



**For Immediate Release: November 20, 2012**

## **Manasquan High School Placed on the College Board's 3rd Annual AP<sup>®</sup> District Honor Roll for Significant Gains in Advanced Placement<sup>®</sup> Access and Student Performance**

### **A Select 539 School Districts Across the Nation Are Honored**

**[Manasquan, New Jersey]**— Manasquan High School is one of 539 schools across 44 of the 50 states in the U.S. and Canada being honored by the College Board with placement on the 3rd Annual AP<sup>®</sup> District Honor Roll for simultaneously increasing access to Advanced Placement<sup>®</sup> 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, as it indicates that the district is successfully identifying motivated, academically prepared students who are likely to benefit most from rigorous AP course work. More than 90 percent of colleges and universities across the U.S. offer college credit, advanced placement or both for a score of 3 or above on an AP Exam — which can potentially save students and their families thousands of dollars in college tuition.

Overall, those receiving College Board's elite distinction make up just under 5% of all of the districts in the nation. Manasquan was 1 of 34 districts in the State of New Jersey that received this honor, and only 1 of 3 districts to be recognized in Monmouth County. Since 2007, the number of Advanced Placement tests administered at Manasquan High School has increased by 74.5% while scores in the highest range (4's and 5's) have increased from 28% of all tests taken to 55%.

"We are extremely pleased to receive this national recognition from the College Board", said Manasquan High School principal Rick Coppola. "Our Board of Education, administrators, Guidance Department and teachers have made the commitment to provide our students with the most challenging, rigorous coursework in an effort to prepare them for college success. Our accomplishments in this highly competitive area are a result of effective articulation, thoughtful curriculum revision and outstanding instruction provided by our teachers. I am extremely proud of our supervisors, teachers and students, and I am confident that the entire Manasquan High School community will share our enthusiasm in celebrating this outstanding achievement."

“We applaud the extraordinary efforts of the devoted teachers and administrators in this district, who are fostering rigorous work worth doing. These educators have not only expanded student access to AP course work, but they have enabled more of their students to achieve on a college level—which is helping to create a strong college-going culture,” said College Board President, David Coleman.

Helping more students learn at a higher level *and* earn higher AP scores is an objective of all members of the AP community, from AP teachers to district and school administrators to college professors. Many districts are experimenting with a variety of initiatives and strategies to determine how to expand access and improve student performance simultaneously.

“There has been a great victory among educators who have believed that a more diverse population could indeed succeed in AP courses. In 2012, AP scores were higher than they’d been since 2004, when one million fewer students were being given access. These outcomes are a powerful testament to educators’ belief that many more students were indeed ready and waiting for the sort of rigor that would prepare them for what they would encounter in college,” said Trevor Packer, the College Board’s senior vice president of the Advanced Placement Program. “While we recognize that there is still much work to be done to prepare students for college, I find myself inspired daily by what they are achieving.”

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Inclusion on the 3rd Annual AP District Honor Roll is based on the examination of three years of AP data, from 2010 to 2012, for the following criteria:

Districts must:

- Increase participation/access to AP by at least 4 percent in large districts, at least 6 percent in medium districts and at least 11 percent in small districts;
- Ensure that the percentage of African American, Hispanic/Latino and American Indian/Alaska Native students taking AP Exams did not decrease by more than 5 percent for large and medium districts or by more than 10 percent for small districts;
- Improve performance levels when comparing the percentage of students in 2012 scoring a 3 or higher to those in 2010, *unless* the district has already attained a performance level in which more than 70 percent of the AP students are scoring a 3 or higher.

Manasquan High School administrators will present more detailed testing results at the December Board of Education meeting.

