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The College Board Announces AP[®] Results for New York's Class of 2011

New York Ranks 2nd in Nation in Percentage of Public School Graduates Succeeding in AP; Equity and Excellence Gap for New York's Hispanic Graduates Narrows as More Succeed in AP

NEW YORK — *The 8th Annual AP[®] Report to the Nation*, released today by the College Board, finds that an increasing percentage of New York's high school graduates are succeeding on AP Exams, affirming the vision of educators that many more students deserve access to this type of course work. More than 26 percent of New York's public high school graduates scored 3 or higher on an AP Exam during high school, which is the second highest rate in the nation and far exceeds the national average of 18.1 percent.

"This year's *AP Report to the Nation* highlights the tremendous progress and success of New York's students and educators. It is not a coincidence that outstanding people putting in an outstanding effort yields outstanding results," said College Board President Gaston Caperton. "And while there is still room to improve on access and preparation, I am confident that New York's AP community will continue to grow and will continue to offer all students the opportunity to succeed in college and beyond."

The number of New York's public high school graduates participating in AP has **increased significantly** in the last decade, and more than 41,000 students from the graduating class of 2011 scored a 3 or higher on at least one AP Exam during high school — a large increase in the number of successful students compared to the class of 2001.

The rigorous curricula used in AP courses encourage students to think critically, construct solid arguments and see many sides of an issue — all skills that prepare students for success in college and beyond. Research shows that students who score 3 or higher on AP Exams typically experience greater academic success in college and are more likely to earn a college degree than non-AP students.

"The Regents' top priority is to ensure that New York's students are ready for college and careers," said State Education Commissioner John B. King, Jr. "So it's encouraging to see that more students -- particularly minority and low-income students -- are participating and succeeding in Advanced Placement courses. But there is still much more work to do to improve student access, equity and performance in AP courses and on AP exams."

New York Highlights:

- There has been a steady increase in the number of New York's public school students benefitting from the AP experience:

- 40.3 percent (63,032) of graduates from New York’s public high school class of 2011 took at least one AP Exam during high school, compared to 31.9 percent (50,884) from the class of 2006 and 27.9 percent (39,590) from the class of 2001.
- 26.5 percent (41,427) of graduates from New York’s public high school class of 2011 scored 3 or higher on at least one AP Exam during high school, compared to 21.0 percent (33,430) from the class of 2006 and 18.7 percent (26,463) in 2001.
- More of New York’s traditionally **underserved public high school graduates** are participating and succeeding in AP. However, these students remain underrepresented not only in AP classrooms but also among Americans earning a college degree. Equitable preparation for AP and increased AP course-taking opportunities are vital efforts that must be made. Research consistently shows that minority and low-income students who earn a 3 or higher on an AP Exam are more likely than their peers to earn higher grades in college and to earn a college degree within five years. The AP community strives to achieve equity and excellence for its students. But this can only be accomplished when the diversity of each state’s students is proportionately represented among its successful AP student population.
 - **14.5** percent of New York’s class of 2011 were Hispanic/Latino, and **12.0** percent of successful AP students from the 2011 graduating class were Hispanic/Latino. **New York has achieved 82.8 percent AP equity and excellence for Hispanic/Latino students** (see Figure 7, national report).
 - The number of **Hispanic/Latino** graduates who took at least one AP Exam during high school increased from 5,539 in 2006 to 8,434 in 2011. The number of these students who scored a 3 or higher on at least one AP Exam increased from 3,579 to 4,966 during that time.
 - The number of **black/African American** graduates who took at least one AP Exam during high school increased from 3,493 in 2006 to 5,520 in 2011, and the number of these students who scored 3 or higher on at least one AP Exam increased from 1,082 to 1,809. Despite these gains, however, black/African American students in New York remain significantly underrepresented in AP classrooms and within that group of students experiencing success in AP.
 - The number of **low-income** graduates who took at least one AP Exam during high school increased from 9,276 in the class of 2006 to 14,330 in the class of 2011. The number of low-income students who scored 3 or higher on at least one AP Exam increased from 4,802 to 7,408 during that time. All together, low-income graduates from the state of New York took 35,944 AP Exams during the course of their high school careers.
- The **10 most popular AP Exams taken by New York’s public high school graduates** during high school, in descending order of popularity, were U.S. History, English Literature and Composition, English Language and Composition, Calculus AB, Biology, World History, U.S. Government and Politics, Psychology, Physics B, and European History.

New York’s Copiague Public School District was one of three districts in the nation chosen to receive a second annual **AP District of the Year Award**. They will be honored for leading the nation, among small school districts, in expanding access to AP classrooms while increasing the rate at which students earned scores of 3 or higher on AP Exams.

“In the realm of best practices regarding AP, what has worked for us was the creation of a pre-AP curriculum in several courses,” said Copiague School District’s Superintendent of Schools Charles A. Leunig. “This was then articulated with the corresponding middle school program to increase the rigor of honors classes. Up and down the line, this practice has led to ensuring that our students are better prepared earlier for the advanced rigors of AP.”

The 8th Annual AP Report to the Nation national report and the *State Supplement for New York* are available at <http://apreport.collegeboard.org>.

About the Advanced Placement Program

The College Board’s Advanced Placement Program® (AP®) enables willing and academically prepared students to pursue college-level studies – with the opportunity to earn college credit, advanced placement or both – while still in high school. Through AP courses in 34 subjects, each culminating in a rigorous exam, students learn to think critically, construct solid arguments, and see many sides of an issue – skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most rigorous curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher’s syllabus is evaluated and approved by faculty from some of the nation’s leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advancement placement or both on the basis of successful AP Exam scores – more than 3,600 institutions worldwide annually receive AP scores. In the last decade, participation in the AP Program has more than doubled and graduates succeeding on AP Exams have nearly doubled. In May 2011, nearly 2 million students representing more than 18,000 schools around the world, both public and nonpublic, took 3.4 million AP Exams.

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 more than 5,900 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.