



Contact: Julie Jerome  
830.221.2621  
[julie.jerome@comalisd.org](mailto:julie.jerome@comalisd.org)  
Nov. 3, 2011

# News Release

## **Comal ISD earns spot on College Board's AP Honor Roll**

Comal ISD is one of only 400 school districts in the country to earn a place on the College Board's Advanced Placement (AP) Honor Roll for increasing access to AP coursework while maintaining or 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 AP coursework," said Gaston Caperton, president of College Board. The majority of U.S. colleges and universities grant college credit or advanced placement for a score of 3 or above on AP exams.

Since 2009, Comal ISD increased the number of students participating in AP from 623 to 817, while improving the percentage of students earning AP Exam scores of 3 or higher from 47 percent in 2009 to 48 percent in 2011.

“We are so honored to receive this recognition,” said Dr. Marc Walker, superintendent of Comal ISD. “It is indicative of the hard work of our teachers and instructional staff as well as the support from our Board of Trustees. In Comal ISD, we remain deeply committed to College Board’s philosophy of providing equitable access to rigorous academic experiences by raising the standard of expectation for all of our students.”

The AP Honor Roll comprises only public school districts that simultaneously expand opportunity and improve performance. The list includes 367 school districts.

“Participation in college-level AP courses can level the playing field for underserved students, give them the confidence needed to succeed in college and raise standards and performance in key subjects like science and math,” Capteron said.

Many districts focus on expanding access to AP courses as part of a strategy to improve college readiness. While these efforts have resulted in more students earning scores of 3 or better, they also have resulted in more students earning scores of 1 or 2. Accordingly, there has been a slight decline since 2001 in the percentage of AP students scoring a 3 or better, a decline that can be expected in any program attracting a broader cross-section of 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 are experimenting with a variety of initiatives and strategies to determine how to expand access and improve student performance simultaneously.

“This school district has achieved something very remarkable. It managed to open the doors of its AP classrooms to many more students, while increasing the percentage of students earning high enough AP Exam grades to stand out in the competitive college admission process and qualify for college credit and placement,” said Trevor Packer, the College Board’s senior vice president of Advanced Placement and college readiness.

**-CISD-**