Sources:* TEA analysis of 1996-97 through 1999-00 CEEB AP and IBO IB Texas public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise for AP examinees. Students who scored in the 3-5 range on one or more AP examinations and/or in the 4-7 range on one or more IB examinations (i.e., who met the criterion) are counted only once. Combined results include IB results obtained from the IBO as of August 11, 2000.

## TABLE 4

**Combined Texas AP and IB Examination Performance: 1996-97 Through 1999-00 Public Schools, Grades 11-12**

| | All | African American | Asian American | Hispanic | Native American | White | Female | Male |
|---|---|---|---|---|---|---|---|---|
| **1999-2000** | | | | | | | | |
| Number of Exams Scored at Criterion | 52,755 | 1,368 | 7,633 | 8,148 | 122 | 35,421 | 27,710 | 25,045 |
| Number of Total Exams | 97,878 | 4,691 | 11,692 | 21,132 | 237 | 60,017 | 53,735 | 44,143 |
| Percentage of Exams Scored at Criterion | 53.9 | 29.2 | 65.3 | 38.6 | 51.5 | 59.0 | 51.6 | 56.7 |
| **1998-1999** | | | | | | | | |
| Number of Exams Scored at Criterion | 45,108 | 1,066 | 6,595 | 6,396 | 113 | 30,854 | 23,634 | 21,473 |
| Number of Total Exams | 81,020 | 3,611 | 9,634 | 16,323 | 198 | 51,107 | 44,292 | 36,726 |
| Percentage of Exams Scored at Criterion | 55.7 | 29.5 | 68.5 | 39.2 | 57.1 | 60.4 | 53.4 | 58.5 |
| **1997-1998** | | | | | | | | |
| Number of Exams Scored at Criterion | 38,814 | 870 | 5,953 | 5,261 | 96 | 26,588 | 20,406 | 18,408 |
| Number of Total Exams | 67,596 | 2,905 | 8,493 | 12,281 | 171 | 43,644 | 36,970 | 30,626 |
| Percentage of Exams Scored at Criterion | 57.4 | 29.9 | 70.1 | 42.8 | 56.1 | 60.9 | 55.2 | 60.1 |
| **1996-1997** | | | | | | | | |
| Number of Exams Scored at Criterion | 32,890 | 720 | 4,836 | 4,092 | 62 | 23,117 | 17,492 | 15,389 |
| Number of Total Exams | 55,551 | 2,442 | 6,928 | 8,999 | 102 | 36,965 | 30,379 | 25,161 |
| Percentage of Exams Scored at Criterion | 59.2 | 29.5 | 69.8 | 45.5 | 60.8 | 62.5 | 57.6 | 61.2 |

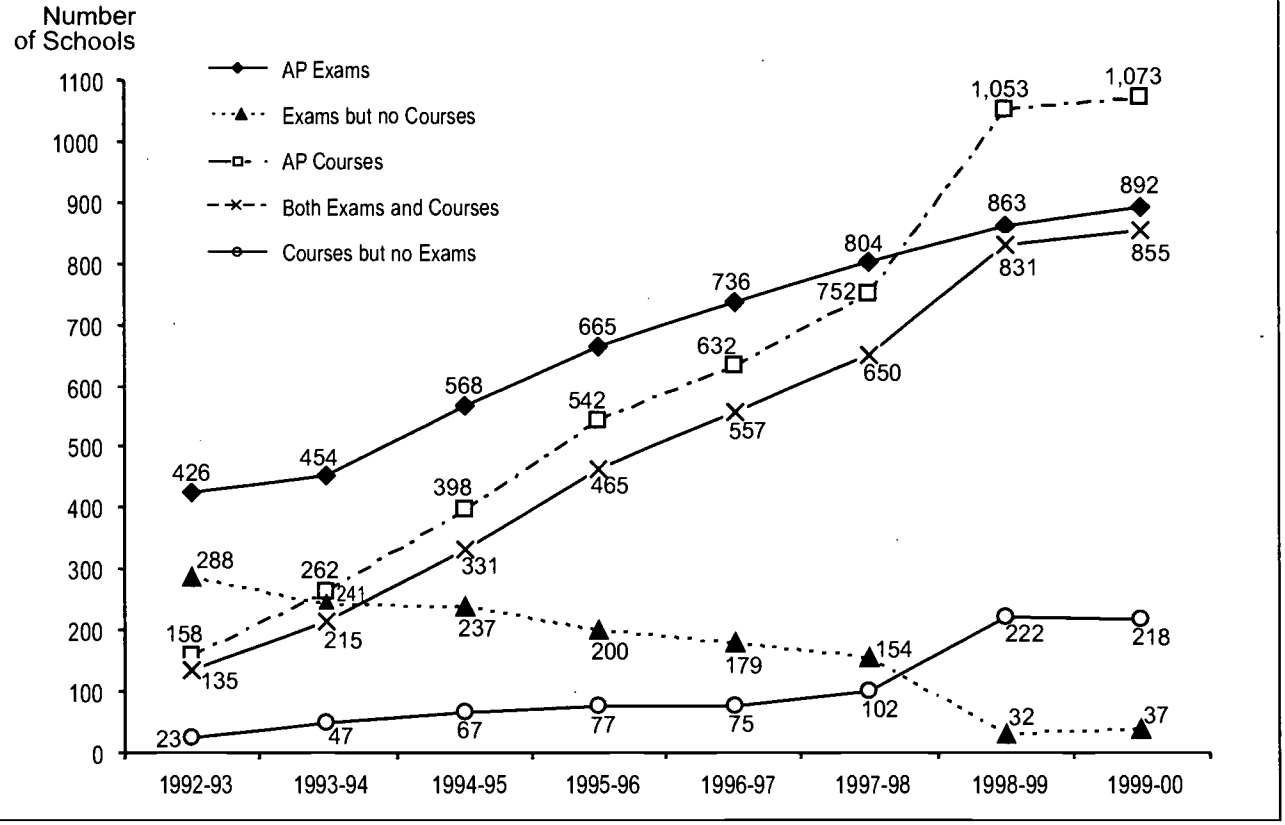
*Data Sources:* TEA analysis of 1996-97 through 1999-00 CEEB AP and IBO IB Texas public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise for AP examinees. Examinations scored at criterion include the total of all AP examinations scoring in the 3-5 range and all IB examinations scoring in the 4-7 range. Combined results include IB results obtained from the IBO as of August 11, 2000.

from 135 to 855 (44.6% of schools). In addition, the number of schools with students ***completing AP courses without taking AP examinations*** went from 23 to 218. Considering the rapid increase in the number of schools offering AP courses for the first time, this trend perhaps represents a decision by many schools to not administer AP examinations in the first year of the program.

The eight-year period from 1993 to 2000 also was marked by an increase in the number of students participating in advanced courses offered by the public schools (see Table A-11 in Appendix A). The number of Grade 9-12 Texas public school students completing at least one AP course increased tenfold from 11,402 to 114,073, while the number of AP courses completed went from 17,073 to 358,946—a 21-fold increase. Despite these significant increases over time, the Texas AEIS reported only 17.5 percent of Grade 9-12 Texas public school students completed and received credit for TEA-defined advanced courses in 1998-99 (TEA, 2000a).

**FIGURE 1**

**Number of Texas Public Schools With Grades 9-12 AP Courses and Examinations,1992-93 Through 1999-00**




*Data Sources:* TEA analysis of CEEB 1992-93 through 1999-00 Texas public school AP examination data and analysis of 1992-93 through 1999-00 TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.
*Note.* 1994-95 counts for the number of schools with AP examinations and the number of schools with AP courses vary slightly from counts reported for these data in TEA (1995), which were preliminary at that time.

*Since 1992-93, the number of Texas public schools with AP examinees has increased substantially, as well as the number of schools with students completing AP courses. In 1999-00, 218 schools had students completing AP courses without taking the examinations, while the number of schools with AP examinees and no AP courses had decreased to only 37.*

Of course, not all AP examinees take AP courses, nor do all students who participate in advanced courses ultimately take AP examinations. The correspondence between AP examination participation and advanced course completion was examined for school years 1992-93 through 1999-00 (see Table A-12 in Appendix A). Since 1995, over half of the Grade 9-12 Texas public school AP examinees each year have also completed at least one AP course. This trend had risen to 88.7 percent of AP examinees by 2000. In that same year, a total of 93.3 percent of 2000 AP examinees completed some type of TEA-defined advanced course.

Considered from another perspective, Table A-13 in Appendix A shows nearly 50 percent (46.0%) of AP course completers in 2000 took an AP examination—reflecting a moderate increase from the 41.6 percent correspondence noted in 1993. Although other advanced course completers remain much less likely than AP course completers to take an AP examination, AP examination participation continues to increase among all advanced course completers and at a more rapid rate (from 12.2% in 1993 to 26.5% in 2000).

Data show a dramatic increase in the correspondence between AP examination participation and AP course completion in the same subject area (see Table A-14 in Appendix A). Nearly three fourths (74.7%) of the AP examinations in 2000 were taken by students completing the corresponding AP subject course—a huge increase from 52.1 percent just the year before. In addition, a sizable percent of AP course completers in 2000 (39.0%) took the corresponding AP subject examinations.

A review of AP examination performance reveals, on average, AP examinees completing the corresponding AP courses in the same year either outscored or performed about the same as examinees not completing the corresponding courses (see Table A-15 in Appendix A). Although the difference in mean scores between the two groups of examinees has narrowed in recent years, AP course completers in 2000 continued to earn a higher percentage of high scores (53.8% received scores of 3, 4, or 5) than did examinees not taking a corresponding AP course (53.0% received scores in the 3-5 range).

As shown on Table A-16 in Appendix A, this holds true across almost all AP subjects. Among the three academic areas in which AP course completers did not outscore other examinees, only the Spanish Language examination performance shows a greater than 0.1 difference in mean score; examinees who completed the Spanish Language AP course earned a mean score of 3.69 on the examination, compared to a mean of 3.99 earned by other examinees. In addition, Spanish Language is the only academic area in which a greater number of students took the examination without having taken the corresponding AP course. A possible explanation for these results lies in the fact that three-fourths of AP Spanish Language examinees were Hispanic and, feasibly, could be native speakers of Spanish (see Table A-17 in Appendix A).

***Subject-specific AP and IB examination patterns for Texas and the nation.*** A richer understanding of AP and IB examination participation and performance can be obtained by studying examination data by academic subject area. Table A-18 in Appendix A shows three examinations—English Language and Composition, English Literature and Composition, and U.S. History—accounted for almost half (47.9%) of all AP examinations taken in 2000 by Texas students in the public and non-public schools combined. These subjects were followed in popularity by Calculus AB and Spanish Language. Nationally, the U.S. History, English Literature and Composition, Calculus AB, and English Language and Composition examinations accounted for about half (49.9%) of the AP examinations taken in 2000.

In 2000, Texas students took relatively fewer AP examinations on a percentage basis than students nationally in a number of academic areas. Subjects in which national test taking was at least 1 percentage point higher include U.S. History, Calculus AB, Biology, Chemistry, Psychology, and European History. In comparing

performance, however, Texas mean scores exceeded national scores on Spanish Language, European History, Art History, and Studio Art: Drawing examinations.

The most popular IB subject examination in 2000 was English A1, accounting for just over one-sixth (17.4%) of Texas public school examinations, followed by Spanish B, Biology, and Physics (see Table A-19 in Appendix A). Of these four academic areas, mean scores were highest on Spanish B and English A1.

## Differentiating Trends and Patterns

***Examinee profiles by ethnicity.*** Among AP and IB examinees in 2000, Hispanic and African American students remained underrepresented, compared to their percentages of enrollment in Texas schools. A comparison of the numbers of Grade 11-12 students in the Texas public schools and the numbers of AP examinees (see Table A-5 in Appendix A) reveals Hispanic students outnumbered Asian American students by more than nine to one, yet there were less than three times as many Hispanic as Asian American AP examinees in 2000. Likewise, despite the presence of almost a four to one ratio of African American to Asian American students, over one and one half times as many Asian Americans as African Americans took an AP examination that year. In fact, across Grades 9-12, Hispanics were predominant among all public school AP examinees only on the Spanish Literature and Spanish Language examinations, while remaining underrepresented on all other examinations (see Table A-17 in Appendix A). Among test takers, African Americans were represented proportionately only on the AP Environmental Science examination, remaining most seriously underrepresented on the Spanish Literature, Spanish Language, Computer Science AB, Calculus BC, and Physics C: Mechanics examinations. At the same time, Asian Americans were overrepresented in all AP examination subjects except for Spanish Literature, as were Whites overrepresented in all AP examination subjects except for Spanish Language and Spanish Literature. Asian Americans were most overrepresented as a group on the Calculus BC, Physics C: Mechanics, Computer Science A, and Computer Science AB examinations.

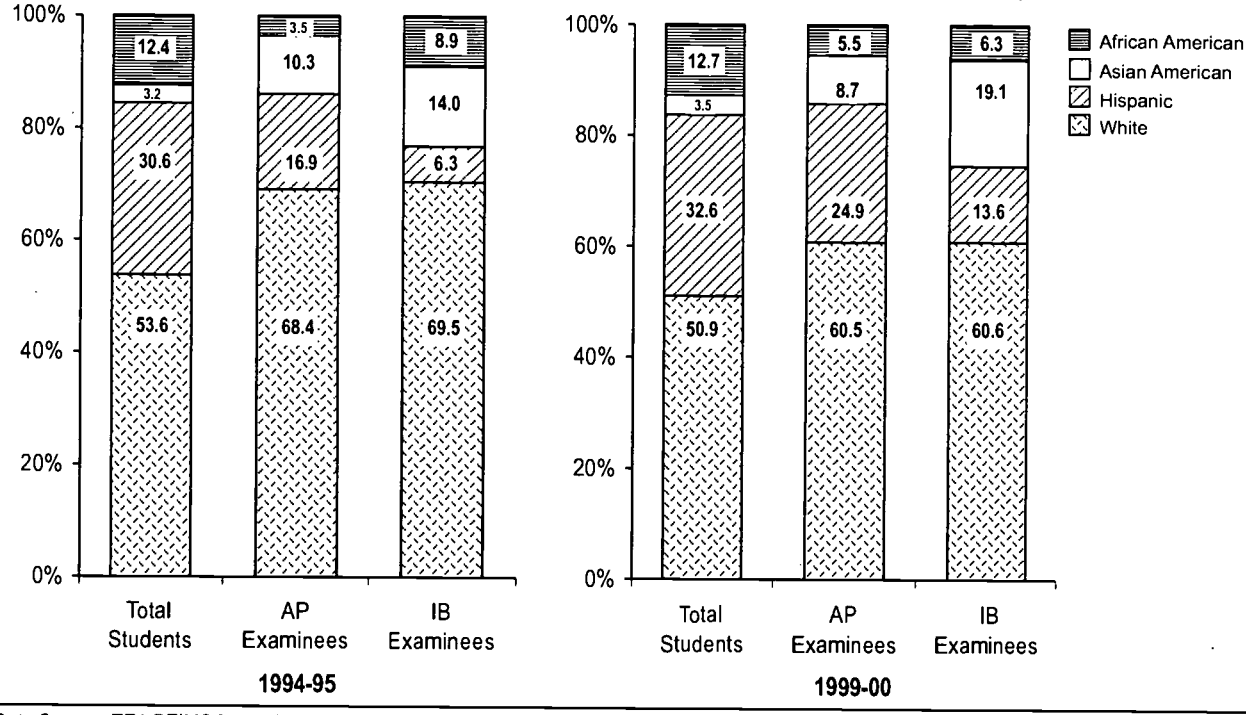
Despite persistent underrepresentation among some ethnic groups, encouraging trends are evident. Hispanics increased as a percentage of all Texas public school AP examinees from 16.9 percent in 1995 to 24.9 percent in 2000, and the percentage of AP examinees represented by African Americans rose from 3.5 percent to 5.5 percent (see Figure 2). A similarly positive trend in Hispanic representation among IB examinees is evident: while Whites continue to represent the largest percentage of test takers, at 60.6 percent, followed by Asian Americans at 19.1 percent, Hispanic representation jumped from 6.3 percent in 1995 to 13.6 percent in 2000.

Table 5 also shows, compared to the nation, Texas had more than twice the percentage of combined public and non-public school AP examinees in 2000 who were Hispanic (25.9% versus 10.0%), and a lower percentage who were White (55.6% versus 67.5%) and Asian American (8.7% versus 11.5%). Although this inclusion of higher proportions of historically lower-scoring, under-prepared groups of examinees in Texas may contribute to the state's lower percentages of high AP examination scores overall compared to the nation (see Table 1 on page 8), the trend is in concert with the state legislative priority of increasing student access to advanced academic opportunities.

***Ethnic group participation and performance trends in the Texas public schools.*** Just as the representation of African American and Hispanic students among AP participants has been climbing steadily over the past several years (see Figure 2), so too have their rates of participating in examinations. Figure 3 on page 16 shows 9.6 percent of Hispanics and 5.5 percent of African Americans took an AP examination in 2000, compared to 7.9 percent and 4.2 percent in 1999, respectively (see also Table A-5 in Appendix A). Most notably, the gain in participation rates for Hispanics has risen by a full 4.4 percentage points since 1997.

## FIGURE 2

**Texas Student Enrollment and Examinee Profiles: 1994-95 and 1999-00 Public Schools, Grades 11-12**




*Data Sources:* TEA PEIMS for student enrollment. Grade level and ethnicity from TEA PEIMS as available and from AP files otherwise. Thus, the sums of percentages by ethnic group may not total 100.0 percent. TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data. TEA summary analyses of Texas IB public school examination data files provided by the IBO in Cardiff, Wales, Great Britain, with final IB results data for 2000 obtained from IBO in February 2001.

*Note.* In both 1994-95 and 1999-00, Native American students represented fewer than five IB examinees, and Native American participation in AP represented less than 1.0 percent of total AP examinees.

## TABLE 5

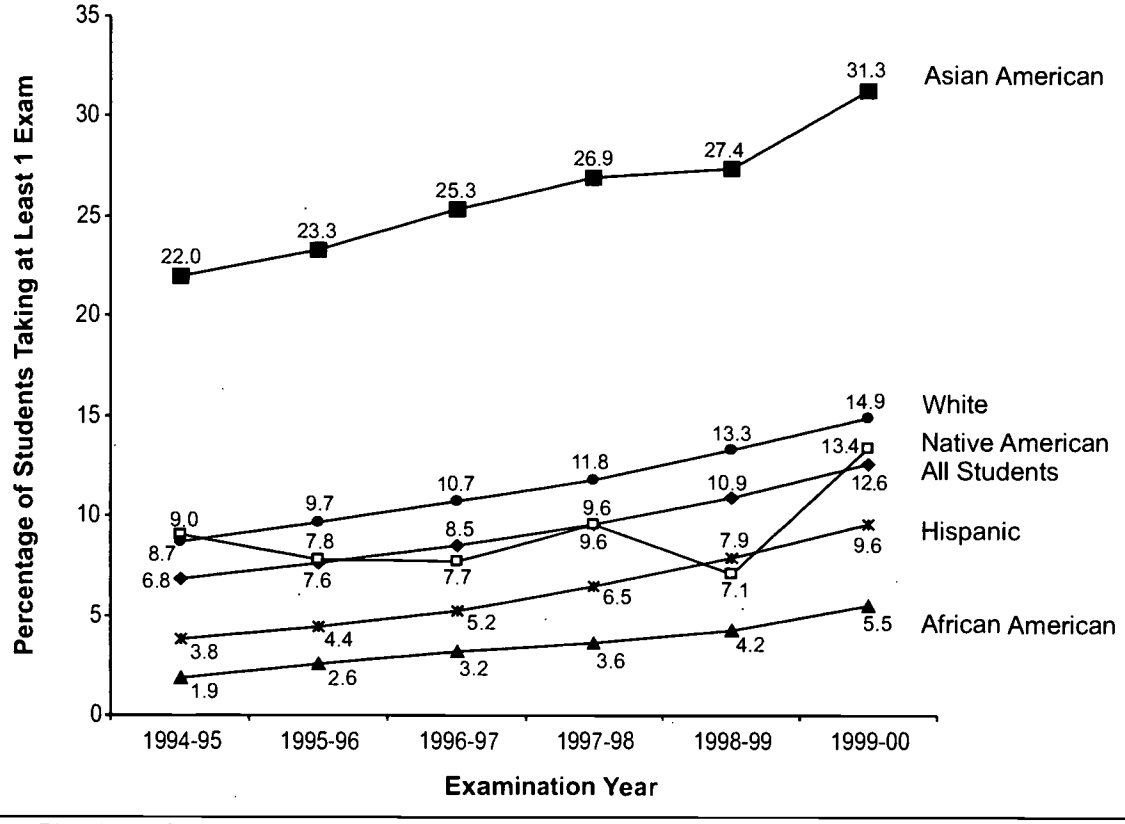
**1999-00 AP Examinees by Grade Level, Gender, and Ethnicity for Texas and the Nation**

| Examinee Group | Number of Examinees | | Percent of Total Examinees | | Difference in Percent of Total Examinees from 1998-99 to 1999-00 | |
|---|---|---|---|---|---|---|
| | Texas | U.S. | Texas | U.S. | Texas | U.S. |
| 9th/10th grade | 3,732 | 64,013 | 6.2 | 8.6 | 0.7 | 0.3 |
| 11th grade | 28,539 | 287,912 | 47.2 | 38.5 | -1.1 | -0.1 |
| 12th grade | 26,682 | 378,540 | 44.2 | 50.6 | 0.2 | -0.3 |
| 11th/12th grade | 55,221 | 666,452 | 91.4 | 89.1 | -0.9 | -0.4 |
| Female | 34,653 | 415,191 | 57.4 | 55.5 | 0.4 | 0.0 |
| Male | 25,752 | 332,731 | 42.6 | 44.5 | -0.4 | 0.0 |
| African American | 3,072 | 36,158 | 5.1 | 4.8 | 0.8 | 0.3 |
| Native American | 282 | 3,584 | 0.5 | 0.5 | 0.1 | 0.0 |
| Asian American | 5,281 | 85,756 | 8.7 | 11.5 | 0.2 | 0.4 |
| Hispanic | 15,620 | 74,852 | 25.9 | 10.0 | 2.2 | 0.8 |
| White | 33,565 | 504,600 | 55.6 | 67.5 | -0.3 | 2.5 |
| Other Ethnicity | 1,545 | 25,475 | 2.6 | 3.4 | 0.2 | 0.2 |
| Not Stated | 1,040 | 17,497 | 1.7 | 2.3 | -3.0 | -4.3 |
| Total | 60,405 | 747,922 | 100.0 | 100.0 | | |

*Data Sources:* CEEB and ETS (1999, 2000). Data are based on all (both public and non-public school) examinees.
*Note.* Statistics for examinees who were not in Grades 9-12 are excluded from the grade-level groups above.

## FIGURE 3

**Texas AP Examination Participation by Ethnicity: 1994-95 Through 1999-00 Public Schools, Grades 11-12**




*Data Sources:* TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data using grade level and ethnicity from TEA PEIMS as available and from AP files otherwise.

Native American participation has fluctuated over the years. It is clear, however, that participation rates for all three groups of students remain low relative to the 2000 rates for White students (14.9%) and, particularly, Asian American students (31.3%).

Similar to their pattern of participation in the AP program, Texas public school Asian Americans had the highest IB examination participation rate in 2000 on a percentage basis (about 1.1%) among all ethnic groups (see Table A-8 in Appendix A). Asian American examinees (161) also continued to exceed ***in number*** African American (53) and Hispanic (115) IB examinees.

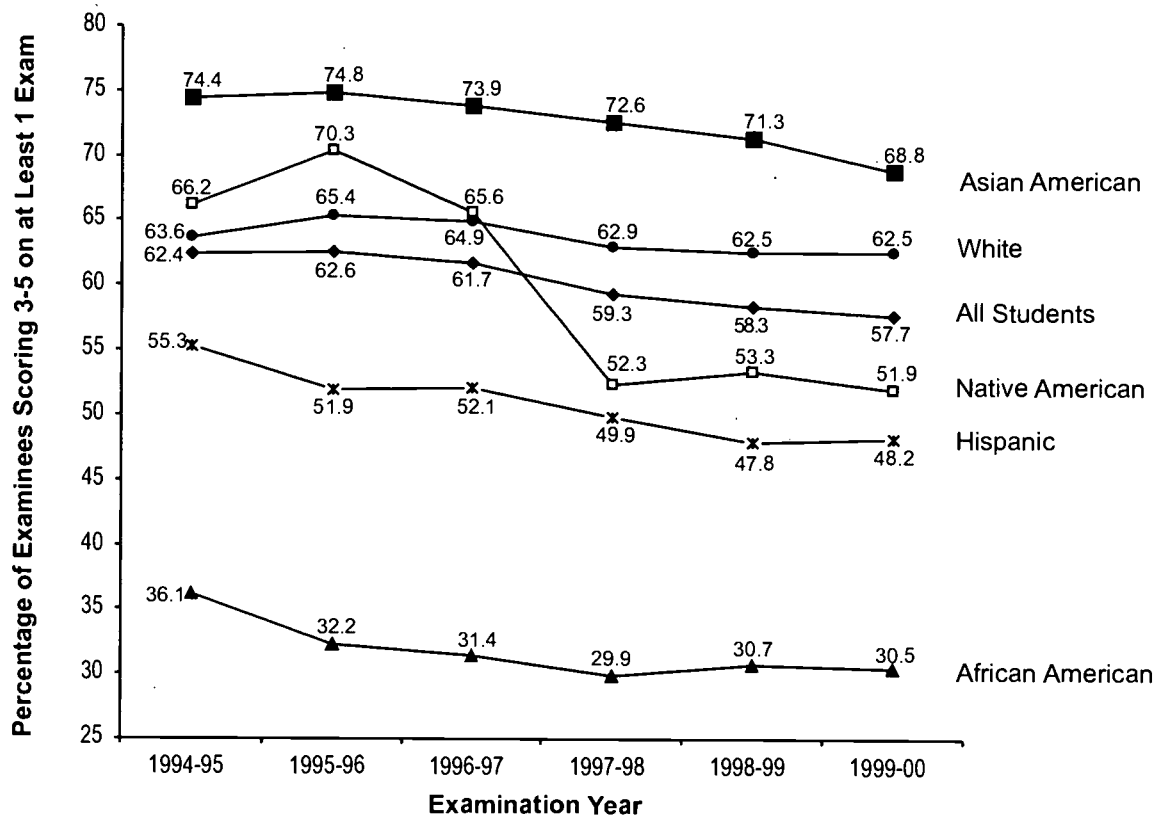
Due to the small number of Texas schools with IB participants (twelve schools), the combined AP and IB participation rates by student group were virtually identical to those for AP participation alone (see Table 2 on page 10). Overall, AP and IB participation of all student ethnic groups is on an upward trend, with the gain in participation rates less rapid for African Americans than for Asian Americans, Hispanics, and Whites. Clearly, the persistence of lower participation rates among African Americans, Hispanics, and Native Americans calls for continued attention to issues of ethnic minority student preparation for and access to AP and IB examinations in Texas, as well as across the nation.

Figure 4 shows AP performance trends by student ethnicity. Compared to 1999 results, the percentages of Grade 11-12 Texas public school AP ***examinees*** scoring in the 3-5 range dipped slightly in 2000 for Asian Americans, African Americans, and Native Americans (see also Table A-6 in Appendix A). The percentage for Hispanics went up by 0.4 percentage point, while the percentage for Whites remained the same. Among AP examinees, over two-thirds of Asian American examinees received scores in the 3-5 range, followed by nearly two-thirds of Whites, over half of Native Americans, almost half of Hispanics, and nearly one-third of African Americans. Comparable examinee trends by group for combined AP and IB results are presented in Table 3 on page 11.

A somewhat lower but roughly the same pattern of high scores on AP ***examinations*** were achieved by each ethnic group. The percentage of examinations scoring in the 3-5 range declined slightly in 2000 for all ethnic groups except African Americans (see Table A-7 in Appendix A). High scoring examinations taken by African American students remained at the 28.4 percent level achieved in 1999. Table 4 on page 11 shows comparable examination results by group when AP and IB data are combined.

**FIGURE 4**

**Texas AP Examinee Performance by Ethnicity: 1994-95 Through 1999-00 Public Schools, Grades 11-12**




*Data Sources:* TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data using grade level and ethnicity from TEA PEIMS as available and from AP files otherwise.

The percentage of Texas public school IB examinees earning scores in the 4-7 range declined for all ethnic groups except, again, African American students (see Table A-9 in Appendix A). In terms of examination performance, the percentage of high-scoring examinations slipped for all groups (see Table A-10 in Appendix A). The percentage of African American IB examinees with scores of 4, 5, 6, or 7 rose from 80 percent to 90.6 percent that year. Asian Americans, at 92.5 percent in 2000, had the highest percentage of examinees scoring in the 4-7 range, followed by African Americans (90.6%), Whites (86.3%), and Hispanics (73.9%).

***Examinee profiles by gender.*** Table 5 on page 15 shows that females generally held steady as a percentage of all AP examinees nationally (55.5 % since 1999) but gained slightly in Texas (57.4% in 2000 compared to 57.0% in 1999). Similarly, females made up the largest share (506 of 843) of Texas public school IB examinees in 2000 (see Table A-8). These percentages are higher than female representation in the Grade 11-12 student population that year, which was only 51.9 percent (computed from Table A-5). As a result, males are underrepresented on all but five AP examinations: Computer Science AB, Physics C: Mechanics, Computer Science A, Physics B, and Calculus BC (see Table A-17 in Appendix A). Males represented over 60 percent of examinees in these academic subjects (listed in order of high to low participation). Otherwise, females outnumbered males most significantly on examinations in the areas of Spanish Literature, Art History, Spanish Language, Psychology, English Literature and Composition, English Language and Composition, Biology, and Studio Art: General. Overall, the largest gap in representation between males and females was in Computer Science AB, followed by Physics C: Mechanics and Computer Science A. The continued underrepresentation of males among examinees on most AP examinations raises questions about reasons for this pattern.

***Female and male participation and performance trends.*** Over the past six years, as shown in Table A-5 in Appendix A, the percentage of female students taking AP examinations in Grades 11-12 of the Texas public schools increased more rapidly (from 7.5% in 1995 to 14.0% in 2000) than the percentage of male students (from 6.1% to 11.1%). As Table A-6 in Appendix A shows, during this same six year period, a higher percentage of male AP examinees consistently earned examination scores in the 3-5 range. The trend during 1995 to 2000 was marked, however, by a rather steady decline in scores by students of both genders; and the percentage of female AP examinees with scores in the 3-5 range fell somewhat less rapidly (from 60.5% in 1995 to 56.4% in 2000) than the percentage of male examinees (from 64.9% to 59.5%). As a result, females continued to exceed males in the sheer ***number*** of examinees earning high AP scores due, in part, to their consistently higher rate of AP participation.

As with AP participation, a greater number of female students (506) than male students (336) in the Texas public schools took IB examinations in 2000, and the participation gap between the two genders continued to grow larger (see Table A-8 in Appendix A). As Table A-9 in Appendix A illustrates, while a higher percentage of male IB examinees than females achieved scores in the 4-7 range in all years except 1995 and 1999, a higher ***number*** of females than males achieved high scores in each of the six years. Table 2 on page 10 and Table 3 on page 11 illustrate combined AP and IB examination participation and performance by gender, respectively.

***AP and IB examination results by district.*** Of the 1056 Texas public school districts with Grade 11-12 enrollment in 1999-00, 650 had students who took at least one AP examination, and 10 of the 650 also had students who took one or more IB examinations. Of the 551 districts with five or more AP examinees, 159 districts had fewer than five examinees or examinations earning scores of 3, 4, or 5. Table B-1 in Appendix B lists the 2000 Texas AP examination results for each district with 11th and 12th graders. 2000 IB results for the ten districts with examinees are listed in Table B-2 in Appendix B. Examination results for the districts with both AP and IB examinees in 2000 appear in Table B-3 in Appendix B.

***Characteristics of districts participating in AP and IB examinations.*** The majority of public school districts with enrollments of 500 students or more participated in 2000 AP examinations, and ***all*** districts with enrollments of 5,000 or more participated that year (see Table C-1 in Appendix C; see also the Glossary for definitions of each of the 25 district categories used in the Appendix C tables). However, in 2000, around 64 percent of rural districts did not participate. Nonetheless, a majority of districts in 15 of Texas' 20 education service center (ESC) regions—Regions 1-5,7, 9-14, and 18-20—participated in the 2000 AP program. Other characteristics typical of a majority of districts participating in 2000 AP examinations included: a student SAT and ACT participation rate of at least 55 percent; 20% or more of students' SAT or ACT scores exceeding the criterion (1110 for the SAT I Total or 24 for the ACT Composite); average teacher salaries of at least $33,830; average teacher experience of at least 10 years; or a percentage of teachers with advanced degrees of at least 12.2%.

The ten public school districts also participating in IB examinations in 2000 had most characteristics in common with the districts participating in AP only (see Table C-1 in Appendix C). All had enrollments of 5,000 students or more, average teacher salaries of at least $33,830, at least 18.5 percent of teachers with advanced degrees, and ethnic minority pupil enrollments of 10.0 percent or more. In only one of the districts did average teacher salaries fall below $35,516 or less than 55 percent of graduates participate in SAT I or ACT testing.

***District characteristics associated with high participation and performance in AP examinations.*** Of Texas' 650 public school districts participating in 2000 AP examinations, those with the highest student participation (12% or more of the student population tested) clustered in seven ESC regions of the state: Regions 1, 9-11, 13, and 19-20 (see Figure 5 on page 20). As shown in Table C-2 in Appendix C, six ESC regions had more than 50 percent of examinees scoring in the 3-5 range on at least one AP examination: Houston (Region 4), Huntsville (Region 6), Kilgore (Region 7), Richardson (Region 10), Fort Worth (Region 11), and Austin (Region 13) . Huntsville, although under 12 percent in overall student participation in AP, had the highest percentage of high-scoring examinees in the state (73.1 percent). Generally, higher AP examinee participation and performance tended to track with increases in such district characteristics as average teacher salaries, percentage of students passing all TAAS tests taken, percentage of graduates taking the SAT I or ACT, and percentage of examinees with SAT or ACT scores above the criterion (see Figure 6 on page 21, and Table C-2 in Appendix C).

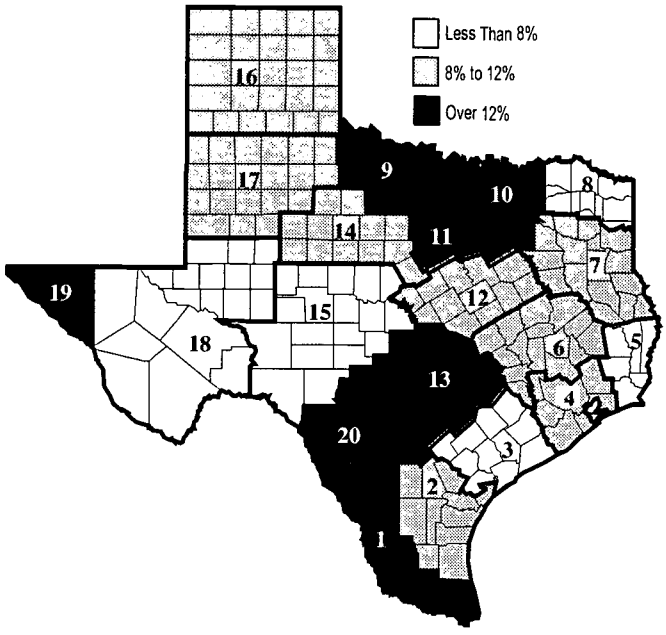
It is important to recognize that certain district characteristics may be linked in part to other district characteristics. For example, two characteristics noted above as correlated with higher AP participation and performance—district size and teacher salary—also are correlated with each other; large districts typically have higher teacher salaries. This interrelatedness of district factors, then, must be considered when drawing implications about how individual districts might work to improve student participation and performance in the AP program.

## Summary

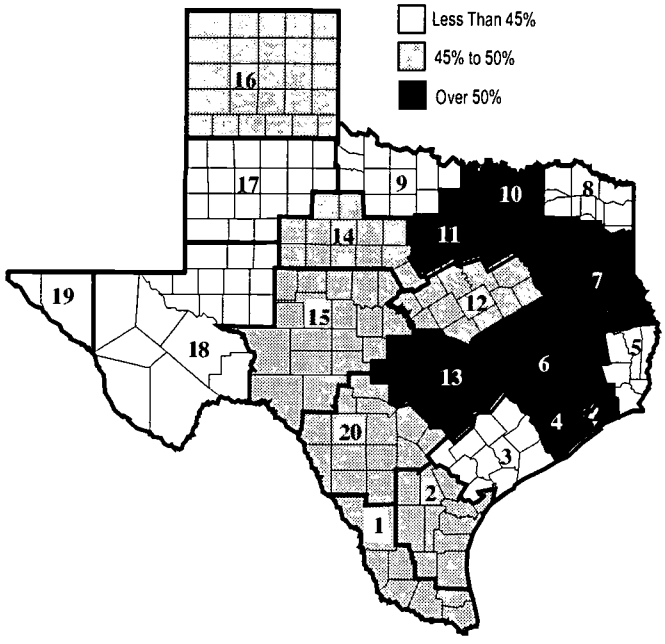
Overall, Texas AP results show robust growth over the past fourteen years (1987-2000) in the number of schools and districts participating in the program, number of students tested, number of examinations taken, and number of advanced courses (AP, IB, and other TEA-defined advanced courses) completed by public school students. AP examination performance results are more mixed. In 2000, the highest number of examinees to date earned scores in the 3-5 range, but the slippage in percentage of examinees earning high scores, which began in 1996, continued. As educators and students in schools with new or expanding AP programs gain more experience with AP courses and examinations, recovery in examination performance is expected.

FIGURE 5

**1999-00 Texas AP Participation: Percentage of Students Taking at Least One Examination**




**1999-00 Texas AP Performance: Percentage of Examinees Scoring 3 or Above**




*Data Sources:* TEA analysis of CEEB 1999-00 Texas public school AP examination data and TEA PEIMS 1999-00 enrollment data using examinee grade level from PEIMS as available and from AP files otherwise.

While the number of Texas public schools and districts participating in the IB program remained virtuallyconstant from 1995 to 2000, the numbers of examinees and examinations in 2000 did represent increases of about 97 percent and 129 percent, respectively, above those in 1995. Similarly, the number of Texas IB scores in the 4-7 range showed a 143 percent increase over 1995 figures.

# CONSIDERATIONS FOR EDUCATIONAL COMMUNITIES

Academic opportunities such as the Advanced Placement (AP) and International Baccalaureate (IB) programs offer benefits not just to students, but also to their teachers, high schools, and the colleges and universities they attend (CEEB, 1996). Potentially, the two programs provide students with both tangible and intangible rewards that contribute to college-level success. AP and IB courses and associated examinations provide:

- Knowledge accrued from in-depth study of certain academic subjects;
- Opportunity to develop analytical and other study skills;
- Comparisons of achievement with peers that motivate and inspire confidence for managing future academic challenges; and
- Opportunity to earn college credit or advanced placement, depending on the policies of the college or university they attend.

Secondary school teachers who develop and implement AP and IB programs benefit from opportunities for professional development and the chance to teach challenging subjects to able, motivated students. For high schools, both programs enhance the quality and reputation of the college preparatory program and help enrich

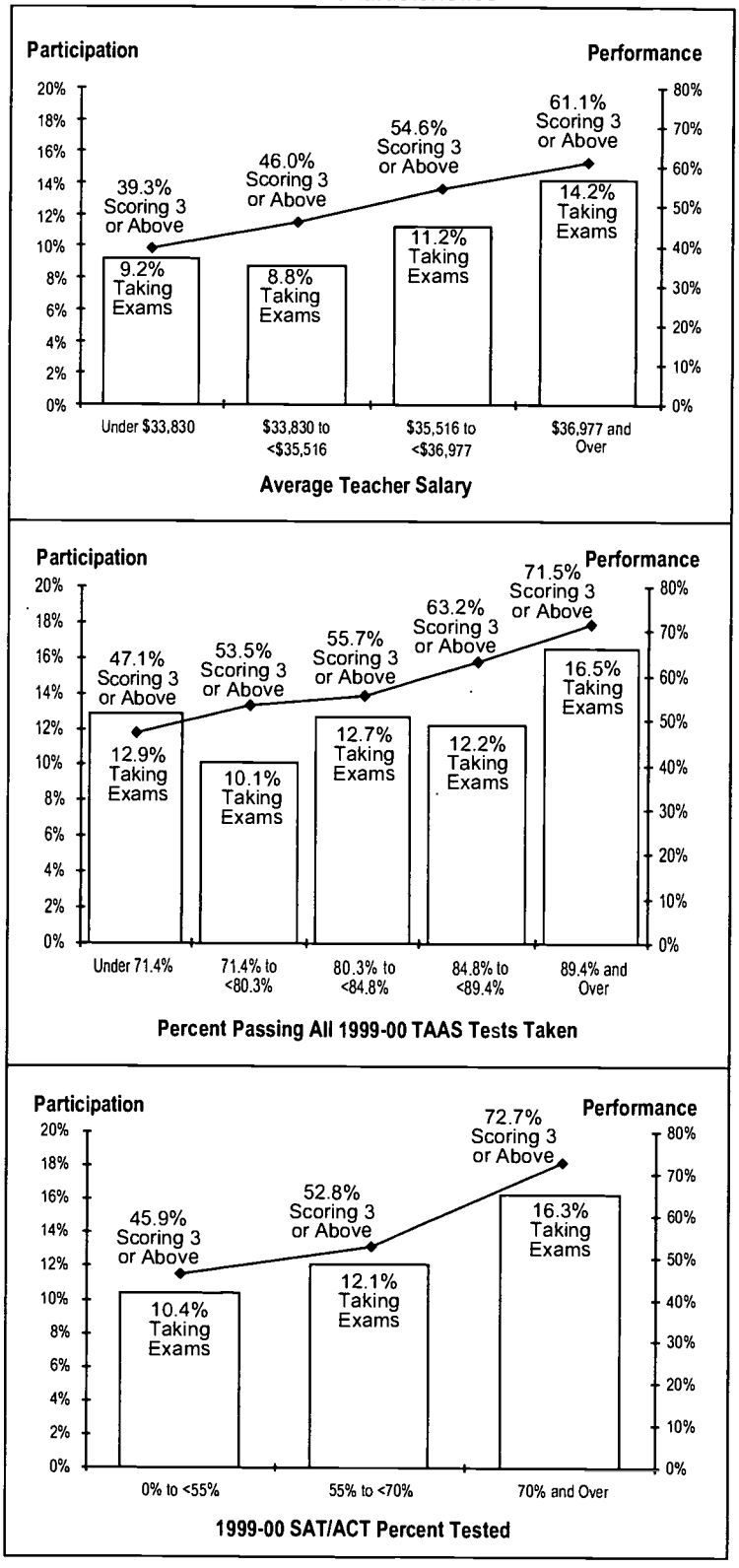
the overall academic curriculum. Finally, AP and IB course-taking and examination data provide colleges and universities an additional means to identify and recruit students who have successfully met the demands of challenging college-level courses.

Findings from research and practice offer education communities (students, educators, schools, community members, institutions of higher education, and policymakers) some keys to maximizing the potential benefits of their AP and IB programs. Local and institutional consideration of educationally relevant factors and supports can help ensure the accessibility and quality of AP or IB courses and examinations and, ultimately, the success of all students who participate in these challenging academic opportunities. Research evidence suggests the following six recommendations in particular:

1. Student access to AP and IB courses and examinations ***within schools*** should be examined.
2. Student access to AP and IB courses and examinations ***statewide*** should be examined.
3. Rigor and quality of AP and IB courses should be examined and supported.
4. Student performance in AP and IB courses should be examined.
5. AP and IB examination performance should be interpreted relative to college success.
6. Subject-specific, college-level learning from AP and IB courses should be recognized as foremost.

*Data Sources:* TEA analysis of CEEB 1999-00 Texas public school AP examination data and of TEA PEIMS 1999-00 enrollment data using examinee grade level from PEIMS as available and from AP files otherwise.

**FIGURE 6**
**1999-00 Texas AP Participation and Performance by District Characteristics**



The discussion immediately following provides highlights from recent research relevant to three of the above recommendations. The remainder of this section presents information familiar to readers of previous annual reports on Texas' AP and IB examination results (TEA, 2000e, f). These perspectives from research and practice are intended to offer food for thought as education communities consider ways in which they might sustain and improve local AP and IB programs.

## Recent Findings

Recent studies are shedding more light on issues important to ***within-school student access*** to AP and IB courses. High schools vary in degree and success with respect to using multiple procedures to identify students who may be successful in AP courses. Educators use procedures such as teacher recommendations, student self-nominations and parent requests, previous coursework, grades in relevant courses, and achievement test scores to identify and place students in AP courses. For students not identified through such procedures but who may benefit from and perform well in AP courses, Camara and Millsap (1998) recommend the additional approach of using PSAT/NMSQT scores. Educators also might use this approach, along with others, to consider whether additional AP subjects or sections of the same AP course should be offered to meet the needs of their particular students.

Studies relevant to the ongoing support of ***course rigor and quality*** yield competing conclusions. Lichten (2000) appears to suggest limiting student access to AP courses as a means for improving course quality and examination performance. This solution is too simplistic, according to Camara, Dorans, Morgan, and Myford (2000). They argue that AP course and program quality is influenced by many factors, including such things as levels of content and teaching practices, that must be considered in ensuring the rigor and high quality of AP and IB courses.

Finally, new research is confirming and extending certain understandings associated with the positive ***relationship between examination performance and college success***. Except for three examinations—U.S. History, English Language, and English Literature—research shows students are more likely to major in a subject area in which they were tested than were college students in general (Morgan and Maneckshana, 2000). At the level of individual course performance, studies by Casserly (1986), Morgan and Crone (1993), and Morgan and Ramist (1998) have found AP examinees who received college credit for prerequisite courses based on AP scores performed the same or better than non-AP examinees in subsequent college courses. In terms of overall postsecondary performance of college students who had taken AP examinations, a majority graduated from college within four years, and a majority earned better than a 3.0 GPA (Morgan & Maneckshana, 2000).

## Student access to AP and IB Courses and Examinations *Within Schools* Should be Examined.

*Access to courses.* The challenge is to develop programs that will effectively prepare a broad range of high school students for exposure to college-level academics offered in high school. To that end, curriculum articulation and alignment may need scrutiny, including possible development of Pre-AP, Pre-IB, or other relevant prerequisite courses to better prepare a large number and diversity (e.g., by ethnicity, gender, economic status, etc.) of students for AP and IB courses. Forming AP Vertical Teams of educators across grades (middle and high school) and content areas may help in this regard, as well as review of district and school policies governing access to AP and IB courses. Educators must ensure that the opportunity for participation in such courses is open to all students.

*Access to examinations.* As is the case for any examination not required of all students (e.g., SAT I, ACT, AP, IB, etc.), the extent of student participation can be affected by any number of factors.

- One important factor is the fee charged per AP or IB examination taken. Although paying fees for examinations that provide students the potential to earn college credit with qualifying scores is much less than the cost of taking college courses, the fees can be prohibitive for many. However, examination cost has become less of an issue with: College Board fee reductions for AP examinations; the funding of the Texas AP/IB Incentive Program over the three previous biennia and especially the current biennium; the new federal funding for AP and IB; and other locally sponsored fee reductions and waivers (e.g., Hager, Antinone, Fleisher, & Vinson, 1997). These efforts usually include special provisions for assisting financially needy students.
- While students may take AP and IB examinations for reasons other than for earning college course credit or advanced placement, qualifying scores on other examinations, such as the College Board's SAT II: Subject Tests and CLEP tests, are often used by colleges and universities as alternative tests to grant students course credit or advanced placement (e.g., Brasel, 1993; TEA, 1997; The University of Texas at Austin, 1995).
- Even students who receive high school credit for AP or IB courses without taking the examinations or without achieving qualifying examination scores often receive more consideration in the college admissions process than students who have not completed advanced high school courses.

## Student Access to AP and IB Courses and Examinations *Statewide* Should be Examined.

While the number of Texas schools and districts with AP courses, examinations, or both has been growing quite rapidly over the past few years, there remain a large number of Texas public high schools and districts whose students take neither the courses nor examinations. Texas public school data in 2000 continued showing low-enrollment districts having lower AP examination participation than large districts. Because of the type of review process maintained and the financial commitment required by the IBO for school and district participation, the number of Texas schools and districts participating in the IB program has remained both low and virtually constant.

- Small numbers of students may make it more difficult for schools or districts to offer AP, IB, or other advanced courses. However, small districts have a history of collaborating to meet the educational needs of students. Also, solutions through technology, such as increased access to distance learning courses (e.g., TEA, T-STAR Information and Training Center, 1998), are becoming more of a reality.
- Schools with no recent or previous AP or IB examination experience may be at a disadvantage when compared to schools with prior experience, and must be allowed ample time and support to establish such programs.
- Percentages of all (public and non-public school) students taking AP examinations in most states remain quite low, and these percentages across states tend to increase with state percentages of examination scores achieved in the 3-5 range. This suggests that there is still a great deal of untapped potential in student participation and performance among states, including Texas. Currently, the correlation between participation and performance percentages across Texas districts is negligible.
- Teacher training subsidies and equipment grants through the Texas AP/IB Incentive Program can help support establishment of AP and IB programs in a greater number of schools and districts, as well as expanding and improving existing programs.

## Rigor and Quality of AP and IB Courses Should be Examined and Supported.

Student examination performance is one type of check on the rigor and quality of AP and IB courses. If discrepancies in course grades assigned by teachers and scores obtained on AP and IB examinations are observed, they may point to a possible need for evaluation of the curriculum and instruction.

- Careful evaluation of student performance on various components of the AP and IB examinations may help identify areas needing improvement or better coverage in the curriculum.
- Discrepancies in examination performance among student groups (e.g., by ethnic group, gender, varying amounts and quality of academic preparation, previous examinations taken, etc.) should be examined so that supports (e.g., study guides, review sessions, extra tutoring, etc.), relevant teacher training, or curriculum and instructional changes can be considered.
- Based on studies from the College Board (e.g., College Board, AP Program, 1996; CEEB, Office of Research and Development, 1998), if block scheduling is used for AP courses, careful consideration and evaluation may be needed regarding the impact of schedule type (year-long versus semester-long) on student course and examination performance.

## Student Performance in AP and IB Courses Should be Examined.

Analysis of TEA and College Board AP data continue to show increasing numbers and percentages of Texas examinees completing AP and other advanced courses during the same year, along with increasing numbers and percentages of AP and other advanced course completers who have taken AP examinations. Another study (Henderson, Winitzky, & Kauchak, 1996) has indicated that training teachers to most effectively prepare students in AP courses for AP examinations can have a major influence on how well students perform on the examinations. Extending such generalizations to IB examination performance is reasonable but can only be done on a tentative basis at best.

- On average, examinees who have taken the corresponding AP courses continue either to outscore or perform about the same as those who have not taken the corresponding courses. Thus, students who take AP courses should be encouraged to take the examinations and should be well informed about possible support available to help defray examination costs. (IBO policy usually does not permit students to take an IB examination unless they have taken the corresponding course.)
- Examinees who have had progressively rigorous academic preparation, along with progressively rigorous experience with examinations such as the PSAT/NMSQT, SAT I, and ACT, may have some advantage over students who have not had the same type of preparation and experience.
- According to Henderson et al. (1996), effective teachers ask and distribute more questions across all of their students, spend a greater percentage of time on task during a class period, provide more assignments and greater amounts of feedback on those assignments, and create a learning environment that encourages higher participation by students when responding to questions. They also have more elaborated and organized knowledge structures of their subject matter than less effective teachers.

## AP and IB Examination Performance Should be Interpreted Relative to College Success.

AP and IB courses and examinations appear to be means to many critical longer-term goals. Willingham and Morris' (1986) study of AP examinees revealed the following patterns.

- Students who earned scores of 3, 4, or 5 on AP examinations tended to excel in college to a greater degree than students who did not take the examinations. Such students were more likely to maintain a B average their freshman year and were more likely to graduate with academic honors. They were more frequently cited as leaders and as most successful overall. These students also were more often accepted to doctoral-level programs following undergraduate work than their non-AP peers.
- Students who earned more scores of 4 or 5 on their AP examinations tended to have higher scores on a college admissions test and to graduate in the top 10 percent of their high school class. They also were more likely to graduate from college with top honors. Students who scored 1 or 2 on the AP examinations tended to do less well—for example, they were less likely to be among the top performers in high school and were less likely to graduate from college with honors.
- AP examinees were more likely to take more coursework in the subject areas in which they were tested. In fact, they were also two to five times more likely to major in a subject area in which they were tested than were college students in general. Thus, taking a particular AP subject examination may indicate a special interest in that academic area.

## Subject-specific, College-level Learning From AP and IB Courses Should be Recognized as Foremost.

The most important criterion in assessing the benefits of the AP and IB programs is, simply, the experience itself: whether or not students are gaining subject-specific, college-level learning while still in high school. A large and equally important part of the experience is taking the AP and IB examinations, because scores from the examinations represent objective, external, standardized measurements of how well students are likely to perform in the same courses taken in college. The overall value of college-level learning opportunities offered through AP and IB programs results from a combination of multiple factors, including the quality and rigor of the advanced courses, the effectiveness of the teaching, and the availability of AP or IB courses and examinations to an ever-increasing number and diversity of able and motivated students. Ultimately, such higher-level learning should translate into a greater number of Texas high school graduates who are academically prepared, should they so choose, to successfully meet the challenges of the college and university experience.

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# APPENDIX A
# AP AND IB SUMMARY TABLES, 2000

# TABLE A-1

## AP and IB Examination Grading Scales: Correspondence Between Scores and Verbal Descriptions

| Advanced Placement | | International Baccalaureate | | | |
|---|---|---|---|---|---|
| All Exams | | Subject Exams | | Theory of Knowledge Exam and Extended Essay Exams | |
| *Score* | *Verbal Description* | *Score* | *Verbal Description* | *Score* | *Verbal Description* |
| 5 | Extremely well qualified | 7 | Excellent | A | Excellent |
| 4 | Well qualified | 6 | Very good | B | Good |
| 3 | Qualified | 5 | Good | C | Satisfactory |
| 2 | Possibly qualified | 4 | Satisfactory | D | Mediocre |
| 1 | No recommendation | 3 | Mediocre | E | Elementary |
| | | 2 | Poor | F | No grade |
| | | 1 | Very poor | | |

*Data Sources:* CEEB and ETS (1994a); IBO (1997).

# TABLE A-2

## 1999-00 AP Examination Results by State and for the Nation

| State | Number of AP Schools | Percent of Total Schools in AP | Grade 11-12 Enrollment | Total AP Examinees | Percent of Enrollees Taking >=1 AP Exam | 1999-2000 Percent Change: Examinees | Total AP Exams Taken | Percent Exams Scored 3-5 |
|---|---|---|---|---|---|---|---|---|
| Alabama | 185 | 36.3 | 97,235 | 5,645 | 5.8 | -5.8 | 8,416 | 61.0 |
| Alaska | 36 | 12.6 | 17,293 | 1,648 | 9.5 | 10.2 | 2,842 | 63.1 |
| Arizona | 129 | 51.0 | 108,811 | 7,505 | 6.9 | 3.3 | 12,137 | 62.1 |
| Arkansas | 123 | 33.0 | 64,489 | 3,766 | 5.8 | 13.0 | 5,871 | 51.5 |
| California | 1,156 | 74.7 | 795,718 | 131,361 | 16.5 | 10.1 | 229,310 | 63.2 |
| Colorado | 189 | 49.9 | 96,112 | 11,887 | 12.4 | 14.7 | 18,420 | 65.4 |
| Connecticut | 202 | 85.2 | 79,130 | 12,402 | 15.7 | 11.9 | 21,079 | 73.0 |
| Delaware | 38 | 64.4 | 17,828 | 2,116 | 11.9 | 5.9 | 3,639 | 68.9 |
| District of Columbia | 36 | 94.7 | 8,461 | 2,097 | 24.8 | 16.6 | 3,791 | 71.9 |
| Florida | 435 | 64.8 | 290,609 | 45,234 | 15.6 | 11.1 | 78,222 | 58.0 |
| Georgia | 357 | 65.0 | 168,028 | 20,460 | 12.2 | 10.2 | 33,179 | 59.7 |
| Hawaii | 56 | 72.7 | 29,744 | 3,251 | 10.9 | 5.0 | 5,304 | 67.4 |
| Idaho | 63 | 42.0 | 37,036 | 2,132 | 5.8 | 7.4 | 3,223 | 64.1 |
| Illinois | 454 | 54.1 | 293,524 | 29,944 | 10.2 | 12.0 | 51,741 | 72.3 |
| Indiana | 316 | 59.1 | 141,369 | 10,292 | 7.3 | 6.4 | 15,804 | 52.8 |
| Iowa | 141 | 33.3 | 80,170 | 3,844 | 4.8 | 5.1 | 5,591 | 71.3 |
| Kansas | 95 | 24.4 | 69,767 | 3,473 | 5.0 | 9.1 | 4,856 | 67.2 |
| Kentucky | 219 | 66.4 | 91,497 | 7,575 | 8.3 | 11.3 | 11,830 | 51.2 |
| Louisiana | 116 | 24.6 | 101,128 | 3,458 | 3.4 | 5.1 | 5,234 | 64.6 |
| Maine | 112 | 63.3 | 32,045 | 3,248 | 10.1 | 4.0 | 4,839 | 66.9 |
| Maryland | 257 | 79.3 | 116,883 | 19,680 | 16.8 | 10.9 | 32,606 | 70.9 |
| Massachusetts | 342 | 86.4 | 138,919 | 21,305 | 15.3 | 8.3 | 35,214 | 74.1 |
| Michigan | 486 | 56.7 | 235,149 | 21,406 | 9.1 | 9.9 | 33,074 | 65.4 |
| Minnesota | 215 | 44.6 | 142,702 | 13,018 | 9.1 | 9.5 | 19,577 | 62.1 |
| Mississippi | 127 | 38.7 | 61,956 | 2,715 | 4.4 | -8.6 | 3,816 | 44.6 |
| Missouri | 205 | 32.6 | 130,890 | 6,275 | 4.8 | 15.2 | 10,003 | 71.9 |
| Montana | 71 | 34.3 | 24,687 | 1,596 | 6.5 | 4.5 | 2,249 | 69.4 |
| Nebraska | 75 | 21.7 | 47,837 | 1,694 | 3.5 | 5.2 | 2,349 | 65.4 |
| Nevada | 41 | 38.7 | 40,428 | 3,091 | 7.6 | 5.8 | 5,474 | 60.6 |
| New Hampshire | 89 | 79.5 | 31,298 | 3,390 | 10.8 | 8.9 | 4,921 | 69.0 |
| New Jersey | 419 | 87.8 | 171,470 | 24,997 | 14.6 | 4.7 | 43,376 | 71.0 |
| New Mexico | 79 | 50.0 | 43,619 | 3,303 | 7.6 | 7.5 | 5,249 | 53.1 |
| New York | 969 | 76.7 | 387,333 | 74,578 | 19.3 | 6.2 | 123,103 | 64.9 |
| North Carolina | 364 | 67.7 | 150,581 | 21,871 | 14.5 | 8.4 | 37,337 | 57.6 |
| North Dakota | 17 | 8.8 | 19,753 | 691 | 3.5 | 15.7 | 983 | 74.5 |
| Ohio | 561 | 63.1 | 293,851 | 23,268 | 7.9 | 6.5 | 35,998 | 66.6 |
| Oklahoma | 219 | 42.0 | 84,853 | 6,475 | 7.6 | 15.3 | 9,958 | 58.6 |
| Oregon | 150 | 50.2 | 81,969 | 5,032 | 6.1 | 11.0 | 7,237 | 70.0 |
| Pennsylvania | 585 | 63.4 | 285,878 | 26,933 | 9.4 | 7.7 | 43,164 | 66.7 |
| Rhode Island | 47 | 70.1 | 21,868 | 2,241 | 10.2 | 8.2 | 3,501 | 70.1 |
| South Carolina | 233 | 74.0 | 82,036 | 10,300 | 12.6 | -2.4 | 16,570 | 56.6 |
| South Dakota | 38 | 19.2 | 21,705 | 1,314 | 6.1 | 19.5 | 1,949 | 59.2 |
| Tennessee | 222 | 53.1 | 110,311 | 9,464 | 8.6 | 4.2 | 14,788 | 65.4 |
| **Texas** | **1,015** | **63.1** | **480,957** | **60,405** | **12.6** | **17.9** | **107,640** | **54.8** |
| Utah | 103 | 78.6 | 74,399 | 12,185 | 16.4 | 1.3 | 19,641 | 69.0 |
| Vermont | 70 | 72.2 | 17,517 | 1,741 | 9.9 | 2.4 | 2,530 | 68.9 |
| Virginia | 354 | 74.7 | 150,220 | 29,016 | 19.3 | 3.5 | 51,275 | 62.7 |
| Washington | 245 | 58.1 | 152,398 | 11,497 | 7.5 | 13.6 | 17,241 | 67.7 |
| West Virginia | 95 | 55.2 | 44,257 | 2,378 | 5.4 | 8.2 | 3,710 | 54.3 |
| Wisconsin | 379 | 65.3 | 144,938 | 14,197 | 9.8 | 13.1 | 21,697 | 68.8 |
| Wyoming | 28 | 33.3 | 14,864 | 528 | 3.6 | 6.2 | 766 | 61.6 |
| ***Nation*** | ***12,558*** | ***57.3*** | ***6,425,520*** | ***747,922*** | ***11.6*** | ***9.0*** | ***1,242,324*** | ***63.6*** |

*Data Sources:* CEEB and ETS (2000c). Grade 11-12 enrollment data from Applied Educational Research, Inc., of Princeton, NJ, as cited in CEEB and ETS (2000c). Above data include both public and private school examinees and enrollees.

# TABLE A-3

## 2000 AP Examinations, Texas Public School Courses, and Minimum Recommended College Credit Hours

| AP Exam | AP Course Number and Course in PEIMS | | Minimum Recommended College Credit Hours |
|---|---|---|---|
| **Art and Music** | | | |
| Art History | A3500100 | History of Art | 6 |
| Studio Art – Drawing | A3500300 | Studio Art – Drawing | 6 |
| Studio Art – General | A3500200 | Studio Art – General | 6 |
| Music Theory | A3150200 | Music Theory | 6 |
| **English** | | | |
| English Language and Composition | A3220100 | English Language and Composition | 6 |
| English Literature and Composition | A3220200 | English Literature and Composition | 6 |
| **Languages** | | | |
| French Language | A3410100 | French Language | 6-8 |
| French Literature | A3410200 | French Literature | 6-12 |
| German Language | A3420100 | German Language | 6-8 |
| Latin Literature | A3430200 | Latin (Catullus-Horace) | 6-8 |
| Latin – Vergil | A3430100 | Latin (Vergil) | 6-8 |
| Spanish Language | A3440100 | Spanish Language | 6-8 |
| Spanish Literature | A3440200 | Spanish Literature | 6-12 |
| **Math/Computer Science** | | | |
| Calculus AB | A3100101 | Calculus AB | 3-4 |
| Calculus BC | A3100102 | Calculus BC | 6-8 |
| Computer Science A | A3580100 | Computer Science I* | 3-4 |
| Computer Science AB | A3580200 | Computer Science II | 6-8 |
| Statistics | A3100200 | Statistics* | 3 |
| **Science** | | | |
| Biology | A3010200 | General Biology | 8 |
| Chemistry | A3040000 | Chemistry | 8 |
| Physics B | A3050001 | Physics B | 6-8 |
| Physics C – Electr. & Magnetism | A3050002 | Physics C* | 4 |
| Physics C – Mechanics | A3050002 | Physics C* | 4 |
| Environmental Science | A3020000 | Environmental Science* | 4 |
| **Social Science/History** | | | |
| Gov't. and Politics: Comparative | A3330200 | Comparative Government and Politics* | 3 |
| Gov't. and Politics: United States | A3330100 | American Government and Politics | 3 |
| History – European | A3340200 | European History | 6 |
| History – United States | A3340100 | United States History | 6 |
| Macroeconomics | A3310200 | Macroeconomics* | 3 |
| Microeconomics | A3310100 | Microeconomics* | 3 |
| Psychology | A3350100 | Psychology* | 3 |

*Data Sources:* CEEB and ETS (2001c); 2000 TEA PEIMS for Texas AP courses; and ACE (cited in CEEB and ETS, 2001c) for recommended minimum college credit hours for qualifying AP examination scores.

* Indicates half-year AP courses.

# TABLE A-4

## Texas AP/IB Incentives Through the 2000-01 Biennium

| Incentive Target | Incentive Description | Funded Since 1994-95 Biennium | Funded in 2000-01 Biennium* |
|---|---|---|---|
| School | A one-time $3,000 equipment grant for providing a college-level Advanced Placement (AP) or International Baccalaureate (IB) course to be paid to a school based on need as determined by the commissioner. | No | Yes<br>* Up to 150 projects received awards based on highest scores on application criteria in school year 1999-2000; up to 250 projects received awards in 2000-2001. |
| School | $100 for each student who scores a three or better on a college-level AP examination or four or better on an IB examination. | No | Yes<br>* Actual award amount will be dependent on both the number of students tested and the number who receive the indicated scores. |
| Teacher | Subsidized teacher training, not to exceed $450 for each teacher, for a college-level AP or IB course. | Yes | Yes |
| Teacher | A one-time award of $250 for teaching a college-level AP or IB course for the first time. | No | No |
| Teacher | A share of the teacher bonus pool, which shall be distributed by the teacher's school in shares proportional to the number of courses taught. Fifty dollars may be deposited in the teacher bonus pool for each student enrolled in the school who scores a three or better on an AP examination or four or better on an IB examination. | No | No |
| Student | A student receiving a score of three or better on an AP examination or four or better on an IB examination may receive reimbursement, not to exceed $65, for the testing fee. | No | No |
| Student | The agency may pay for all AP and IB examinations taken by students who take a PEIMS-designated AP/IB course in the subject of the test. | No | Yes<br>* The agency assumed $30 of the cost of each examination taken by eligible students. Thus, in 2000, no student paid more than $46 per AP examination or $18 per IB examination; in 2001, no student paid more than $47 per AP examination or $20 per IB examination. |
| Student | Students in financial need will receive further federal and state fee reductions. | Yes | Yes<br>* Students meeting financial need eligibility criteria outlined by the College Board and IB North America paid no more than $5 per AP or IB examination. Campuses waived the administrative fee for AP examinations. |

*Data Sources:* TEC §§28.052-28.054 and Rider 30 of the Appropriations Act, Article III - Education, 76th Texas Legislature.
* TEA (1999a, b, 2000b, c, 2001a) correspondence from the commissioner dated 8/26/99 can be seen at http://www.tea.state.tx.us/taa/aas990826.html; dated 12/10/99 at http://www.tea.state.tx.us/taa/cur991210.html; dated 3/22/2000 at http://www.tea.state.tx.us/taa/gted000322.html; dated 9/21/00 at http://www.tea.state.tx.us/taa/adv000921.html; and dated 3/16/01 at http://www.tea.state.tx.us/gted/feeupdate.htm.

# TABLE A-5

## Texas AP Examination Participation: 1994-95 Through 1999-00 Public Schools, Grades 11-12

| | All | African American | Asian American | Hispanic | Native American | White | Female | Male |
|---|---|---|---|---|---|---|---|---|
| 1999-2000 | | | | | | | | |
| Number of Examinees | 51,670 | 2,852 | 4,497 | 12,881 | 131 | 31,242 | 29,859 | 21,811 |
| Number of Students | 410,308 | 52,069 | 14,376 | 133,844 | 979 | 209,040 | 213,139 | 197,169 |
| Percentage of Students Taking Exams | 12.6 | 5.5 | 31.3 | 9.6 | 13.4 | 14.9 | 14.0 | 11.1 |
| 1998-1999 | | | | | | | | |
| Number of Examinees | 44,186 | 2,164 | 3,889 | 10,238 | 105 | 27,696 | 25,356 | 18,830 |
| Number of Students | 404,269 | 51,253 | 14,214 | 129,512 | 1,475 | 207,815 | 209,762 | 194,507 |
| Percentage of Students Taking Exams | 10.9 | 4.2 | 27.4 | 7.9 | 7.1 | 13.3 | 12.1 | 9.7 |
| 1997-1998 | | | | | | | | |
| Number of Examinees | 37,743 | 1,848 | 3,458 | 8,073 | 88 | 24,206 | 21,659 | 16,084 |
| Number of Students | 393,939 | 51,136 | 12,834 | 124,351 | 918 | 204,700 | 204,395 | 189,544 |
| Percentage of Students Taking Exams | 9.6 | 3.6 | 26.9 | 6.5 | 9.6 | 11.8 | 10.6 | 8.5 |
| 1996-1997 | | | | | | | | |
| Number of Examinees | 32,071 | 1,568 | 3,064 | 6,172 | 64 | 21,122 | 18,410 | 13,661 |
| Number of Students | 377,285 | 49,021 | 12,118 | 117,575 | 831 | 197,740 | 195,693 | 181,592 |
| Percentage of Students Taking Exams | 8.5 | 3.2 | 25.3 | 5.2 | 7.7 | 10.7 | 9.4 | 7.5 |
| 1995-1996 | | | | | | | | |
| Number of Examinees | 27,413 | 1,180 | 2,693 | 4,853 | 64 | 18,415 | 15,582 | 11,831 |
| Number of Students | 359,336 | 45,849 | 11,553 | 110,328 | 821 | 190,785 | 186,647 | 172,689 |
| Percentage of Students Taking Exams | 7.6 | 2.6 | 23.3 | 4.4 | 7.8 | 9.7 | 8.3 | 6.9 |
| 1994-1995 | | | | | | | | |
| Number of Examinees | 23,980 | 848 | 2,465 | 4,055 | 71 | 16,391 | 13,611 | 10,369 |
| Number of Students | 352,587 | 43,811 | 11,189 | 107,843 | 792 | 188,952 | 182,228 | 170,359 |
| Percentage of Students Taking Exams | 6.8 | 1.9 | 22.0 | 3.8 | 9.0 | 8.7 | 7.5 | 6.1 |

*Data Sources:* TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise.

# TABLE A-6

## Texas AP Examinee Performance: 1994-95 Through 1999-00 Public Schools, Grades 11-12

| | All | African American | Asian American | Hispanic | Native American | White | Female | Male |
|---|---|---|---|---|---|---|---|---|
| **1999-2000** | | | | | | | | |
| Number of Examinees Scoring 3-5 on Exams | 29,800 | 870 | 3,094 | 6,213 | 68 | 19,512 | 16,830 | 12,970 |
| Percentage of Examinees Scoring 3-5 on Exams | 57.7 | 30.5 | 68.8 | 48.2 | 51.9 | 62.5 | 56.4 | 59.5 |
| **1998-1999** | | | | | | | | |
| Number of Examinees Scoring 3-5 on Exams | 25,762 | 665 | 2,773 | 4,898 | 56 | 17,314 | 14,410 | 11,352 |
| Percentage of Examinees Scoring 3-5 on Exams | 58.3 | 30.7 | 71.3 | 47.8 | 53.3 | 62.5 | 56.8 | 60.3 |
| **1997-1998** | | | | | | | | |
| Number of Examinees Scoring 3-5 on Exams | 22,387 | 552 | 2,512 | 4,027 | 46 | 15,214 | 12,561 | 9,826 |
| Percentage of Examinees Scoring 3-5 on Exams | 59.3 | 29.9 | 72.6 | 49.9 | 52.3 | 62.9 | 58.0 | 61.1 |
| **1996-1997** | | | | | | | | |
| Number of Examinees Scoring 3-5 on Exams | 19,772 | 493 | 2,263 | 3,217 | 42 | 13,711 | 11,129 | 8,643 |
| Percentage of Examinees Scoring 3-5 on Exams | 61.7 | 31.4 | 73.9 | 52.1 | 65.6 | 64.9 | 60.5 | 63.3 |
| **1995-1996** | | | | | | | | |
| Number of Examinees Scoring 3-5 on Exams | 17,154 | 380 | 2,014 | 2,521 | 45 | 12,050 | 9,604 | 7,550 |
| Percentage of Examinees Scoring 3-5 on Exams | 62.6 | 32.2 | 74.8 | 51.9 | 70.3 | 65.4 | 61.6 | 63.8 |
| **1994-1995** | | | | | | | | |
| Number of Examinees Scoring 3-5 on Exams | 14,965 | 306 | 1,835 | 2,241 | 47 | 10,432 | 8,234 | 6,731 |
| Percentage of Examinees Scoring 3-5 on Exams | 62.4 | 36.1 | 74.4 | 55.3 | 66.2 | 63.6 | 60.5 | 64.9 |

*Data Sources:* TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise.

# TABLE A-7

## Texas AP Examination Performance: 1994-95 Through 1999-00 Public Schools, Grades 11-12

| | All | African American | Asian American | Hispanic | Native American | White | Female | Male |
|---|---|---|---|---|---|---|---|---|
| **1999-2000** | | | | | | | | |
| Number of Exams with Scores of 3-5 | 51,429 | 1,302 | 7,313 | 8,055 | 119 | 34,577 | 26,963 | 24,466 |
| Number of Total Exams | 96,183 | 4,592 | 11,312 | 20,934 | 234 | 59,002 | 52,755 | 43,428 |
| Percentage of Exams with Scores of 3-5 | 53.5 | 28.4 | 64.7 | 38.5 | 50.9 | 58.6 | 51.1 | 56.3 |
| **1998-1999** | | | | | | | | |
| Number of Exams with Scores of 3-5 | 43,608 | 994 | 6,255 | 6,302 | 106 | 29,868 | 22,723 | 20,885 |
| Number of Total Exams | 79,227 | 3,503 | 9,239 | 16,199 | 190 | 49,951 | 43,236 | 35,991 |
| Percentage of Exams with Scores of 3-5 | 55.0 | 28.4 | 67.7 | 38.9 | 55.8 | 59.8 | 52.6 | 58.0 |
| **1997-1998** | | | | | | | | |
| Number of Exams with Scores of 3-5 | 37,517 | 807 | 5,636 | 5,196 | 85 | 25,750 | 19,664 | 17,853 |
| Number of Total Exams | 65,985 | 2,747 | 8,148 | 12,188 | 159 | 42,644 | 36,030 | 29,955 |
| Percentage of Exams with Scores of 3-5 | 56.9 | 29.4 | 69.2 | 42.6 | 53.5 | 60.4 | 54.6 | 59.6 |
| **1996-1997** | | | | | | | | |
| Number of Exams with Scores of 3-5 | 31,764 | 684 | 4,591 | 4,046 | 58 | 22,331 | 16,872 | 14,892 |
| Number of Total Exams | 54,070 | 2,277 | 6,633 | 8,934 | 98 | 36,024 | 29,549 | 24,521 |
| Percentage of Exams with Scores of 3-5 | 58.7 | 30.0 | 69.2 | 45.3 | 59.2 | 62.0 | 57.1 | 60.7 |
| **1995-1996** | | | | | | | | |
| Number of Exams with Scores of 3-5 | 27,472 | 527 | 4,098 | 3,163 | 73 | 19,374 | 14,495 | 12,977 |
| Number of Total Exams | 45,320 | 1,683 | 5,794 | 6,784 | 116 | 30,576 | 24,412 | 20,908 |
| Percentage of Exams with Scores of 3-5 | 60.6 | 31.3 | 70.7 | 46.6 | 62.9 | 63.4 | 59.4 | 62.1 |
| **1994-1995** | | | | | | | | |
| Number of Exams with Scores of 3-5 | 23,931 | 423 | 3,671 | 2,799 | 74 | 16,788 | 12,371 | 11,560 |
| Number of Total Exams | 39,859 | 1,181 | 5,215 | 5,783 | 119 | 27,289 | 21,354 | 18,505 |
| Percentage of Exams with Scores of 3-5 | 60.0 | 35.8 | 70.4 | 48.4 | 62.2 | 61.5 | 57.9 | 62.5 |

*Data Sources:* TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise.

# TABLE A-8

## Texas IB Examination Participation: 1994-95 Through 1999-00 Public Schools, Grades 11-12

| Student Groups | 1994-95 | | | 1995-96 | | | 1996-97 | | | 1997-98 | | | 1998-99 | | | 1999-00 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Students | Number of Examinees | Percent of Students Taking Exams | Number of Students | Number of Examinees | Percent of Students Taking Exams | Number of Students | Number of Examinees | Percent of Students Taking Exams | Number of Students | Number of Examinees | Percent of Students Taking Exams | Number of Students | Number of Examinees | Percent of Students Taking Exams | Number of Students | Number of Examinees | Percent of Students Taking Exams |
| All | 352,587 | 429 | 0.12 | 359,336 | 419 | 0.12 | 377,285 | 619 | 0.16 | 393,939 | 612 | 0.16 | 404,269 | 714 | 0.18 | 410,308 | 843 | 0.21 |
| Female | 182,228 | 242 | 0.13 | 186,647 | 233 | 0.12 | 195,693 | 358 | 0.18 | 204,395 | 366 | 0.18 | 209,762 | 424 | 0.20 | 213,139 | 506 | 0.24 |
| Male | 170,359 | 181 | 0.11 | 172,689 | 183 | 0.11 | 181,592 | 257 | 0.14 | 189,544 | 243 | 0.13 | 194,507 | 288 | 0.15 | 197,169 | 336 | 0.17 |
| African American | 43,811 | 38 | 0.09 | 45,849 | 33 | 0.07 | 49,021 | 61 | 0.12 | 51,136 | 58 | 0.11 | 51,253 | 45 | 0.09 | 52,069 | 53 | 0.10 |
| Asian American | 11,189 | 60 | 0.54 | 11,553 | 53 | 0.46 | 12,118 | 112 | 0.92 | 12,834 | 121 | 0.94 | 14,214 | 135 | 0.95 | 14,376 | 161 | 1.12 |
| Hispanic | 107,843 | 27 | 0.03 | 110,328 | 24 | 0.02 | 117,575 | 31 | 0.03 | 124,351 | 39 | 0.03 | 129,512 | 52 | 0.04 | 133,844 | 115 | 0.09 |
| Native American | 792 | < 5 | - | 821 | < 5 | - | 831 | < 5 | - | 918 | < 5 | - | 1,475 | < 5 | - | 979 | < 5 | - |
| White | 188,952 | 298 | 0.16 | 190,785 | 306 | 0.16 | 197,740 | 410 | 0.21 | 204,700 | 388 | 0.19 | 207,815 | 477 | 0.23 | 209,040 | 511 | 0.24 |

*Data Sources:* TEA summary analyses of Texas public school examination data files provided by the IBO in Cardiff, Wales, Great Britain, with final IB results data for 2000 obtained from IBO in February 2001. TEA PEIMS for student enrollment. Grade level, gender, and ethnicity from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (-).

# TABLE A-9

## Texas IB Examinee Performance: 1994-95 Through 1999-00 Public Schools, Grades 11-12

| Student Groups | 1994-95 | | 1995-96 | | 1996-97 | | 1997-98 | | 1998-99 | | 1999-00 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Examinees Scoring 4-7 on Exams | Percent of Examinees Scoring 4-7 on Exams | Number of Examinees Scoring 4-7 on Exams | Percent of Examinees Scoring 4-7 on Exams | Number of Examinees Scoring 4-7 on Exams | Percent of Examinees Scoring 4-7 on Exams | Number of Examinees Scoring 4-7 on Exams | Percent of Examinees Scoring 4-7 on Exams | Number of Examinees Scoring 4-7 on Exams | Percent of Examinees Scoring 4-7 on Exams | Number of Examinees Scoring 4-7 on Exams | Percent of Examinees Scoring 4-7 on Exams |
| All | 343 | 80.0 | 334 | 79.7 | 532 | 85.9 | 540 | 88.2 | 657 | 92.0 | 725 | 86.0 |
| Female | 197 | 81.4 | 180 | 77.3 | 303 | 84.6 | 317 | 86.6 | 398 | 93.9 | 432 | 85.4 |
| Male | 142 | 78.5 | 152 | 83.1 | 225 | 87.6 | 221 | 91.0 | 258 | 89.6 | 293 | 87.2 |
| African American | 13 | 34.2 | 7 | 21.2 | 21 | 34.4 | 32 | 55.2 | 36 | 80.0 | 48 | 90.6 |
| Asian American | 55 | 91.7 | 52 | 98.1 | 108 | 96.4 | 114 | 94.2 | 130 | 96.3 | 149 | 92.5 |
| Hispanic | 18 | 66.7 | 17 | 70.8 | 24 | 77.4 | 35 | 89.7 | 49 | 94.2 | 85 | 73.9 |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 253 | 84.9 | 256 | 83.7 | 374 | 91.2 | 354 | 91.2 | 438 | 91.8 | 441 | 86.3 |

Data Sources: TEA summary analyses of Texas public school examination data files provided by the IBO in Cardiff, Wales, Great Britain, with final IB results data for 2000 obtained from IBO in February 2001. Grade level, gender, and ethnicity from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (-)

# TABLE A-10

## Texas IB Examination Performance: 1994-95 Through 1999-00 Public Schools, Grades 11-12

| Student Groups | 1994-95 | | | 1995-96 | | | 1996-97 | | | 1997-98 | | | 1998-99 | | | 1999-00 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Exams | Number of Exams with Scores of 4-7 | Percent of Exams with Scores of 4-7 | Number of Exams | Number of Exams with Scores of 4-7 | Percent of Exams with Scores of 4-7 | Number of Exams | Number of Exams with Scores of 4-7 | Percent of Exams with Scores of 4-7 | Number of Exams | Number of Exams with Scores of 4-7 | Percent of Exams with Scores of 4-7 | Number of Exams | Number of Exams with Scores of 4-7 | Percent of Exams with Scores of 4-7 | Number of Exams | Number of Exams with Scores of 4-7 | Percent of Exams with Scores of 4-7 |
| All | 910 | 680 | 74.7 | 867 | 636 | 73.4 | 1,481 | 1,126 | 76.0 | 1,610 | 1,296 | 80.5 | 1,793 | 1,500 | 83.7 | 2,085 | 1,649 | 79.1 |
| Female | 508 | 385 | 75.8 | 452 | 320 | 70.8 | 826 | 616 | 74.6 | 937 | 739 | 78.9 | 1,056 | 911 | 86.3 | 1,240 | 967 | 78.0 |
| Male | 395 | 290 | 73.4 | 410 | 312 | 76.1 | 640 | 497 | 77.7 | 670 | 555 | 82.8 | 735 | 588 | 80.0 | 844 | 682 | 80.8 |
| African American | 56 | 22 | 39.3 | 44 | 13 | 29.6 | 165 | 36 | 21.8 | 158 | 63 | 39.9 | 108 | 72 | 66.7 | 140 | 92 | 65.7 |
| Asian American | 165 | 134 | 81.2 | 137 | 115 | 83.9 | 295 | 245 | 83.1 | 345 | 317 | 91.9 | 395 | 340 | 86.1 | 421 | 347 | 82.4 |
| Hispanic | 48 | 30 | 62.5 | 46 | 29 | 63.0 | 65 | 46 | 70.8 | 92 | 65 | 70.7 | 124 | 94 | 75.8 | 256 | 144 | 56.3 |
| Native American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 634 | 489 | 77.1 | 635 | 475 | 74.8 | 937 | 782 | 83.5 | 1,000 | 838 | 83.8 | 1,156 | 986 | 85.3 | 1,264 | 1,063 | 84.1 |

*Data Sources:* TEA summary analyses of Texas public school examination data files provided by the IBO in Cardiff, Wales, Great Britain, with final IB results data for 2000 obtained from IBO in February 2001. Grade level, gender, and ethnicity from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (–).

# TABLE A-11

## Texas Students with Advanced Course Completions: 1992-93 Through 1999-00 Public Schools, Grades 9-12

| Statistics for All Advanced Courses | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 |
|---|---|---|---|---|---|---|---|---|
| Number of Students With at Least One Course Completed | 98,541 | 106,726 | 117,791 | 158,977 | 192,357 | 206,346 | 194,418 | 216,355 |
| Number of Course Completions | 145,346 | 164,391 | 188,283 | 437,750 | 560,840 | 626,819 | 635,941 | 692,406 |
| Average Number of Courses Completed Per Student | 1.5 | 1.5 | 1.6 | 2.8 | 2.9 | 3.0 | 3.3 | 3.2 |
| **Statistics for AP Courses** | | | | | | | | |
| Number of Students With at Least One AP Course Completed | 11,402 | 21,505 | 32,723 | 46,977 | 59,939 | 74,132 | 108,773 | 114,073 |
| Number of AP Course Completions | 17,073 | 32,667 | 51,270 | 131,683 | 170,503 | 219,283 | 338,373 | 358,946 |
| (Percentage of All Advanced Course Completions) | (11.7%) | (19.9%) | (27.2%) | (30.1%) | (30.4%) | (35.0%) | (53.2%) | (51.8%) |
| Average Number of Courses Completed Per Student | 1.5 | 1.5 | 1.6 | 2.8 | 2.8 | 3.0 | 3.1 | 3.1 |
| **Statistics for IB Courses** | | | | | | | | |
| Number of Students With at Least One IB Course Completed | – | – | – | – | 3,453 | 2,921 | 2,377 | 2,775 |
| Number of IB Course Completions | – | – | – | – | 9,322 | 8,318 | 8,296 | 10,787 |
| (Percentage of All Advanced Course Completions) | – | – | – | – | (1.7%) | (1.3%) | (1.3%) | (1.6%) |
| Average Number of Courses Completed Per Student | – | – | – | – | 2.7 | 2.8 | 3.5 | 3.9 |
| **Statistics for Non-AP/IB Courses** | | | | | | | | |
| Number of Students With at Least One Course Completed | 93,149 | 96,530 | 102,247 | 139,695 | 167,688 | 175,397 | 136,609 | 157,411 |
| Number of Course Completions | 128,273 | 131,724 | 137,013 | 306,067 | 381,015 | 399,218 | 289,272 | 322,673 |
| (Percentage of All Advanced Course Completions) | (88.3%) | (80.1%) | (72.8%) | (70.0%) | (67.9%) | (63.7%) | (45.5%) | (46.6%) |
| Average Number of Courses Completed Per Student | 1.4 | 1.4 | 1.3 | 2.2 | 2.3 | 2.3 | 2.1 | 2.0 |

*Data Sources:* TEA analysis of 1992-93 to 1999-00 TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

*Note.* Data were not available for cells marked with a dash (–).

# TABLE A-12

## Texas AP Examinees Completing Advanced Courses: 1992-93 Through 1999-00 Public Schools, Grades 9-12

| | 1992-93 | | 1993-94 | | 1994-95 | | 1995-96 | | 1996-97 | | 1997-98 | | 1998-99 | | 1999-00 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Examinees** | **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** |
| **AP Courses** | | | | | | | | | | | | | | | | |
| No courses | 9,334 | 66.3 | 8,570 | 51.7 | 10,109 | 43.6 | 8,843 | 33.6 | 9,699 | 29.5 | 10,585 | 27.1 | 6,114 | 13.4 | 6,062 | 11.3 |
| At least 1 course | 4,747 | 33.7 | 8,014 | 48.3 | 13,067 | 56.4 | 17,468 | 66.4 | 23,233 | 70.5 | 28,492 | 72.9 | 39,648 | 86.6 | 47,751 | 88.7 |
| **Advanced Courses** | | | | | | | | | | | | | | | | |
| No courses | 2,068 | 14.7 | 2,071 | 12.5 | 2,978 | 12.8 | 2,558 | 9.7 | 3,017 | 9.2 | 3,214 | 8.3 | 3,647 | 8.0 | 3,597 | 6.7 |
| At least 1 course | 12,013 | 85.3 | 14,513 | 87.5 | 20,198 | 87.2 | 23,753 | 90.3 | 29,915 | 90.8 | 35,836 | 91.7 | 42,115 | 92.0 | 50,216 | 93.3 |

*Data Sources:* TEA analysis of CEEB 1992-93 to 1999-00 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

*Note.* AP examinees were linked to AP and advanced course completers by student to obtain the statistics above. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.



# TABLE A-13

## Texas Advanced Course Completers Taking AP Examinations: 1992-93 Through 1999-00 Public Schools, Grades 9-12

| | 1992-93 | | 1993-94 | | 1994-95 | | 1995-96 | | 1996-97 | | 1997-98 | | 1998-99 | | 1999-00 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Course Completers** | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| **AP Course Completers** | | | | | | | | | | | | | | | | |
| No exams | 6,655 | 58.4 | 13,491 | 62.7 | 19,219 | 59.5 | 25,425 | 59.3 | 31,670 | 57.7 | 39,219 | 57.9 | 58,686 | 59.7 | 56,136 | 54.0 |
| At least one exam | 4,747 | 41.6 | 8,014 | 37.3 | 13,067 | 40.5 | 17,468 | 40.7 | 23,233 | 42.3 | 28,492 | 42.1 | 39,648 | 40.3 | 47,751 | 46.0 |
| **Advanced Course Completers** | | | | | | | | | | | | | | | | |
| No exams | 86,528 | 87.8 | 92,213 | 86.4 | 97,593 | 82.9 | 115,895 | 83.0 | 138,323 | 82.2 | 145,541 | 80.2 | 128,920 | 75.4 | 139,099 | 73.5 |
| At least one exam | 12,013 | 12.2 | 14,513 | 13.6 | 20,198 | 17.1 | 23,753 | 17.0 | 29,915 | 17.8 | 35,836 | 19.8 | 42,115 | 24.6 | 50,216 | 26.5 |

*Data Sources:* TEA analysis of CEEB 1992-93 to 1999-00 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

*Note.* AP and advanced course completers were linked to AP examinees to obtain the statistics above. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

# TABLE A-14

## Correspondence Between Specific AP Examinations and AP Courses Completed in Texas: 1992-93 Through 1999-00 Public Schools, Grades 9-12

| Examinations and Course Completions | 1992-93 | | 1993-94 | | 1994-95 | | 1995-96 | | 1996-97 | | 1997-98 | | 1998-99 | | 1999-00 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Exams taken without corresponding AP course | 15,992 | 72.8 | 16,135 | 60.8 | 23,210 | 61.6 | 22,890 | 53.9 | 23,366 | 43.0 | 31,376 | 48.2 | 37,632 | 47.9 | 24,707 | 25.3 |
| Exams taken with corresponding AP course | 5,981 | 27.2 | 10,410 | 39.2 | 14,481 | 38.4 | 19,585 | 46.1 | 30,991 | 57.0 | 33,776 | 51.8 | 40,899 | 52.1 | 72,971 | 74.7 |
| AP course completed without corresponding exam | 11,184 | 65.2 | 22,356 | 68.2 | 36,755 | 71.7 | 49,212 | 71.5 | 59,368 | 65.7 | 81,014 | 70.6 | 132,902 | 76.5 | 113,991 | 61.0 |
| AP course completed with corresponding exam | 5,981 | 34.8 | 10,410 | 31.8 | 14,481 | 28.3 | 19,585 | 28.5 | 30,991 | 34.3 | 33,776 | 29.4 | 40,899 | 23.5 | 72,971 | 39.0 |

Data Sources: TEA analysis of CEEB 1992-93 to 1999-00 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

Note. AP examinations were linked to corresponding AP courses by student to obtain the statistics above. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

# TABLE A-15

## Correspondence Between Texas AP Examination Scores and AP Courses Completed: 1992-93 Through 1999-00 Public Schools, Grades 9-12

| AP Exam Score | 1992-93 Exams Taken With and Without the Corresponding AP Course | | 1993-94 Exams Taken With and Without the Corresponding AP Course | | 1994-95 Exams Taken With and Without the Corresponding AP Course | | 1995-96 Exams Taken With and Without the Corresponding AP Course | | 1996-97 Exams Taken With and Without the Corresponding AP Course | | 1997-98 Exams Taken With and Without the Corresponding AP Course | | 1998-99 Exams Taken With and Without the Corresponding AP Course | | 1999-00 Exams Taken With and Without the Corresponding AP Course | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Without | With | Without | With | Without | With | Without | With | Without | With | Without | With | Without | With | Without | With |
| | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) | Number (Percent) |
| 5 | 2,186 (13.7) | 1,083 (18.1) | 2,366 (14.7) | 1,725 (16.6) | 2,119 (11.8) | 2,633 (13.2) | 2,027 (12.2) | 3,268 (12.6) | 2,091 (12.7) | 4,832 (12.7) | 2,748 (12.6) | 5,403 (12.0) | 2,809 (12.8) | 6,775 (11.6) | 1,691 (15.6) | 9,947 (11.4) |
| 4 | 3,206 (20.1) | 1,414 (23.6) | 3,272 (20.3) | 2,372 (22.8) | 3,251 (18.0) | 4,115 (20.7) | 2,810 (16.9) | 5,416 (20.8) | 2,600 (15.8) | 7,432 (19.5) | 3,775 (17.3) | 8,462 (18.7) | 3,561 (16.2) | 10,387 (17.8) | 1,684 (15.6) | 14,858 (17.1) |
| 3 | 4,947 (31.0) | 1,808 (30.2) | 5,106 (31.7) | 3,380 (32.5) | 4,833 (26.8) | 5,760 (29.0) | 4,640 (27.8) | 7,738 (29.8) | 4,431 (26.9) | 10,824 (28.4) | 5,722 (26.2) | 12,257 (27.1) | 5,058 (23.0) | 16,002 (27.4) | 2,353 (21.8) | 22,059 (25.3) |
| 2 | 3,967 (24.8) | 1,227 (20.5) | 3,973 (24.6) | 2,178 (20.9) | 4,874 (27.0) | 5,210 (26.2) | 4,583 (27.5) | 6,752 (26.0) | 4,521 (27.5) | 9,784 (25.7) | 5,834 (26.7) | 12,282 (27.2) | 5,734 (26.1) | 16,804 (28.7) | 2,741 (25.4) | 23,304 (26.8) |
| 1 | 1,672 (10.5) | 447 (7.5) | 1,401 (8.7) | 751 (7.2) | 2,952 (16.4) | 2,158 (10.9) | 2,606 (15.6) | 2,823 (10.9) | 2,807 (17.1) | 5,268 (13.8) | 3,764 (17.2) | 6,791 (15.0) | 4,801 (21.9) | 8,522 (14.6) | 2,342 (21.7) | 16,865 (19.4) |
| Mean Score | 3.02 | 3.24 | 3.08 | 3.21 | 2.82 | 2.99 | 2.82 | 2.98 | 2.80 | 2.92 | 2.81 | 2.85 | 2.72 | 2.83 | 2.78 | 2.74 |

*Data Sources:* TEA analysis of CEEB 1992-93 to 1999-00 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

*Note.* AP examinations were linked to corresponding AP courses by student to obtain the statistics above. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

## TABLE A-16

(continued next page)

### Correspondence Between Texas AP Examination Mean Scores and AP Courses Completed by Subject: 1999-00 Public Schools, Grades 9-12

| Examination Subjects | Exams Taken Without and With the Corresponding AP Course | |
|---|---|---|
| | Without | With |
| **English Language & Composition** | | |
| Number of examinees | 6,505 | 14,201 |
| Mean score | ***2.65*** | ***2.59*** |
| **English Literature & Composition** | | |
| Number of examinees | 2,664 | 11,253 |
| Mean score | ***2.85*** | ***2.80*** |
| **History: U.S.** | | |
| Number of examinees | 1,346 | 10,118 |
| Mean score | ***2.13*** | ***2.32*** |
| **Calculus AB** | | |
| Number of examinees | 823 | 6,669 |
| Mean score | ***2.33*** | ***2.73*** |
| **Spanish Language** | | |
| Number of examinees | 3,612 | 3,244 |
| Mean score | ***3.99*** | ***3.69*** |
| **Government & Politics: U.S.** | | |
| Number of examinees | 1,110 | 5,032 |
| Mean score | ***2.42*** | ***2.56*** |
| **Biology** | | |
| Number of examinees | 432 | 4,292 |
| Mean score | ***1.97*** | ***2.39*** |
| **Economics: Macroeconomics** | | |
| Number of examinees | 1,291 | 2,562 |
| Mean score | ***2.57*** | ***2.79*** |
| **Chemistry** | | |
| Number of examinees | 227 | 2,706 |
| Mean score | ***2.05*** | ***2.53*** |
| **Calculus BC** | | |
| Number of examinees | 185 | 1,830 |
| Mean score | ***3.03*** | ***3.51*** |
| **Statistics** | | |
| Number of examinees | 74 | 1,815 |
| Mean score | ***2.30*** | ***2.67*** |
| **Psychology** | | |
| Number of examinees | 210 | 1,356 |
| Mean score | ***2.74*** | ***2.85*** |
| **Computer Science A** | | |
| Number of examinees | 608 | 928 |
| Mean score | ***2.43*** | ***2.59*** |

## TABLE A-16 (cont'd.)

### Correspondence Between Texas AP Examination Mean Scores and AP Courses Completed by Subject: 1999-00 Public Schools, Grades 9-12

| Examination Subjects | Exams Taken Without and With the Corresponding AP Course | |
|---|---|---|
| | Without | With |
| **Physics B** | | |
| Number of examinees | 376 | 1,062 |
| Mean score | ***2.14*** | ***2.56*** |
| **Economics: Microeconomics** | | |
| Number of examinees | 699 | 794 |
| Mean score | ***2.10*** | ***2.56*** |
| **History: European** | | |
| Number of examinees | 431 | 766 |
| Mean score | ***2.82*** | ***3.14*** |
| **Spanish Literature** | | |
| Number of examinees | 364 | 552 |
| Mean score | ***2.87*** | ***3.04*** |
| **Physics C: Mechanics** | | |
| Number of examinees | 314 | 551 |
| Mean score | ***3.03*** | ***3.25*** |
| **Studio Art: General** | | |
| Number of examinees | 196 | 576 |
| Mean score | ***3.10*** | ***3.06*** |
| **Environmental Science** | | |
| Number of examinees | 91 | 486 |
| Mean score | ***1.62*** | ***1.99*** |
| **Computer Science AB** | | |
| Number of examinees | 193 | 454 |
| Mean score | ***2.89*** | ***3.33*** |

*Data Sources:* TEA analysis of CEEB 2000 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts. Only subjects with more than 500 AP examinations are shown.

*Note.* AP examinations were linked to corresponding AP courses by student to obtain the statistics above. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

# TABLE A-17

## Texas AP Examination Participation by Subject, Gender, and Ethnicity: 1999-00 Public Schools, Grades 9-12

| Examination Subjects | Total Number of Exams Taken in Subject Area | Female (48.8% of total enrollment) | | Male (51.2% of total enrollment) | | African American (14.0% of total enrollment) | | Asian American (2.9% of total enrollment) | | Hispanic (35.4% of total enrollment) | | White (47.5% of total enrollment) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Subject Exams Taken | % of Subject Exam | Number of Subject Exams Taken | % of Subject Exam | Number of Subject Exams Taken | % of Subject Exam | Number of Subject Exams Taken | % of Subject Exam | Number of Subject Exams Taken | % of Subject Exam | Number of Subject Exams Taken | % of Subject Exam |
| English Language & Composition | 20,714 | 12,819 | 61.9 | 7,895 | 38.1 | 1,250 | 6.0 | 1,763 | 8.5 | 4,303 | 20.8 | 13,345 | 64.4 |
| English Literature & Composition | 13,934 | 8,635 | 62.0 | 5,299 | 38.0 | 811 | 5.8 | 1,118 | 8.0 | 2,793 | 20.0 | 9,172 | 65.8 |
| History: U.S. | 11,535 | 6,121 | 53.1 | 5,414 | 46.9 | 561 | 4.9 | 1,223 | 10.6 | 2,184 | 18.9 | 7,542 | 65.4 |
| Calculus AB | 7,497 | 3,659 | 48.8 | 3,838 | 51.2 | 406 | 5.4 | 994 | 13.3 | 1,485 | 19.8 | 4,597 | 61.3 |
| Spanish Language | 6,870 | 4,529 | 65.9 | 2,341 | 34.1 | 102 | 1.5 | 288 | 4.2 | 5,128 | 74.6 | 1,344 | 19.6 |
| Government & Politics: U.S. | 6,180 | 3,170 | 51.3 | 3,010 | 48.7 | 217 | 3.5 | 713 | 11.5 | 1,145 | 18.5 | 4,085 | 66.1 |
| Biology | 4,749 | 2,917 | 61.4 | 1,832 | 38.6 | 290 | 6.1 | 624 | 13.1 | 1,013 | 21.3 | 2,811 | 59.2 |
| Economics: Macroeconomics | 3,868 | 1,851 | 47.9 | 2,017 | 52.2 | 147 | 3.8 | 610 | 15.8 | 578 | 14.9 | 2,526 | 65.3 |
| Chemistry | 2,945 | 1,317 | 44.7 | 1,628 | 55.3 | 108 | 3.7 | 554 | 18.8 | 515 | 17.5 | 1,763 | 59.9 |
| Calculus BC | 2,019 | 762 | 37.7 | 1,257 | 62.3 | 47 | 2.3 | 574 | 28.4 | 147 | 7.3 | 1,244 | 61.6 |
| Statistics | 1,897 | 937 | 49.4 | 960 | 50.6 | 87 | 4.6 | 336 | 17.7 | 216 | 11.4 | 1,249 | 65.8 |
| Psychology | 1,567 | 1,001 | 63.9 | 566 | 36.1 | 75 | 4.8 | 236 | 15.1 | 147 | 9.4 | 1,105 | 70.5 |
| Computer Science A | 1,541 | 385 | 25.0 | 1,156 | 75.0 | 51 | 3.3 | 337 | 21.9 | 199 | 12.9 | 952 | 61.8 |
| History: European | 1,199 | 649 | 54.1 | 550 | 45.9 | 47 | 3.9 | 177 | 14.8 | 146 | 12.2 | 826 | 68.9 |
| Physics B | 1,448 | 511 | 35.3 | 937 | 64.7 | 49 | 3.4 | 220 | 15.2 | 250 | 17.3 | 924 | 63.8 |
| Economics: Microeconomics | 1,499 | 678 | 45.2 | 821 | 54.8 | 58 | 3.9 | 247 | 16.5 | 247 | 16.5 | 943 | 62.9 |
| Spanish Literature | 919 | 669 | 72.8 | 250 | 27.2 | 6 | 0.7 | 23 | 2.5 | 746 | 81.3 | 143 | 15.6 |
| Physics C: Mechanics | 863 | 171 | 19.8 | 692 | 80.2 | 24 | 2.8 | 215 | 24.9 | 89 | 10.3 | 534 | 61.9 |
| Studio Art: General | 775 | 470 | 60.7 | 305 | 39.4 | 28 | 3.6 | 66 | 8.5 | 163 | 21.0 | 518 | 66.8 |
| Computer Science AB | 650 | 73 | 11.2 | 577 | 88.8 | 9 | 1.4 | 136 | 20.9 | 45 | 6.9 | 456 | 70.2 |
| Environmental Science | 577 | 342 | 59.3 | 235 | 40.7 | 78 | 13.5 | 43 | 7.5 | 173 | 30.0 | 283 | 49.1 |
| Art History | 516 | 351 | 68.0 | 165 | 32.0 | 19 | 3.7 | 66 | 12.8 | 55 | 10.7 | 374 | 72.5 |

*Data Sources:* TEA analysis of CEEB 2000 AP Texas public school examination data using gender and ethnicity from TEA PEIMS as available and from AP files otherwise. Also includes 2000 PEIMS Texas public high school total enrollment figures (including students in special education). Only subjects with more than 500 AP examinees are shown.

# TABLE A-18

## 1999-00 AP Examination Score Statistics by Subject for Texas and the Nation

| | Number of Exams | | Percent of Total Exams | | Percent of Exam Scores 3-5 | | Mean Score | |
|---|---|---|---|---|---|---|---|---|
| Examination | Texas | U.S. | Texas | U.S. | Texas | U.S. | Texas | U.S. |
| English Language & Composition | 22,888 | 112,370 | 21.3 | 9.0 | 51.9 | 62.9 | 2.65 | 2.94 |
| English Literature & Composition | 15,479 | 186,730 | 14.4 | 15.0 | 61.9 | 68.7 | 2.88 | 3.06 |
| History: U.S. | 13,141 | 188,460 | 12.2 | 15.2 | 37.9 | 53.9 | 2.38 | 2.81 |
| Calculus AB | 8,447 | 133,516 | 7.8 | 10.7 | 54.0 | 63.2 | 2.75 | 3.03 |
| Spanish Language | 7,867 | 63,399 | 7.3 | 5.1 | 83.1 | 80.3 | 3.84 | 3.66 |
| Government and Politics: U.S. | 6,697 | 66,168 | 6.2 | 5.3 | 49.6 | 59.5 | 2.57 | 2.84 |
| Biology | 5,286 | 85,215 | 4.9 | 6.9 | 43.0 | 64.2 | 2.44 | 3.08 |
| Economics: Macroeconomics | 4,035 | 22,955 | 3.7 | 1.8 | 49.9 | 59.4 | 2.71 | 3.00 |
| Chemistry | 3,250 | 51,293 | 3.0 | 4.1 | 48.6 | 57.9 | 2.55 | 2.84 |
| Calculus BC | 2,300 | 33,668 | 2.1 | 2.7 | 76.0 | 78.6 | 3.50 | 3.60 |
| Statistics | 2,164 | 33,651 | 2.0 | 2.7 | 52.1 | 53.6 | 2.65 | 2.69 |
| Psychology | 1,794 | 33,433 | 1.7 | 2.7 | 57.7 | 69.8 | 2.83 | 3.23 |
| Computer Science A | 1,743 | 13,159 | 1.6 | 1.1 | 50.2 | 59.0 | 2.53 | 2.81 |
| History: European | 1,624 | 58,875 | 1.5 | 4.7 | 74.0 | 70.2 | 3.14 | 3.01 |
| Physics B | 1,606 | 29,904 | 1.5 | 2.4 | 51.7 | 58.2 | 2.54 | 2.73 |
| Economics: Microeconomics | 1,596 | 16,756 | 1.5 | 1.3 | 42.0 | 60.5 | 2.37 | 2.90 |
| Spanish Literature | 1,026 | 8,573 | 1.0 | 0.7 | 70.1 | 76.0 | 2.99 | 3.13 |
| Physics C: Mechanics | 1,022 | 15,418 | 0.9 | 1.2 | 67.1 | 69.6 | 3.20 | 3.25 |
| Studio Art: General | 843 | 8,940 | 0.8 | 0.7 | 64.1 | 58.2 | 3.11 | 2.97 |
| Computer Science AB | 719 | 6,670 | 0.7 | 0.5 | 68.3 | 72.9 | 3.19 | 3.37 |
| Environmental Science | 645 | 13,546 | 0.6 | 1.1 | 31.9 | 57.9 | 2.04 | 2.80 |
| French Language | 597 | 14,078 | 0.6 | 1.1 | 43.0 | 56.1 | 2.37 | 2.73 |
| Physics C: Electr. & Magnetism | 590 | 7,311 | 0.5 | 0.6 | 63.6 | 65.4 | 3.27 | 3.29 |
| Art History | 568 | 9,476 | 0.5 | 0.8 | 74.1 | 68.3 | 3.21 | 3.06 |
| Studio Art: Drawing | 509 | 4,573 | 0.5 | 0.4 | 77.8 | 74.0 | 3.43 | 3.28 |
| Music Theory | 350 | 5,209 | 0.3 | 0.4 | 61.1 | 67.8 | 3.06 | 3.20 |
| German Language | 246 | 3,461 | 0.2 | 0.3 | 48.0 | 59.3 | 2.73 | 2.98 |
| Latin: Vergil | 189 | 3,439 | 0.2 | 0.3 | 58.2 | 63.2 | 2.81 | 2.96 |
| Gov't. & Politics: Comparative | 185 | 8,161 | 0.2 | 0.7 | 41.6 | 61.0 | 2.36 | 2.87 |
| Latin Literature | 134 | 2,337 | 0.1 | 0.2 | 46.3 | 62.1 | 2.40 | 2.90 |
| French Literature | 98 | 1,554 | 0.1 | 0.1 | 50.0 | 71.9 | 2.61 | 3.36 |
| International English Language | – | 26 | – | 0.0 | – | 0.0 | – | 4.08 |

*Data Sources:* CEEB and ETS (2000c). Data are based on all (both public and private school) examinees. Statistics based on fewer than five examinees are masked (–).

# TABLE A-19

## 1999-00 IB Examination Score Statistics by Subject for Texas Public Schools

| Examination | Number of Exams | Percent of Total Exams | Percent of Exam Scores 4-7 | Mean Score |
|---|---|---|---|---|
| English A1* | 362 | 17.4 | 95.0 | 4.9 |
| French B* | 51 | 2.4 | 94.1 | 4.8 |
| German B* | 12 | 0.6 | 66.7 | 4.3 |
| Spanish B* | 227 | 10.9 | 91.2 | 5.1 |
| Russian B* | 8 | 0.4 | 100.0 | 6.1 |
| History SL | 65 | 3.1 | 33.8 | 3.3 |
| History: Americas HL | 144 | 6.9 | 81.9 | 4.6 |
| History: Europe HL | 24 | 1.2 | 95.8 | 5.1 |
| Geography | 8 | 0.4 | 100.0 | 4.6 |
| Economics* | 108 | 5.2 | 75.9 | 4.6 |
| Psychology | 100 | 4.8 | 80.0 | 4.4 |
| Social Anthropology | 24 | 1.2 | 58.3 | 3.8 |
| Biology* | 172 | 8.3 | 60.5 | 3.9 |
| Chemistry HL | 74 | 3.6 | 52.7 | 3.7 |
| Physics* | 145 | 7.0 | 70.3 | 4.1 |
| Mathematics HL | 111 | 5.3 | 71.2 | 4.2 |
| Mathematical Methods SL | 135 | 6.5 | 80.7 | 4.6 |
| Mathematical Studies SL | 83 | 4.0 | 88.0 | 4.8 |
| Art/Design HL | 30 | 1.4 | 96.7 | 5.6 |
| Art/Design SL Option B | 62 | 3.0 | 59.7 | 4.0 |
| Music* | 13 | 0.6 | 92.3 | 5.0 |
| Computer Science* | 84 | 4.0 | 75.0 | 4.4 |
| Theater Arts* | 16 | 0.8 | 100.0 | 4.5 |

*Data Sources:* TEA summary analyses of final Texas public school examination data files provided in February 2001 by the IBO in Cardiff, Wales, Great Britain. Excluded above are subject examinations with fewer than five examinees, as well as satisfactory Theory of Knowledge (TOK) Course and Essay completions, which are required for the IB diploma but are excluded in TEA accountability system reporting of AP and IB subject examinations.
*Subjects with both Higher Level (HL) and Subsidiary Level (SL) examinees in 2000.

# APPENDIX B
# TEXAS AP AND IB RESULTS BY DISTRICT, 2000

# NOTES ABOUT TABLES IN APPENDIX B

## RESULTS AND NOTES LISTED IN TABLES

The 2000 AP examination results listed for each district in Table B-1 include: the total number of students enrolled in Grades 11-12, number and percentage of 11th and 12th graders who took at least one AP examination, number and percentage of examinees earning at least one score within the 3-5 range, total number of examinations taken, number and percentage of AP examinations receiving scores in the 3-5 range, and a "note" column for district-specific comments. Similarly, IB results for 2000 are listed by district in Table B-2; however, columns pertaining to the number and percentage of examinees and examinations refer to scores within a 4-7 range. Table B-3 contains combined Texas AP and IB examination results in 2000 for those districts in which both AP and IB examinations are offered.

AP score data for districts are not listed in Table B-1 when the number of students with scores is less than five because of the instability of statistics based on such low numbers of scores. A "<5-masked*" note is printed for districts with fewer than five students tested. This precaution also helps ensure that single sets of scores cannot be identified or linked with any individual. Districts with no 11th or 12th graders tested received a "none tested" note. In contrast, Table B-2 lists only the few districts with IB examinees, and Table B-3 lists only districts with both AP and IB examinees. In Tables B-1 through B-3, districts (if any) with five or more examinees but with fewer than five scores of either 3, 4, or 5 for AP or 4, 5, 6, or 7 for IB were given a "<5-masked+" comment.

## SOURCES OF DATA FOR TABLES

Texas data were obtained from the College Board via its contractor, the Educational Testing Service, on 55,378 students who took one or more AP examinations in May 2000. Similarly, Texas data were obtained from the International Baccalaureate Organisation in Cardiff, Wales, Great Britain, on 920 Texas students who took IB examinations in May 2000. District results included 51,670 AP examinees and 843 IB examinees with valid scores who were 11th and 12th graders enrolled in Texas public high schools in 2000. Complete 2000 IB results included scores as determined by February 20, 2001. Note that combined AP and IB results in Table B-3 include IB results obtained from IBO as of August 16, 2000, only. Data on enrollment and grade levels of students who were ***not*** receiving special education services were obtained from TEA's Public Education Information Management System (PEIMS). When the grade level of an AP examinee was not available from PEIMS, it was obtained from the AP examinee data file. PEIMS data were also used to distinguish public from non-public school data. Because Texas public school AP results include Grade 11-12 examinees only and are based on PEIMS identification of Texas public schools, College Board summaries of Texas public school AP results may vary somewhat from those published by TEA. The IBO publishes no comparable summaries of Texas IB examination results.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| ANDERSON | CAYUGA ISD | 64 | . | . | . | . | . | . | . | < S-MASKED* |
| | ELKHART ISD | 129 | 18 | 14.0 | 12 | 66.7 | 21 | 12 | 57.1 | |
| | FRANKSTON ISD | 100 | 19 | 19.0 | . | . | . | . | . | < S-MASKED+ |
| | NECHES ISD | 30 | . | . | . | . | . | . | . | NONE TESTED |
| | PALESTINE ISD | 361 | 27 | 7.5 | 21 | 77.8 | 42 | 24 | 57.1 | |
| | SLOCUM ISD | 42 | . | . | . | . | . | . | . | NONE TESTED |
| | WESTWOOD ISD | 197 | 9 | 4.6 | . | . | . | . | . | < S-MASKED+ |
| ANDREWS | ANDREWS ISD | 386 | . | . | . | . | . | . | . | NONE TESTED |
| ANGELINA | CENTRAL | 155 | . | . | . | . | . | . | . | < S-MASKED* |
| | DIBOLL ISD | 196 | 5 | 2.6 | . | . | . | . | . | < S-MASKED+ |
| | HUDSON ISD | 254 | 25 | 9.8 | 17 | 68.0 | 34 | 25 | 73.5 | |
| | HUNTINGTON ISD | 189 | . | . | . | . | . | . | . | NONE TESTED |
| | LUFKIN ISD | 891 | 117 | 13.1 | 57 | 48.7 | 191 | 88 | 46.1 | |
| | ZAVALLA ISD | 30 | . | . | . | . | . | . | . | NONE TESTED |
| ARANSAS | ARANSAS COUNTY I | 416 | 95 | 22.8 | 53 | 55.8 | 154 | 77 | 50.0 | |
| ARCHER | ARCHER CITY ISD | 70 | . | . | . | . | . | . | . | < S-MASKED* |
| | HOLLIDAY ISD | 144 | 24 | 16.7 | 10 | 41.7 | 25 | 11 | 44.0 | |
| | MEGARGEL ISD | 7 | . | . | . | . | . | . | . | NONE TESTED |
| | WINDTHORST ISD | 48 | . | . | . | . | . | . | . | < S-MASKED* |
| ARMSTRONG | CLAUDE ISD | 58 | . | . | . | . | . | . | . | NONE TESTED |
| ATASCOSA | CHARLOTTE ISD | 46 | 15 | 32.6 | . | . | . | . | . | < S-MASKED+ |
| | JOURDANTON ISD | 128 | 15 | 11.7 | . | . | . | . | . | < S-MASKED+ |
| | LYTLE ISD | 150 | 17 | 11.3 | 8 | 47.1 | 17 | 8 | 47.1 | |
| | PLEASANTON ISD | 322 | 11 | 3.4 | . | . | . | . | . | < S-MASKED+ |
| | POTEET ISD | 137 | . | . | . | . | . | . | . | NONE TESTED |
| AUSTIN | BELLVILLE ISD | 300 | 17 | 5.7 | 10 | 58.8 | 23 | 10 | 43.5 | |
| | BRAZOS ISD | 109 | . | . | . | . | . | . | . | NONE TESTED |
| | SEALY ISD | 266 | . | . | . | . | . | . | . | NONE TESTED |
| BAILEY | MULESHOE ISD | 161 | 17 | 10.6 | 6 | 35.3 | 25 | 8 | 32.0 | |
| | THREE WAY ISD | 20 | . | . | . | . | . | . | . | NONE TESTED |
| BANDERA | BANDERA ISD | 247 | 16 | 6.5 | 11 | 68.8 | 17 | 12 | 70.6 | |
| | MEDINA ISD | 44 | 7 | 15.9 | . | . | . | . | . | < S-MASKED+ |
| BASTROP | BASTROP ISD | 580 | 80 | 13.8 | 43 | 53.8 | 129 | 68 | 52.7 | |
| | ELGIN ISD | 259 | 34 | 13.1 | 13 | 38.2 | 50 | 18 | 36.0 | |
| | SMITHVILLE ISD | 158 | 18 | 11.4 | 8 | 44.4 | 26 | 9 | 34.6 | |
| BAYLOR | SEYMOUR ISD | 87 | 33 | 37.9 | 10 | 30.3 | 42 | 12 | 28.6 | |
| BEE | BEEVILLE ISD | 492 | 30 | 6.1 | 21 | 70.0 | 37 | 23 | 62.2 | |
| | PETTUS ISD | 67 | . | . | . | . | . | . | . | NONE TESTED |
| | SKIDMORE-TYNAN I | 101 | 6 | 5.9 | . | . | . | . | . | < S-MASKED+ |
| BELL | ACADEMY ISD | 118 | 10 | 8.5 | 9 | 90.0 | 16 | 9 | 56.3 | |
| | BARTLETT ISD | 56 | 12 | 21.4 | . | . | . | . | . | < S-MASKED+ |
| | BELTON ISD | 729 | 68 | 9.3 | 39 | 57.4 | 88 | 46 | 52.3 | |
| | HOLLAND ISD | 68 | . | . | . | . | . | . | . | NONE TESTED |
| | KILLEEN ISD | 2,744 | 175 | 6.4 | 104 | 59.4 | 389 | 183 | 47.0 | |
| | KILLEEN-RICHARD | 53 | . | . | . | . | . | . | . | NONE TESTED |
| | ROGERS ISD | 89 | . | . | . | . | . | . | . | < S-MASKED* |
| | SALADO ISD | 128 | 10 | 7.8 | . | . | . | . | . | < S-MASKED+ |
| | TEMPLE ISD | 720 | 54 | 7.5 | 39 | 72.2 | 87 | 58 | 66.7 | |
| | TRANSFORMATIVE C | 54 | . | . | . | . | . | . | . | NONE TESTED |
| | TROY ISD | 127 | 14 | 11.0 | 9 | 64.3 | 19 | 10 | 52.6 | |
| BEXAR | ALAMO HEIGHTS IS | 579 | 128 | 22.1 | 96 | 75.0 | 269 | 191 | 71.0 | |
| | BLESSED SACRAMEN | 69 | . | . | . | . | . | . | . | < S-MASKED* |
| | BUILDING ALTERNA | 63 | . | . | . | . | . | . | . | NONE TESTED |
| | EAGLE PROJECT (S | 12 | . | . | . | . | . | . | . | NONE TESTED |
| | EAST CENTRAL ISD | 804 | 62 | 7.7 | 41 | 66.1 | 118 | 69 | 58.5 | |
| | EDGEWOOD ISD | 943 | 34 | 3.6 | 16 | 47.1 | 39 | 16 | 41.0 | |
| | FT SAM HOUSTON I | 114 | 15 | 13.2 | 8 | 53.3 | 20 | 11 | 55.0 | |
| | HARLANDALE ISD | 1,226 | 173 | 14.1 | 38 | 22.0 | 245 | 40 | 16.3 | |
| | JOHN H WOOD CHAR | 3 | . | . | . | . | . | . | . | NONE TESTED |
| | JUDSON ISD | 1,665 | 179 | 10.8 | 130 | 72.6 | 380 | 217 | 57.1 | |
| | LACKLAND ISD | 42 | 19 | 45.2 | 9 | 47.4 | 34 | 15 | 44.1 | |
| | NORTH EAST ISD | 5,214 | 510 | 9.8 | 315 | 61.8 | 868 | 487 | 56.1 | |
| | NORTHSIDE ISD | 6,706 | 917 | 13.7 | 619 | 67.5 | 1,791 | 1,089 | 60.8 | |
| | POSITIVE SOLUTIO | 29 | . | . | . | . | . | . | . | NONE TESTED |
| | RADIANCE ACAD OF | 2 | . | . | . | . | . | . | . | NONE TESTED |
| | RANDOLPH FIELD I | 129 | 59 | 45.7 | 37 | 62.7 | 111 | 55 | 49.6 | |
| | SAN ANTONIO ISD | 5,220 | 988 | 18.9 | 216 | 21.9 | 1,552 | 259 | 16.7 | |
| | SHEKINAH "RADIAN | 1 | . | . | . | . | . | . | . | NONE TESTED |
| | SOMERSET ISD | 210 | . | . | . | . | . | . | . | NONE TESTED |
| | SOUTH SAN ANTONI | 954 | 183 | 19.2 | 64 | 35.0 | 314 | 93 | 29.6 | |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3.4.OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| BEXAR | SOUTHSIDE ISD | 352 | 49 | 13.9 | 8 | 16.3 | 64 | 10 | 15.6 | |
| | SOUTHWEST ISD | 795 | 63 | 7.9 | 14 | 22.2 | 84 | 14 | 16.7 | |
| | SOUTHWEST PREPAR | 69 | . | . | . | . | . | . | . | NONE TESTED |
| BLANCO | BLANCO ISD | 102 | 23 | 22.5 | 6 | 26.1 | 31 | 6 | 19.3 | |
| | JOHNSON CITY ISD | 83 | . | . | . | . | . | . | . | < 5-MASKED* |
| BORDEN | BORDEN COUNTY IS | 37 | . | . | . | . | . | . | . | < 5-MASKED* |
| BOSQUE | CLIFTON ISD | 148 | . | . | . | . | . | . | . | < 5-MASKED* |
| | CRANFILLS GAP IS | 11 | . | . | . | . | . | . | . | NONE TESTED |
| | IREDELL ISD | 14 | . | . | . | . | . | . | . | < 5-MASKED* |
| | KOPPERL ISD | 29 | . | . | . | . | . | . | . | < 5-MASKED* |
| | MERIDIAN ISD | 71 | 5 | 7.0 | . | . | . | . | . | < 5-MASKED+ |
| | MORGAN ISD | 6 | . | . | . | . | . | . | . | NONE TESTED |
| | VALLEY MILLS ISD | 54 | 18 | 33.3 | . | . | . | . | . | < 5-MASKED+ |
| | WALNUT SPRINGS I | 19 | . | . | . | . | . | . | . | NONE TESTED |
| BOWIE | DEKALB ISD | 136 | 7 | 5.1 | . | . | . | . | . | < 5-MASKED+ |
| | EAGLE PROJECT (T | 16 | . | . | . | . | . | . | . | NONE TESTED |
| | HOOKS ISD | 144 | . | . | . | . | . | . | . | < 5-MASKED* |
| | LIBERTY-EYLAU IS | 240 | . | . | . | . | . | . | . | NONE TESTED |
| | MAUD ISD | 68 | . | . | . | . | . | . | . | NONE TESTED |
| | NEW BOSTON ISD | 176 | . | . | . | . | . | . | . | NONE TESTED |
| | PLEASANT GROVE I | 276 | 55 | 19.9 | 26 | 47.3 | 76 | 36 | 47.4 | |
| | REDWATER ISD | 154 | . | . | . | . | . | . | . | < 5-MASKED* |
| | SIMMS ISD | 56 | . | . | . | . | . | . | . | NONE TESTED |
| | TEXARKANA ISD | 526 | 43 | 8.2 | 20 | 46.5 | 77 | 25 | 32.5 | |
| BRAZORIA | ALVIN ISD | 1,011 | 81 | 8.0 | 45 | 55.6 | 136 | 57 | 41.9 | |
| | ANGLETON ISD | 666 | 46 | 6.9 | 27 | 58.7 | 80 | 43 | 53.8 | |
| | BRAZOSPORT ISD | 1,464 | 228 | 15.6 | 140 | 61.4 | 477 | 285 | 59.8 | |
| | COLUMBIA-BRAZORI | 384 | 10 | 2.6 | 10 | 100.0 | 11 | 10 | 90.9 | |
| | DANBURY ISD | 110 | 16 | 14.5 | . | . | . | . | . | < 5-MASKED+ |
| | PEARLAND ISD | 1,177 | 179 | 15.2 | 95 | 53.1 | 326 | 164 | 50.3 | |
| | SWEENY ISD | 295 | 15 | 5.1 | 13 | 86.7 | 28 | 18 | 64.3 | |
| BRAZOS | BRAZOS SCHOOL FO | 5 | . | . | . | . | . | . | . | NONE TESTED |
| | BRYAN ISD | 1,286 | 179 | 13.9 | 129 | 72.1 | 349 | 236 | 67.6 | |
| | COLLEGE STATION | 945 | 257 | 27.2 | 235 | 91.4 | 520 | 480 | 92.3 | |
| | EAGLE PROJECT (B | 6 | . | . | . | . | . | . | . | NONE TESTED |
| BREWSTER | ALPINE ISD | 144 | 29 | 20.1 | 8 | 27.6 | 60 | 9 | 15.0 | |
| | MARATHON ISD | 16 | . | . | . | . | . | . | . | NONE TESTED |
| | TERLINGUA CSD | 35 | . | . | . | . | . | . | . | NONE TESTED |
| BRISCOE | SILVERTON ISD | 27 | . | . | . | . | . | . | . | NONE TESTED |
| BROOKS | BROOKS COUNTY IS | 230 | . | . | . | . | . | . | . | < 5-MASKED* |
| BROWN | BANGS ISD | 100 | 7 | 7.0 | . | . | . | . | . | < 5-MASKED+ |
| | BLANKET ISD | 22 | . | . | . | . | . | . | . | NONE TESTED |
| | BROOKESMITH ISD | 31 | . | . | . | . | . | . | . | < 5-MASKED* |
| | BROWNWOOD ISD | 437 | 19 | 4.3 | 11 | 57.9 | 24 | 14 | 58.3 | |
| | EARLY ISD | 148 | 23 | 15.5 | 18 | 78.3 | 23 | 18 | 78.3 | |
| | MAY ISD | 44 | . | . | . | . | . | . | . | NONE TESTED |
| | ZEPHYR ISD | 28 | . | . | . | . | . | . | . | NONE TESTED |
| BURLESON | CALDWELL ISD | 217 | 11 | 5.1 | . | . | . | . | . | < 5-MASKED+ |
| | SNOOK ISD | 49 | . | . | . | . | . | . | . | NONE TESTED |
| | SOMERVILLE ISD | 78 | . | . | . | . | . | . | . | NONE TESTED |
| BURNET | BURNET CONS ISD | 305 | 24 | 7.9 | 8 | 33.3 | 37 | 10 | 27.0 | |
| | MARBLE FALLS ISD | 352 | 47 | 13.4 | 24 | 51.1 | 96 | 37 | 38.5 | |
| CALDWELL | LOCKHART ISD | 446 | . | . | . | . | . | . | . | NONE TESTED |
| | LULING ISD | 173 | . | . | . | . | . | . | . | < 5-MASKED* |
| | PRAIRIE LEA ISD | 20 | . | . | . | . | . | . | . | NONE TESTED |
| CALHOUN | CALHOUN CO ISD | 426 | 33 | 7.7 | 18 | 54.6 | 60 | 38 | 63.3 | |
| CALLAHAN | BAIRD ISD | 52 | 12 | 23.1 | . | . | . | . | . | < 5-MASKED+ |
| | CLYDE CONS ISD | 171 | 11 | 6.4 | 6 | 54.6 | 18 | 8 | 44.4 | |
| | CROSS PLAINS ISD | 69 | . | . | . | . | . | . | . | NONE TESTED |
| | EULA ISD | 68 | . | . | . | . | . | . | . | NONE TESTED |
| CAMERON | BROWNSVILLE ISD | 3,637 | 556 | 15.3 | 179 | 32.2 | 763 | 207 | 27.1 | |
| | EAGLE PROJECT (B | 13 | . | . | . | . | . | . | . | NONE TESTED |
| | HARLINGEN CONS I | 1,648 | 199 | 12.1 | 117 | 58.8 | 303 | 142 | 46.9 | |
| | LA FERIA ISD | 281 | 33 | 11.7 | 6 | 18.2 | 44 | 8 | 18.2 | |
| | LOS FRESNOS CONS | 627 | 122 | 19.5 | 62 | 50.8 | 218 | 77 | 35.3 | |
| | POINT ISABEL ISD | 250 | 59 | 23.6 | 39 | 66.1 | 79 | 39 | 49.4 | |
| | RIO HONDO ISD | 211 | 36 | 17.1 | 23 | 63.9 | 51 | 25 | 49.0 | |
| | SAN BENITO CONS | 822 | 124 | 15.1 | 25 | 20.2 | 209 | 33 | 15.8 | |
| | SANTA MARIA ISD | 49 | . | . | . | . | . | . | . | NONE TESTED |
| | SANTA ROSA ISD | 130 | 5 | 3.8 | . | . | . | . | . | < 5-MASKED+ |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| CAMERON | SOUTH TEXAS ISD | 673 | 226 | 33.6 | 158 | 69.9 | 436 | 255 | 58.5 | |
| | VALLEY HIGH | 59 | . | . | . | . | . | . | . | NONE TESTED |
| CAMP | PITTSBURG ISD | 218 | 19 | 8.7 | 14 | 73.7 | 27 | 19 | 70.4 | |
| CARSON | GROOM ISD | 28 | . | . | . | . | . | . | . | NONE TESTED |
| | PANHANDLE ISD | 79 | . | . | . | . | . | . | . | NONE TESTED |
| | WHITE DEER ISD | 61 | . | . | . | . | . | . | . | NONE TESTED |
| CASS | ATLANTA ISD | 216 | 7 | 3.2 | 5 | 71.4 | 9 | 5 | 55.6 | |
| | AVINGER ISD | 20 | . | . | . | . | . | . | . | NONE TESTED |
| | BLOOMBURG ISD | 19 | . | . | . | . | . | . | . | NONE TESTED |
| | HUGHES SPRINGS I | 106 | 13 | 12.3 | . | . | . | . | . | < 5-MASKED+ |
| | LINDEN-KILDARE C | 164 | 8 | 4.9 | . | . | . | . | . | < 5-MASKED+ |
| | MCLEOD ISD | 55 | . | . | . | . | . | . | . | NONE TESTED |
| | QUEEN CITY ISD | 161 | 17 | 10.6 | . | . | . | . | . | < 5-MASKED+ |
| CASTRO | DIMMITT ISD | 165 | . | . | . | . | . | . | . | NONE TESTED |
| | HART ISD | 57 | 12 | 21.1 | 5 | 41.7 | 12 | 5 | 41.7 | |
| | NAZARETH ISD | 36 | . | . | . | . | . | . | . | NONE TESTED |
| CHAMBERS | ANAHUAC ISD | 160 | 44 | 27.5 | 8 | 18.2 | 71 | 9 | 12.7 | |
| | BARBERS HILL ISD | 292 | 45 | 15.4 | 27 | 60.0 | 67 | 35 | 52.2 | |
| | EAST CHAMBERS IS | 134 | . | . | . | . | . | . | . | < 5-MASKED* |
| CHEROKEE | ALTO ISD | 75 | 5 | 6.7 | . | . | . | . | . | < 5-MASKED+ |
| | JACKSONVILLE ISD | 432 | 56 | 13.0 | 30 | 53.6 | 120 | 56 | 46.7 | |
| | NEW SUMMERFIELD | 34 | . | . | . | . | . | . | . | < 5-MASKED* |
| | RUSK ISD | 228 | 6 | 2.6 | . | . | . | . | . | < 5-MASKED+ |
| | WELLS ISD | 36 | . | . | . | . | . | . | . | NONE TESTED |
| CHILDRESS | CHILDRESS ISD | 135 | 20 | 14.8 | . | . | . | . | . | < 5-MASKED+ |
| CLAY | BELLEVUE ISD | 24 | . | . | . | . | . | . | . | NONE TESTED |
| | BYERS ISD | 19 | . | . | . | . | . | . | . | NONE TESTED |
| | HENRIETTA ISD | 126 | 9 | 7.1 | 5 | 55.6 | 10 | 6 | 60.0 | |
| | MIDWAY ISD | 28 | . | . | . | . | . | . | . | NONE TESTED |
| | PETROLIA ISD | 53 | . | . | . | . | . | . | . | NONE TESTED |
| COCHRAN | MORTON ISD | 56 | . | . | . | . | . | . | . | NONE TESTED |
| | WHITEFACE CONS I | 66 | 8 | 12.1 | 5 | 62.5 | 8 | 5 | 62.5 | |
| COKE | BRONTE ISD | 51 | 9 | 17.6 | 6 | 66.7 | 12 | 7 | 58.3 | |
| | ROBERT LEE ISD | 50 | . | . | . | . | . | . | . | < 5-MASKED* |
| COLEMAN | COLEMAN ISD | 132 | 13 | 9.8 | . | . | . | . | . | < 5-MASKED+ |
| | NOVICE ISD | 4 | . | . | . | . | . | . | . | NONE TESTED |
| | PANTHER CREEK CO | 25 | . | . | . | . | . | . | . | < 5-MASKED* |
| | SANTA ANNA ISD | 25 | . | . | . | . | . | . | . | NONE TESTED |
| COLLIN | ALLEN ISD | 1,143 | 167 | 14.6 | 110 | 65.9 | 286 | 176 | 61.5 | |
| | ANNA ISD | 95 | . | . | . | . | . | . | . | < 5-MASKED* |
| | BLUE RIDGE ISD | 62 | . | . | . | . | . | . | . | NONE TESTED |
| | CELINA ISD | 117 | . | . | . | . | . | . | . | < 5-MASKED* |
| | COMMUNITY ISD | 129 | . | . | . | . | . | . | . | NONE TESTED |
| | FARMERSVILLE ISD | 101 | . | . | . | . | . | . | . | NONE TESTED |
| | FRISCO ISD | 419 | 54 | 12.9 | 37 | 68.5 | 94 | 62 | 66.0 | |
| | MCKINNEY ISD | 906 | 188 | 20.8 | 113 | 60.1 | 366 | 194 | 53.0 | |
| | PLANO ISD | 5,132 | 1,431 | 27.9 | 1207 | 84.4 | 3,567 | 2,866 | 80.4 | |
| | PRINCETON ISD | 206 | 12 | 5.8 | . | . | . | . | . | < 5-MASKED+ |
| | PROSPER ISD | 118 | . | . | . | . | . | . | . | < 5-MASKED* |
| | WYLIE ISD | 422 | 72 | 17.1 | 38 | 52.8 | 113 | 51 | 45.1 | |
| COLLINGSWOR | SAMNORWOOD ISD | 14 | 6 | 42.9 | . | . | . | . | . | < 5-MASKED+ |
| | WELLINGTON ISD | 69 | . | . | . | . | . | . | . | < 5-MASKED* |
| COLORADO | COLUMBUS ISD | 225 | 24 | 10.7 | 12 | 50.0 | 40 | 17 | 42.5 | |
| | RICE CONS ISD | 142 | . | . | . | . | . | . | . | < 5-MASKED* |
| | WEIMAR ISD | 100 | . | . | . | . | . | . | . | < 5-MASKED* |
| COMAL | COMAL ISD | 1,136 | 115 | 10.1 | 78 | 67.8 | 199 | 113 | 56.8 | |
| | NANCY NEY CHARTE | 5 | . | . | . | . | . | . | . | NONE TESTED |
| | NEW BRAUNFELS IS | 686 | 154 | 22.4 | 86 | 55.8 | 298 | 128 | 43.0 | |
| COMANCHE | COMANCHE ISD | 132 | 50 | 37.9 | 11 | 22.0 | 65 | 12 | 18.5 | |
| | DE LEON ISD | 72 | . | . | . | . | . | . | . | NONE TESTED |
| | GUSTINE ISD | 20 | . | . | . | . | . | . | . | NONE TESTED |
| | SIDNEY ISD | 20 | . | . | . | . | . | . | . | NONE TESTED |
| CONCHO | EDEN C I S D | 56 | . | . | . | . | . | . | . | < 5-MASKED* |
| | PAINT ROCK ISD | 27 | . | . | . | . | . | . | . | NONE TESTED |
| COOKE | CALLISBURG ISD | 111 | 27 | 24.3 | 8 | 29.6 | 30 | 9 | 30.0 | |
| | ERA ISD | 54 | 6 | 11.1 | . | . | . | . | . | < 5-MASKED+ |
| | GAINESVILLE ISD | 296 | 8 | 2.7 | 5 | 62.5 | 9 | 5 | 55.6 | |
| | LINDSAY ISD | 77 | 22 | 28.6 | 15 | 68.2 | 28 | 17 | 60.7 | |
| | MUENSTER ISD | 54 | 23 | 42.6 | 20 | 87.0 | 31 | 24 | 77.4 | |
| | VALLEY VIEW ISD | 71 | 5 | 7.0 | . | . | . | . | . | < 5-MASKED+ |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

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| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| CORYELL | COPPERAS COVE IS | 762 | 60 | 7.9 | 31 | 51.7 | 98 | 41 | 41.8 | |
| | EVANT ISD | 45 | . | . | . | . | . | . | . | NONE TESTED |
| | GATESVILLE ISD | 281 | 18 | 6.4 | 9 | 50.0 | 26 | 13 | 50.0 | |
| | JONESBORO ISD | 23 | . | . | . | . | . | . | . | NONE TESTED |
| | OGLESBY ISD | 20 | . | . | . | . | . | . | . | NONE TESTED |
| COTTLE | PADUCAH ISD | 40 | . | . | . | . | . | . | . | NONE TESTED |
| CRANE | CRANE ISD | 121 | . | . | . | . | . | . | . | < S-MASKED* |
| CROCKETT | CROCKETT COUNTY | 136 | 36 | 26.5 | 6 | 16.7 | 42 | 6 | 14.3 | |
| CROSBY | CROSBYTON ISD | 75 | 13 | 17.3 | . | . | . | . | . | < S-MASKED+ |
| | LORENZO ISD | 35 | . | . | . | . | . | . | . | NONE TESTED |
| | RALLS ISD | 81 | . | . | . | . | . | . | . | NONE TESTED |
| CULBERSON | CULBERSON COUNTY | 84 | . | . | . | . | . | . | . | < S-MASKED* |
| DALLAM | DALHART ISD | 173 | 9 | 5.2 | 8 | 88.9 | 11 | 8 | 72.7 | |
| | TEXLINE ISD | 21 | . | . | . | . | . | . | . | NONE TESTED |
| DALLAS | CARROLLTON-FARME | 2,314 | 482 | 20.8 | 367 | 76.1 | 913 | 677 | 74.2 | |
| | CEDAR HILL ISD | 697 | 189 | 27.1 | 74 | 39.2 | 372 | 114 | 30.6 | |
| | COPPELL ISD | 892 | 196 | 22.0 | 159 | 81.1 | 446 | 306 | 68.6 | |
| | DALLAS CAN ACADE | 190 | . | . | . | . | . | . | . | NONE TESTED |
| | DALLAS COUNTY JU | 7 | . | . | . | . | . | . | . | NONE TESTED |
| | DALLAS ISD | 11,908 | 2,006 | 16.8 | 765 | 38.1 | 4,062 | 1,324 | 32.6 | |
| | DESOTO ISD | 761 | 170 | 22.3 | 89 | 52.4 | 399 | 180 | 45.1 | |
| | DUNCANVILLE ISD | 1,403 | 172 | 12.3 | 117 | 68.0 | 359 | 222 | 61.8 | |
| | EAGLE ADVANTAGE | 0 | . | . | . | . | . | . | . | NONE TESTED |
| | EAGLE PROJECT (D | 11 | . | . | . | . | . | . | . | NONE TESTED |
| | GARLAND ISD | 5,109 | 982 | 19.2 | 375 | 38.2 | 1,895 | 568 | 30.0 | |
| | GRAND PRAIRIE IS | 1,817 | 228 | 12.5 | 110 | 48.3 | 415 | 154 | 37.1 | |
| | HERITAGE ACADEMY | 225 | . | . | . | . | . | . | . | NONE TESTED |
| | HIGHLAND PARK IS | 710 | 419 | 59.0 | 325 | 77.6 | 1,022 | 723 | 70.7 | |
| | HONORS ACADEMY | 392 | 14 | 3.6 | 6 | 42.9 | 20 | 6 | 30.0 | |
| | IRVING ISD | 2,478 | 378 | 15.3 | 203 | 53.7 | 655 | 285 | 43.5 | |
| | JEAN MASSIEU ACA | 0 | . | . | . | . | . | . | . | NONE TESTED |
| | LANCASTER ISD | 468 | 18 | 3.8 | . | . | . | . | . | < 5-MASKED+ |
| | MESQUITE ISD | 3,320 | 321 | 9.7 | 175 | 54.5 | 492 | 227 | 46.1 | |
| | RENAISSANCE CHAR | 183 | . | . | . | . | . | . | . | < 5-MASKED* |
| | RICHARDSON ISD | 3,969 | 970 | 24.4 | 801 | 82.6 | 2,119 | 1,661 | 78.4 | |
| | RYLIE FAITH FAMI | 9 | . | . | . | . | . | . | . | NONE TESTED |
| | WILMER-HUTCHINS | 304 | . | . | . | . | . | . | . | NONE TESTED |
| DAWSON | DAWSON | 18 | . | . | . | . | . | . | . | NONE TESTED |
| | KLONDIKE ISD | 25 | 12 | 48.0 | 5 | 41.7 | 13 | 5 | 38.5 | |
| | LAMESA ISD | 309 | 16 | 5.2 | . | . | . | . | . | < S-MASKED+ |
| | SANDS ISD | 36 | . | . | . | . | . | . | . | < S-MASKED* |
| DEAF SMITH | HEREFORD ISD | 475 | 41 | 8.6 | 21 | 51.2 | 74 | 30 | 40.5 | |
| DELTA | COOPER ISD | 99 | . | . | . | . | . | . | . | NONE TESTED |
| | FANNINDEL ISD | 20 | . | . | . | . | . | . | . | NONE TESTED |
| DENTON | AUBREY ISD | 109 | . | . | . | . | . | . | . | NONE TESTED |
| | DENTON ISD | 1,290 | 194 | 15.0 | 141 | 72.7 | 356 | 232 | 65.2 | |
| | KRUM ISD | 101 | 14 | 13.9 | 7 | 50.0 | 26 | 13 | 50.0 | |
| | LAKE DALLAS ISD | 317 | 28 | 8.8 | 14 | 50.0 | 38 | 14 | 36.8 | |
| | LEWISVILLE ISD | 3,712 | 471 | 12.7 | 319 | 67.7 | 869 | 573 | 65.9 | |
| | LITTLE ELM ISD | 123 | . | . | . | . | . | . | . | NONE TESTED |
| | NORTHWEST ISD | 538 | 95 | 17.7 | 58 | 61.1 | 221 | 111 | 50.2 | |
| | PILOT POINT ISD | 128 | 26 | 20.3 | 9 | 34.6 | 41 | 11 | 26.8 | |
| | PONDER ISD | 54 | . | . | . | . | . | . | . | NONE TESTED |
| | SANGER ISD | 241 | . | . | . | . | . | . | . | < 5-MASKED* |
| DEWITT | CUERO ISD | 256 | 14 | 5.5 | 6 | 42.9 | 16 | 6 | 37.5 | |
| | NORDHEIM ISD | 10 | . | . | . | . | . | . | . | NONE TESTED |
| | YOAKUM ISD | 212 | . | . | . | . | . | . | . | < S-MASKED* |
| | YORKTOWN ISD | 95 | 8 | 8.4 | . | . | . | . | . | < 5-MASKED+ |
| DICKENS | PATTON SPRINGS I | 9 | . | . | . | . | . | . | . | NONE TESTED |
| | SPUR ISD | 37 | . | . | . | . | . | . | . | NONE TESTED |
| DIMMIT | CARRIZO SPRINGS | 277 | 28 | 10.1 | 6 | 21.4 | 37 | 9 | 24.3 | |
| DONLEY | CLARENDON ISD | 69 | . | . | . | . | . | . | . | NONE TESTED |
| | HEDLEY ISD | 20 | . | . | . | . | . | . | . | NONE TESTED |
| DUVAL | BENAVIDES ISD | 68 | . | . | . | . | . | . | . | NONE TESTED |
| | FREER ISD | 120 | 31 | 25.8 | 7 | 22.6 | 50 | 7 | 14.0 | |
| | SAN DIEGO ISD | 187 | 27 | 14.4 | . | . | . | . | . | < 5-MASKED+ |
| EASTLAND | CISCO ISD | 102 | 7 | 6.9 | . | . | . | . | . | < S-MASKED+ |
| | EASTLAND ISD | 154 | 9 | 5.8 | 6 | 66.7 | 11 | 7 | 63.6 | |
| | GORMAN ISD | 61 | . | . | . | . | . | . | . | NONE TESTED |
| | RANGER ISD | 52 | . | . | . | . | . | . | . | NONE TESTED |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| EASTLAND | RISING STAR ISD | 29 | . | . | . | . | . | . | . | NONE TESTED |
| ECTOR | ECTOR COUNTY ISD | 2,903 | 294 | 10.1 | 140 | 47.6 | S36 | 217 | 40.S | |
| EDWARDS | NUECES CANYON CO | 39 | . | . | . | . | . | . | . | NONE TESTED |
| | ROCKSPRINGS ISD | S6 | 7 | 12.S | . | . | . | . | . | < S-MASKED+ |
| EL PASO | ANTHONY | 88 | . | . | . | . | . | . | . | < S-MASKED* |
| | BURNHAM WOOD CHA | 8 | . | . | . | . | . | . | . | NONE TESTED |
| | CANUTILLO ISD | 410 | 48 | 11.7 | 8 | 16.7 | 81 | 8 | 9.9 | |
| | CLINT ISD | 610 | 128 | 21.0 | SS | 43.0 | 18S | S7 | 30.8 | |
| | EL PASO ISD | 6,264 | 764 | 12.2 | 408 | S3.4 | 1,319 | S98 | 4S.3 | |
| | FABENS ISD | 266 | 34 | 12.8 | 21 | 61.8 | 40 | 22 | SS.0 | |
| | PASO DEL NORTE | 63 | . | . | . | . | . | . | . | NONE TESTED |
| | SAN ELIZARIO ISD | 270 | 23 | 8.S | 17 | 73.9 | 23 | 17 | 73.9 | |
| | SOCORRO ISD | 2,477 | 200 | 8.1 | 90 | 4S.0 | 294 | 102 | 34.7 | |
| | TORNILLO ISD | 74 | . | . | . | . | . | . | . | < S-MASKED* |
| | YSLETA ISD | 6,234 | 1,074 | 17.2 | 40S | 37.7 | 1,699 | 490 | 28.8 | |
| ELLIS | AVALON ISD | 30 | . | . | . | . | . | . | . | NONE TESTED |
| | ENNIS ISD | 444 | 30 | 6.8 | 12 | 40.0 | S1 | 22 | 43.1 | |
| | FERRIS ISD | 163 | 18 | 11.0 | 6 | 33.3 | 30 | 8 | 26.7 | |
| | ITALY ISD | 77 | . | . | . | . | . | . | . | NONE TESTED |
| | MAYPEARL ISD | 76 | 29 | 38.2 | 10 | 34.S | 49 | 1S | 30.6 | |
| | MIDLOTHIAN ISD | 491 | 48 | 9.8 | 21 | 43.8 | 71 | 2S | 3S.2 | |
| | MILFORD ISD | 21 | . | . | . | . | . | . | . | NONE TESTED |
| | PALMER ISD | 101 | . | . | . | . | . | . | . | < S-MASKED* |
| | RED OAK ISD | 469 | 62 | 13.2 | 29 | 46.8 | 92 | 34 | 37.0 | |
| | WAXAHACHIE ISD | 711 | 131 | 18.4 | SO | 38.2 | 2S9 | 74 | 28.6 | |
| ERATH | DUBLIN ISD | 127 | S | 3.9 | . | . | . | . | . | < S-MASKED+ |
| | HUCKABAY ISD | 28 | . | . | . | . | . | . | . | NONE TESTED |
| | LINGLEVILLE ISD | 2S | . | . | . | . | . | . | . | NONE TESTED |
| | STEPHENVILLE ISD | 398 | 20 | S.0 | 14 | 70.0 | 23 | 1S | 6S.2 | |
| FALLS | CHILTON ISD | 4S | . | . | . | . | . | . | . | NONE TESTED |
| | MARLIN ISD | 149 | 7 | 4.7 | . | . | . | . | . | < S-MASKED+ |
| | ROSEBUD-LOTT ISD | 129 | 33 | 2S.6 | 19 | S7.6 | 40 | 20 | SO.0 | |
| FANNIN | BONHAM ISD | 211 | . | . | . | . | . | . | . | NONE TESTED |
| | DODD CITY ISD | 21 | . | . | . | . | . | . | . | NONE TESTED |
| | ECTOR ISD | 20 | . | . | . | . | . | . | . | NONE TESTED |
| | HONEY GROVE ISD | 97 | 10 | 10.3 | S | SO.0 | 11 | 6 | S4.6 | |
| | LEONARD ISD | 84 | . | . | . | . | . | . | . | NONE TESTED |
| | SAM RAYBURN ISD | SS | . | . | . | . | . | . | . | < S-MASKED* |
| | SAVOY ISD | 36 | 9 | 2S.0 | . | . | . | . | . | < S-MASKED+ |
| | TRENTON ISD | 4S | . | . | . | . | . | . | . | NONE TESTED |
| FAYETTE | FAYETTEVILLE ISD | 41 | . | . | . | . | . | . | . | NONE TESTED |
| | FLATONIA ISD | 74 | 32 | 43.2 | S | 1S.6 | 41 | 6 | 14.6 | |
| | LA GRANGE ISD | 241 | 20 | 8.3 | 17 | 8S.0 | 30 | 2S | 83.3 | |
| | ROUND TOP-CARMIN | 36 | . | . | . | . | . | . | . | NONE TESTED |
| | SCHULENBURG ISD | 98 | . | . | . | . | . | . | . | NONE TESTED |
| FISHER | ROBY CONS ISD | 44 | . | . | . | . | . | . | . | < S-MASKED* |
| | ROTAN ISD | S8 | . | . | . | . | . | . | . | NONE TESTED |
| FLOYD | FLOYDADA ISD | 104 | 24 | 23.1 | 8 | 33.3 | 31 | 12 | 38.7 | |
| | LOCKNEY ISD | 94 | . | . | . | . | . | . | . | NONE TESTED |
| FOARD | CROWELL ISD | 27 | . | . | . | . | . | . | . | < S-MASKED* |
| FORT BEND | FORT BEND ISD | 6,821 | 1,162 | 17.0 | 1010 | 86.9 | 2,677 | 2,226 | 83.2 | |
| | LAMAR CONSOLIDAT | 1,466 | 111 | 7.6 | 69 | 62.2 | 169 | 97 | S7.4 | |
| | NEEDVILLE ISD | 308 | 24 | 7.8 | 18 | 7S.0 | 41 | 22 | S3.7 | |
| | STAFFORD MSD | 30S | S4 | 17.7 | 24 | 44.4 | 109 | 41 | 37.6 | |
| FRANKLIN | MOUNT VERNON ISD | 166 | 17 | 10.2 | S | 29.4 | 2S | S | 20.0 | |
| FREESTONE | FAIRFIELD ISD | 164 | 26 | 1S.9 | 12 | 46.2 | 43 | 1S | 34.9 | |
| | TEAGUE ISD | 144 | 9 | 6.3 | 8 | 88.9 | 9 | 8 | 88.9 | |
| | WORTHAM ISD | 38 | 12 | 31.6 | . | . | . | . | . | < S-MASKED+ |
| FRIO | DILLEY ISD | 84 | . | . | . | . | . | . | . | NONE TESTED |
| | PEARSALL ISD | 261 | 21 | 8.0 | 6 | 28.6 | 22 | 6 | 27.3 | |
| GAINES | LOOP ISD | 28 | . | . | . | . | . | . | . | NONE TESTED |
| | SEAGRAVES ISD | 76 | 28 | 36.8 | S | 17.9 | 30 | S | 16.7 | |
| | SEMINOLE ISD | 2S9 | 60 | 23.2 | 9 | 1S.0 | 83 | 9 | 10.8 | |
| GALVESTON | CLEAR CREEK ISD | 3,401 | 463 | 13.6 | 400 | 86.4 | 9S4 | 781 | 81.9 | |
| | DICKINSON ISD | S84 | 16 | 2.7 | 6 | 37.S | 31 | 8 | 2S.8 | |
| | FRIENDSWOOD ISD | 671 | 84 | 12.S | 61 | 72.6 | 123 | 87 | 70.7 | |
| | GALVESTON ISD | 906 | 117 | 12.9 | 74 | 63.3 | 236 | 133 | S6.4 | |
| | HIGH ISLAND ISD | S2 | . | . | . | . | . | . | . | NONE TESTED |
| | HITCHCOCK ISD | 1S9 | . | . | . | . | . | . | . | < S-MASKED* |
| | LA MARQUE ISD | 469 | 12 | 2.6 | 6 | SO.0 | 20 | 7 | 3S.0 | |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN S EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH S OR MORE EXAMINEES BUT FEWER THAN S EXAMINEES SCORING 3,4,OR S ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| GALVESTON | SANTA FE ISD | 538 | 32 | 5.9 | 18 | 56.3 | 63 | 30 | 47.6 | |
| | TEXAS CITY ISD | 629 | 79 | 12.6 | 26 | 32.9 | 118 | 37 | 31.4 | |
| GARZA | POST ISD | 101 | . | . | . | . | . | . | . | NONE TESTED |
| | SOUTHLAND ISD | 18 | . | . | . | . | . | . | . | NONE TESTED |
| GILLESPIE | FREDERICKSBURG I | 412 | 91 | 22.1 | 59 | 64.8 | 136 | 84 | 61.8 | |
| | HARPER ISD | 41 | 8 | 19.5 | . | . | . | . | . | < S-MASKED+ |
| GLASSCOCK | GLASSCOCK COUNTY | 46 | 31 | 67.4 | 6 | 19.3 | 34 | 8 | 23.5 | |
| GOLIAD | GOLIAD ISD | 178 | 16 | 9.0 | 9 | 56.3 | 16 | 9 | 56.3 | |
| GONZALES | GONZALES ISD | 286 | 24 | 8.4 | . | . | . | . | . | < S-MASKED+ |
| | NIXON-SMILEY CON | 97 | . | . | . | . | . | . | . | NONE TESTED |
| | WAELDER ISD | 28 | . | . | . | . | . | . | . | NONE TESTED |
| GRAY | LEFORS ISD | 13 | . | . | . | . | . | . | . | NONE TESTED |
| | MCLEAN ISD | 26 | . | . | . | . | . | . | . | NONE TESTED |
| | PAMPA ISD | 452 | 13 | 2.9 | . | . | . | . | . | < S-MASKED+ |
| GRAYSON | BELLS ISD | 77 | 10 | 13.0 | . | . | . | . | . | < S-MASKED+ |
| | COLLINSVILLE ISD | 64 | 5 | 7.8 | . | . | . | . | . | < S-MASKED+ |
| | DENISON ISD | 507 | 36 | 7.1 | 25 | 69.4 | 48 | 28 | 58.3 | |
| | GUNTER ISD | 81 | 12 | 14.8 | 6 | 50.0 | 16 | 7 | 43.8 | |
| | HOWE ISD | 142 | . | . | . | . | . | . | . | < S-MASKED* |
| | POTTSBORO ISD | 149 | 15 | 10.1 | 5 | 33.3 | 24 | 7 | 29.2 | |
| | S AND S CONS ISD | 92 | . | . | . | . | . | . | . | < S-MASKED* |
| | SHERMAN ISD | 626 | 139 | 22.2 | 92 | 66.2 | 243 | 158 | 65.0 | |
| | TOM BEAN ISD | 110 | . | . | . | . | . | . | . | < S-MASKED* |
| | VAN ALSTYNE ISD | 120 | 5 | 4.2 | . | . | . | . | . | < S-MASKED+ |
| | WHITESBORO ISD | 163 | 16 | 9.8 | 7 | 43.8 | 17 | 7 | 41.2 | |
| | WHITEWRIGHT ISD | 68 | . | . | . | . | . | . | . | NONE TESTED |
| GREGG | EAST TEXAS CHART | 21 | . | . | . | . | . | . | . | NONE TESTED |
| | GLADEWATER ISD | 236 | 18 | 7.6 | 10 | 55.6 | 22 | 10 | 45.5 | |
| | KILGORE ISD | 459 | 59 | 12.9 | 12 | 20.3 | 59 | 12 | 20.3 | |
| | LONGVIEW ISD | 825 | 154 | 18.7 | 102 | 66.2 | 368 | 193 | 52.5 | |
| | PINE TREE ISD | 602 | 95 | 15.8 | 76 | 80.0 | 195 | 141 | 72.3 | |
| | SABINE ISD | 160 | . | . | . | . | . | . | . | NONE TESTED |
| | SPRING HILL ISD | 206 | 21 | 10.2 | 11 | 52.4 | 42 | 21 | 50.0 | |
| | WHITE OAK ISD | 178 | 16 | 9.0 | 5 | 31.3 | 18 | 6 | 33.3 | |
| GRIMES | ANDERSON-SHIRO C | 69 | 5 | 7.2 | . | . | . | . | . | < S-MASKED+ |
| | IOLA ISD | 55 | . | . | . | . | . | . | . | NONE TESTED |
| | NAVASOTA ISD | 322 | 24 | 7.5 | 15 | 62.5 | 34 | 21 | 61.8 | |
| | RICHARDS ISD | 27 | 6 | 22.2 | . | . | . | . | . | < S-MASKED+ |
| GUADALUPE | MARION ISD | 161 | . | . | . | . | . | . | . | < S-MASKED* |
| | NAVARRO ISD | 107 | 16 | 15.0 | . | . | . | . | . | < S-MASKED+ |
| | SCHERTZ-CIBOLO-U | 768 | 98 | 12.8 | 59 | 60.2 | 110 | 67 | 60.9 | |
| | SEGUIN ISD | 735 | 97 | 13.2 | 54 | 55.7 | 144 | 69 | 47.9 | |
| HALE | ABERNATHY ISD | 92 | . | . | . | . | . | . | . | < S-MASKED* |
| | COTTON CENTER IS | 30 | . | . | . | . | . | . | . | NONE TESTED |
| | HALE CENTER ISD | 79 | 13 | 16.5 | . | . | . | . | . | < S-MASKED+ |
| | PETERSBURG ISD | 42 | . | . | . | . | . | . | . | NONE TESTED |
| | PLAINVIEW ISD | 606 | 92 | 15.2 | 35 | 38.0 | 181 | 52 | 28.7 | |
| HALL | LAKEVIEW ISD | 4 | . | . | . | . | . | . | . | NONE TESTED |
| | MEMPHIS ISD | 57 | 5 | 8.8 | . | . | . | . | . | < S-MASKED+ |
| | TURKEY-QUITAQUE | 40 | . | . | . | . | . | . | . | < S-MASKED* |
| HAMILTON | HAMILTON ISD | 100 | 19 | 19.0 | 13 | 68.4 | 27 | 20 | 74.1 | |
| | HICO ISD | 90 | 13 | 14.4 | 5 | 38.5 | 15 | 5 | 33.3 | |
| HANSFORD | GRUVER ISD | 71 | 11 | 15.5 | . | . | . | . | . | < S-MASKED+ |
| | SPEARMAN ISD | 105 | . | . | . | . | . | . | . | NONE TESTED |
| HARDEMAN | CHILLICOTHE ISD | 27 | . | . | . | . | . | . | . | < S-MASKED* |
| | QUANAH ISD | 85 | . | . | . | . | . | . | . | NONE TESTED |
| HARDIN | HARDIN-JEFFERSON | 305 | 46 | 15.1 | 21 | 45.7 | 63 | 27 | 42.9 | |
| | KOUNTZE ISD | 146 | 23 | 15.8 | 6 | 26.1 | 33 | 6 | 18.2 | |
| | LUMBERTON ISD | 377 | 48 | 12.7 | 8 | 16.7 | 65 | 9 | 13.9 | |
| | SILSBEE ISD | 401 | 16 | 4.0 | 12 | 75.0 | 18 | 12 | 66.7 | |
| | WEST HARDIN COUN | 95 | . | . | . | . | . | . | . | < S-MASKED* |
| HARRIS | ACAD-ACCELERATED | 50 | . | . | . | . | . | . | . | NONE TESTED |
| | ALDINE ISD | 4,069 | 286 | 7.0 | 168 | 58.7 | 523 | 257 | 49.1 | |
| | ALIEF ISD | 3,544 | 525 | 14.8 | 320 | 61.0 | 1,240 | 631 | 50.9 | |
| | ALPHONSO CRUTCHS | 55 | . | . | . | . | . | . | . | NONE TESTED |
| | AMERICAN ACAD OF | 12 | . | . | . | . | . | . | . | NONE TESTED |
| | CALVIN NELMS CHA | 20 | . | . | . | . | . | . | . | NONE TESTED |
| | CHANNELVIEW ISD | 609 | 109 | 17.9 | 23 | 21.1 | 200 | 33 | 16.5 | |
| | COMQUEST ACADEMY | 23 | . | . | . | . | . | . | . | NONE TESTED |
| | CROSBY ISD | 469 | 97 | 20.7 | 46 | 47.4 | 145 | 70 | 48.3 | |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3.4,OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| HARRIS | CYPRESS-FAIRBANK | 6,890 | 1,011 | 14.7 | 856 | 84.7 | 2,003 | 1,570 | 78.4 | |
| | DEER PARK ISD | 1,449 | 171 | 11.8 | 128 | 74.9 | 342 | 234 | 68.4 | |
| | ED WHITE SCHOOL- | 25 | . | . | . | . | . | . | . | NONE TESTED |
| | GALENA PARK ISD | 1,887 | 163 | 8.6 | 69 | 42.3 | 207 | 78 | 37.7 | |
| | GEORGE I SANCHEZ | 134 | . | . | . | . | . | . | . | NONE TESTED |
| | GIRLS & BOYS PRE | 98 | . | . | . | . | . | . | . | NONE TESTED |
| | GOOSE CREEK ISD | 1,854 | 235 | 12.7 | 127 | 54.0 | 423 | 210 | 49.7 | |
| | GULF SHORES ACAD | 81 | . | . | . | . | . | . | . | NONE TESTED |
| | HARRIS COUNTY JU | 12 | . | . | . | . | . | . | . | NONE TESTED |
| | HEIGHTS CHARTER | 21 | . | . | . | . | . | . | . | NONE TESTED |
| | HOUSTON CAN ACAD | 86 | . | . | . | . | . | . | . | NONE TESTED |
| | HOUSTON H S FOR | 6 | . | . | . | . | . | . | . | NONE TESTED |
| | HOUSTON ISD | 15,719 | 1,651 | 10.5 | 1061 | 64.3 | 3,390 | 2,113 | 62.3 | |
| | HUFFMAN ISD | 285 | 35 | 12.3 | 23 | 65.7 | 49 | 33 | 67.4 | |
| | HUMBLE ISD | 3,138 | 229 | 7.3 | 182 | 79.5 | 414 | 318 | 76.8 | |
| | JAMIE'S HOUSE CH | 2 | . | . | . | . | . | . | . | NONE TESTED |
| | JESSE JACKSON AC | 12 | . | . | . | . | . | . | . | NONE TESTED |
| | KATY ISD | 3,777 | 652 | 17.3 | 564 | 86.5 | 1,525 | 1,284 | 84.2 | |
| | KIPP, INC CHARTE | 26 | . | . | . | . | . | . | . | NONE TESTED |
| | KLEIN ISD | 3,993 | 533 | 13.3 | 417 | 78.2 | 948 | 701 | 74.0 | |
| | LA PORTE ISD | 841 | 96 | 11.4 | 66 | 68.8 | 146 | 87 | 59.6 | |
| | NORTH FOREST ISD | 1,188 | 21 | 1.8 | . | . | . | . | . | < S-MASKED+ |
| | PASADENA ISD | 4,224 | 225 | 5.3 | 145 | 64.4 | 327 | 196 | 59.9 | |
| | PREPARED TABLE | 45 | . | . | . | . | . | . | . | NONE TESTED |
| | R.YZAGUIRRE SCH | 4 | . | . | . | . | . | . | . | NONE TESTED |
| | SHELDON ISD | 412 | 30 | 7.3 | . | . | . | . | . | < S-MASKED+ |
| | SOUTHWEST HIGH S | 95 | . | . | . | . | . | . | . | NONE TESTED |
| | SPRING BRANCH IS | 3,401 | 631 | 18.6 | 483 | 76.6 | 1,311 | 1,005 | 76.7 | |
| | SPRING ISD | 2,437 | 334 | 13.7 | 239 | 71.6 | 720 | 486 | 67.5 | |
| | TOMBALL ISD | 862 | 117 | 13.6 | 75 | 64.1 | 208 | 113 | 54.3 | |
| | WEST HOUSTON CHA | 22 | . | . | . | . | . | . | . | NONE TESTED |
| HARRISON | ELYSIAN FIELDS I | 138 | . | . | . | . | . | . | . | NONE TESTED |
| | HALLSVILLE ISD | 453 | 55 | 12.1 | 35 | 63.6 | 83 | 39 | 47.0 | |
| | HARLETON ISD | 71 | 10 | 14.1 | . | . | . | . | . | < S-MASKED+ |
| | KARNACK ISD | 35 | 10 | 28.6 | . | . | . | . | . | < S-MASKED+ |
| | MARSHALL ISD | 836 | 56 | 6.7 | 37 | 66.1 | 75 | 47 | 62.7 | |
| | WASKOM ISD | 97 | . | . | . | . | . | . | . | NONE TESTED |
| HARTLEY | CHANNING ISD | 17 | . | . | . | . | . | . | . | < S-MASKED* |
| | HARTLEY ISD | 26 | . | . | . | . | . | . | . | NONE TESTED |
| HASKELL | HASKELL CISD | 82 | 5 | 6.1 | . | . | . | . | . | < S-MASKED+ |
| | PAINT CREEK ISD | 20 | . | . | . | . | . | . | . | NONE TESTED |
| | ROCHESTER ISD | 28 | . | . | . | . | . | . | . | NONE TESTED |
| | RULE ISD | 30 | . | . | . | . | . | . | . | < S-MASKED* |
| HAYS | DRIPPING SPRINGS | 317 | 96 | 30.3 | 81 | 84.4 | 203 | 173 | 85.2 | |
| | HAYS CONS ISD | 688 | 86 | 12.5 | 54 | 62.8 | 163 | 93 | 57.1 | |
| | KATHERINE ANNE P | 22 | . | . | . | . | . | . | . | NONE TESTED |
| | SAN MARCOS CONS | 725 | 146 | 20.1 | 59 | 40.4 | 260 | 89 | 34.2 | |
| | WIMBERLEY ISD | 225 | 44 | 19.6 | 18 | 40.9 | 78 | 34 | 43.6 | |
| HEMPHILL | CANADIAN ISD | 94 | . | . | . | . | . | . | . | NONE TESTED |
| HENDERSON | ATHENS ISD | 372 | 10 | 2.7 | . | . | . | . | . | < S-MASKED+ |
| | BROWNSBORO ISD | 254 | 14 | 5.5 | . | . | . | . | . | < S-MASKED+ |
| | CROSS ROADS ISD | 78 | . | . | . | . | . | . | . | NONE TESTED |
| | EUSTACE ISD | 138 | . | . | . | . | . | . | . | NONE TESTED |
| | LAPOYNOR ISD | 56 | . | . | . | . | . | . | . | NONE TESTED |
| | MALAKOFF ISD | 128 | 23 | 18.0 | . | . | . | . | . | < S-MASKED+ |
| | TRINIDAD ISD | 34 | . | . | . | . | . | . | . | NONE TESTED |
| HIDALGO | DONNA ISD | 859 | 77 | 9.0 | 27 | 35.1 | 113 | 30 | 26.5 | |
| | EAGLE PROJECT PH | 12 | . | . | . | . | . | . | . | NONE TESTED |
| | EDCOUCH-ELSA ISD | 560 | 117 | 20.9 | 23 | 19.7 | 177 | 23 | 13.0 | |
| | EDINBURG CISD | 1,809 | 335 | 18.5 | 203 | 60.6 | 642 | 267 | 41.6 | |
| | HIDALGO ISD | 295 | 88 | 29.8 | 56 | 63.6 | 163 | 57 | 35.0 | |
| | LA JOYA ISD | 1,351 | 237 | 17.5 | 127 | 53.6 | 371 | 142 | 38.3 | |
| | LA VILLA ISD | 89 | . | . | . | . | . | . | . | NONE TESTED |
| | MCALLEN ISD | 2,205 | 297 | 13.5 | 172 | 57.9 | 546 | 251 | 46.0 | |
| | MERCEDES ISD | 507 | 49 | 9.7 | 8 | 16.3 | 83 | 16 | 19.3 | |
| | MID-VALLEY ACADE | 14 | . | . | . | . | . | . | . | NONE TESTED |
| | MISSION CONS ISD | 1,270 | 184 | 14.5 | 58 | 31.5 | 297 | 73 | 24.6 | |
| | ONE STOP MULTISE | 46 | . | . | . | . | . | . | . | NONE TESTED |
| | PHARR-SAN JUAN-A | 1,991 | 335 | 16.8 | 214 | 63.9 | 652 | 267 | 41.0 | |
| | PROGRESO ISD | 183 | 40 | 21.9 | 24 | 60.0 | 59 | 25 | 42.4 | |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| HIDALGO | SENTRY TECHNOLOG | 57 | . | . | . | . | . | . | . | NONE TESTED |
| | SHARYLAND ISD | 533 | 114 | 21.4 | 57 | 50.0 | 196 | 73 | 37.2 | |
| | TECHNOLOGY EDU C | 44 | . | . | . | . | . | . | . | NONE TESTED |
| | VALLEY VIEW ISD | 188 | 55 | 29.3 | 47 | 85.5 | 83 | 62 | 74.7 | |
| | WESLACO ISD | 1,113 | 208 | 18.7 | 98 | 47.1 | 518 | 145 | 28.0 | |
| HILL | ABBOTT ISD | 31 | . | . | . | . | . | . | . | NONE TESTED |
| | AQUILLA ISD | 16 | . | . | . | . | . | . | . | NONE TESTED |
| | BLUM ISD | 49 | . | . | . | . | . | . | . | < S-MASKED* |
| | BYNUM ISD | 24 | . | . | . | . | . | . | . | NONE TESTED |
| | COVINGTON ISD | 40 | . | . | . | . | . | . | . | NONE TESTED |
| | HILLSBORO ISD | 160 | 13 | 8.1 | . | . | . | . | . | < S-MASKED+ |
| | HUBBARD ISD | 67 | . | . | . | . | . | . | . | NONE TESTED |
| | ITASCA ISD | 44 | . | . | . | . | . | . | . | NONE TESTED |
| | PENELOPE ISD | 19 | . | . | . | . | . | . | . | NONE TESTED |
| | WHITNEY ISD | 160 | 14 | 8.8 | . | . | . | . | . | < S-MASKED+ |
| HOCKLEY | ANTON ISD | 43 | . | . | . | . | . | . | . | NONE TESTED |
| | LEVELLAND ISD | 378 | 44 | 11.6 | 14 | 31.8 | 60 | 19 | 31.7 | |
| | ROPES ISD | 51 | . | . | . | . | . | . | . | < S-MASKED* |
| | SMYER ISD | 48 | . | . | . | . | . | . | . | < S-MASKED* |
| | SUNDOWN ISD | 71 | . | . | . | . | . | . | . | NONE TESTED |
| | WHITHARRAL ISD | 33 | . | . | . | . | . | . | . | < S-MASKED* |
| HOOD | GRANBURY ISD | 627 | 105 | 16.7 | 43 | 41.0 | 161 | 63 | 39.1 | |
| | LIPAN ISD | 39 | . | . | . | . | . | . | . | NONE TESTED |
| | TOLAR ISD | 67 | 5 | 7.5 | . | . | . | . | . | < S-MASKED+ |
| HOPKINS | COMO-PICKTON CIS | 72 | . | . | . | . | . | . | . | NONE TESTED |
| | CUMBY ISD | 32 | . | . | . | . | . | . | . | NONE TESTED |
| | MILLER GROVE ISD | 35 | . | . | . | . | . | . | . | NONE TESTED |
| | NORTH HOPKINS IS | 48 | . | . | . | . | . | . | . | NONE TESTED |
| | SALTILLO ISD | 36 | . | . | . | . | . | . | . | NONE TESTED |
| | SULPHUR BLUFF IS | 38 | . | . | . | . | . | . | . | NONE TESTED |
| | SULPHUR SPRINGS | 432 | 92 | 21.3 | 46 | 50.0 | 146 | 65 | 44.5 | |
| HOUSTON | CROCKETT ISD | 189 | . | . | . | . | . | . | . | NONE TESTED |
| | GRAPELAND ISD | 96 | . | . | . | . | . | . | . | < S-MASKED* |
| | KENNARD ISD | 37 | . | . | . | . | . | . | . | NONE TESTED |
| | LATEXO ISD | 52 | . | . | . | . | . | . | . | < S-MASKED* |
| | LOVELADY ISD | 65 | . | . | . | . | . | . | . | NONE TESTED |
| HOWARD | BIG SPRING ISD | 418 | 21 | 5.0 | . | . | . | . | . | < S-MASKED+ |
| | COAHOMA ISD | 129 | . | . | . | . | . | . | . | NONE TESTED |
| | FORSAN ISD | 90 | . | . | . | . | . | . | . | NONE TESTED |
| HUDSPETH | DELL CITY ISD | 26 | . | . | . | . | . | . | . | NONE TESTED |
| | FT HANCOCK ISD | 48 | . | . | . | . | . | . | . | NONE TESTED |
| | SIERRA BLANCA IS | 14 | . | . | . | . | . | . | . | NONE TESTED |
| HUNT | BLAND ISD | 43 | . | . | . | . | . | . | . | NONE TESTED |
| | BOLES ISD | 46 | . | . | . | . | . | . | . | NONE TESTED |
| | CADDO MILLS ISD | 85 | . | . | . | . | . | . | . | NONE TESTED |
| | CAMPBELL ISD | 33 | . | . | . | . | . | . | . | NONE TESTED |
| | CELESTE ISD | 62 | . | . | . | . | . | . | . | < S-MASKED* |
| | COMMERCE ISD | 186 | 31 | 16.7 | 22 | 71.0 | 52 | 31 | 59.6 | |
| | GREENVILLE ISD | 516 | 60 | 11.6 | 29 | 48.3 | 93 | 37 | 39.8 | |
| | LONE OAK ISD | 76 | 8 | 10.5 | . | . | . | . | . | < 5-MASKED+ |
| | QUINLAN ISD | 304 | 5 | 1.6 | 5 | 100.0 | 7 | 7 | 100.0 | |
| | WOLFE CITY ISD | 63 | . | . | . | . | . | . | . | NONE TESTED |
| HUTCHINSON | BORGER ISD | 404 | 27 | 6.7 | 13 | 48.2 | 37 | 16 | 43.2 | |
| | PLEMONS-STINNETT | 91 | 16 | 17.6 | 7 | 43.8 | 21 | 8 | 38.1 | |
| | SANFORD ISD | 140 | 18 | 12.9 | . | . | . | . | . | < S-MASKED+ |
| IRION | IRION CO ISD | 55 | 19 | 34.5 | 6 | 31.6 | 24 | 7 | 29.2 | |
| JACK | BRYSON ISD | 42 | . | . | . | . | . | . | . | NONE TESTED |
| | JACKSBORO ISD | 117 | 9 | 7.7 | 7 | 77.8 | 10 | 7 | 70.0 | |
| | PERRIN-WHITT CON | 50 | 17 | 34.0 | 9 | 52.9 | 22 | 9 | 40.9 | |
| JACKSON | EDNA ISD | 182 | 21 | 11.5 | . | . | . | . | . | < S-MASKED+ |
| | GANADO ISD | 93 | . | . | . | . | . | . | . | NONE TESTED |
| | INDUSTRIAL ISD | 150 | 28 | 18.7 | 13 | 46.4 | 41 | 19 | 46.3 | |
| JASPER | BROOKELAND ISD | 31 | . | . | . | . | . | . | . | NONE TESTED |
| | BUNA ISD | 199 | . | . | . | . | . | . | . | < S-MASKED* |
| | EVADALE ISD | 51 | . | . | . | . | . | . | . | NONE TESTED |
| | JASPER ISD | 382 | 12 | 3.1 | 7 | 58.3 | 18 | 11 | 61.1 | |
| | KIRBYVILLE CISD | 195 | 9 | 4.6 | 5 | 55.6 | 12 | 6 | 50.0 | |
| JEFF DAVIS | FT DAVIS ISD | 39 | . | . | . | . | . | . | . | < S-MASKED* |
| | VALENTINE ISD | 10 | 5 | 50.0 | . | . | . | . | . | < S-MASKED+ |
| JEFFERSON | BEAUMONT ISD | 2,037 | 163 | 8.0 | 81 | 49.7 | 260 | 118 | 45.4 | |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| JEFFERSON | EAGLE PROJECT (B | 4 | . | . | . | . | . | . | . | NONE TESTED |
| | HAMSHIRE-FANNETT | 252 | 11 | 4.4 | 9 | 81.8 | 19 | 16 | 84.2 | |
| | NEDERLAND ISD | 694 | 32 | 4.6 | 17 | 53.1 | 39 | 21 | 53.9 | |
| | PORT ARTHUR ISD | 1,075 | 16 | 1.5 | . | . | . | . | . | < 5-MASKED+ |
| | PORT NECHES-GROV | 726 | 22 | 3.0 | 13 | 59.1 | 38 | 22 | 57.9 | |
| | SABINE PASS ISD | 18 | . | . | . | . | . | . | . | NONE TESTED |
| JIM HOGG | JIM HOGG COUNTY | 153 | 12 | 7.8 | . | . | . | . | . | < 5-MASKED+ |
| JIM WELLS | ALICE ISD | 720 | 76 | 10.6 | 21 | 27.6 | 99 | 30 | 30.3 | |
| | BEN BOLT-PALITO | 74 | . | . | . | . | . | . | . | NONE TESTED |
| | ORANGE GROVE ISD | 176 | 11 | 6.3 | 5 | 45.5 | 12 | 5 | 41.7 | |
| | PREMONT ISD | 114 | . | . | . | . | . | . | . | NONE TESTED |
| JOHNSON | ALVARADO ISD | 292 | . | . | . | . | . | . | . | < 5-MASKED* |
| | BURLESON ISD | 750 | 96 | 12.8 | 54 | 56.3 | 183 | 82 | 44.8 | |
| | CLEBURNE ISD | 587 | 40 | 6.8 | 25 | 62.5 | 51 | 30 | 58.8 | |
| | GODLEY ISD | 112 | 12 | 10.7 | . | . | . | . | . | < 5-MASKED+ |
| | GRANDVIEW ISD | 104 | 16 | 15.4 | 7 | 43.8 | 32 | 10 | 31.3 | |
| | JOSHUA ISD | 453 | 30 | 6.6 | 18 | 60.0 | 42 | 26 | 61.9 | |
| | KEENE ISD | 51 | 18 | 35.3 | . | . | . | . | . | < 5-MASKED+ |
| | RIO VISTA ISD | 90 | 9 | 10.0 | 5 | 55.6 | 9 | 5 | 55.6 | |
| | VENUS ISD | 121 | 23 | 19.0 | . | . | . | . | . | < 5-MASKED+ |
| JONES | ANSON ISD | 101 | 21 | 20.8 | 11 | 52.4 | 28 | 13 | 46.4 | |
| | HAMLIN ISD | 58 | 11 | 19.0 | . | . | . | . | . | < 5-MASKED+ |
| | HAWLEY ISD | 93 | 18 | 19.4 | . | . | . | . | . | < 5-MASKED+ |
| | LUEDERS-AVOCA IS | 17 | . | . | . | . | . | . | . | NONE TESTED |
| | STAMFORD ISD | 81 | . | . | . | . | . | . | . | NONE TESTED |
| KARNES | FALLS CITY ISD | 51 | . | . | . | . | . | . | . | NONE TESTED |
| | KARNES CITY ISD | 116 | 19 | 16.4 | 11 | 57.9 | 28 | 15 | 53.6 | |
| | KENEDY ISD | 122 | . | . | . | . | . | . | . | NONE TESTED |
| | RUNGE ISD | 25 | . | . | . | . | . | . | . | NONE TESTED |
| KAUFMAN | CRANDALL ISD | 193 | . | . | . | . | . | . | . | < 5-MASKED* |
| | FORNEY ISD | 282 | 61 | 21.6 | 17 | 27.9 | 96 | 27 | 28.1 | |
| | KAUFMAN ISD | 319 | 26 | 8.2 | 8 | 30.8 | 49 | 11 | 22.5 | |
| | KEMP ISD | 141 | 17 | 12.1 | 7 | 41.2 | 21 | 7 | 33.3 | |
| | MABANK ISD | 306 | 30 | 9.8 | 13 | 43.3 | 47 | 17 | 36.2 | |
| | SCURRY-ROSSER IS | 99 | 17 | 17.2 | . | . | . | . | . | < 5-MASKED+ |
| | TERRELL ISD | 370 | 14 | 3.8 | 9 | 64.3 | 20 | 12 | 60.0 | |
| KENDALL | BOERNE ISD | 591 | 114 | 19.3 | 90 | 79.0 | 223 | 151 | 67.7 | |
| | COMFORT ISD | 97 | . | . | . | . | . | . | . | < 5-MASKED* |
| KENT | JAYTON-GIRARD IS | 25 | . | . | . | . | . | . | . | NONE TESTED |
| KERR | CENTER POINT ISD | 61 | . | . | . | . | . | . | . | < 5-MASKED* |
| | HUNT ISD | 3 | . | . | . | . | . | . | . | NONE TESTED |
| | INGRAM ISD | 169 | 39 | 23.1 | 19 | 48.7 | 72 | 32 | 44.4 | |
| | KERRVILLE ISD | 511 | 70 | 13.7 | 52 | 74.3 | 125 | 83 | 66.4 | |
| KIMBLE | JUNCTION ISD | 88 | 8 | 9.1 | . | . | . | . | . | < 5-MASKED+ |
| KING | GUTHRIE CSD | 9 | . | . | . | . | . | . | . | NONE TESTED |
| KINNEY | BRACKETT ISD | 68 | . | . | . | . | . | . | . | < 5-MASKED* |
| KLEBERG | KINGSVILLE ISD | 595 | 17 | 2.9 | 13 | 76.5 | 24 | 16 | 66.7 | |
| | RIVIERA ISD | 95 | 23 | 24.2 | . | . | . | . | . | < 5-MASKED+ |
| | SANTA GERTRUDIS | 61 | 11 | 18.0 | . | . | . | . | . | < 5-MASKED+ |
| KNOX | BENJAMIN ISD | 11 | . | . | . | . | . | . | . | NONE TESTED |
| | GOREE ISD | 11 | . | . | . | . | . | . | . | NONE TESTED |
| | KNOX CITY-O'BRIE | 47 | . | . | . | . | . | . | . | NONE TESTED |
| | MUNDAY ISD | 55 | . | . | . | . | . | . | . | < 5-MASKED* |
| LA SALLE | COTULLA ISD | 153 | 6 | 3.9 | . | . | . | . | . | < 5-MASKED+ |
| LAMAR | CHISUM ISD | 100 | . | . | . | . | . | . | . | NONE TESTED |
| | NORTH LAMAR ISD | 361 | 56 | 15.5 | 21 | 37.5 | 122 | 35 | 28.7 | |
| | PARIS ISD | 337 | 11 | 3.3 | . | . | . | . | . | < 5-MASKED+ |
| | PRAIRILAND ISD | 124 | . | . | . | . | . | . | . | NONE TESTED |
| | ROXTON ISD | 29 | . | . | . | . | . | . | . | NONE TESTED |
| LAMB | AMHERST ISD | 30 | 8 | 26.7 | . | . | . | . | . | < 5-MASKED+ |
| | LITTLEFIELD ISD | 191 | 47 | 24.6 | 10 | 21.3 | 71 | 12 | 16.9 | |
| | OLTON ISD | 91 | 15 | 16.5 | . | . | . | . | . | < 5-MASKED+ |
| | SPADE ISD | 15 | . | . | . | . | . | . | . | NONE TESTED |
| | SPRINGLAKE-EARTH | 56 | 7 | 12.5 | . | . | . | . | . | < 5-MASKED+ |
| | SUDAN ISD | 39 | 18 | 46.2 | . | . | . | . | . | < 5-MASKED+ |
| LAMPASAS | CEDAR RIDGE CHAR | 2 | . | . | . | . | . | . | . | NONE TESTED |
| | LAMPASAS ISD | 387 | 7 | 1.8 | 6 | 85.7 | 7 | 6 | 85.7 | |
| | LOMETA ISD | 27 | . | . | . | . | . | . | . | NONE TESTED |
| LAVACA | HALLETTSVILLE IS | 174 | 12 | 6.9 | . | . | . | . | . | < 5-MASKED+ |
| | MOULTON ISD | 57 | . | . | . | . | . | . | . | < 5-MASKED* |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| LAVACA | SHINER ISD | 68 | . | . | . | . | . | . | . | NONE TESTED |
| LEE | DIME BOX ISD | 23 | . | . | . | . | . | . | . | NONE TESTED |
| | GIDDINGS ISD | 258 | 32 | 12.4 | 8 | 25.0 | 37 | 9 | 24.3 | |
| | LEXINGTON ISD | 129 | 37 | 28.7 | 11 | 29.7 | 72 | 14 | 19.4 | |
| LEON | BUFFALO ISD | 90 | 9 | 10.0 | . | . | . | . | . | < 5-MASKED+ |
| | CENTERVILLE ISD | 105 | 7 | 6.7 | . | . | . | . | . | < 5-MASKED+ |
| | LEON ISD | 110 | 14 | 12.7 | 5 | 35.7 | 14 | 5 | 35.7 | |
| | NORMANGEE ISD | 62 | . | . | . | . | . | . | . | NONE TESTED |
| | OAKWOOD ISD | 35 | . | . | . | . | . | . | . | NONE TESTED |
| LIBERTY | CLEVELAND ISD | 238 | 31 | 13.0 | 14 | 45.2 | 55 | 18 | 32.7 | |
| | DAYTON ISD | 465 | 68 | 14.6 | 27 | 39.7 | 81 | 31 | 38.3 | |
| | HARDIN ISD | 129 | 20 | 15.5 | 10 | 50.0 | 25 | 13 | 52.0 | |
| | HULL-DAISETTA IS | 77 | 6 | 7.8 | . | . | . | . | . | < 5-MASKED+ |
| | LIBERTY ISD | 283 | 16 | 5.7 | 12 | 75.0 | 34 | 18 | 52.9 | |
| | TARKINGTON ISD | 162 | 14 | 8.6 | . | . | . | . | . | < 5-MASKED+ |
| LIMESTONE | COOLIDGE ISD | 23 | . | . | . | . | . | . | . | NONE TESTED |
| | GROESBECK ISD | 170 | 22 | 12.9 | . | . | . | . | . | < 5-MASKED+ |
| | MEXIA ISD | 207 | 58 | 28.0 | 9 | 15.5 | 109 | 13 | 11.9 | |
| LIPSCOMB | BOOKER ISD | 42 | . | . | . | . | . | . | . | NONE TESTED |
| | FOLLETT ISD | 35 | . | . | . | . | . | . | . | NONE TESTED |
| | HIGGINS ISD | 17 | . | . | . | . | . | . | . | NONE TESTED |
| LIVE OAK | GEORGE WEST ISD | 169 | 8 | 4.7 | . | . | . | . | . | < 5-MASKED+ |
| | THREE RIVERS ISD | 98 | . | . | . | . | . | . | . | NONE TESTED |
| LLANO | LLANO ISD | 161 | 14 | 8.7 | 5 | 35.7 | 17 | 7 | 41.2 | |
| LUBBOCK | EAGLE PROJECT (L | 13 | . | . | . | . | . | . | . | NONE TESTED |
| | FRENSHIP ISD | 509 | 15 | 2.9 | . | . | . | . | . | < 5-MASKED+ |
| | IDALOU ISD | 110 | 5 | 4.5 | . | . | . | . | . | < 5-MASKED+ |
| | LUBBOCK ISD | 3,479 | 289 | 8.3 | 153 | 52.9 | 466 | 227 | 48.7 | |
| | LUBBOCK-COOPER I | 231 | 11 | 4.8 | . | . | . | . | . | < 5-MASKED+ |
| | LUBBOCK-RICHARD | 15 | . | . | . | . | . | . | . | NONE TESTED |
| | NEW DEAL ISD | 84 | . | . | . | . | . | . | . | < 5-MASKED* |
| | ROOSEVELT ISD | 127 | . | . | . | . | . | . | . | NONE TESTED |
| | SHALLOWATER ISD | 175 | . | . | . | . | . | . | . | NONE TESTED |
| | SLATON ISD | 152 | 11 | 7.2 | . | . | . | . | . | < 5-MASKED+ |
| | SOUTH PLAINS | 50 | . | . | . | . | . | . | . | NONE TESTED |
| LYNN | NEW HOME ISD | 22 | . | . | . | . | . | . | . | NONE TESTED |
| | O'DONNELL ISD | 56 | . | . | . | . | . | . | . | NONE TESTED |
| | TAHOKA ISD | 86 | 23 | 26.7 | 8 | 34.8 | 35 | 11 | 31.4 | |
| | WILSON ISD | 27 | . | . | . | . | . | . | . | NONE TESTED |
| MADISON | MADISONVILLE CON | 190 | . | . | . | . | . | . | . | < 5-MASKED* |
| | NORTH ZULCH ISD | 44 | . | . | . | . | . | . | . | < 5-MASKED* |
| MARION | JEFFERSON ISD | 160 | 7 | 4.4 | . | . | . | . | . | < 5-MASKED+ |
| MARTIN | GRADY ISD | 35 | . | . | . | . | . | . | . | NONE TESTED |
| | STANTON ISD | 87 | . | . | . | . | . | . | . | NONE TESTED |
| MASON | MASON ISD | 79 | 13 | 16.5 | 8 | 61.5 | 15 | 9 | 60.0 | |
| MATAGORDA | BAY CITY ISD | 434 | 50 | 11.5 | 33 | 66.0 | 81 | 49 | 60.5 | |
| | PALACIOS ISD | 203 | 48 | 23.6 | 16 | 33.3 | 82 | 17 | 20.7 | |
| | TIDEHAVEN ISD | 104 | . | . | . | . | . | . | . | NONE TESTED |
| | VAN VLECK ISD | 133 | 7 | 5.3 | . | . | . | . | . | < 5-MASKED+ |
| MAVERICK | EAGLE PASS ISD | 1,156 | 199 | 17.2 | 107 | 53.8 | 400 | 126 | 31.5 | |
| MCCULLOCH | BRADY ISD | 152 | . | . | . | . | . | . | . | NONE TESTED |
| | LOHN ISD | 16 | . | . | . | . | . | . | . | NONE TESTED |
| | ROCHELLE ISD | 21 | . | . | . | . | . | . | . | NONE TESTED |
| MCLENNAN | AXTELL ISD | 84 | . | . | . | . | . | . | . | NONE TESTED |
| | BOSQUEVILLE ISD | 53 | . | . | . | . | . | . | . | NONE TESTED |
| | BRUCEVILLE-EDDY | 93 | 29 | 31.2 | 12 | 41.4 | 39 | 14 | 35.9 | |
| | CHINA SPRING ISD | 202 | 63 | 31.2 | 16 | 25.4 | 85 | 21 | 24.7 | |
| | CONNALLY ISD | 253 | 31 | 12.3 | 15 | 48.4 | 43 | 17 | 39.5 | |
| | CRAWFORD ISD | 81 | . | . | . | . | . | . | . | NONE TESTED |
| | EAGLE PROJECT (W | 1 | . | . | . | . | . | . | . | NONE TESTED |
| | LA VEGA ISD | 179 | 20 | 11.2 | 5 | 25.0 | 28 | 5 | 17.9 | |
| | LORENA ISD | 170 | 11 | 6.5 | 7 | 63.6 | 15 | 9 | 60.0 | |
| | MART ISD | 81 | . | . | . | . | . | . | . | < 5-MASKED* |
| | MCGREGOR ISD | 134 | . | . | . | . | . | . | . | NONE TESTED |
| | MIDWAY ISD | 742 | 97 | 13.1 | 90 | 92.8 | 187 | 172 | 92.0 | |
| | MOODY ISD | 74 | 9 | 12.2 | . | . | . | . | . | < 5-MASKED+ |
| | RIESEL ISD | 66 | 17 | 25.8 | 7 | 41.2 | 34 | 8 | 23.5 | |
| | ROBINSON ISD | 249 | 8 | 3.2 | . | . | . | . | . | < 5-MASKED+ |
| | WACO ISD | 1,244 | 64 | 5.1 | 31 | 48.4 | 108 | 42 | 38.9 | |
| | WEST ISD | 222 | 24 | 10.8 | . | . | . | . | . | < 5-MASKED+ |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3.4.OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| MCMULLEN | MCMULLEN COUNTY | 17 | . | . | . | . | . | . | . | NONE TESTED |
| MEDINA | D'HANIS ISD | 31 | 7 | 22.6 | . | . | . | . | . | < S-MASKED+ |
| | DEVINE ISD | 221 | . | . | . | . | . | . | . | NONE TESTED |
| | HONDO ISD | 187 | 24 | 12.8 | 10 | 41.7 | 28 | 11 | 39.3 | |
| | MEDINA VALLEY IS | 348 | 17 | 4.9 | 12 | 70.6 | 19 | 14 | 73.7 | |
| | NATALIA ISD | 86 | . | . | . | . | . | . | . | NONE TESTED |
| MENARD | MENARD ISD | 62 | . | . | . | . | . | . | . | NONE TESTED |
| MIDLAND | EAGLE PROJECT (M | 12 | . | . | . | . | . | . | . | NONE TESTED |
| | GREENWOOD ISD | 204 | 8 | 3.9 | . | . | . | . | . | < S-MASKED+ |
| | MIDLAND ISD | 2,670 | 71 | 2.7 | S1 | 71.8 | 142 | 96 | 67.6 | |
| | MIDLAND-RICHARD | 9 | . | . | . | . | . | . | . | NONE TESTED |
| MILAM | BUCKHOLTS ISD | 15 | . | . | . | . | . | . | . | NONE TESTED |
| | CAMERON ISD | 208 | . | . | . | . | . | . | . | NONE TESTED |
| | MILANO ISD | 66 | . | . | . | . | . | . | . | NONE TESTED |
| | ROCKDALE ISD | 213 | 16 | 7.S | . | . | . | . | . | < S-MASKED+ |
| | THORNDALE ISD | 73 | 11 | 1S.1 | . | . | . | . | . | < S-MASKED+ |
| MILLS | GOLDTHWAITE ISD | 69 | 8 | 11.6 | . | . | . | . | . | < S-MASKED+ |
| | MULLIN ISD | 16 | . | . | . | . | . | . | . | NONE TESTED |
| | PRIDDY ISD | 10 | . | . | . | . | . | . | . | NONE TESTED |
| | STAR ISD | 11 | . | . | . | . | . | . | . | NONE TESTED |
| MITCHELL | COLORADO ISD | 14S | . | . | . | . | . | . | . | NONE TESTED |
| | LORAINE ISD | 20 | 6 | 30.0 | . | . | . | . | . | < S-MASKED+ |
| | WESTBROOK ISD | 26 | . | . | . | . | . | . | . | NONE TESTED |
| MONTAGUE | BOWIE ISD | 192 | 13 | 6.8 | 12 | 92.3 | 17 | 13 | 76.S | |
| | FORESTBURG ISD | 19 | . | . | . | . | . | . | . | NONE TESTED |
| | GOLD BURG ISD | 17 | . | . | . | . | . | . | . | NONE TESTED |
| | NOCONA ISD | 99 | 17 | 17.2 | . | . | . | . | . | < S-MASKED+ |
| | PRAIRIE VALLEY I | 19 | . | . | . | . | . | . | . | NONE TESTED |
| | SAINT JO ISD | 52 | 18 | 34.6 | . | . | . | . | . | < S-MASKED+ |
| MONTGOMERY | CONROE ISD | 3,SO9 | S70 | 16.2 | 478 | 83.9 | 1,195 | 968 | 81.0 | |
| | MAGNOLIA ISD | S82 | 80 | 13.7 | 35 | 43.8 | 142 | 42 | 29.6 | |
| | MONTGOMERY ISD | 408 | 47 | 11.S | 28 | S9.6 | 72 | 39 | S4.2 | |
| | NEW CANEY ISD | SO6 | 13 | 2.6 | . | . | . | . | . | < S-MASKED+ |
| | SPLENDORA ISD | 210 | . | . | . | . | . | . | . | < S-MASKED* |
| | TEXAS SERENITY A | 1 | . | . | . | . | . | . | . | NONE TESTED |
| | WILLIS ISD | 438 | 29 | 6.6 | 9 | 31.0 | 40 | 9 | 22.S | |
| MOORE | DUMAS ISD | 356 | 43 | 12.1 | 6 | 14.0 | S7 | 7 | 12.3 | |
| | SUNRAY ISD | 82 | . | . | . | . | . | . | . | NONE TESTED |
| MORRIS | DAINGERFIELD-LON | 178 | 11 | 6.2 | 8 | 72.7 | 12 | 9 | 75.0 | |
| | PEWITT ISD | 102 | 12 | 11.8 | 8 | 66.7 | 18 | 11 | 61.1 | |
| MOTLEY | MOTLEY COUNTY IS | 34 | . | . | . | . | . | . | . | NONE TESTED |
| NACOGDOCHES | CENTRAL HEIGHTS | 70 | 6 | 8.6 | . | . | . | . | . | < S-MASKED+ |
| | CHIRENO ISD | 47 | . | . | . | . | . | . | . | NONE TESTED |
| | CUSHING ISD | S2 | 11 | 21.2 | 8 | 72.7 | 21 | 15 | 71.4 | |
| | DOUGLASS ISD | 35 | . | . | . | . | . | . | . | NONE TESTED |
| | GARRISON ISD | 78 | 7 | 9.0 | . | . | . | . | . | < S-MASKED+ |
| | MARTINSVILLE ISD | 23 | . | . | . | . | . | . | . | NONE TESTED |
| | NACOGDOCHES ISD | 711 | 89 | 12.5 | 62 | 69.7 | 127 | 86 | 67.7 | |
| | WODEN ISD | 90 | . | . | . | . | . | . | . | NONE TESTED |
| NAVARRO | BLOOMING GROVE I | 84 | 7 | 8.3 | . | . | . | . | . | < S-MASKED+ |
| | CORSICANA ISD | 489 | 18 | 3.7 | 16 | 88.9 | 29 | 23 | 79.3 | |
| | DAWSON ISD | 65 | . | . | . | . | . | . | . | < S-MASKED* |
| | FROST ISD | 43 | . | . | . | . | . | . | . | NONE TESTED |
| | KERENS ISD | 77 | . | . | . | . | . | . | . | < S-MASKED* |
| | MILDRED ISD | 60 | . | . | . | . | . | . | . | NONE TESTED |
| | RICE ISD | S4 | . | . | . | . | . | . | . | NONE TESTED |
| NEWTON | BURKEVILLE ISD | 46 | . | . | . | . | . | . | . | NONE TESTED |
| | DEWEYVILLE ISD | 87 | . | . | . | . | . | . | . | NONE TESTED |
| | NEWTON ISD | 154 | 32 | 20.8 | 8 | 2S.0 | 34 | 8 | 23.S | |
| NOLAN | BLACKWELL CONS I | 26 | S | 19.2 | . | . | . | . | . | < S-MASKED+ |
| | HIGHLAND ISD | 27 | . | . | . | . | . | . | . | NONE TESTED |
| | ROSCOE ISD | 57 | . | . | . | . | . | . | . | NONE TESTED |
| | SWEETWATER ISD | 266 | 27 | 10.2 | 14 | S1.9 | 34 | 18 | S2.9 | |
| NUECES | ACAD-TRANSITIONA | 16 | . | . | . | . | . | . | . | NONE TESTED |
| | AGUA DULCE ISD | 67 | 9 | 13.4 | . | . | . | . | . | < S-MASKED+ |
| | BANQUETE ISD | 89 | S | S.6 | . | . | . | . | . | < S-MASKED+ |
| | BISHOP CONS ISD | 14S | 16 | 11.0 | 10 | 62.S | 36 | 14 | 38.9 | |
| | CALALLEN ISD | 687 | 146 | 21.3 | 106 | 72.6 | 270 | 190 | 70.4 | |
| | COASTAL BEND YOU | 4 | . | . | . | . | . | . | . | NONE TESTED |
| | CORPUS CHRISTI I | 3,984 | 448 | 11.2 | 231 | S1.6 | 79S | 3S7 | 44.9 | |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN S EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH S OR MORE EXAMINEES BUT FEWER THAN S EXAMINEES SCORING 3,4,OR S ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| NUECES | CORPUS CHRISTI-R | 42 | . | . | . | . | . | . | . | NONE TESTED |
| | FLOUR BLUFF ISD | 547 | 91 | 16.6 | 42 | 46.2 | 120 | 51 | 42.5 | |
| | PORT ARANSAS ISD | 84 | 16 | 19.0 | 13 | 81.3 | 36 | 28 | 77.8 | |
| | ROBSTOWN ISD | 416 | 42 | 10.1 | 20 | 47.6 | 61 | 21 | 34.4 | |
| | TULOSO-MIDWAY IS | 369 | 60 | 16.3 | 26 | 43.3 | 114 | 31 | 27.2 | |
| | WEST OSO ISD | 192 | 19 | 9.9 | 8 | 42.1 | 22 | 8 | 36.4 | |
| OCHILTREE | PERRYTON ISD | 207 | 39 | 18.8 | 8 | 20.5 | 82 | 12 | 14.6 | |
| OLDHAM | ADRIAN ISD | 16 | . | . | . | . | . | . | . | NONE TESTED |
| | BOYS RANCH ISD | 51 | . | . | . | . | . | . | . | NONE TESTED |
| | VEGA ISD | 51 | . | . | . | . | . | . | . | NONE TESTED |
| ORANGE | BRIDGE CITY ISD | 335 | 5 | 1.5 | . | . | . | . | . | < S-MASKED+ |
| | LITTLE CYPRESS-M | 455 | 33 | 7.3 | 18 | 54.6 | 51 | 24 | 47.1 | |
| | ORANGEFIELD ISD | 197 | 30 | 15.2 | 5 | 16.7 | 39 | 6 | 15.4 | |
| | VIDOR ISD | 580 | 25 | 4.3 | 16 | 64.0 | 34 | 22 | 64.7 | |
| | WEST ORANGE-COVE | 415 | 16 | 3.9 | . | . | . | . | . | < S-MASKED+ |
| PALO PINTO | GORDON ISD | 31 | 11 | 35.5 | . | . | . | . | . | < S-MASKED+ |
| | GRAFORD ISD | 46 | . | . | . | . | . | . | . | NONE TESTED |
| | MINERAL WELLS IS | 332 | 15 | 4.5 | 9 | 60.0 | 20 | 10 | 50.0 | |
| | SANTO ISD | 46 | . | . | . | . | . | . | . | NONE TESTED |
| | STRAWN ISD | 30 | . | . | . | . | . | . | . | NONE TESTED |
| PANOLA | BECKVILLE ISD | 65 | . | . | . | . | . | . | . | NONE TESTED |
| | CARTHAGE ISD | 396 | 17 | 4.3 | 10 | 58.8 | 31 | 17 | 54.8 | |
| | GARY ISD | 29 | . | . | . | . | . | . | . | NONE TESTED |
| PARKER | ALEDO ISD | 357 | 89 | 24.9 | 57 | 64.0 | 169 | 95 | 56.2 | |
| | BROCK ISD | 68 | . | . | . | . | . | . | . | NONE TESTED |
| | MILLSAP ISD | 78 | . | . | . | . | . | . | . | NONE TESTED |
| | PEASTER ISD | 94 | 12 | 12.8 | 5 | 41.7 | 16 | 5 | 31.3 | |
| | POOLVILLE ISD | 36 | . | . | . | . | . | . | . | < S-MASKED* |
| | SPRINGTOWN ISD | 338 | 10 | 3.0 | 8 | 80.0 | 18 | 12 | 66.7 | |
| | WEATHERFORD ISD | 663 | 112 | 16.9 | 57 | 50.9 | 177 | 79 | 44.6 | |
| PARMER | BOVINA ISD | 49 | 10 | 20.4 | . | . | . | . | . | < S-MASKED+ |
| | FARWELL ISD | 63 | . | . | . | . | . | . | . | NONE TESTED |
| | FRIONA ISD | 149 | 58 | 38.9 | 25 | 43.1 | 103 | 28 | 27.2 | |
| | LAZBUDDIE ISD | 29 | . | . | . | . | . | . | . | < S-MASKED* |
| PECOS | BUENA VISTA ISD | 21 | . | . | . | . | . | . | . | NONE TESTED |
| | FT STOCKTON ISD | 328 | 13 | 4.0 | 12 | 92.3 | 13 | 12 | 92.3 | |
| | IRAAN-SHEFFIELD | 76 | 22 | 28.9 | 10 | 45.5 | 35 | 12 | 34.3 | |
| POLK | BIG SANDY ISD | 56 | . | . | . | . | . | . | . | NONE TESTED |
| | CORRIGAN-CAMDEN | 134 | 6 | 4.5 | . | . | . | . | . | < S-MASKED+ |
| | GOODRICH ISD | 31 | . | . | . | . | . | . | . | NONE TESTED |
| | LEGGETT ISD | 22 | . | . | . | . | . | . | . | NONE TESTED |
| | LIVINGSTON ISD | 420 | 53 | 12.6 | 29 | 54.7 | 107 | 46 | 43.0 | |
| POTTER | AMARILLO ISD | 2,976 | 270 | 9.1 | 182 | 67.4 | 461 | 285 | 61.8 | |
| | HIGHLAND PARK IS | 85 | . | . | . | . | . | . | . | NONE TESTED |
| | RIVER ROAD ISD | 176 | . | . | . | . | . | . | . | NONE TESTED |
| PRESIDIO | MARFA ISD | 67 | . | . | . | . | . | . | . | < 5-MASKED* |
| | PRESIDIO ISD | 149 | 53 | 35.6 | 37 | 69.8 | 85 | 39 | 45.9 | |
| RAINS | RAINS ISD | 169 | . | . | . | . | . | . | . | NONE TESTED |
| RANDALL | CANYON ISD | 908 | 87 | 9.6 | 56 | 64.4 | 157 | 93 | 59.2 | |
| REAGAN | REAGAN COUNTY IS | 119 | 23 | 19.3 | . | . | . | . | . | < S-MASKED+ |
| REAL | LEAKEY ISD | 31 | . | . | . | . | . | . | . | NONE TESTED |
| RED RIVER | AVERY ISD | 43 | . | . | . | . | . | . | . | NONE TESTED |
| | CLARKSVILLE ISD | 135 | . | . | . | . | . | . | . | NONE TESTED |
| | DETROIT ISD | 51 | . | . | . | . | . | . | . | NONE TESTED |
| | RIVERCREST ISD | 88 | . | . | . | . | . | . | . | NONE TESTED |
| REEVES | BALMORHEA ISD | 31 | 15 | 48.4 | . | . | . | . | . | < S-MASKED+ |
| | PECOS-BARSTOW-TO | 334 | 12 | 3.6 | 6 | 50.0 | 13 | 7 | 53.9 | |
| REFUGIO | AUSTWELL-TIVOLI | 19 | . | . | . | . | . | . | . | NONE TESTED |
| | REFUGIO ISD | 110 | 11 | 10.0 | 8 | 72.7 | 15 | 9 | 60.0 | |
| | WOODSBORO ISD | 81 | . | . | . | . | . | . | . | < S-MASKED* |
| ROBERTS | MIAMI ISD | 27 | . | . | . | . | . | . | . | NONE TESTED |
| ROBERTSON | BREMOND ISD | 55 | . | . | . | . | . | . | . | NONE TESTED |
| | CALVERT ISD | 33 | . | . | . | . | . | . | . | NONE TESTED |
| | FRANKLIN ISD | 109 | . | . | . | . | . | . | . | NONE TESTED |
| | HEARNE ISD | 124 | . | . | . | . | . | . | . | NONE TESTED |
| ROCKWALL | ROCKWALL ISD | 904 | 74 | 8.2 | 53 | 71.6 | 114 | 70 | 61.4 | |
| | ROYSE CITY ISD | 154 | 14 | 9.1 | . | . | . | . | . | < S-MASKED+ |
| RUNNELS | BALLINGER ISD | 151 | . | . | . | . | . | . | . | NONE TESTED |
| | MILES ISD | 46 | . | . | . | . | . | . | . | < S-MASKED* |
| | WINTERS ISD | 91 | . | . | . | . | . | . | . | NONE TESTED |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3.4.OR 5 ARE MASKED.

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| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| RUSK | CARLISLE ISD | 56 | 8 | 14.3 | . | . | . | . | . | < 5-MASKED+ |
| | HENDERSON ISD | 400 | 21 | 5.3 | 11 | 52.4 | 35 | 16 | 45.7 | |
| | LANEVILLE ISD | 16 | . | . | . | . | . | . | . | NONE TESTED |
| | LEVERETTS CHAPEL | 17 | . | . | . | . | . | . | . | NONE TESTED |
| | MOUNT ENTERPRISE | 46 | 6 | 13.0 | . | . | . | . | . | < 5-MASKED+ |
| | OVERTON ISD | 62 | . | . | . | . | . | . | . | NONE TESTED |
| | TATUM ISD | 189 | 22 | 11.6 | 9 | 40.9 | 31 | 13 | 41.9 | |
| | WEST RUSK ISD | 96 | 7 | 7.3 | . | . | . | . | . | < S-MASKED+ |
| SABINE | HEMPHILL ISD | 119 | 8 | 6.7 | . | . | . | . | . | < S-MASKED+ |
| | WEST SABINE ISD | 69 | 27 | 39.1 | . | . | . | . | . | < S-MASKED+ |
| SAN AUGUSTI | BROADDUS ISD | 45 | . | . | . | . | . | . | . | NONE TESTED |
| | SAN AUGUSTINE IS | 135 | . | . | . | . | . | . | . | NONE TESTED |
| SAN JACINTO | COLDSPRING-OAKHU | 182 | 7 | 3.8 | 5 | 71.4 | 10 | 6 | 60.0 | |
| | SHEPHERD ISD | 175 | . | . | . | . | . | . | . | NONE TESTED |
| SAN PATRICI | ARANSAS PASS ISD | 169 | 15 | 8.9 | 7 | 46.7 | 22 | 8 | 36.4 | |
| | GREGORY-PORTLAND | 502 | 98 | 19.5 | 62 | 63.3 | 232 | 144 | 62.1 | |
| | INGLESIDE ISD | 186 | 11 | 5.9 | 5 | 45.5 | 19 | 6 | 31.6 | |
| | MATHIS ISD | 238 | 16 | 6.7 | . | . | . | . | . | < S-MASKED+ |
| | ODEM-EDROY ISD | 143 | 17 | 11.9 | . | . | . | . | . | < S-MASKED+ |
| | SINTON ISD | 245 | 21 | 8.6 | 13 | 61.9 | 34 | 18 | 52.9 | |
| | TAFT ISD | 155 | 18 | 11.6 | . | . | . | . | . | < S-MASKED+ |
| SAN SABA | CHEROKEE ISD | 19 | 9 | 47.4 | . | . | . | . | . | < 5-MASKED+ |
| | RICHLAND SPRINGS | 26 | . | . | . | . | . | . | . | NONE TESTED |
| | SAN SABA ISD | 93 | . | . | . | . | . | . | . | NONE TESTED |
| SCHLEICHER | SCHLEICHER ISD | 86 | . | . | . | . | . | . | . | NONE TESTED |
| SCURRY | HERMLEIGH ISD | 29 | . | . | . | . | . | . | . | NONE TESTED |
| | IRA ISD | 26 | . | . | . | . | . | . | . | NONE TESTED |
| | SNYDER ISD | 349 | 17 | 4.9 | 9 | 52.9 | 23 | 14 | 60.9 | |
| SHACKELFORD | ALBANY ISD | 73 | . | . | . | . | . | . | . | < S-MASKED* |
| | MORAN ISD | 11 | . | . | . | . | . | . | . | < S-MASKED* |
| SHELBY | CENTER ISD | 228 | . | . | . | . | . | . | . | < S-MASKED* |
| | JOAQUIN ISD | 64 | . | . | . | . | . | . | . | < S-MASKED* |
| | SHELBYVILLE ISD | 72 | 5 | 6.9 | . | . | . | . | . | < S-MASKED+ |
| | TENAHA ISD | 39 | . | . | . | . | . | . | . | NONE TESTED |
| | TIMPSON ISD | 68 | . | . | . | . | . | . | . | NONE TESTED |
| SHERMAN | STRATFORD ISD | 73 | 5 | 6.8 | . | . | . | . | . | < S-MASKED+ |
| | TEXHOMA ISD | 40 | . | . | . | . | . | . | . | NONE TESTED |
| SMITH | ARP ISD | 112 | . | . | . | . | . | . | . | NONE TESTED |
| | BULLARD ISD | 147 | 12 | 8.2 | 8 | 66.7 | 16 | 12 | 75.0 | |
| | CHAPEL HILL ISD | 353 | 43 | 12.2 | 15 | 34.9 | 51 | 18 | 35.3 | |
| | EAGLE PROJECT (T | 14 | . | . | . | . | . | . | . | NONE TESTED |
| | LINDALE ISD | 300 | 34 | 11.3 | 13 | 38.2 | 39 | 15 | 38.5 | |
| | TROUP ISD | 90 | . | . | . | . | . | . | . | NONE TESTED |
| | TYLER ISD | 1,712 | 111 | 6.5 | 64 | 57.7 | 152 | 89 | 58.6 | |
| | WHITEHOUSE ISD | 479 | 36 | 7.5 | 22 | 61.1 | 48 | 31 | 64.6 | |
| | WINONA ISD | 105 | . | . | . | . | . | . | . | NONE TESTED |
| SOMERVELL | GLEN ROSE ISD | 172 | 17 | 9.9 | 12 | 70.6 | 21 | 14 | 66.7 | |
| STARR | RIO GRANDE CITY | 708 | 72 | 10.2 | 28 | 38.9 | 117 | 41 | 35.0 | |
| | ROMA ISD | 604 | . | . | . | . | . | . | . | < S-MASKED* |
| | SAN ISIDRO ISD | 34 | . | . | . | . | . | . | . | NONE TESTED |
| STEPHENS | BRECKENRIDGE ISD | 219 | 14 | 6.4 | 5 | 35.7 | 17 | 5 | 29.4 | |
| STERLING | STERLING CITY IS | 38 | . | . | . | . | . | . | . | NONE TESTED |
| STONEWALL | ASPERMONT ISD | 56 | 6 | 10.7 | . | . | . | . | . | < S-MASKED+ |
| SUTTON | SONORA ISD | 117 | 14 | 12.0 | 10 | 71.4 | 24 | 16 | 66.7 | |
| SWISHER | HAPPY ISD | 26 | . | . | . | . | . | . | . | < S-MASKED* |
| | KRESS ISD | 46 | . | . | . | . | . | . | . | NONE TESTED |
| | TULIA ISD | 134 | . | . | . | . | . | . | . | NONE TESTED |
| TARRANT | ARLINGTON ISD | 5,572 | 654 | 11.7 | 502 | 76.8 | 1,339 | 906 | 67.7 | |
| | AZLE ISD | 588 | 60 | 10.2 | 25 | 41.7 | 90 | 42 | 46.7 | |
| | BIRDVILLE ISD | 2,193 | 201 | 9.2 | 124 | 61.7 | 344 | 196 | 57.0 | |
| | CARROLL ISD | 778 | 240 | 30.8 | 175 | 72.9 | 419 | 268 | 64.0 | |
| | CASTLEBERRY ISD | 316 | 52 | 16.5 | 14 | 26.9 | 84 | 20 | 23.8 | |
| | CROWLEY ISD | 1,048 | 165 | 15.7 | 104 | 63.0 | 291 | 168 | 57.7 | |
| | EAGLE MT-SAGINAW | 675 | 42 | 6.2 | 27 | 64.3 | 71 | 36 | 50.7 | |
| | EAGLE PROJECT (F | 13 | . | . | . | . | . | . | . | NONE TESTED |
| | ERATH EXCELS ACA | 22 | . | . | . | . | . | . | . | NONE TESTED |
| | EVERMAN ISD | 292 | 14 | 4.8 | 8 | 57.1 | 18 | 10 | 55.6 | |
| | FORT WORTH ISD | 6,974 | 976 | 14.0 | 524 | 53.7 | 2,022 | 903 | 44.7 | |
| | GRAPEVINE-COLLEY | 1,633 | 577 | 35.3 | 381 | 66.0 | 1,404 | 795 | 56.6 | |
| | HURST-EULESS-BED | 2,439 | 351 | 14.4 | 211 | 60.1 | 712 | 369 | 51.8 | |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

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|---|---|---|---|---|---|---|---|---|---|---|
| TARRANT | KELLER ISD | 1,681 | 178 | 10.6 | 87 | 48.9 | 303 | 119 | 39.3 | |
| | KENNEDALE ISD | 266 | 22 | 8.3 | 13 | 59.1 | 36 | 18 | 50.0 | |
| | LAKE WORTH ISD | 170 | 12 | 7.1 | 6 | 50.0 | 14 | 7 | 50.0 | |
| | MANSFIELD ISD | 1,370 | 155 | 11.3 | 121 | 78.1 | 245 | 185 | 75.5 | |
| | MASONIC HOME ISD | 14 | . | . | . | . | . | . | . | NONE TESTED |
| | THERESA B LEE AC | 48 | . | . | . | . | . | . | . | NONE TESTED |
| | TREETOPS SCHOOL | 17 | . | . | . | . | . | . | . | < 5-MASKED* |
| | WHITE SETTLEMENT | 428 | 75 | 17.5 | 29 | 38.7 | 125 | 45 | 36.0 | |
| TAYLOR | ABILENE ISD | 1,892 | 260 | 13.7 | 140 | 53.9 | 476 | 255 | 53.6 | |
| | EAGLE PROJECT (A | 10 | . | . | . | . | . | . | . | NONE TESTED |
| | JIM NED CONS ISD | 124 | 26 | 21.0 | 9 | 34.6 | 32 | 11 | 34.4 | |
| | MERKEL ISD | 145 | . | . | . | . | . | . | . | NONE TESTED |
| | TRENT ISD | 19 | . | . | . | . | . | . | . | NONE TESTED |
| | WYLIE ISD | 335 | 23 | 6.9 | 20 | 87.0 | 31 | 25 | 80.7 | |
| TERRELL | TERRELL COUNTY I | 25 | . | . | . | . | . | . | . | NONE TESTED |
| TERRY | BROWNFIELD ISD | 231 | . | . | . | . | . | . | . | NONE TESTED |
| | MEADOW ISD | 42 | . | . | . | . | . | . | . | NONE TESTED |
| | WELLMAN-UNION CO | 24 | . | . | . | . | . | . | . | NONE TESTED |
| THROCKMORTO | THROCKMORTON ISD | 35 | . | . | . | . | . | . | . | NONE TESTED |
| | WOODSON ISD | 15 | . | . | . | . | . | . | . | < 5-MASKED* |
| TITUS | CHAPEL HILL ISD | 93 | . | . | . | . | . | . | . | NONE TESTED |
| | MOUNT PLEASANT I | 421 | 22 | 5.2 | 8 | 36.4 | 29 | 10 | 34.5 | |
| TOM GREEN | CHRISTOVAL ISD | 42 | . | . | . | . | . | . | . | NONE TESTED |
| | GRAPE CREEK ISD | 127 | . | . | . | . | . | . | . | NONE TESTED |
| | SAN ANGELO ISD | 1,828 | 99 | 5.4 | 59 | 59.6 | 167 | 90 | 53.9 | |
| | VERIBEST ISD | 23 | 10 | 43.5 | . | . | . | . | . | < 5-MASKED+ |
| | WALL ISD | 123 | . | . | . | . | . | . | . | NONE TESTED |
| | WATER VALLEY ISD | 53 | 13 | 24.5 | . | . | . | . | . | < 5-MASKED+ |
| TRAVIS | AMERICAN INST FO | 22 | . | . | . | . | . | . | . | NONE TESTED |
| | AUSTIN ISD | 7,144 | 1,709 | 23.9 | 1053 | 61.6 | 3,622 | 1,939 | 53.5 | |
| | DEL VALLE ISD | 490 | 47 | 9.6 | 11 | 23.4 | 61 | 12 | 19.7 | |
| | EANES ISD | 1,025 | 491 | 47.9 | 419 | 85.3 | 1,249 | 1,036 | 83.0 | |
| | LAGO VISTA ISD | 90 | 25 | 27.8 | 18 | 72.0 | 56 | 25 | 44.6 | |
| | LAKE TRAVIS ISD | 448 | 94 | 21.0 | 80 | 85.1 | 199 | 164 | 82.4 | |
| | MANOR ISD | 208 | . | . | . | . | . | . | . | < 5-MASKED* |
| | PFLUGERVILLE ISD | 1,329 | 193 | 14.5 | 133 | 68.9 | 343 | 230 | 67.1 | |
| | STAR CHARTER | 2 | . | . | . | . | . | . | . | NONE TESTED |
| | UNIVERSITY CHART | 2 | . | . | . | . | . | . | . | NONE TESTED |
| TRINITY | APPLE SPRINGS IS | 23 | . | . | . | . | . | . | . | NONE TESTED |
| | CENTERVILLE ISD | 18 | . | . | . | . | . | . | . | NONE TESTED |
| | GROVETON ISD | 78 | . | . | . | . | . | . | . | < 5-MASKED* |
| | TRINITY ISD | 133 | . | . | . | . | . | . | . | NONE TESTED |
| TYLER | CHESTER ISD | 27 | . | . | . | . | . | . | . | NONE TESTED |
| | COLMESNEIL ISD | 69 | . | . | . | . | . | . | . | NONE TESTED |
| | SPURGER ISD | 39 | . | . | . | . | . | . | . | NONE TESTED |
| | WARREN | 130 | . | . | . | . | . | . | . | < 5-MASKED* |
| | WOODVILLE ISD | 150 | . | . | . | . | . | . | . | NONE TESTED |
| UPSHUR | BIG SANDY ISD | 77 | 10 | 13.0 | . | . | . | . | . | < 5-MASKED+ |
| | GILMER ISD | 248 | 15 | 6.0 | 9 | 60.0 | 22 | 11 | 50.0 | |
| | HARMONY ISD | 120 | 16 | 13.3 | 6 | 37.5 | 24 | 6 | 25.0 | |
| | NEW DIANA ISD | 117 | 22 | 18.8 | 7 | 31.8 | 34 | 7 | 20.6 | |
| | ORE CITY ISD | 90 | . | . | . | . | . | . | . | < 5-MASKED* |
| | UNION GROVE ISD | 83 | . | . | . | . | . | . | . | < 5-MASKED* |
| | UNION HILL ISD | 26 | . | . | . | . | . | . | . | NONE TESTED |
| UPTON | MCCAMEY ISD | 87 | . | . | . | . | . | . | . | NONE TESTED |
| | RANKIN ISD | 39 | . | . | . | . | . | . | . | NONE TESTED |
| UVALDE | GABRIEL TAFOLLA | 8 | . | . | . | . | . | . | . | NONE TESTED |
| | KNIPPA ISD | 28 | . | . | . | . | . | . | . | NONE TESTED |
| | SABINAL ISD | 63 | 15 | 23.8 | . | . | . | . | . | < 5-MASKED+ |
| | UTOPIA ISD | 25 | . | . | . | . | . | . | . | < 5-MASKED* |
| | UVALDE CONS ISD | 501 | 46 | 9.2 | 23 | 50.0 | 77 | 34 | 44.2 | |
| VAL VERDE | COMSTOCK ISD | 16 | . | . | . | . | . | . | . | NONE TESTED |
| | EAGLE PROJECT (D | 14 | . | . | . | . | . | . | . | NONE TESTED |
| | SAN FELIPE-DEL R | 1,020 | 74 | 7.3 | 47 | 63.5 | 124 | 67 | 54.0 | |
| VAN ZANDT | CANTON ISD | 214 | 33 | 15.4 | 9 | 27.3 | 48 | 10 | 20.8 | |
| | EDGEWOOD ISD | 97 | . | . | . | . | . | . | . | NONE TESTED |
| | FRUITVALE ISD | 25 | . | . | . | . | . | . | . | NONE TESTED |
| | GRAND SALINE ISD | 116 | . | . | . | . | . | . | . | NONE TESTED |
| | MARTINS MILL ISD | 43 | . | . | . | . | . | . | . | < 5-MASKED* |
| | RANCH ACADEMY | 10 | . | . | . | . | . | . | . | NONE TESTED |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| VAN ZANDT | VAN ISD | 224 | . | . | . | . | . | . | . | NONE TESTED |
| | WILLS POINT ISD | 284 | 27 | 9.5 | 15 | 55.6 | 41 | 17 | 41.5 | |
| VICTORIA | BLOOMINGTON ISD | 94 | 18 | 19.1 | . | . | . | . | . | < 5-MASKED+ |
| | VICTORIA ISD | 1,667 | 100 | 6.0 | 45 | 45.0 | 151 | 64 | 42.4 | |
| WALKER | HUNTSVILLE ISD | 715 | 49 | 6.9 | 38 | 77.6 | 90 | 67 | 74.4 | |
| | NEW WAVERLY ISD | 94 | . | . | . | . | . | . | . | < 5-MASKED* |
| | RAVEN SCHOOL | 5 | . | . | . | . | . | . | . | NONE TESTED |
| WALLER | HEMPSTEAD ISD | 112 | 8 | 7.1 | 5 | 62.5 | 10 | 6 | 60.0 | |
| | ROYAL ISD | 124 | 5 | 4.0 | . | . | . | . | . | < 5-MASKED+ |
| | WALLER ISD | 453 | 19 | 4.2 | 7 | 36.8 | 21 | 9 | 42.9 | |
| WARD | GRANDFALLS-ROYAL | 23 | . | . | . | . | . | . | . | NONE TESTED |
| | MONAHANS-WICKETT | 297 | 75 | 25.3 | 20 | 26.7 | 101 | 20 | 19.8 | |
| WASHINGTON | BRENHAM ISD | 593 | 11 | 1.9 | 5 | 45.5 | 12 | 5 | 41.7 | |
| | BURTON ISD | 41 | . | . | . | . | . | . | . | NONE TESTED |
| WEBB | EAGLE PROJECT (L | 33 | . | . | . | . | . | . | . | NONE TESTED |
| | GATEWAY (STUDENT | 49 | . | . | . | . | . | . | . | NONE TESTED |
| | LAREDO ISD | 2,038 | 383 | 18.8 | 186 | 48.6 | 695 | 230 | 33.1 | |
| | UNITED ISD | 2,257 | 263 | 11.7 | 116 | 44.1 | 421 | 146 | 34.7 | |
| | WEBB CONS ISD | 47 | 12 | 25.5 | . | . | . | . | . | < 5-MASKED+ |
| WHARTON | BOLING ISD | 118 | 13 | 11.0 | . | . | . | . | . | < 5-MASKED+ |
| | EAST BERNARD ISD | 139 | . | . | . | . | . | . | . | NONE TESTED |
| | EL CAMPO ISD | 468 | 70 | 15.0 | 11 | 15.7 | 110 | 13 | 11.8 | |
| | LOUISE ISD | 65 | . | . | . | . | . | . | . | NONE TESTED |
| | WHARTON ISD | 304 | . | . | . | . | . | . | . | NONE TESTED |
| WHEELER | ALLISON ISD | 14 | . | . | . | . | . | . | . | < 5-MASKED* |
| | FORT ELLIOTT CON | 16 | . | . | . | . | . | . | . | NONE TESTED |
| | SHAMROCK ISD | 63 | . | . | . | . | . | . | . | NONE TESTED |
| | WHEELER ISD | 51 | . | . | . | . | . | . | . | < 5-MASKED* |
| WICHITA | BRIGHT IDEAS CHA | 6 | . | . | . | . | . | . | . | NONE TESTED |
| | BURKBURNETT ISD | 433 | 54 | 12.5 | 34 | 63.0 | 81 | 48 | 59.3 | |
| | ELECTRA ISD | 91 | 5 | 5.5 | . | . | . | . | . | < 5-MASKED+ |
| | IOWA PARK CONS I | 272 | 10 | 3.7 | . | . | . | . | . | < 5-MASKED+ |
| | WICHITA FALLS IS | 1,680 | 443 | 26.4 | 172 | 38.8 | 1,028 | 294 | 28.6 | |
| WILBARGER | HARROLD ISD | 20 | . | . | . | . | . | . | . | < 5-MASKED* |
| | NORTHSIDE ISD | 16 | . | . | . | . | . | . | . | NONE TESTED |
| | VERNON ISD | 292 | 20 | 6.8 | 16 | 80.0 | 21 | 17 | 81.0 | |
| WILLACY | LYFORD CISD | 190 | 10 | 5.3 | . | . | . | . | . | < 5-MASKED+ |
| | RAYMONDVILLE ISD | 269 | 27 | 10.0 | 13 | 48.2 | 38 | 15 | 39.5 | |
| | SAN PERLITA ISD | 43 | . | . | . | . | . | . | . | NONE TESTED |
| WILLIAMSON | FLORENCE ISD | 115 | . | . | . | . | . | . | . | < 5-MASKED* |
| | GEORGETOWN ISD | 900 | 98 | 10.9 | 74 | 75.5 | 131 | 94 | 71.8 | |
| | GRANGER ISD | 51 | . | . | . | . | . | . | . | < 5-MASKED* |
| | HUTTO ISD | 128 | 5 | 3.9 | . | . | . | . | . | < 5-MASKED+ |
| | JARRELL ISD | 74 | 22 | 29.7 | . | . | . | . | . | < 5-MASKED+ |
| | LEANDER ISD | 1,287 | 154 | 12.0 | 99 | 64.3 | 253 | 164 | 64.8 | |
| | LIBERTY HILL ISD | 147 | 45 | 30.6 | 13 | 28.9 | 65 | 15 | 23.1 | |
| | ROUND ROCK ISD | 3,224 | 981 | 30.4 | 754 | 76.9 | 2,425 | 1,694 | 69.9 | |
| | TAYLOR ISD | 302 | 58 | 19.2 | 27 | 46.6 | 134 | 54 | 40.3 | |
| | THRALL ISD | 67 | . | . | . | . | . | . | . | NONE TESTED |
| WILSON | FLORESVILLE ISD | 359 | 29 | 8.1 | 17 | 58.6 | 38 | 19 | 50.0 | |
| | LA VERNIA ISD | 224 | 19 | 8.5 | 13 | 68.4 | 24 | 15 | 62.5 | |
| | POTH ISD | 97 | 12 | 12.4 | . | . | . | . | . | < 5-MASKED+ |
| | STOCKDALE ISD | 100 | . | . | . | . | . | . | . | NONE TESTED |
| WINKLER | KERMIT ISD | 184 | 12 | 6.5 | 8 | 66.7 | 16 | 8 | 50.0 | |
| | WINK-LOVING ISD | 52 | 5 | 9.6 | . | . | . | . | . | < 5-MASKED+ |
| WISE | ALVORD ISD | 51 | 7 | 13.7 | . | . | . | . | . | < 5-MASKED+ |
| | BOYD ISD | 128 | 10 | 7.8 | . | . | . | . | . | < 5-MASKED+ |
| | BRIDGEPORT ISD | 259 | 12 | 4.6 | 7 | 58.3 | 20 | 11 | 55.0 | |
| | CHICO ISD | 58 | . | . | . | . | . | . | . | NONE TESTED |
| | DECATUR ISD | 291 | 36 | 12.4 | 11 | 30.6 | 47 | 12 | 25.5 | |
| | PARADISE ISD | 98 | . | . | . | . | . | . | . | NONE TESTED |
| | SLIDELL ISD | 40 | 6 | 15.0 | . | . | . | . | . | < 5-MASKED+ |
| WOOD | ALBA-GOLDEN ISD | 83 | 7 | 8.4 | . | . | . | . | . | < 5-MASKED+ |
| | HAWKINS ISD | 93 | . | . | . | . | . | . | . | NONE TESTED |
| | MINEOLA ISD | 152 | 17 | 11.2 | 5 | 29.4 | 17 | 5 | 29.4 | |
| | QUITMAN ISD | 161 | 11 | 6.8 | . | . | . | . | . | < 5-MASKED+ |
| | WINNSBORO ISD | 172 | 14 | 8.1 | 5 | 35.7 | 19 | 6 | 31.6 | |
| | YANTIS ISD | 35 | . | . | . | . | . | . | . | NONE TESTED |
| YOAKUM | DENVER CITY ISD | 217 | . | . | . | . | . | . | . | NONE TESTED |
| | PLAINS ISD | 87 | 6 | 6.9 | . | . | . | . | . | < 5-MASKED+ |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP | % OF STUDENTS TAKING AT LEAST ONE AP | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| YOUNG | GRAHAM ISD | 292 | 15 | 5.1 | 7 | 46.7 | 18 | 7 | 38.9 | |
| | NEWCASTLE ISD | 31 | . | . | . | . | . | . | . | NONE TESTED |
| | OLNEY ISD | 105 | . | . | . | . | . | . | . | NONE TESTED |
| ZAPATA | ZAPATA COUNTY IS | 299 | 20 | 6.7 | . | . | . | . | . | < 5-MASKED+ |
| ZAVALA | CRYSTAL CITY ISD | 194 | . | . | . | . | . | . | . | NONE TESTED |
| | LA PRYOR ISD | 47 | 12 | 25.5 | . | . | . | . | . | < 5-MASKED+ |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-2
2000 TEXAS IB EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE IB | % OF STUDENTS TAKING AT LEAST ONE IB | # OF EXAMINEES WITH AT LEAST ONE SCORE >=4 | % OF EXAMINEES WITH AT LEAST ONE SCORE >=4 | # OF TOTAL EXAMS | # OF EXAM SCORES >=4 | % OF EXAM SCORES >=4 | ***NOTE**** |
|---|---|---|---|---|---|---|---|---|---|---|
| BELL | TEMPLE ISD | 720 | 9 | 1.3 | 8 | 88.9 | 28 | 18 | 64.3 | |
| BEXAR | JUDSON ISD | 1,665 | 16 | 1.0 | 11 | 68.8 | 41 | 33 | 80.5 | |
| | SAN ANTONIO I | 5,220 | 48 | 0.9 | 25 | 52.1 | 121 | 30 | 24.8 | |
| COLLIN | PLANO ISD | 5,132 | 132 | 2.6 | 122 | 92.4 | 380 | 348 | 91.6 | |
| DALLAS | GARLAND ISD | 5,109 | 152 | 3.0 | 144 | 94.7 | 399 | 341 | 85.5 | |
| HARRIS | HOUSTON ISD | 15,719 | 299 | 1.9 | 261 | 87.3 | 654 | 522 | 79.8 | |
| SMITH | TYLER ISD | 1,712 | 46 | 2.7 | 30 | 65.2 | 84 | 50 | 59.5 | |
| TRAVIS | AUSTIN ISD | 7,144 | 83 | 1.2 | 74 | 89.2 | 213 | 166 | 77.9 | |
| WILLIAMSON | LEANDER ISD | 1,287 | . | . | . | . | . | . | . | < 5-MASKED* |
| | ROUND ROCK IS | 3,224 | 55 | 1.7 | 50 | 90.9 | 162 | 141 | 87.0 | |

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 4,5,6,OR 7 ARE MASKED.
DATA ABOVE REFLECT SCORES AS OF FEBURARY 20, 2001.

TABLE B-3
2000 COMBINED TEXAS AP AND IB EXAMINATION RESULTS BY DISTRICT

| COUNTY NAME | DISTRICT NAME | # OF STUDENTS IN GRADE 11-12 | # OF STUDENTS TAKING AT LEAST ONE AP OR IB | % OF STUDENTS TAKING AT LEAST ONE AP OR IB | # OF XNEES WITH AT LEAST ONE SCORE>=3 | % OF XNEES WITH AT LEAST ONE SCORE>=3 | # OF TOTAL EXAMS | # OF EXAM SCORES >=3 | % OF EXAM SCORES >=3 |
|---|---|---|---|---|---|---|---|---|---|
| BELL | TEMPLE ISD | 720 | 55 | 7.6 | 40 | 72.7 | 115 | 76 | 66.1 |
| BEXAR | JUDSON ISD | 1,665 | 191 | 11.5 | 138 | 72.3 | 421 | 250 | 59.4 |
| | SAN ANTONIO ISD | 5,220 | 995 | 19.1 | 236 | 23.7 | 1,675 | 291 | 17.4 |
| COLLIN | PLANO ISD | 5,132 | 1,445 | 28.2 | 1226 | 84.8 | 3,941 | 3,208 | 81.4 |
| DALLAS | GARLAND ISD | 5,109 | 1,069 | 20.9 | 471 | 44.1 | 2,291 | 906 | 39.6 |
| HARRIS | HOUSTON ISD | 15,719 | 1,761 | 11.2 | 1142 | 64.9 | 3,720 | 2,356 | 63.3 |
| SMITH | TYLER ISD | 1,712 | 127 | 7.4 | 75 | 59.1 | 178 | 103 | 57.9 |
| TRAVIS | AUSTIN ISD | 7,144 | 1,729 | 24.2 | 1076 | 62.2 | 3,834 | 2,104 | 54.9 |
| WILLIAMSON | LEANDER ISD | 1,287 | 154 | 12.0 | 99 | 64.3 | 256 | 164 | 64.1 |
| | ROUND ROCK ISD | 3,224 | 983 | 30.5 | 757 | 77.0 | 2,587 | 1,835 | 70.9 |

NOTE: COMBINED RESULTS INCLUDE IB RESULTS OBTAINED FROM IBO AS OF AUGUST 11, 2000.

# APPENDIX C
# TEXAS AP AND IB RESULTS BY DISTRICT CHARACTERISTICS, 2000

# NOTES ABOUT TABLES IN APPENDIX C

## RESULTS AND NOTES LISTED IN TABLES

Tables C-1 and C-2 present AP and IB program statistics when the district data are aggregated into 25 types of groupings of districts with similar characteristics, as defined by TEA's ANALYZE program. Results start with student enrollment groupings and end with groupings of the percentage of teachers with an advanced degree. Although the number of categories within each grouping is consistent from year to year, the range represented by a particular category may change (see the category descriptions in the Glossary of this document for additional information).

Specifically, Table C-1 shows the number and percentage of districts with AP examination participation in 2000 by each of the 25 types of groupings of district characteristics. In addition, the table shows how the ten districts with IB examination participation are distributed across the 25 types of district ANALYZE groupings. Table C-2 provides further comparative information about AP program participation and results. The data allow examination, by the 25 district characteristics, of the percentage of 11th and 12th graders taking at least one AP examination and the percentages of both examinees and examinations earning scores within the 3-5 range.

## SOURCES OF DATA FOR TABLES

Texas data were obtained from the College Board via its contractor, the Educational Testing Service, on 55,378 students who took one or more AP examinations in May 2000. Similarly, Texas data were obtained from the International Baccalaureate Organisation in Cardiff, Wales, Great Britain, on 920 Texas students who took IB examinations in May 2000. District results included 51,670 AP examinees and 843 IB examinees with valid scores who were 11th and 12th graders enrolled in Texas public high schools in 2000. Complete 2000 IB results included scores as determined by February 20, 2001. Data on enrollment and grade level for students who were ***not*** receiving special education services were obtained from TEA's Public Education Information Management System (PEIMS). When grade level on an AP examinee was not available from PEIMS, it was obtained from the AP examinee data file. PEIMS data were also used to distinguish public from non-public school data. Because Texas public school AP results include Grade 11-12 examinees only and are based on PEIMS identification of Texas public schools, College Board summaries of Texas public school AP results may vary somewhat from those published by TEA. The IBO publishes no comparable summaries of Texas IB examination results.

TABLE C-1
2000 TEXAS DISTRICT PARTICIPATION IN AP AND IB EXAMINATIONS BY DISTRICT CHARACTERISTICS

| CATEGORY | TOTAL # OF DISTRICTS | # OF DISTRICTS WITH AP | % OF DISTRICTS WITH AP | # OF DISTRICTS WITH IB |
|---|---|---|---|---|
| ENROLLMENT GROUPINGS | | | | |
| 50,000 AND OVER | 11 | 11 | 100.0 | 3 |
| 25,000 TO 49,999 | 24 | 24 | 100.0 | 3 |
| 10,000 TO 24,999 | 47 | 47 | 100.0 | 3 |
| 5,000 TO 9,999 | 66 | 66 | 100.0 | 1 |
| 3,000 TO 4,999 | 85 | 82 | 96.5 | 0 |
| 1,600 TO 2,999 | 130 | 115 | 88.5 | 0 |
| 1,000 TO 1,599 | 119 | 94 | 79.0 | 0 |
| 500 TO 999 | 224 | 128 | 57.1 | 0 |
| UNDER 500 | 350 | 83 | 23.7 | 0 |
| DISTRICT TYPE | | | | |
| MAJOR URBAN | 10 | 10 | 100.0 | 3 |
| MAJOR SUBURBAN | 62 | 62 | 100.0 | 4 |
| OTHER CENTRAL CITY | 38 | 38 | 100.0 | 2 |
| OTHER CC SUBURBAN | 93 | 87 | 93.5 | 1 |
| INDEPENDENT TOWN | 75 | 71 | 94.7 | 0 |
| NON-METRO FAST GROWING | 77 | 48 | 62.3 | 0 |
| NON-METRO STABLE | 268 | 202 | 75.4 | 0 |
| RURAL | 351 | 128 | 36.5 | 0 |
| CHARTERS | 82 | 4 | 4.9 | 0 |
| WEALTH (MEDIAN=$147,206) | | | | |
| UNDER $74,944 | 98 | 65 | 66.3 | 0 |
| $74,944 TO $93,423 | 102 | 65 | 63.7 | 0 |
| $93,424 TO $109,253 | 102 | 56 | 54.9 | 0 |
| $109,254 TO $127,327 | 99 | 68 | 68.7 | 1 |
| $127,328 TO $147,205 | 101 | 72 | 71.3 | 0 |
| $147,206 TO $168,080 | 98 | 72 | 73.5 | 2 |
| $168,081 TO $197,906 | 98 | 71 | 72.4 | 0 |
| $197,907 TO $260,873 | 95 | 67 | 70.5 | 4 |
| $260,874 TO $407,769 | 93 | 59 | 63.4 | 2 |
| OVER $407,769 | 82 | 47 | 57.3 | 1 |
| NON-TAXING DISTRICTS | 88 | 8 | 9.1 | 0 |
| WEALTH (ST AVG=$200,250) | | | | |
| UNDER $200,250 | 703 | 472 | 67.1 | 3 |
| OVER $200,250 | 265 | 170 | 64.2 | 7 |
| NON-TAXING DISTRICTS | 88 | 8 | 9.1 | 0 |
| WEALTH BY EQUAL PUPILS PER GROUP | | | | |
| UNDER $55,908 | 38 | 29 | 76.3 | 0 |
| $55,908 TO < $80,372 | 85 | 52 | 61.2 | 0 |
| $80,372 TO < $92,405 | 73 | 47 | 64.4 | 0 |
| $92,405 TO < $110,939 | 118 | 66 | 55.9 | 1 |
| $110,939 TO < $127,437 | 89 | 62 | 69.7 | 0 |
| $127,437 TO < $130,896 | 22 | 14 | 63.6 | 0 |
| $130,896 TO < $145,500 | 66 | 46 | 69.7 | 0 |
| $145,500 TO < $154,504 | 46 | 38 | 82.6 | 1 |
| $154,504 TO < $165,403 | 50 | 34 | 68.0 | 1 |
| $165,403 TO < $174,843 | 39 | 25 | 64.1 | 0 |
| $174,843 TO < $184,118 | 31 | 26 | 83.9 | 0 |
| $184,118 TO < $203,766 | 53 | 37 | 69.8 | 0 |
| $203,766 TO < $215,907 | 24 | 19 | 79.2 | 1 |
| $215,907 TO < $249,888 | 51 | 34 | 66.7 | 2 |
| $249,888 TO < $253,135 | 4 | 4 | 100.0 | 1 |
| $253,135 TO < $285,488 | 33 | 21 | 63.6 | 1 |
| $285,488 TO < $295,269 | 14 | 8 | 57.1 | 0 |
| $295,269 TO < $402,617 | 49 | 32 | 65.3 | 1 |
| $402,617 TO < $825,089 | 65 | 40 | 61.5 | 1 |
| $825,089 AND OVER | 18 | 8 | 44.4 | 0 |
| NON-TAXING DISTRICTS | 88 | 8 | 9.1 | 0 |
| TOTAL TAX EFFORT (ST AVG=$1.5107) | | | | |
| UNDER $1.3555 | 226 | 117 | 51.8 | 0 |
| $1.3555 TO UNDER $1.4505 | 247 | 158 | 64.0 | 2 |
| $1.4505 TO UNDER $1.5229 | 242 | 170 | 70.2 | 0 |
| $1.5229 AND OVER | 253 | 197 | 77.9 | 8 |
| NON-TAXING DISTRICTS | 88 | 8 | 9.1 | 0 |
| M&O EFF. TAX EFFORT (ST AVG=$1.3579) | | | | |
| UNDER $1.2839 | 230 | 144 | 62.6 | 3 |
| $1.2839 TO $1.3661 | 251 | 169 | 67.3 | 2 |
| $1.3662 TO $1.4400 | 248 | 186 | 75.0 | 3 |
| $1.4401 AND OVER | 239 | 143 | 59.8 | 2 |
| NON-TAXING DISTRICTS | 88 | 8 | 9.1 | 0 |
| 1,056 STATE TOTAL | 1,056 | 650 | 61.6 | 10 |

TABLE C-1
2000 TEXAS DISTRICT PARTICIPATION IN AP AND IB EXAMINATIONS BY DISTRICT CHARACTERISTICS

| CATEGORY | TOTAL # OF DISTRICTS | # OF DISTRICTS WITH AP | % OF DISTRICTS WITH AP | # OF DISTRICTS WITH IB |
|---|---|---|---|---|
| HIGHEST PROPERTY VALUE CATEGORY | | | | |
| RESIDENTIAL | 364 | 313 | 86.0 | 8 |
| LAND | 310 | 136 | 43.9 | 0 |
| OIL AND GAS | 86 | 38 | 44.2 | 0 |
| BUSINESS | 208 | 155 | 74.5 | 2 |
| NON-TAXING DISTRICTS | 88 | 8 | 9.1 | 0 |
| SMALL/SPARSE ADJSTMNT (ST AVG=25.2%) | | | | |
| NO SMALL/SPARSE ADJUSTMENT | 232 | 152 | 65.5 | 10 |
| UNDER 9.0% | 222 | 203 | 91.4 | 0 |
| 9.0% TO UNDER 27.3% | 219 | 153 | 69.9 | 0 |
| 27.3% TO UNDER 35.9% | 213 | 79 | 37.1 | 0 |
| 35.9% AND OVER | 170 | 63 | 37.1 | 0 |
| CEI LEVEL (MEDIAN=1.06) | | | | |
| UNDER 1.04 | 123 | 20 | 16.3 | 0 |
| 1.04 TO UNDER 1.06 | 232 | 121 | 52.2 | 0 |
| 1.06 TO UNDER 1.08 | 246 | 147 | 59.8 | 0 |
| 1.08 TO 1.11 | 246 | 170 | 69.1 | 4 |
| 1.11 AND OVER | 209 | 192 | 91.9 | 6 |
| OPERATING COST/PUPIL (ST AVG=$5,668) | | | | |
| UNDER $5,280 | 192 | 119 | 62.0 | 4 |
| $5,280 TO $5,733 | 227 | 186 | 81.9 | 2 |
| $5,734 TO $6,287 | 225 | 157 | 69.8 | 3 |
| $6,288 TO $7,253 | 211 | 114 | 54.0 | 1 |
| OVER $7,253 | 201 | 74 | 36.8 | 0 |
| ESC REGION | | | | |
| I EDINBURG | 44 | 31 | 70.5 | 0 |
| II CORPUS CHRISTI | 38 | 29 | 76.3 | 0 |
| III VICTORIA | 33 | 22 | 66.7 | 0 |
| IV HOUSTON | 71 | 51 | 71.8 | 1 |
| V BEAUMONT | 31 | 20 | 64.5 | 0 |
| VI HUNTSVILLE | 57 | 28 | 49.1 | 0 |
| VII KILGORE | 96 | 57 | 59.4 | 1 |
| VIII MT PLEASANT | 42 | 18 | 42.9 | 0 |
| IX WICHITA FALLS | 39 | 21 | 53.8 | 0 |
| X RICHARDSON | 86 | 61 | 70.9 | 2 |
| XI FORT WORTH | 73 | 56 | 76.7 | 0 |
| XII WACO | 76 | 45 | 59.2 | 1 |
| XIII AUSTIN | 58 | 44 | 75.9 | 3 |
| XIV ABILENE | 44 | 22 | 50.0 | 0 |
| XV SAN ANGELO | 43 | 21 | 48.8 | 0 |
| XVI AMARILLO | 57 | 25 | 43.9 | 0 |
| XVII LUBBOCK | 62 | 30 | 48.4 | 0 |
| XVIII MIDLAND | 34 | 20 | 58.8 | 0 |
| XIX EL PASO | 14 | 9 | 64.3 | 0 |
| XX SAN ANTONIO | 58 | 40 | 69.0 | 2 |
| TAAS: PCT PASSING ALL TESTS TAKEN | | | | |
| NO STUDENTS TESTED | 3 | 0 | 0.0 | 0 |
| UNDER 71.4% | 182 | 69 | 37.9 | 3 |
| 71.4% TO UNDER 80.3% | 220 | 145 | 65.9 | 3 |
| 80.3% TO UNDER 84.8% | 220 | 161 | 73.2 | 2 |
| 84.8% TO UNDER 89.4% | 224 | 152 | 67.9 | 1 |
| 89.4% AND OVER | 207 | 123 | 59.4 | 1 |
| SAT/ACT: PCT TAKING | | | | |
| 0% TO UNDER 55% | 363 | 204 | 56.2 | 1 |
| 55% TO UNDER 70% | 361 | 275 | 76.2 | 6 |
| 70% AND OVER | 268 | 165 | 61.6 | 3 |
| NO GRADUATES | 64 | 6 | 9.4 | 0 |
| SAT/ACT: PCT AT OR ABOVE CRITERION | | | | |
| NONE MET CRITERION | 83 | 27 | 32.5 | 0 |
| UNDER 10% | 105 | 71 | 67.6 | 1 |
| 10% TO UNDER 20% | 286 | 187 | 65.4 | 0 |
| 20% TO UNDER 35% | 377 | 278 | 73.7 | 5 |
| 35% AND OVER | 124 | 85 | 68.5 | 4 |
| NO TEST TAKERS | 81 | 2 | 2.5 | 0 |
| STATE TOTAL | 1,056 | 650 | 61.6 | 10 |

TABLE C-1
2000 TEXAS DISTRICT PARTICIPATION IN AP AND IB EXAMINATIONS BY DISTRICT CHARACTERISTICS

| CATEGORY | TOTAL # OF DISTRICTS | # OF DISTRICTS WITH AP | % OF DISTRICTS WITH AP | # OF DISTRICTS WITH IB |
|---|---|---|---|---|
| DENSITY (ST AVG=14.62 PUPILS/SQ MI) | | | | |
| FEWER THAN 5 | 446 | 207 | 46.4 | 0 |
| 5 TO FEWER THAN 20 | 287 | 213 | 74.2 | 0 |
| 20 TO FEWER THAN 100 | 129 | 116 | 89.9 | 2 |
| 100 AND OVER | 106 | 106 | 100.0 | 8 |
| NON-TAXING DISTRICTS | 88 | 8 | 9.1 | 0 |
| PUPIL CHG:98/99-99/00 (ST AVG=1.19%) | | | | |
| DECLINING PUPILS | 556 | 315 | 56.7 | 4 |
| 0% TO UNDER 3% | 238 | 179 | 75.2 | 4 |
| 3% TO UNDER 6% | 151 | 104 | 68.9 | 1 |
| 6% TO UNDER 10% | 66 | 36 | 54.5 | 0 |
| 10% AND OVER | 45 | 16 | 35.6 | 1 |
| PCT AFRICAN AM PUPILS (ST AVG=14.4%) | | | | |
| UNDER 5% | 607 | 360 | 59.3 | 1 |
| 5% TO UNDER 10% | 142 | 99 | 69.7 | 2 |
| 10% TO UNDER 20% | 140 | 96 | 68.6 | 3 |
| 20% TO UNDER 30% | 79 | 50 | 63.3 | 2 |
| 30% TO UNDER 50% | 55 | 33 | 60.0 | 2 |
| 50% AND OVER | 33 | 12 | 36.4 | 0 |
| PCT HISPANIC PUPILS (ST AVG=39.6%) | | | | |
| UNDER 5% | 168 | 90 | 53.6 | 0 |
| 5% TO UNDER 10% | 159 | 92 | 57.9 | 1 |
| 10% TO UNDER 20% | 211 | 147 | 69.7 | 2 |
| 20% TO UNDER 30% | 129 | 81 | 62.8 | 3 |
| 30% TO UNDER 50% | 171 | 106 | 62.0 | 2 |
| 50% AND OVER | 218 | 134 | 61.5 | 2 |
| PCT MINORITY PUPILS (ST AVG=56.9%) | | | | |
| UNDER 5% | 36 | 19 | 52.8 | 0 |
| 5% TO UNDER 10% | 107 | 60 | 56.1 | 0 |
| 10% TO UNDER 20% | 188 | 115 | 61.2 | 1 |
| 20% TO UNDER 30% | 151 | 92 | 60.9 | 1 |
| 30% TO UNDER 50% | 219 | 146 | 66.7 | 2 |
| 50% AND OVER | 355 | 218 | 61.4 | 6 |
| PCT ECON DISADV (ST AVG=48.98%) | | | | |
| UNDER 20% | 95 | 59 | 62.1 | 3 |
| 20% TO UNDER 30% | 117 | 87 | 74.4 | 0 |
| 30% TO UNDER 40% | 164 | 103 | 62.8 | 1 |
| 40% TO UNDER 60% | 428 | 261 | 61.0 | 4 |
| 60% TO UNDER 80% | 178 | 98 | 55.1 | 1 |
| 80% AND OVER | 74 | 42 | 56.8 | 1 |
| AVG. TEACHER EXPER (ST AVG=11.9 YRS) | | | | |
| UNDER 10.0 YEARS | 212 | 79 | 37.3 | 0 |
| 10.0 TO UNDER 11.9 YEARS | 275 | 197 | 71.6 | 6 |
| 11.9 TO UNDER 13.5 YEARS | 283 | 202 | 71.4 | 3 |
| 13.5 YEARS AND OVER | 286 | 172 | 60.1 | 1 |
| AVG. TEACHER SALARY (ST AVG=$37,382) | | | | |
| UNDER $33,830 | 211 | 65 | 30.8 | 0 |
| $33,830 TO UNDER $35,516 | 284 | 185 | 65.1 | 1 |
| $35,516 TO UNDER $36,977 | 282 | 192 | 68.1 | 3 |
| $36,977 AND OVER | 279 | 208 | 74.6 | 6 |
| PCT MINORITY TCHRS (ST AVG=26.1%) | | | | |
| UNDER 5% | 489 | 278 | 56.9 | 0 |
| 5% TO UNDER 10% | 214 | 143 | 66.8 | 3 |
| 10% TO UNDER 20% | 151 | 108 | 71.5 | 3 |
| 20% TO UNDER 30% | 46 | 32 | 69.6 | 1 |
| 30% TO UNDER 50% | 40 | 26 | 65.0 | 1 |
| 50% AND OVER | 116 | 63 | 54.3 | 2 |
| % TCHRS W ADV DEGREE (ST AVG=24.7%) | | | | |
| UNDER 12.2% | 237 | 98 | 41.4 | 0 |
| 12.2% TO UNDER 18.5% | 276 | 181 | 65.6 | 0 |
| 18.5% TO UNDER 25.1% | 276 | 193 | 69.9 | 3 |
| 25.1% AND OVER | 267 | 178 | 66.7 | 7 |
| STATE TOTAL | 1,056 | 650 | 61.6 | 10 |

TABLE C-2
2000 TEXAS AP EXAMINATION PARTICIPATION AND PERFORMANCE BY DISTRICT CHARACTERISTICS

| NBR DIST | CATEGORY | % OF STUDENTS TAKING AT LEAST ONE AP | % OF EXAMINEES W/ AT LEAST ONE SCORE >=3 | % OF EXAM SCORES >=3 |
|---|---|---|---|---|
| | ENROLLMENT GROUPINGS | | | |
| 11 | 50,000 AND OVER | 14.6 | 59.2 | 54.3 |
| 24 | 25,000 TO 49,999 | 14.9 | 64.8 | 61.6 |
| 47 | 10,000 TO 24,999 | 12.6 | 58.2 | 50.0 |
| 66 | 5,000 TO 9,999 | 14.3 | 60.2 | 55.7 |
| 85 | 3,000 TO 4,999 | 10.2 | 52.0 | 48.5 |
| 130 | 1,600 TO 2,999 | 9.4 | 47.7 | 41.4 |
| 119 | 1,000 TO 1,599 | 9.1 | 36.7 | 31.1 |
| 224 | 500 TO 999 | 7.2 | 34.7 | 31.7 |
| 350 | UNDER 500 | 4.5 | 22.8 | 20.5 |
| | DISTRICT TYPE | | | |
| 10 | MAJOR URBAN | 14.6 | 52.2 | 46.7 |
| 62 | MAJOR SUBURBAN | 15.1 | 68.0 | 63.8 |
| 38 | OTHER CENTRAL CITY | 13.2 | 60.8 | 55.0 |
| 93 | OTHER CC SUBURBAN | 11.0 | 51.5 | 45.2 |
| 75 | INDEPENDENT TOWN | 8.9 | 50.9 | 45.8 |
| 77 | NON-METRO FAST GROWING | 13.7 | 55.8 | 50.5 |
| 268 | NON-METRO STABLE | 8.9 | 42.0 | 37.0 |
| 351 | RURAL | 6.3 | 26.2 | 24.7 |
| 82 | CHARTERS | 0.7 | 40.0 | 29.6 |
| | WEALTH (MEDIAN=$147,206) | | | |
| 98 | UNDER $74,944 | 12.5 | 42.5 | 31.6 |
| 102 | $74,944 TO $93,423 | 10.2 | 41.8 | 33.6 |
| 102 | $93,424 TO $109,253 | 6.9 | 43.1 | 38.2 |
| 99 | $109,254 TO $127,327 | 11.1 | 36.5 | 31.8 |
| 101 | $127,328 TO $147,205 | 10.0 | 52.3 | 45.5 |
| 98 | $147,206 TO $168,080 | 11.4 | 52.2 | 45.9 |
| 98 | $168,081 TO $197,906 | 11.9 | 61.2 | 57.3 |
| 95 | $197,907 TO $260,873 | 12.2 | 67.4 | 64.0 |
| 93 | $260,874 TO $407,769 | 16.7 | 62.9 | 58.0 |
| 82 | OVER $407,769 | 22.0 | 72.7 | 69.8 |
| 88 | NON-TAXING DISTRICTS | 8.4 | 64.9 | 54.8 |
| | WEALTH (ST AVG=$200,250) | | | |
| 703 | UNDER $200,250 | 10.9 | 49.9 | 44.0 |
| 265 | OVER $200,250 | 15.5 | 66.6 | 62.8 |
| 88 | NON-TAXING DISTRICTS | 8.4 | 64.9 | 54.8 |
| | WEALTH BY EQUAL PUPILS PER GROUP | | | |
| 38 | UNDER $55,908 | 13.4 | 40.3 | 29.9 |
| 85 | $55,908 TO < $80,372 | 10.4 | 44.4 | 34.4 |
| 73 | $80,372 TO < $92,405 | 10.9 | 42.2 | 33.1 |
| 118 | $92,405 TO < $110,939 | 9.6 | 33.2 | 27.7 |
| 89 | $110,939 TO < $127,437 | 8.5 | 47.5 | 42.9 |
| 22 | $127,437 TO < $130,896 | 10.5 | 50.6 | 43.3 |
| 66 | $130,896 TO < $145,500 | 10.1 | 53.6 | 46.9 |
| 46 | $145,500 TO < $154,504 | 10.0 | 53.6 | 49.6 |
| 50 | $154,504 TO < $165,403 | 12.3 | 49.4 | 42.7 |
| 39 | $165,403 TO < $174,843 | 13.5 | 63.5 | 58.2 |
| 31 | $174,843 TO < $184,118 | 11.1 | 57.7 | 53.3 |
| 53 | $184,118 TO < $203,766 | 10.6 | 58.9 | 53.5 |
| 24 | $203,766 TO < $215,907 | 14.3 | 75.9 | 72.9 |
| 51 | $215,907 TO < $249,888 | 12.3 | 62.6 | 58.3 |
| 4 | $249,888 TO < $253,135 | 10.4 | 63.5 | 60.6 |
| 33 | $253,135 TO < $285,488 | 15.5 | 71.3 | 66.3 |
| 14 | $285,488 TO < $295,269 | 15.3 | 49.3 | 44.6 |
| 49 | $295,269 TO < $402,617 | 18.4 | 66.8 | 61.2 |
| 65 | $402,617 TO < $825,089 | 21.9 | 73.1 | 70.2 |
| 18 | $825,089 AND OVER | 15.4 | 37.7 | 28.5 |
| 88 | NON-TAXING DISTRICTS | 8.4 | 64.9 | 54.8 |
| | TOTAL TAX EFFORT (ST AVG=$1.5107) | | | |
| 226 | UNDER $1.3555 | 9.7 | 46.4 | 38.7 |
| 247 | $1.3555 TO UNDER $1.4505 | 10.9 | 50.9 | 46.8 |
| 242 | $1.4505 TO UNDER $1.5229 | 10.5 | 49.0 | 44.1 |
| 253 | $1.5229 AND OVER | 14.8 | 63.6 | 59.3 |
| 88 | NON-TAXING DISTRICTS | 8.4 | 64.9 | 54.8 |
| | M&O EFF. TAX EFFORT (ST AVG=$1.3579) | | | |
| 230 | UNDER $1.2839 | 11.1 | 51.9 | 46.5 |
| 251 | $1.2839 TO $1.3661 | 12.4 | 61.2 | 56.8 |
| 248 | $1.3662 TO $1.4400 | 14.1 | 61.8 | 58.0 |
| 239 | $1.4401 AND OVER | 11.5 | 47.8 | 42.2 |
| 88 | NON-TAXING DISTRICTS | 8.4 | 64.9 | 54.8 |
| 1,056 | STATE TOTAL | 12.6 | 57.7 | 53.5 |

TABLE C-2
2000 TEXAS AP EXAMINATION PARTICIPATION AND PERFORMANCE BY DISTRICT CHARACTERISTICS

| NBR DIST | CATEGORY | % OF STUDENTS TAKING AT LEAST ONE AP | % OF EXAMINEES W/ AT LEAST ONE SCORE >=3 | % OF EXAM SCORES >=3 |
|---|---|---|---|---|
| | HIGHEST PROPERTY VALUE CATEGORY | | | |
| 364 | RESIDENTIAL | 13.4 | 61.3 | 56.7 |
| 310 | LAND | 7.0 | 31.0 | 28.3 |
| 86 | OIL AND GAS | 6.8 | 33.5 | 31.3 |
| 208 | BUSINESS | 11.9 | 49.9 | 45.3 |
| 88 | NON-TAXING DISTRICTS | 8.4 | 64.9 | 54.8 |
| | SMALL/SPARSE ADJSTMNT (ST AVG=25.2%) | | | |
| 232 | NO SMALL/SPARSE ADJUSTMENT | 14.1 | 61.1 | 56.1 |
| 222 | UNDER 9.0% | 9.7 | 48.5 | 43.7 |
| 219 | 9.0% TO UNDER 27.3% | 7.8 | 35.3 | 30.3 |
| 213 | 27.3% TO UNDER 35.9% | 7.0 | 34.3 | 31.1 |
| 170 | 35.9% AND OVER | 7.4 | 26.0 | 25.4 |
| | CEI LEVEL (MEDIAN=1.06) | | | |
| 123 | UNDER 1.04 | 2.5 | 35.6 | 33.3 |
| 232 | 1.04 TO UNDER 1.06 | 7.0 | 38.1 | 34.8 |
| 246 | 1.06 TO UNDER 1.08 | 9.3 | 46.0 | 42.6 |
| 246 | 1.08 TO 1.11 | 12.3 | 56.4 | 52.2 |
| 209 | 1.11 AND OVER | 13.7 | 59.7 | 54.9 |
| | OPERATING COST/PUPIL (ST AVG=$5,668) | | | |
| 192 | UNDER $5,280 | 11.2 | 58.6 | 53.4 |
| 227 | $5,280 TO $5,733 | 13.1 | 58.1 | 52.8 |
| 225 | $5,734 TO $6,287 | 12.4 | 53.5 | 49.1 |
| 211 | $6,288 TO $7,253 | 15.1 | 66.3 | 66.6 |
| 201 | OVER $7,253 | 10.5 | 41.4 | 39.0 |
| | ESC REGION | | | |
| 44 | I EDINBURG | 15.2 | 48.4 | 36.2 |
| 38 | II CORPUS CHRISTI | 11.5 | 49.2 | 45.4 |
| 33 | III VICTORIA | 7.6 | 41.0 | 37.3 |
| 71 | IV HOUSTON | 11.8 | 70.4 | 67.4 |
| 31 | V BEAUMONT | 5.6 | 43.2 | 41.3 |
| 57 | VI HUNTSVILLE | 10.2 | 73.1 | 72.3 |
| 96 | VII KILGORE | 8.1 | 51.0 | 48.1 |
| 42 | VIII MT PLEASANT | 6.7 | 42.9 | 37.4 |
| 39 | IX WICHITA FALLS | 14.7 | 42.4 | 32.6 |
| 86 | X RICHARDSON | 16.9 | 58.6 | 54.3 |
| 73 | XI FORT WORTH | 13.2 | 61.0 | 54.3 |
| 76 | XII WACO | 8.2 | 49.8 | 45.0 |
| 58 | XIII AUSTIN | 19.4 | 64.3 | 60.1 |
| 44 | XIV ABILENE | 9.8 | 47.3 | 47.3 |
| 43 | XV SAN ANGELO | 6.6 | 47.8 | 45.6 |
| 57 | XVI AMARILLO | 8.0 | 48.4 | 44.3 |
| 62 | XVII LUBBOCK | 8.5 | 36.6 | 34.4 |
| 34 | XVIII MIDLAND | 7.5 | 44.3 | 38.7 |
| 14 | XIX EL PASO | 13.5 | 44.3 | 35.6 |
| 58 | XX SAN ANTONIO | 12.8 | 48.4 | 43.5 |
| | TAAS: PCT PASSING ALL TESTS TAKEN | | | |
| 3 | NO STUDENTS TESTED | 0.0 | 0.0 | 0.0 |
| 182 | UNDER 71.4% | 12.9 | 47.1 | 42.0 |
| 220 | 71.4% TO UNDER 80.3% | 10.1 | 53.5 | 47.3 |
| 220 | 80.3% TO UNDER 84.8% | 12.7 | 55.7 | 50.3 |
| 224 | 84.8% TO UNDER 89.4% | 12.2 | 63.2 | 60.4 |
| 207 | 89.4% AND OVER | 16.5 | 71.5 | 69.0 |
| | SAT/ACT: PCT TAKING | | | |
| 363 | 0% TO UNDER 55% | 10.4 | 45.9 | 38.5 |
| 361 | 55% TO UNDER 70% | 12.1 | 52.8 | 47.5 |
| 268 | 70% AND OVER | 16.3 | 72.7 | 69.4 |
| 64 | NO GRADUATES | 2.4 | 16.7 | 13.8 |
| | SAT/ACT: PCT AT OR ABOVE CRITERION | | | |
| 83 | NONE MET CRITERION | 6.1 | 41.2 | 33.2 |
| 105 | UNDER 10% | 13.8 | 38.7 | 28.9 |
| 286 | 10% TO UNDER 20% | 9.9 | 41.6 | 35.5 |
| 377 | 20% TO UNDER 35% | 11.0 | 54.9 | 49.5 |
| 124 | 35% AND OVER | 17.9 | 75.8 | 71.2 |
| 81 | NO TEST TAKERS | 1.0 | 25.0 | 20.0 |
| 1,056 | STATE TOTAL | 12.6 | 57.7 | 53.5 |

TABLE C-2
2000 TEXAS AP EXAMINATION PARTICIPATION AND PERFORMANCE BY DISTRICT CHARACTERISTICS

| NBR DIST | CATEGORY | % OF STUDENTS TAKING AT LEAST ONE AP | % OF EXAMINEES W/ AT LEAST ONE SCORE >=3 | % OF EXAM SCORES >=3 |
|---|---|---|---|---|
| | DENSITY (ST AVG=14.62 PUPILS/SQ MI) | | | |
| 446 | FEWER THAN 5 | 8.0 | 33.8 | 30.5 |
| 287 | 5 TO FEWER THAN 20 | 8.6 | 46.8 | 41.0 |
| 129 | 20 TO FEWER THAN 100 | 11.3 | 57.8 | 53.0 |
| 106 | 100 AND OVER | 14.7 | 61.0 | 56.3 |
| 88 | NON-TAXING DISTRICTS | 8.4 | 64.9 | 54.8 |
| | PUPIL CHG:98/99-99/00 (ST AVG=1.19%) | | | |
| 556 | DECLINING PUPILS | 10.8 | 48.7 | 44.3 |
| 238 | 0% TO UNDER 3% | 14.0 | 60.3 | 55.2 |
| 151 | 3% TO UNDER 6% | 14.0 | 67.6 | 63.4 |
| 66 | 6% TO UNDER 10% | 12.6 | 65.0 | 62.5 |
| 45 | 10% AND OVER | 12.4 | 56.8 | 54.0 |
| | PCT AFRICAN AM PUPILS (ST AVG=14.4%) | | | |
| 607 | UNDER 5% | 12.3 | 51.2 | 45.2 |
| 142 | 5% TO UNDER 10% | 13.1 | 68.8 | 66.5 |
| 140 | 10% TO UNDER 20% | 14.1 | 52.1 | 46.8 |
| 79 | 20% TO UNDER 30% | 12.8 | 72.2 | 69.3 |
| 55 | 30% TO UNDER 50% | 11.4 | 52.5 | 46.7 |
| 33 | 50% AND OVER | 6.6 | 49.4 | 43.7 |
| | PCT HISPANIC PUPILS (ST AVG=39.6%) | | | |
| 168 | UNDER 5% | 11.3 | 59.3 | 59.6 |
| 159 | 5% TO UNDER 10% | 13.9 | 66.2 | 63.9 |
| 211 | 10% TO UNDER 20% | 13.2 | 67.7 | 64.3 |
| 129 | 20% TO UNDER 30% | 11.4 | 60.4 | 55.8 |
| 171 | 30% TO UNDER 50% | 12.1 | 57.5 | 52.1 |
| 218 | 50% AND OVER | 12.8 | 45.9 | 39.1 |
| | PCT MINORITY PUPILS (ST AVG=56.9%) | | | |
| 36 | UNDER 5% | 18.1 | 62.8 | 61.9 |
| 107 | 5% TO UNDER 10% | 8.8 | 52.1 | 47.9 |
| 188 | 10% TO UNDER 20% | 12.6 | 59.2 | 56.9 |
| 151 | 20% TO UNDER 30% | 12.8 | 71.8 | 70.2 |
| 219 | 30% TO UNDER 50% | 12.9 | 60.5 | 55.8 |
| 355 | 50% AND OVER | 12.6 | 53.1 | 47.7 |
| | PCT ECON DISADV (ST AVG=48.98%) | | | |
| 95 | UNDER 20% | 17.3 | 75.3 | 71.2 |
| 117 | 20% TO UNDER 30% | 13.0 | 66.0 | 63.2 |
| 164 | 30% TO UNDER 40% | 12.7 | 60.3 | 56.2 |
| 428 | 40% TO UNDER 60% | 10.7 | 53.2 | 47.9 |
| 178 | 60% TO UNDER 80% | 10.8 | 46.9 | 42.0 |
| 74 | 80% AND OVER | 15.3 | 40.1 | 29.4 |
| | AVG. TEACHER EXPER (ST AVG=11.9 YRS) | | | |
| 212 | UNDER 10.0 YEARS | 11.5 | 55.8 | 49.7 |
| 275 | 10.0 TO UNDER 11.9 YEARS | 14.9 | 62.6 | 57.9 |
| 283 | 11.9 TO UNDER 13.5 YEARS | 11.9 | 56.1 | 51.8 |
| 286 | 13.5 YEARS AND OVER | 9.9 | 47.1 | 43.7 |
| | AVG. TEACHER SALARY (ST AVG=$37,382) | | | |
| 211 | UNDER $33,830 | 9.2 | 39.3 | 33.1 |
| 284 | $33,830 TO UNDER $35,516 | 8.8 | 46.0 | 42.0 |
| 282 | $35,516 TO UNDER $36,977 | 11.2 | 54.6 | 50.3 |
| 279 | $36,977 AND OVER | 14.2 | 61.1 | 56.4 |
| | PCT MINORITY TCHRS (ST AVG=26.1%) | | | |
| 489 | UNDER 5% | 10.8 | 55.3 | 53.1 |
| 214 | 5% TO UNDER 10% | 14.0 | 68.0 | 65.8 |
| 151 | 10% TO UNDER 20% | 11.6 | 59.6 | 54.8 |
| 46 | 20% TO UNDER 30% | 11.7 | 64.2 | 59.6 |
| 40 | 30% TO UNDER 50% | 13.4 | 55.9 | 48.7 |
| 116 | 50% AND OVER | 13.5 | 44.6 | 37.2 |
| | % TCHRS W ADV DEGREE (ST AVG=24.7%) | | | |
| 237 | UNDER 12.2% | 8.7 | 38.3 | 33.2 |
| 276 | 12.2% TO UNDER 18.5% | 10.7 | 45.8 | 37.1 |
| 276 | 18.5% TO UNDER 25.1% | 11.2 | 56.4 | 51.3 |
| 267 | 25.1% AND OVER | 14.5 | 62.6 | 58.9 |
| 1,056 | STATE TOTAL | 12.6 | 57.7 | 53.5 |

# GLOSSARY OF TEXAS EDUCATION AGENCY 1999-00 ANALYZE PROGRAM CATEGORY DESCRIPTIONS

# TEXAS EDUCATION AGENCY
# 1999-00 ANALYZE PROGRAM CATEGORY DESCRIPTIONS
## (IN ORDER OF APPEARANCE IN TABLES C-1 THROUGH C-2)

**Enrollment Groupings**

A nine-category grouping based on the total number of students enrolled by district as of the Public Education Information Management System (PEIMS) fall collection date (late October of each year). Enrollment excludes students who are served but not enrolled by districts.

**District Type**

Classification of school districts based on factors such as size, growth rates, and proximity to urban areas is listed below. Charter school districts form a separate category.

***Major Urban.*** The state's largest metropolitan districts serving the Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso areas.

***Major Suburban.*** Other districts in and around the major urban areas.

***Other Central City.*** Major districts in other large Texas cities.

***Other Central City Suburban.*** Other districts in and around the other large, but not major, Texas cities.

***Independent Town.*** Largest districts in counties with populations of 25,000 to 100,000, or the number of students enrolled is greater than 75 percent of the largest district.

***Non-Metro: Fast Growing.*** Districts not fitting in any of the above categories but exhibiting a five-year growth rate of at least 20 percent with at least 300 students enrolled.

***Non-Metro: Stable.*** Districts not fitting any of the above categories but with an enrollment exceeding the state median.

***Rural.*** Districts not fitting any of the above categories; districts either with an enrollment between 300 and the state median and a growth rate less than 20 percent, or with an enrollment less than 300.

***Charter School Districts.*** The open-enrollment school districts chartered by the State Board of Education. Charter schools operate in facilities of commercial or nonprofit entities or a school district.

**Property Wealth**

Total taxable property value divided by enrollment, which indicates district ability to raise local funds on a per pupil basis. The property value used is total taxable value for the last completed calendar year as determined by the Comptroller's Property Tax Division (CPTD). The total number of students is for the school year coinciding with the 2000 ANALYZE categories. The first wealth grouping shows 10 categories; the second simply shows districts above and below state average wealth; the third is a 20-category grouping, with each category representing about five percent of the state's students. The special statutory and charter school districts without taxable property wealth form a separate category in all three wealth groupings.

**Total Tax Effort**

A four-category tax effort grouping of districts defined by the total effective tax rate, which was determined by dividing the last completed calendar year's total levy amount by that year's CPTD total taxable property value. Rates are expressed per $100 of taxable value. A fifth category is reserved for the six special statutory and charter school districts without property tax levies.

**Maintenance and Operations (M&O) Effective Tax Effort**

A four-category tax effort grouping of districts showing the M&O effective tax rate, which was determined by dividing the last completed calendar year's M&O levy amount by that year's CPTD total taxable property value. The M&O rates shown include money generated by districts for equalizing wealth. A fifth category is reserved for the special statutory and charter school districts without property tax levies.

**Highest Property Value Category**

A four-category CPTD classification based on property use. A district is placed into the category that represents its greatest total property value. A fifth category is reserved for the special statutory and charter school districts without taxable property wealth.

***Residential.*** Single-family, multi-family, and residential inventory.

***Land.*** Vacant lots and rural real (taxable).

***Oil and Gas.*** Oil, gas, and minerals.

***Business.*** Commercial and industrial real property, commercial and industrial personal property, and utilities.

**Small/Sparse Adjustment**

A four-category grouping of districts based on the small/sparse adjustment amount as a percentage of the total adjusted basic allotment amount. The small/sparse percentage represents the extent to which state funding is adjusted to compensate for small and/or sparsely populated districts. A fifth category contains all districts receiving no small/sparse adjustment.

**Cost of Education Index (CEI) Level**

A five-category grouping of districts based on the CEI level. It reflects geographic variations in costs and prices outside district control. The current index, which has a minimum value of 1.0 and maximum of 1.2, was implemented in 1991-92.

**Operating Cost Per Pupil**

A five-category grouping of districts based on operating cost per student. Operating costs are the sum of all expenditures budgeted for the operation of the district for all funds. The operating expenditures are a subset of the total expenditures; they do not include debt service, capital outlay, or ancillary services expenditures. Per student amounts are the school year expenditures divided by enrollment. The source for budgeted expenditures is the fall PEIMS submission.

**Education Service Center (ESC) Region**

The state is divided into 20 geographic regions, each served by an ESC. This category reflects the ESC region from which the district receives services, not the geographically assigned ESC region. For the vast majority of districts, these are the same.

**TAAS: Percentage Passing All Tests Taken**

A five-category grouping of districts based on the percentage of students passing the 2000 Texas Assessment of Academic Skills (TAAS). For Grades 3-8 and 10, the total number of students passing all sections of the English or Spanish versions of the TAAS taken is expressed as a percentage of the total number of students taking one or more tests. This percentage excludes students taking Grade 8 science and social studies tests and includes only those students in the district in October of the school year, which is the percentage used for accountability purposes. A sixth category is reserved for districts not administering the test.

**SAT I / ACT: Percentage Taking**

A three-category grouping based on the percentage of graduates taking the SAT I and/or the ACT Assessment in the previous year. A fourth category is reserved for districts that had no graduates.

**SAT I / ACT: Percentage Scoring At or Above Criterion**

A five-category grouping based on the percentage of examinees who scored at or above the criterion (1110 on SAT I Total and/or 24 on ACT Composite) on the SAT I and/or ACT in the previous year. The number meeting the criterion is divided by the number of examinees. A sixth category is reserved for districts that had no examinees.

**Density**

A four-category grouping based on density, or the number of students enrolled per square mile. District square miles were determined through a joint effort by the State Property Tax Board (SPTB, now the CPTD), the Texas Education Agency, and the Texas Water Commission (TWC). Maps provided by districts to the SPTB were digitized by TWC to determine acreage. A fifth category is reserved for the special statutory and charter school districts without available mileage information.

**Pupil Change From Prior Year**

A five-category grouping based on the growth or decline in district student population over a one-year period. Districts with declining enrollment represent one category, while the remaining categories show one-year growth rates ranging from "0% to 3%" to "10% and over."

**Percentage African American, Hispanic, and Minority Pupils**

Three six-category groupings based on the ethnic composition of district student populations, as reported in PEIMS. Minority percentage is calculated as the sum of all non-White populations expressed as a percentage of the total. Non-White populations include American Indian or Alaskan Native; Asian or Pacific Islander; African American, not of Hispanic origin; and Hispanic.

**Percentage Economically Disadvantaged Pupils**

A six-category grouping based on the percentage of students enrolled in the district who are classified as economically disadvantaged in PEIMS as follows:
a) eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program;
b) from a family with annual income at/below the federal poverty line;
c) eligible for Aid to Families With Dependent Children (AFDC) or other public assistance;
d) recipient of a Pell Grant or comparable state, need-based, financial assistance program; or
e) eligible for programs assisted under Title II of the Job Training Partnership Act.

**Average Teacher Experience**

A four-category grouping based on average years of teacher experience. This average is computed by taking the total years of professional experience for each district teacher, multiplying by each teacher's full-time-equivalent (FTE) count, summing these products for the whole district, and dividing by the total teacher FTE count.

**Average Teacher Salary**

A four-category grouping based on average district teacher salary. This average is computed as the total salary of teachers divided by the total teacher FTE count. Total salary amount does not include any other supplement.

**Percentage Minority Teachers**

A six-category grouping based on the minority composition of district teaching populations. Minority percentage is calculated by summing all non-White teacher FTEs and dividing by the total teacher FTEs.

**Percentage Teachers with Advanced Degrees**

A four-category grouping based on the district percentage of teachers with advanced degrees. This percentage is computed as the FTE count of teachers with a master's or doctoral degree divided by the total teacher FTE count.

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

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

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

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

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

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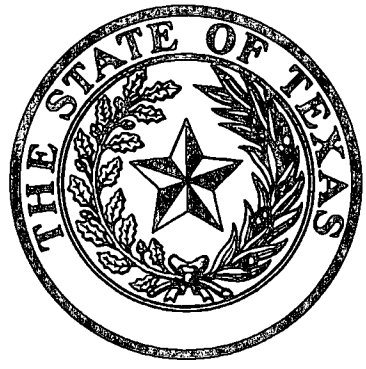


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