



## **PRESS RELEASE**

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### **Wayne Township Public Schools Placed on the College Board's 6th Annual AP<sup>®</sup> District Honor Roll for Significant Gains in Student Access and Success**

#### ***425 School Districts Across the U.S. and Canada Are Honored***

Wayne, New Jersey — The Wayne Township Public Schools were recently identified as one of 425 school districts in the U.S. and Canada being honored by the College Board with placement on the 6th Annual AP<sup>®</sup> District Honor Roll for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams. Reaching these goals indicates that a district is successfully identifying motivated, academically prepared students who are ready for the opportunity of AP. To be included on the 6th Annual Honor Roll, Wayne Township Public Schools had to, since 2013, increase the number of students participating in AP while also increasing or maintaining the number of students earning AP Exam scores of 3 or higher.

Superintendent of Schools, Dr. Mark Toback recently commented about this achievement for both high schools. Toback noted, "While the Wayne Township Public Schools are frequent recipients of national recognition for academic excellence, the AP Honor Roll recognition is a first for Wayne and is especially meaningful for a number of reasons. The first is the obvious expansion of opportunity for qualified students seeking an academic challenge. The second is a tribute to our students who, when given the opportunity, rose to the occasion. Our accomplishment is also meaningful because it is a great example of how a team of gifted educators can really influence our instructional program in a positive way. Last year, Director of Secondary Education, Toni Liskiewicz; Wayne Hills Principal, Maureen Weir; and Wayne Valley Principal, Ken Palczewski; started a discussion about how to improve access and performance on AP testing. That discussion translated into goals at each high school and the net result was an 89 student increase in AP enrollment at both high schools. Once the students were identified and enrolled, our teachers did the rest by delivering excellent results from the classroom. While

the district was already expanding AP enrollment in prior years, I believe this recent effort pushed us over the top, thus qualifying both of our high schools for AP Honor Roll recognition.”

National data from 2015 show that among black/African American, Hispanic, and Native American students with a high degree of readiness for AP, only about half of students are participating. The first step to delivering the opportunity of AP to students is providing access by ensuring courses are available, that gatekeeping stops, and that the doors are equitably opened so these students can participate. Wayne Township Public Schools is committed to expanding the availability of AP courses among prepared and motivated students of all backgrounds.

“That the committed teachers and administrators in this district have both expanded AP access and also helped their students achieve high levels of performance on AP Exams shows they’re delivering opportunity in their schools and classrooms, and it is a real testament to their belief that a more diverse population of young people is ready for the challenge of college,” said Trevor Packer, the College Board’s senior vice president of AP and Instruction. “Congratulations to these teachers and administrators, and to their hard-working students.” 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 simultaneously expand access and improve student performance.

In 2015, more than 3,800 colleges and universities around the world received AP scores for college credit, advanced placement, and/or consideration in the admission process, with many colleges and universities in the United States offering credit in one or more subjects for qualifying AP scores.

Inclusion on the 6th Annual AP District Honor Roll is based on the examination of three years of AP data, from 2013 to 2015, looking across 34 AP Exams, including world language and culture. The following criteria were used.

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;
- Increase or maintain the percentage of exams taken by black/African American, Hispanic/Latino, and American Indian/Alaska Native students; and
- Improve or maintain performance levels when comparing the 2015 percentage of students scoring a 3 or higher to the 2013 percentage, *unless* the district has already attained a performance level at which more than 70 percent of its AP students are scoring a 3 or higher.

When these outcomes have been achieved among an AP student population in which 30 percent or more are underrepresented minority students (black/African American, Hispanic/Latino, American

Indian/Alaska Native) and/or 30 percent 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.

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