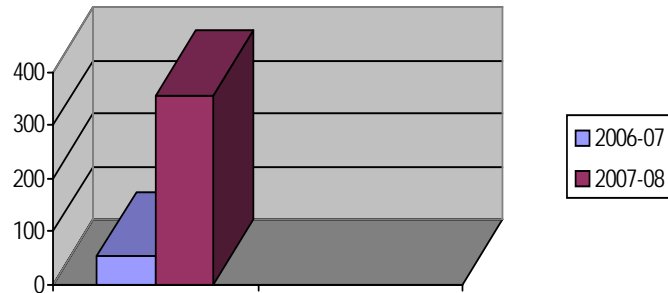


**HILLSBOROUGH COUNTY PUBLIC SCHOOLS**  
**SCHOOL COUNSELING PROGRAM ACCOUNTABILITY REPORT CARD (SPARC)**  
2006-2007

School: Richard C. Spoto High School  
Enrollment: 1,079  
Principal: Clyde Trathowen  
Counselor: S. Arnold, R. Kachurak, C. Price

### Results

This graph shows the number of AP Seats Taken/Requested:  
2006-2007 = 54  
2007-2008 = 356



### Principal's Comments

*The counselors have made a concerted effort to give more kids the chance to take AP courses. In doing so, they have been working towards the district vision of closing the achievement gap. By using many different ways to get this information across to students and parents, they have effectively marketed what our school has to offer.*

### School Improvement Issues

Students who raise the bar for themselves serve as role models to their peers. By experiencing courses such as those offered through the AP program, students demonstrate leadership and high student achievement. In addition, exposing more students to the AP experience is a step in the right direction for closing the achievement gap. It also falls in line with our school's vision of giving each student the means and opportunities to reach their highest potential.

### Critical Data Element(s):

Number of seats in the AP program at Spoto High School.

### Systemic Changes, Interim Data Results

1. AP courses became a focal point in the curriculum.
2. Students who may have never considered taking an AP class before are now open to the program and are willing to consider their options.
3. Students are beginning to feel like they control their own destiny when it comes to their education.

## Stakeholders

**Counselors:** educated students and parents about the AP program. Also collaborated closely with APC and Dept. Chairs for AP curriculum development.

**Teachers:** assisted in disseminating information to students. Also consulted with counselors regarding student potential.

**GRS:** worked on AP Potential with counselors, as well as provided more information to students and parents regarding the benefits of the AP experience.

**Administrators:** supported the counselors on their presentations and various methods of disseminating information. Also worked diligently to increase AP course offerings in the new master schedule.

**Students:** help with the organization of shared materials, as well as attended information sessions.

**Technology:** used to enhance the acquisition of information and provide students with accurate data with which they could make better decisions about their education.

**Local Colleges:** informed students and parents of specific post-secondary requirements and how the AP program can enhance their future opportunities.

## The Human Faces Behind The Data Anecdotal Outcomes

Sadly, quite a few students the counselors spoke with never thought they could take AP courses. This perception was often based on many different things: no recommendations coming from teachers, no previous exposure to upper level courses, little parental involvement with schooling, etc. Despite successes in regular and some honors courses, these students felt that AP was too far out of their range.

After learning more about AP classes and their benefits, the students began to realize that AP should not be a scary thing. They recognized that there would be plenty of classroom support through these classes and that having the exposure to a challenging post-secondary type of curriculum will better prepare them for the future. By and large, students seem much more receptive to AP classes than they were earlier in the school year.

SPARC is adapted from a document by the California Department of Education and Los Angeles County Office of Education".