About This Report

This report provides educators and policymakers with information they can use to celebrate their successes, understand their unique challenges, and set meaningful goals to increase opportunity for all students. It's important to note that while AP® Exams are valid measures of students’ content mastery of college-level studies in specific academic disciplines, AP results should never be used as the sole measure for gauging educational excellence and equity.

Because reliable demographic data for nonpublic schools are not available for all states, this report represents public school students only. Additionally, this report looks at students’ entire experience with AP — tracking exams taken by graduates throughout their high school careers — as opposed to reporting exam results from a particular calendar year.

Additional data are available at apreport.collegeboard.org.

Note: Throughout this report, public high school graduates represent projections supplied in Knocking at the College Door (Western Interstate Commission for Higher Education, 2012).

The redesigned courses, Biology, Latin, and Spanish Literature and Culture, began in fall 2012, and the first AP Exam based on those redesigned courses was administered in May 2013. As a result, the data in this report reflect a blend of the old and redesigned exam results.
New York has made progress in recent years in improving student access and supporting student performance in AP®. Just as we do in the national report, we wanted to take an opportunity to applaud your efforts and offer additional strategies for your consideration.

Current Picture

Congratulations. You are already using these strategies to build a robust AP Program. You:

✔ Include AP in the state accountability system.
  • Include AP in NYDOE Teacher/Principal Evaluations.
  • Establish AP participation and performance indicators; currently being set.

✔ Celebrate the 27 districts that have earned a spot on the AP Honor Roll through their hard work and dedication to increasing participation and success in AP, particularly for underrepresented students. See page 6 for more details.

✔ Encourage your educators to participate in the development of the AP Program, such as by becoming AP Readers or participating in course and exam development committees. See page 5 for more details.

✔ Continue to support the successful implementation of the Virtual Advanced Placement® program to ensure that all students participating in the program have access to AP courses and exams throughout New York State.

✔ Enhance existing policies that allow AP course work and exam scores for sophomores and juniors to substitute for statewide graduation requirements and/or end-of-course assessments.
Opportunities

The following strategies have been proven effective. To build an even stronger AP program, you could:

- Include AP in the state accountability system.
  - Establish AP participation and performance indicators.
  - Set clear, measurable statewide goals toward improvement.

- Ensure that public colleges and universities develop AP Exam credit and placement policies based on institutional goals, alignment with corresponding courses, and objective outcomes research.

- Create opportunities for other schools and districts to learn from your AP Honor Roll winners.

- Provide targeted assistance and resources to schools serving traditionally underserved populations: for example, funding for materials, supplies, outreach efforts, and tutoring programs.

- Communicate how AP fits into state graduation requirements, and share information about funding opportunities that enable students to participate and succeed in AP.

- Provide resources to schools and districts to support research-based programs that build content knowledge and skills—particularly in literacy and math—to prepare students for success in AP course work, and in college and careers.
The following information dives a little deeper into the details of your efforts.

**Participation in the Development of AP**

2013 Reading participants — Total: **467**
New York represents **4.1% of all Readers**
- AP High School Teachers: **185**
- College and University Faculty: **282**

2013 AP Professional Development Leaders — Total: **68**

2013 AP Development Committee Members — Total: **3**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative Government and Politics</td>
<td>Brooklyn College</td>
</tr>
<tr>
<td>Studio Art</td>
<td>Clarkstown South High School</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>Columbia University</td>
</tr>
<tr>
<td>Music Theory</td>
<td>Eastman School of Music</td>
</tr>
<tr>
<td>World History</td>
<td>Friends Seminary</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>Hamilton College</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>Irondequoit High School</td>
</tr>
<tr>
<td>Psychology</td>
<td>Ithaca College</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>Lower East Side Prep High School</td>
</tr>
<tr>
<td>Physics C</td>
<td>Manhattan Center for Science and Math</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>Rochester Institute of Technology</td>
</tr>
<tr>
<td>Calculus</td>
<td>Scarsdale High School</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>State University of New York - Binghamton</td>
</tr>
<tr>
<td>Art History</td>
<td>Tappan Zee High School</td>
</tr>
<tr>
<td>European History</td>
<td>United States Military Academy</td>
</tr>
<tr>
<td>European History</td>
<td>University of Rochester</td>
</tr>
<tr>
<td>Latin</td>
<td>University of Rochester</td>
</tr>
</tbody>
</table>
The AP Honor Roll

The AP Honor Roll recognizes and honors those outstanding school districts that simultaneously increase access to Advanced Placement course work while increasing the percentage of students earning scores of 3 or higher on AP Exams. Achieving both of these goals is the ideal scenario for a district’s AP program because it indicates that the district is successfully identifying motivated, academically prepared students who are likely to benefit most from rigorous AP course work.

4th Annual Honor Roll Districts in New York: 27

- Bedford Central School District
- Blind Brook-Rye Union Free District
- City School District of Albany
- Clarkstown Central School District
- Farmingdale Union Free School District
- Haldane Central School District
- Half Hollow Hills School District*
- Hempstead Union Free School District*
- Hoosick Falls Central School District
- Huntington Union Free School District
- Jamesville-DeWitt Central School District
- Lancaster Central School District
- Manhasset Union Free School District*
- Marlboro Central School District*
- North Rockland Central School District
- Oneonta City School District
- Orchard Park Central School District
- Palmyra-Macedon Central School District
- Pelham Union Free School District*
- Peru Central School District
- Pioneer Central School District
- Schalmont Central School District
- Sewanhaka Central High School District*
- Victor Central School District
- Warwick Valley Central School District*
- West Islip Public Schools*
- Whitesboro Central School District

* District has achieved the honor for multiple years.
More graduates are succeeding on AP Exams today than took them in 2003.

**Figure 1** Growth in AP® Participation and Success

- Number of graduates leaving high school having taken an AP Exam
- Number of graduates scoring 3+ on an AP Exam during high school

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Taking AP Exam</th>
<th>Number Scoring 3+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>29,479</td>
<td>60%</td>
</tr>
<tr>
<td>2008</td>
<td>37,788</td>
<td>30%</td>
</tr>
<tr>
<td>2012</td>
<td>42,627</td>
<td>0%</td>
</tr>
<tr>
<td>2013</td>
<td>44,909</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 2** Participation in and Success on AP Exams in the Class of 2013

- Percentage of graduates leaving high school having taken an AP Exam
- Percentage of graduates scoring 3+ on an AP Exam during high school

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Percentage Taking AP Exam</th>
<th>Percentage Scoring 3+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>2.7%</td>
<td>2.0%</td>
</tr>
<tr>
<td>English</td>
<td>17.3%</td>
<td>10.9%</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>24.7%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Mathematics and Computer Science</td>
<td>13.5%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Sciences</td>
<td>15.8%</td>
<td>10.3%</td>
</tr>
<tr>
<td>World Languages</td>
<td>5.7%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Any Discipline</td>
<td>37.9%</td>
<td>25.4%</td>
</tr>
</tbody>
</table>

Total Number of Graduates: 176,819

**History and Social Sciences** had the greatest number of graduates achieving a score of 3 or higher.

- Art History, Music Theory, Studio Art: Drawing, Studio Art: 2-D Design, and Studio Art: 3-D Design
- English Language and Composition, and English Literature and Composition
- Comparative Government and Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, United States Government and Politics, United States History, and World History
- Calculus AB, Calculus BC, Computer Science A, and Statistics
- Biology, Chemistry, Environmental Science, Physics B, Physics C: Electricity and Magnetism, and Physics C: Mechanics
- Chinese Language and Culture, French Language and Culture, German Language and Culture, Italian Language and Culture*, Japanese Language and Culture, Latin, Spanish Language, and Spanish Literature and Culture

*AP Italian Language and Culture was discontinued after the 2008-09 school year, and was reinstated in 2011-12.
### Score Distributions of AP Exams Taken by the Class of 2013 During High School

#### Ten Most Popular AP Exams

<table>
<thead>
<tr>
<th>Rank</th>
<th>Subject</th>
<th>No. of Exams</th>
<th>% of Exam Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Score of 1</td>
</tr>
<tr>
<td>1</td>
<td>United States History</td>
<td>29,072</td>
<td>0.1</td>
</tr>
<tr>
<td>2</td>
<td>English Literature and Composition</td>
<td>21,258</td>
<td>2.6</td>
</tr>
<tr>
<td>3</td>
<td>Microeconomics</td>
<td>3,264</td>
<td>1.8</td>
</tr>
<tr>
<td>4</td>
<td>Calculus AB</td>
<td>14,541</td>
<td>9.1</td>
</tr>
<tr>
<td>5</td>
<td>World History</td>
<td>14,291</td>
<td>0.4</td>
</tr>
<tr>
<td>6</td>
<td>Biology</td>
<td>14,232</td>
<td>0.8</td>
</tr>
<tr>
<td>7</td>
<td>United States Government and Politics</td>
<td>12,334</td>
<td>1.0</td>
</tr>
<tr>
<td>8</td>
<td>Psychology</td>
<td>8,837</td>
<td>0.4</td>
</tr>
<tr>
<td>9</td>
<td>Physics B</td>
<td>7,669</td>
<td>0.4</td>
</tr>
<tr>
<td>10</td>
<td>Chemistry</td>
<td>7,302</td>
<td>0.4</td>
</tr>
</tbody>
</table>

#### Additional Information
- **Due to rounding, percentages do not always add up to 100.0.**
- **AP Italian Language and Culture was discontinued after the 2008-09 school year, and was reinstated in 2011-12.**
Low Income

**FIGURE 4** Trends in AP Exam Participation and Success

The percentage or number of ...
- K–12 students eligible for free or reduced-price lunch*
- graduates leaving high school having taken an AP Exam who are from low-income backgrounds
- graduates scoring 3+ on an AP Exam during high school who are from low-income backgrounds

44,511
AP Exams were taken by low-income graduates in the class of 2013

*Estimates reflect the percentage of K–12 public school students eligible for free and reduced-price lunch.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics: 2008 (Table 42), 2009 (Table 42), 2010 (Table 44), 2011 (Table 45), and 2012 (Table 46)

** The numbers of students in the graduating classes who are eligible for free or reduced-price lunch are not available.
Black/African American

**FIGURE 5** Trends in AP Exam Participation and Success

The percentage or number of...

- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school

... who are black/African American

6,242 black/African American graduates in the class of 2013 took an AP Exam during high school
Hispanic/Latino

**FIGURE 6** Trends in AP Exam Participation and Success

The percentage or number of...
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school

...who are Hispanic/Latino

10,348 Hispanic/Latino graduates in the class of 2013 took an AP Exam during high school.
American Indian/Alaska Native

FIGURE 7  Trends in AP Exam Participation and Success

The percentage or number of ...
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school

... who are American Indian/Alaska Native

250

American Indian/Alaska Native graduates in the class of 2013 took an AP Exam during high school

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2008</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.3%</td>
<td>475</td>
<td>599</td>
<td>776</td>
<td>706</td>
</tr>
<tr>
<td>0.2%</td>
<td>107</td>
<td>178</td>
<td>208</td>
<td>250</td>
</tr>
<tr>
<td>0.2%</td>
<td>57</td>
<td>92</td>
<td>103</td>
<td>125</td>
</tr>
</tbody>
</table>
Asian/Asian American/Pacific Islander

**FIGURE 8** Trends in AP Exam Participation and Success

The percentage or number of...
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
...who are Asian/Asian American/Pacific Islander graduates in the class of 2013 took an AP Exam during high school.

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2008</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in the Graduating Class</td>
<td>10,404</td>
<td>13,720</td>
<td>15,918</td>
<td>16,647</td>
</tr>
<tr>
<td>Graduates leaving high school having taken an AP Exam</td>
<td>5,090</td>
<td>6,946</td>
<td>8,941</td>
<td>9,336</td>
</tr>
<tr>
<td>Graduates scoring 3+ on an AP Exam during high school</td>
<td>3,695</td>
<td>5,217</td>
<td>6,764</td>
<td>7,182</td>
</tr>
</tbody>
</table>

9,336
Asian/Asian American/Pacific Islander graduates in the class of 2013 took an AP Exam during high school.
White

**FIGURE 9** Trends in AP Exam Participation and Success

The percentage or number of...
- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school

...who are white

37,032 white graduates in the class of 2013 took an AP Exam during high school.

2003 2008 2012 2013

- 67.8% 67.3% 65.2% 61.3% 60.6% 60.2% 56.0% 55.2% 54.4% 54.7%

- 96,847 106,219 98,750 96,761
- 28,758 34,768 36,394 37,032
- 19,995 24,649 26,119 27,177

PERCENTAGE OF SPECIFIC POPULATION

GRADUATING CLASS
ABOUT THE COLLEGE BOARD

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world’s leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT®, and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit www.collegeboard.org.

© 2014 The College Board. College Board, Advanced Placement, Advanced Placement Program, AP, SAT and the acorn logo are registered trademarks of the College Board. All other products and services may be trademarks of their respective owners. Visit the College Board on the Web: www.collegeboard.org. apreport.collegeboard.org