

What is AP?

Advanced Placement is a program run by College Board (the makers of the SAT) that allows students to take courses at Conifer High School that can earn them college credit and/or qualify them for more advanced classes when they begin college.

What are AP courses? They are designed to give students the experience of an intro-level college class while they still in high school. Plus, students can get college credit for the class if they pass the AP exam. (variable depending on university)

And what are AP exams? It's basically a test of all students learn in an AP class. Students earn college credit if they pass the AP exam given at the end of the year in May. APs test are scored between 1 and 5, with anything above 3 considered passing.

What is the difference between Honors and Advanced Placement?

Both honors and AP classes provide Conifer High School students with the opportunity to challenge themselves in more rigorous curriculum than our regular course offerings. Both honors and AP courses are assigned weighted grades that reward students for their efforts by assigning an increase of one letter grade higher weight than the score on their report card. They differ in the fact that AP curriculum is dictated by the College Board (see "what is AP") while honors curriculum is enhanced and designed by each individual teacher or department. Honors curriculum is designed to not just increase the content covered, but to challenge students in the areas of critical thinking and higher level processing skills. We strongly encourage our students to attempt honors and AP classes if they demonstrate an aptitude and/or passion for the subject matter. If students choose to challenge themselves in these rigorous courses and find they are struggling with the course load, we have designed our master schedule to allow them to move back to our regular courses without penalty. Please refer to our drop/add policies section to learn more about when during the year students may adjust their schedules.

AP Course Grading Philosophy

Conifer High School AP staff members have developed methods of assessment that will allow students to be provided with clear indicators and predictors of their performance on AP exams. These indicators have been embedded throughout the curriculum to provide students the feedback necessary to address weaknesses prior to entering the exam. Indicators of performance provided to students include, but are not limited to, summative exams, unit tests, quizzes, presentations, verbal exams, performance based assessments, written responses, and a multitude of materials published by the College Board. Our dedicated, hard-working teachers provide these feedback opportunities consistently to allow students the chance to address areas of growth before entering an exam. There is no true indicator of how students will perform on the culminating AP exams in May. Please encourage your student to take every opportunity provided to prepare for these rigorous, college level assessments.

Advance Placement “Equity and Access” Philosophy

Conifer High School makes equitable access a guiding principle for all Advanced Placement (AP) programs by giving all willing and academically prepared students the opportunity to participate in AP. Through a commitment to equitable preparation, Conifer High School also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. Research shows that students who complete this rigorous coursework will experience greater academic success in college.

College Board Equity and Access Policy-

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage educators to:

- Eliminate barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved.
- Make every effort to ensure their AP classes reflect the diversity of their student population.
- Provide all students with access to academically challenging coursework **before** they enroll in AP classes

Only through a commitment to equitable preparation and access can true equity and excellence be achieved.