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For Immediate Release

Pembroke Public Schools Placed on the College Board's 9th Annual AP[®] District Honor Roll for Significant Gains in Student Access and Success

373 School Districts Across the U.S. and Canada Are Honored

Pembroke, MA – December 11, 2018 – Pembroke Public Schools is one of 373 school districts in the U.S. and Canada being honored by the College Board with placement on the 9th Annual AP[®] District Honor Roll. To be included on the 9th Annual Honor Roll, Pembroke Public Schools had to, since 2016, increase the number of students participating in AP while also increasing or maintaining the percentage of students earning AP Exam scores of 3 or higher. Reaching these goals shows that this district is successfully identifying motivated, academically prepared students who are ready for AP.

"This honor is a credit to our hardworking teachers who encourage students to push themselves to master challenging material and a credit to our students who immerse themselves in rigorous course content," said Marybeth Brust, Assistant Superintendent of Curriculum and Instruction. "I'm very proud of the AP program at PHS."

The first step to getting more students to participate in AP classes is to give them access. Courses must be made available, gatekeeping must stop, and doors must be equitably opened. Pembroke Public Schools is committed to expanding the availability of AP courses among prepared and motivated students of all backgrounds.

"Success in Advanced Placement is a combination of students' own motivation and the opportunities educators provide for them," said Trevor Packer, senior vice president of AP and Instruction at the College Board. "I'm inspired by the teachers and administrators in this district who have worked to clear a path for more students of all backgrounds to earn college credit during high school."

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 initiatives and strategies to see how they can expand access and improve student performance at the same time.

In 2018, more than 4,000 colleges and universities around the world received AP scores for college credit, advanced placement, or both, and/or consideration in the admissions process. Inclusion in the 9th Annual AP District Honor Roll is based on a review of three years of AP data, from 2016 to 2018, looking across 38 AP Exams, including world language and culture. The following criteria were used.

Districts must:

- Increase participation/access to AP by at least 4% in large districts, at least 6% in medium districts, and at least 11% in small districts;
- Increased or maintained the percentage of American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander students taking exams and increased or maintained the percentage of American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander students scoring 3+ on at least one AP Exam; and
- Improve or maintain performance levels when comparing the 2018 percentage of students scoring a 3 or higher to the 2016 percentage, *unless* the district has already attained a performance level at which more than 70% of its AP students earn a 3 or higher.

When these outcomes have been achieved among an AP student population in which 30% or more are underrepresented minority students (American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander) and/or 30% or more are low-income students (students who qualify for free or reduced-price lunch), a symbol has been affixed to the district name to highlight this work.

The complete 9th Annual AP District Honor Roll can be found

here: <https://apcentral.collegeboard.org/score-reports-data/awards/honor-roll>
