



**THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FL**

RESEARCH, EVALUATION, & ASSESSMENT

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RESEARCH STUDY: FY23-FY25 ADVANCED PLACEMENT, ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION, AND INTERNATIONAL BACCALAUREATE PERFORMANCE RESULTS

September 26, 2025

The Advanced Placement (AP), Cambridge Advanced International Certificate of Education (AICE), and International Baccalaureate (IB) programs provide opportunities for students to experience college-level course material and examinations while still in high school. AP, AICE, and IB test performance and participation are important indicators of college readiness and equity among schools and groups of students. More information on the three programs can be found on [The School District of Palm Beach County College Readiness Page](#).

From FY24 to FY25, District-wide participation increased from 47% to 51%, while passing rates were reduced from 64% to 62%. Participation expanded across all grade levels and ethnic groups, as well as Exceptional Student Education (ESE), English Language Learner (ELL) and Free and Reduced Lunch (FRL) student groups. Passing rates decreased from FY24 to FY25 across all demographics, which was driven by a 5% reduction in AICE exam passing rates (57% in FY25 and 62% in FY24). Passing rates increased for the AP exam (+1%) and the IB exam (+3%).

The Department of Research, Evaluation, & Assessment developed an interactive [Advanced Exams Dashboard](#) to summarize student participation and performance on the AICE, AP, and IB exams separately and combined. The Dashboard also breaks down participation and passing rates by school, grade level, and various demographic variables. Some high-level observations from the dashboard are outlined below:

The overall District, ELL students, ESE students, FRL students, and all ethnic subgroups increased participation rates in FY25 relative to the prior years (see table 1). In FY25, participation rates increased by 4% for female students as well as male students. Black (+5%) and Hispanic students (+5%) showed the largest 1-year increases in participation across ethnic groups. The FRL student subgroup had positive 1-year (+3%) and 3-year change scores (+6%) while ESE students increased participation by 5% from FY24 to FY25 and 8% from FY23 to FY25. ELL students also increased participation rates from FY24 to FY25 (+5%).

Table 1: Participation Rates from FY23 to FY25

	Number of Test Takers			Participation Rates			1-Year Change	3-Year Change
	FY23	FY24	FY25	FY23	FY24	FY25		
District	30,186	31,904	34,269	44%	47%	51%	+4%	+7%
Asian	1,493	1,503	1,623	71%	74%	77%	+3%	+6%
Black	5,697	6,387	7,278	31%	34%	39%	+5%	+8%
Hispanic	10,507	11,430	12,411	41%	44%	49%	+5%	+8%
Multi	902	1,006	1,094	52%	57%	62%	+5%	+10%
White	11,464	11,421	11,704	56%	61%	65%	+4%	+9%
Female	16,754	17,419	18,512	50%	53%	57%	+4%	+7%
Male	13,432	14,485	15,757	38%	42%	46%	+4%	+8%
ELL	1,695	1,994	2,647	19%	19%	24%	+5%	+5%
ESE	1,612	1,802	2,273	15%	18%	23%	+5%	+8%
FRL	11,684	13,535	12,791	36%	39%	42%	+3%	+6%

Table 2: Passing Rates from FY23 to FY25

	Number of Tests Passed			Passing Rates			1-Year Change	3-Year Change
	FY23	FY24	FY25	FY23	FY24	FY25		
District	50,091	54,625	58,149	65%	64%	62%	-2%	-3%
Asian	3,719	3,933	4,375	75%	75%	73%	-2%	-2%
Black	5,511	6,073	6,561	48%	47%	44%	-3%	-4%
Hispanic	15,574	17,354	18,670	63%	61%	59%	-2%	-4%
Multi	1,756	2,089	2,271	70%	72%	69%	-3%	-1%
White	23,351	24,965	26,106	71%	71%	69%	-2%	-2%
Female	28,254	30,478	32,498	65%	65%	63%	-2%	-2%
Male	21,837	24,147	25,651	64%	64%	60%	-4%	-4%
ELL	1,674	1,669	2,057	60%	52%	51%	-1%	-9%
ESE	1,426	1,561	1,803	48%	45%	41%	-4%	-7%
FRL	14,308	16,789	15,025	56%	55%	51%	-4%	-5%

From FY24 to FY25, passing rates decreased overall and within all demographic subgroups (see table 2). The largest reductions in passing rates from FY24 to FY25 were observed in male students (64% to 60%), ESE students (45% to 41%), and FRL students (55% to 51%). The largest 3-year passing rate reductions occurred for ELL students (60% to 51%), ESE students (48% to 41%), and FRL students (56% to 51%). Pass rates tend to decrease as participation increase.

Next Steps

Staff are encouraged to explore the AP, AICE, and IB results to identify the student subgroups that scored lower-than-average with regard to participation rates and performance. School Improvement Plans should incorporate data and recommendations pertinent to elevating participation and performance across these three advanced course exams. Important considerations for school staff include; 1) the

degree that their school's test performance compares to the overall District and schools of similar profiles; 2) how the academic performance of students engaged in AP, AICE, or IB courses compares to their performance prior to taking these courses; and 3) the degree that participation and performance rates differed across various student subgroups and how best to improve accessibility and performance relating to these courses.

For questions regarding the AP, AICE, and IB examination results, contact Dr. Paul Houchens, Director, Research, Evaluation, & Assessment at 561-434-8780 or Dr. Adam Miller, Chief of Performance Accountability at 561-434-8851. For questions about AP programs offered in the District, please contact Eva Cwynar, Director, Secondary Education at 561-432-6380. For questions about individual school efforts and exams, please contact the appropriate regional/instructional superintendent or school principal.