

# The heat is on... ... In AP classes!!!

HELP!!!!!! The resonating sound of AP students' cries could be heard echoing throughout the halls during first, second, or sixth-seventh periods.

Advanced Placement English, Calculus, Biology, and US History classes were designed to allow high school students to earn college credit. AP required twice as much material as the CP and Honors course work. An AP Student had to have a high grade point average before enrolling in a college class.

Teachers, as well as students, felt the pressures of AP courses. Advanced Placement teachers felt obligated to teach to the best of their ability because of the huge expectations of other teachers, parents, the community, as well as the students themselves.

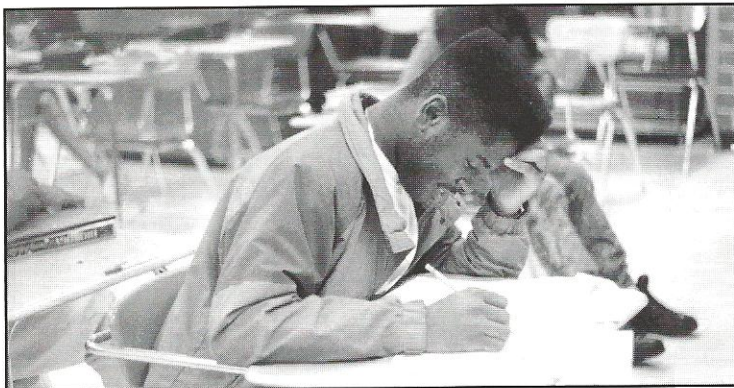
"I felt a tremendous responsibility not only to teach but also to increase their ability to analyze information and prepare for the college board test," said Mrs. Ruth Allgood, AP History teacher.

In order to receive credit, as student had to pass as rigorous exam administered by the college board of Princeton. Students needed a 3, 4, or 5 to receive college credit with grades ranging from 1-5.

The curriculum included continuous assignments and tests in preparation for the exam. Two weeks prior to the national exam, the students took tests from past years to give them practice for the four-hour ordeal in May.

"I found the test mind-boggling and very long. I thought it would never end," said Senior Stephanie McCarter.

—Karyn Davis



Junior Wilmar Stephens takes one of Ms. Finney-El's notorious AP Biology tests. Wilmar also took AP US History and was a member of the Band of Blue.

Senior Heath Duncan diligently reads from Shakespeare's Hamlet for his AP English assignment. Heath was one of three nominees for the Palmetto Scholars Program based on high PSAT scores.

