

District School Board of Pasco County

Superintendent's Annual Report

2011-2012

*Our vision is to create a community
which works together so all Pasco County
students will reach their highest potential.*



Heather Fiorentino, Superintendent

Pasco County School Board

Allen Altman

District 1

Joanne Hurley

District 2

Cynthia Armstrong

District 3

Alison Crumbley

District 4

Steve Luikart

District 5

Heather Fiorentino

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Assistant Superintendent for Elementary Schools

Tina Tiede

Assistant Superintendent for Secondary Schools

Tom Barker

Executive Director for Elementary Schools

Beth Brown

Executive Director for Secondary Schools

Foreword

The purpose of the Superintendent's Annual Report is to provide information to assist the district staff in both monitoring progress toward goals and planning for the future. Research reminds us how important the analyses of data are to healthy organizations (Wheatley, 1999; Stiggins, 1999). Data provide an indication of where an organization is and give direction to needed changes. Within this document various tables and charts will provide data related to starting points, current levels of performance, and future targets. This report is intended for use by school and district level administrators, school board members, and others who may need detailed information about district initiatives. It is our hope that this report will assist its readers as they prepare to meet the opportunities and challenges of Pasco's Vision and Strategic Plan.

Report prepared October 2012

District and Community Profile

(rev. 10/12)

The District School Board of Pasco County (DSBPC), established in 1887, is the 11th largest district in Florida and the 55th largest district nationally (EIAS Publications, 2012d; Common Core of Data, 2012). For the 2011-2012 school year, the district has 74 traditional public schools (46 elementary, 15 middle schools, 13 high schools), 4 education centers, 1 virtual school (K-12) and 5 charter schools serving almost 67,000 students.

The Department of Education Fall PreK-12 Student Membership Report indicates that Pasco schools grew by over 4,226 students between 2005 and 2010 (EIAS Publications, 2012e). It is projected that Pasco's growth of total PreK-12 student enrollment will reach 75,936 by the 2020-2021 school year (Education Estimating Conference, 2012). The district's projected growth will continue to demand the construction of new schools.

The district's increasing enrollment is also reflected in the number of students served by the Food and Nutrition (FNS) and Transportation departments. In the 2011-2012 school year,

FNS staff provided an average of 57,900 breakfast and lunch meals (N. Westmoreland, personal communication, October 10, 2012). In 2011-2012, school buses transported 34,816 students twice daily and the DSBPC Transportation Department ranks 57th in the nation with 398 route buses in the fleet (T. Kledzik, personal communication, October 5, 2012).

Pasco County is just south of the geographical center of Florida and north of the Tampa-St. Petersburg area. Located on the Gulf of Mexico, Pasco is part of a nine-county region referred to as the "Nature Coast." It was created in 1887 from the southern part of Hernando County, named after Samuel Pasco who served in the Confederate Army, the state legislature and in the United States Senate from 1887 to 1899. The county has experienced significant population growth since the 1960's. This growth began on the county's west side along the gulf coast, but is now occurring most rapidly in the central areas and along the county lines just north of Tampa and Pinellas counties. Pasco's 745 square miles of land area contain a mix of suburban and rural communities (Pasco County Home, 2012; Pasco County Florida, 2012).

Pasco County is Florida's 12th most populous county, containing 2.5% of Florida's citizens. The county's population has increased from 344,768 as reported by Census 2000 to 466,533 in 2011- a population change of approximately 35.2% (Florida County Profiles, 2012). The collapse of the housing market, along with a loss of jobs, is likely to keep population growth at low levels. As the national economy recovers and the excess supply of housing in Florida is absorbed, it is expected that economic growth will pick up again and increase to more normal levels during the next decade (University of Florida News, 2011).



11th Largest District in Florida

It is projected that Pasco's total student enrollment will reach nearly 76,000 by the 2020-2021 school year.

By year 2015, the population will increase to a projected 498,004 and by year 2020 to over 554,376 returning to normal average increases (Florida County Profiles, 2012).

The majority of Pasco's residents are in the 25 to 44 (23.6 %) and 45 to 64 (26.4%) age ranges. In 2009, the median age was 43.9 years compared to 40.1 years for the state.

About 21% of the total population was age 65 or older, as compared to the state's 17% (U.S. Census Bureau, 2012a). Thirty percent (30%) of county residents were born in Florida and nine percent were foreign born. Families made up 67% of the households in Pasco with an average household size of 2.45 people and average family size of 2.96 (U.S. Census Bureau, 2012e). Less populated than adjacent Pinellas or Hillsborough Counties, Pasco is noted as being in the "land of opportunity for the region" and an economic development and growth area for West Central Florida (Business Development, 2012).

In 2011, the U.S. Census Bureau reported that Pasco County had 231,027 housing units, of which 63.9% were single-unit structures, 18.7% were mobile homes and 11.2% were 2 or more unit structures. Figures for owner-occupied housing units remained approximately the same from 2008 to 2011 at 77.3% while the percent of renter-occupied housing units decreased slightly from 23% to 22.7% over the same period. Reportedly, fifty-six percent of owners with mortgages, 43.8% of owners without mortgages and 59.4% of renters in Pasco County spent 30% or more of their household income on monthly owner costs (U.S. Census Bureau, 2012d).

The Pasco Economic Development Council sites the DSBPC as the largest employer in

Pasco County with over 9,289 instructional and non-instructional personnel (Largest Employers, 2012). Other large employers include the Pasco County Government with over 2000 employees and the State of Florida Government with almost 1296 employees. According to the Florida Research & Economic Database (FRED) (2012), 1st Quarter 2012, retail trade had 18,840 employed, health care and social assistance had 17,668 employed, and accommodation and food services had 10,773 employed; they remain the major industries in Pasco.

According to 2012 Pasco census data, 86.1% of people 25 or older were high school graduates and 20% had a bachelor's degree or higher in 2011. The state educational figures were 85.3% and 25.9%, respectively (U.S. Census Bureau, 2012c).

Pasco Schools at a Glance

- 46 Elementary Schools**
- 15 Middle Schools**
- 13 High Schools**
- 4 Education Centers**
- 1 Virtual School**
- 5 Charter Schools**

2012





Pasco had the largest growth in minorities in the whole state for the decade since the 2000 census.

As of October 2012, the total minority population served in the district was over 22,927 students. This represents almost 34% of the district's total student body (21% Hispanic, 6.2% Black, 2.7% Asian/Pacific, 4% Multi-racial, less than 1% Indian) (Pasco STAR, retrieved October 8, 2012). Pasco had the largest growth in minorities in the whole state for the decade since the 2000 census -181% (Tampa Bay Area Hispanic Population, 2010). From 1979 to 2009, the greatest numerical gains have occurred in the Hispanic population in both Pasco's public schools and the state. From 1979 to 2009, the number of minority students grew from 1,607 (6.5%) to 19,430 (29%), a percent change of 22.5%. The percentage of white students in Pasco's public schools dropped from 93.54% in 1979 (EIAS

Publications, 2010c) to 70% in 2012 (PascoStar, retrieved October 8, 2012). From 2000-01 to 2010-11, the total number of English Language Learners (ELL) increased from 1619 students (3.1% of total student membership) to 2852 students (4.3% of total student membership) (EIAS Publications, 2012b). The percentage of ELL students in Pasco's public schools has continued on a gradual, long-term upward trend for the last decade. Although the majority of ELL students are Spanish-speaking, these students come from 67 different countries and speak over 45 languages (A. Leonard, personal communication, February 8, 2011). Approximately 15% of the students in Pasco are special education (ESE) students (Program Evaluation, 2012). The district continues to plan systemic improvements so that all special needs students will benefit from their educational experience.

As detailed above, Pasco County is located in the southeastern United States — a region that is both economically and culturally diverse. Over 55% of the district's students come from families who live in low socioeconomic conditions (N. Westmoreland, personal communication, October 10, 2012). The 2011 median household income and 2011 per capita income figures for Pasco County, Florida and the United States are reflected in the chart below (U.S. Census Bureau, 2012b):

2011 Income Data	Pasco County	Florida	United States
Median Household Income	\$40,766	\$44,299	\$61,455
Per Capita Income	\$22,327	\$24,905	\$26,708

Figures from 2011 show that approximately 15.7% of the Pasco County population lived below the poverty level and 16.6% of related children under 18 were living in poverty. In addition, 10% percent of all families and 21.5% of families with a female head of household had incomes below the poverty level (U.S. Census Bureau, 2012h).

Estimates show that the number of people living in poverty has been growing steadily since 2006 in Pasco resulting from the ongoing economic downturn. An increase of children younger than 18 are falling into poverty as their parents lose jobs (1 in 5 Tampa Bay Area Kids, 2012). According to the Florida Research and Economic Database (FRED) (2011), Pasco's unemployment rate of 9.9% for August 2012 was slightly higher than Florida's rate of 8.8% and significantly higher than the US 8.1% rate for the same period. The average weekly wage earned by Pasco County residents for the 1st period available (1st Quarter 2012) was \$624 as compared to \$837 for the state. This is equivalent to \$15.60 per hour or \$32,448 per year, assuming a 40-hour week was worked the year around. At this income level, a family of five or more would be eligible to participate in the free meal program and a family of three or more would qualify for the reduced price meal program (District School Board of Pasco County, 2012). As of May 2011, approximately 54% of the students served by the DSBPC qualified for free/reduced lunch and 50 of the district's 78 traditional public schools and education centers had a free/reduced lunch rate of 50% or greater (EIAS, 2012f). The percent of food stamp recipients in Pasco increased from 66,384 to 75,077 in one year (Moore & Newcomer, 2011), further indication of the economic impact Pasco's citizens are experiencing.

Pasco County children are found in a variety of family environments ranging from extended families to single parent homes. The Florida Department of Health reported that the number of births in Pasco to unwed teenage mothers aged 15-19 decreased from 505 (37.5%) in 2007 to 405 (30%) in 2011 (FloridaCHARTS.com, 2012). Pasco's culturally diverse students from impoverished homes may lack the same educational foundation and opportunities experienced by their middle and upper class peers. Prevailing economic conditions frequently require one or both parents to work outside of the home and, in fact, 44% of families with children 6 to 17 years old have both parents in the labor force. Of married couples with children under 18, over 64% of the females are employed either with or without their husbands in the labor force. Of female single parent households, 82% are in the labor force (U.S. Census Bureau, 2012g). As a result, large numbers of parents are required to find quality childcare and after school activities for their children.



Approximately 54% of the students served by the DSBPC qualified for free/reduced lunch.

Data from the 2011 school year reflect remarkable performance of Pasco's high schools as demonstrated by their continued improvement of graduation and dropout rates. The district's National Governors Association (NGA) Compact Graduation Rate; which includes standard and special diplomas but excludes GEDs, both regular and adult; continued to exceed statewide totals growing to 85.5% in 2011. The district's NGA graduation rate has increased by approximately 17.7% over the five-year period from 2006 (67.8%) to 2011 (85.5%) (EIAS Publications, 2012a).

Current data also reveal that the dropout rate is continuing to decrease from previous year district and state level totals. In 2011, the district dropout rate declined to 1.0% from

1.1% in 2010. The district's dropout rates are also noticeably less than the 1.9% in 2011 and 2.0% in 2010 reported totals at the state level (EIAS Publications, 2012a).

Improvements in the graduation and dropout rates are evidence of steps the District has taken to provide a **rigorous and relevant learner-focused curriculum and improve student performance**. As growth and changing demographics alter Pasco's education landscape, district reform plans will continue to focus on building strong **"student-centered school environments"** that result in **a higher percentage of students graduating from high school ready for college and work, more students performing on grade level, and narrowing the achievement gap**.



Data from the 2011 school year reflect remarkable performance of Pasco's high schools as demonstrated by their continued improvement of graduation and dropout rates.

District School Board of Pasco County Strategic Plan Scorecard 2012

Strategic Goal	Performance Measure	Unit of Measure (District)	06-07 District	11-12 District	11-12 District
			06-07	Target	Actual
All students succeed	Reading	FCAT 3 and above	58%	86%	58%
	Math	FCAT 3 and above	58%	86%	55%
Achievement gap closes in Reading	Subgroups meeting AMO Target in Reading	Number of groups (n=9)	2	All Subgroups	1
Achievement gap closes in Math	Subgroups meeting AMO Target in Math	Number of groups (n=9)	3	All Subgroups	3
Students prepared for future economies	Graduation Rate	Percent completion in 4 years	74.4% (05-06)	88% (10-11)	85.5%* (10-11)
Use data to inform teaching and learning	Percent of high schools using end-of-course exams	Exams in state-assessed classes	NA	100%	100%
Recruit, retain, and train employees	Participation in professional staff development	Percent of instructional (I), non-instructional (N) and administrators (A) participating in staff development	89% (I) 63% (N) 89% (A)	98% (I) 76% (N) 98% (A)	88% (I) 42% (N) 93% (A)
Safe, well-maintained, attractive, and student-friendly facilities	Facilities Rating on annual survey	Percentage of "good" rating	55.5%	90%	NA**
Increases technological capacity	Modern computers	Ratio computers to students	6:1	4:1	3.35:1
Communicate with and engage all stakeholders	Number of volunteers	Number of people volunteering	18,112 volunteers	Increase from prior year	452,226 volunteer hours
Business partnerships	Reciprocal partnerships with Pasco's Education Foundation	Number of partnerships	NA	Increase from prior year	162

*National Governor's Association Calculation

**Maintenance Services Department Annual School Survey was not administered for 2012

District School Board of Pasco County Strategic Plan Scorecard 2012

Strategic Goal	Performance Measure	Calculation	Source	FY2013 Target
All students will meet or exceed high academic standards.	Reading FCAT score Math FCAT score	All students who received a score of three or above on the five scale scoring system of the FCAT in reading or math.	Florida Comprehensive Assessment Test	93% scoring 3 or higher
The achievement gap closes as a result of subgroups meeting academic proficiency.	Subgroups that met the AMO target	Performance and participation levels of various subgroups based on race or ethnicity, socioeconomic status, disability, and English proficiency.	Adequate Yearly Progress under No Child Left Behind Act	All Nine Subgroups
All students graduate prepared for success in the present and future economies.	Graduation rate	Graduation rate shows the percentage of students who graduated within four years of initial entry into 9th grade (including GED exit option program through 08-09).	State Public Accountability Report	90% graduating
Teachers and students use data to inform teaching and learning.	End-of-course exams	The number of administered end-of-course exams covering the state-assessed classes in math, language arts, science, and social studies in grades 9th through 12 th .	Research and Evaluation Department	100% 9 th /12 th
The district and schools recruit, retain, and train highly skilled employees.	Participation in professional staff development	Participation in staff development is defined as participation in at least one staff development training.	Staff Development Department	100% participation
The district establishes and maintains safe, well-maintained, attractive, and student-friendly facilities.	Facilities rating of good, fair or poor on annual survey	130 Key facility standards and operating procedures will be rated "good, fair or poor" in annual surveys by facility specialist.	Maintenance and Facility Services Department and the Project Review Team (PRT)	Higher than 90% rating as "good"
The district increases technological capacity.	Number of modern computers	A modern computer is capable of running all the current software programs we consider necessary for teaching and learning in our schools.	Instructional Media and Technology Department	Ratio of 3:1
The district and schools communicate with and engage all stakeholders in the educational process.	Volunteer hours, number of volunteers and partnerships with the District	Volunteer hours include all approved peers, adults and seniors who register hours of volunteer work at schools. Partnerships with the Pasco Foundation including only reciprocal relationships where both partners benefit.	Communication Department and Pasco Education Foundation, Inc.	Increase annually

Prepare Students for Global Citizenship

All students will meet or exceed high academic standards.

Curriculum is standards-based.

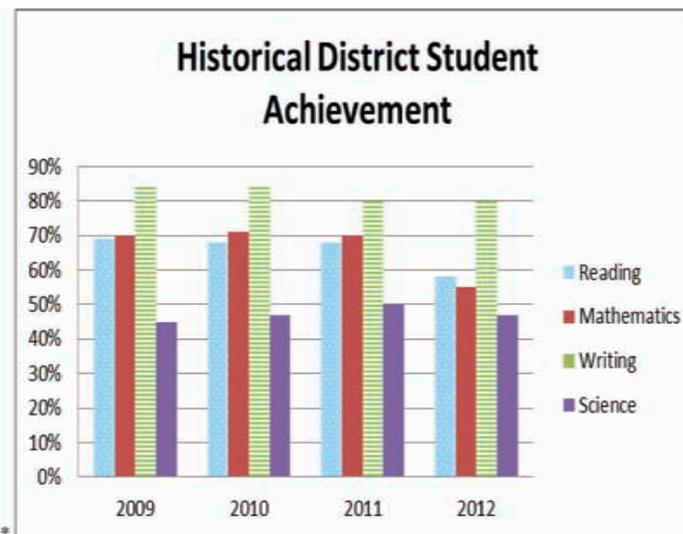
Instruction is rigorous and relevant.

Instruction focuses on critical thinking and problem solving.

The district provides opportunities for on-going professional development to keep all administrators, teachers, and instructional personnel current with curriculum, instruction, assessment expectations.

Goal	Measure	Five-Year Target	2006-2007 Baseline	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012* Actual	2012-2013 Target
1	Achievement in Reading	93% of the students taking the reading FCAT will meet high standards.	58%	69%	68%	68%	58%	93%
	Achievement in Math	93% of the students taking the math FCAT will meet high standards.	58%	70%	71%	70%	55%	93%
	Achievement in Writing	95% of the students taking the FCAT Writing + will meet high standards.	91%	84%	84%	80%	80%	95%
	Achievement in Science	At least 71% of students taking the science FCAT will meet high standards.	41%	45%	47%	50%	47%	71%

*FCAT 2.0 administered using NGSSS and new cut scores



The achievement gap closes as a result of NCLB subgroups meeting academic proficiency.

All students are provided support and flexibility to meet or exceed standards.

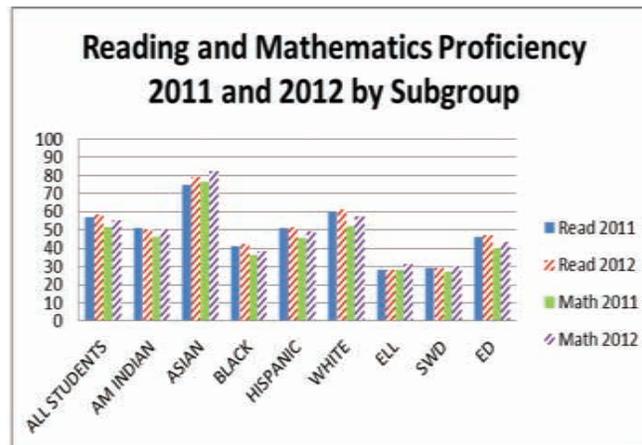
Disaggregated data are used to monitor progress toward academic standards.

The district develops and provides an intensive support system for schools requiring or requesting assistance in specific focus areas.

Goal	Measure	Five-Year Target	2006-2007 Baseline	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Target
2	Achievement in Reading by subgroup	All subgroups will make AYP/AMO in reading.	White-Yes Black-No Hispanic-No Asian-Yes American Indian-No ED-No ELL-No SWD-No	White-Yes Black-No Hispanic-No Asian-Yes American Indian-No ED-No ELL-No SWD-No	White-No Black-No Hispanic-No Asian-Yes American Indian-Yes ED-No ELL-No SWD-No	White-No Black-No Hispanic-No Asian-No American Indian-No ED-No ELL-No SWD-No	All-No White-No Black-No Hispanic-No Asian-Yes American Indian-No ED-No ELL-No SWD-No	All subgroups meet AMO
	Achievement in Mathematics by subgroup	All subgroups will make AYP/AMO in mathematics.	White-Yes Black-No Hispanic-No Asian-Yes American Indian-Yes ED-No ELL-No SWD-No	White-No Black-No Hispanic-No Asian-Yes American Indian-Yes ED-No ELL-No SWD-No	White-No Black-No Hispanic-No Asian-Yes American Indian-No ED-No ELL-No SWD-No	White-No Black-No Hispanic-No Asian-Yes American Indian-No ED-No ELL-No SWD-No	All- Yes White-Yes Black-No Hispanic-No Asian-Yes American Indian-No ED-No ELL-No SWD-No	All subgroups meet AMO

Note: Annual Measureable Objectives increase each year.

2011-2012: Florida granted ESEA waiver revising the AYP requirement. AMO target: cut nonproficiency by 50% by 2017.



All students graduate prepared for success in the present and future economies.

The district increases the percentage of students graduating from high school.

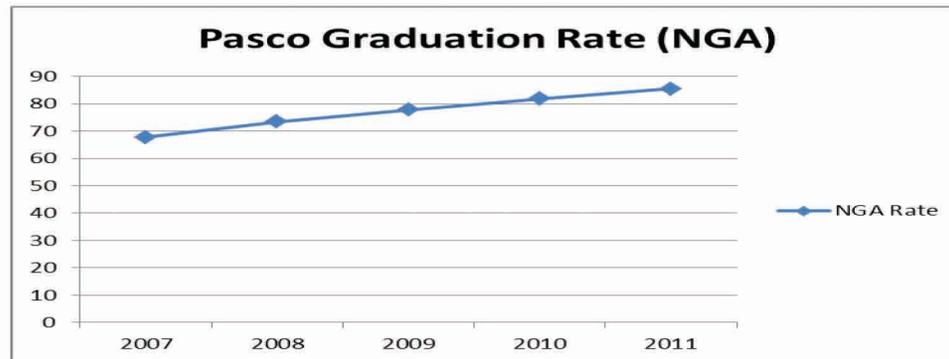
The district expands career and work readiness opportunities that reflect current and future economic trends.

The district will strengthen community / governmental / business partnerships for the purpose of impacting program change to meet the demands of the workforce.

The district designs and delivers rigorous and relevant learner-focused curriculum for all Career and Technical programs.

Goal	Measure	Five-Year Target	2006-2007 Baseline	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Target
3	Graduation Rate**	Graduation rate will reach 90% in five years.	73.4% 2007-08	77.8%	81.9	85.5%	TBD Nov. 2012	90%
3	Percentage of schools offering Career Academies	Career Academy concept will be implemented in each high school.	NA	62%	100%	100%	100%	All high schools

** NGA calculation reported.



The district supports schools and is accountable for results.

There is a clear understanding of what constitutes success at the student, classroom, school, and district level, and a shared responsibility for achieving it.

The Vision Committee monitors the implementation of the goals, objectives, and strategies in the Strategic Plan.

The Vision Committee monitors progress toward meeting the metrics in the Strategic Plan.

Goal	Measure	Five-Year Target	2006-2007 Baseline	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Target
4	Monitoring of strategic plan	The Vision Committee will meet regularly and monitor the district's progress toward meeting the metrics in the strategic plan	NA	School Board Distribution	School Board Distribution	School Board Distribution	School Board Distribution	Plan Progress reported

Teachers and students use data to inform teaching and learning.

Teachers analyze data to identify strategies that target the needs of the students.

Students use data to become partners in their own learning.

Goal	Measure	Five-Year Target	2006-2007 Baseline	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Target
5	End-of-course exams (REVISED Metrics)	Exams will be administered to high school students in core classes to determine comprehension.	NA	100% of core classes in 9 th and 10 th grades administered pilot semester exams	State EOC pilot (Algebra)	State EOC Algebra 1, Geometry (pilot), Biology (pilot)	State EOC Algebra 1, Geometry, Biology US History (pilot)	State EOC Algebra 1, Geometry, Biology
	Benchmark assessments (REVISED Metrics)	Benchmark assessments will be administered district-wide in reading, mathematics, and science (percentage of schools)	NA	19%	100% (using FAIR and state DA assessment)	100%	100%	100%

Provide Equitable Support Systems

The district and schools recruit, retain, and train highly skilled employees.

The district recruits and retains a qualified and diverse staff.

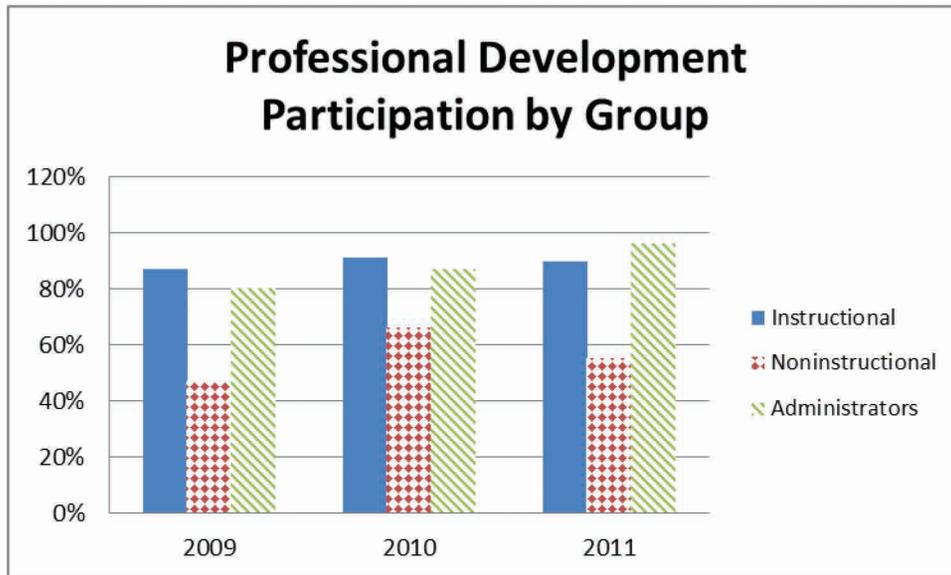
Mentors are assigned to teachers new to the district, and teachers needing differentiated support.

High quality professional development aligned with the Florida Professional Development Standards is offered to all employees to enhance their effectiveness.

Career pathways that promote opportunities to develop advanced skills and pursue certifications are expanded.

Goal	Measure	Five-Year Target	2006-2007 Baseline	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Target
6	Increase the diversity of personnel	The diversity of employees will increase to 10%.	5%	9%	9.4%	13.6%	13.8%	10%
	Increase the percentage of instructional support personnel who become certified to teach.	Increase the percentage of instructional support personnel who participate in the SRP to Teacher Program.	NA	39 participants	37 participants	14 participants	5 participants	20% increase over previous year
	Mentor Program	The percentage of mentees who perceive mentoring services to be beneficial will be at least 90%.	NA	84%	85%	94%	90.8%	90%
	Professional Development Participation	Increase the percentage of employees who participate in professional development.	Instructional 89% Noninstructional 63% Administrators 89%	Instructional 88% Noninstructional 57% Administrators 67%	Instructional 91% Noninstructional 66% Administrators 87%	Instructional 90% Noninstructional 55% Administrators 96%	Instructional 88% Noninstructional 42% Administrators 93%	Instructional 100% Noninstructional 80% Administrators 100%
	Leadership Development	All administrators will complete year one of Leadership for Sustainable School Development by	NA	21%	45%	75%	80%	100%

Goal	Measure	Five-Year Target	2006-2007 Baseline	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Target
		2013. Increase the percentage of managers, assistant managers, etc. (FNS, Custodial, PLACE, etc.) who participate in leadership trainings for NNB managers. Offer training and awareness programs at least four times each year for aspiring leaders.	0 NA	15% 4	14% 6	21% 6	28% 6	Increase from year one 4 or more



The district establishes and maintains safe, attractive and student-friendly facilities.

The district develops standards and benchmarks that define safe, functional, efficient, and effective facilities.

The district works with Pasco County government to implement school concurrency.

The district explores the feasibility of shared use of school facilities with county government.

The district explores all sources of funding to support constructing, renovating, and maintaining school facilities.

Goal	Measure	Five-Year Target	2006-2007 Baseline	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Target
7	Annual Review of 5 year plan	All tasks on the 5 year plan will be completed.	NA	Board approved 9-16-08	Board approved 9-14-10	Board approved 9-13-11	Board approved 9-18-12	All Tasks completed 100%
	Facilities	Increase the district percentage of ratings of “good” on the Maintenance Facilities Services Department Annual School Survey.	Good: 55.5% Fair: 36% Poor: 8.5%	Good: 71.2% Fair: 24.6% Poor: 4.3%	Good: 82.9% Fair: 15.8% Poor: 1.3%	NA*	NA*	Good: >90%

*Maintenance Services Department Annual School Survey under revision



The district increases technological capacity.

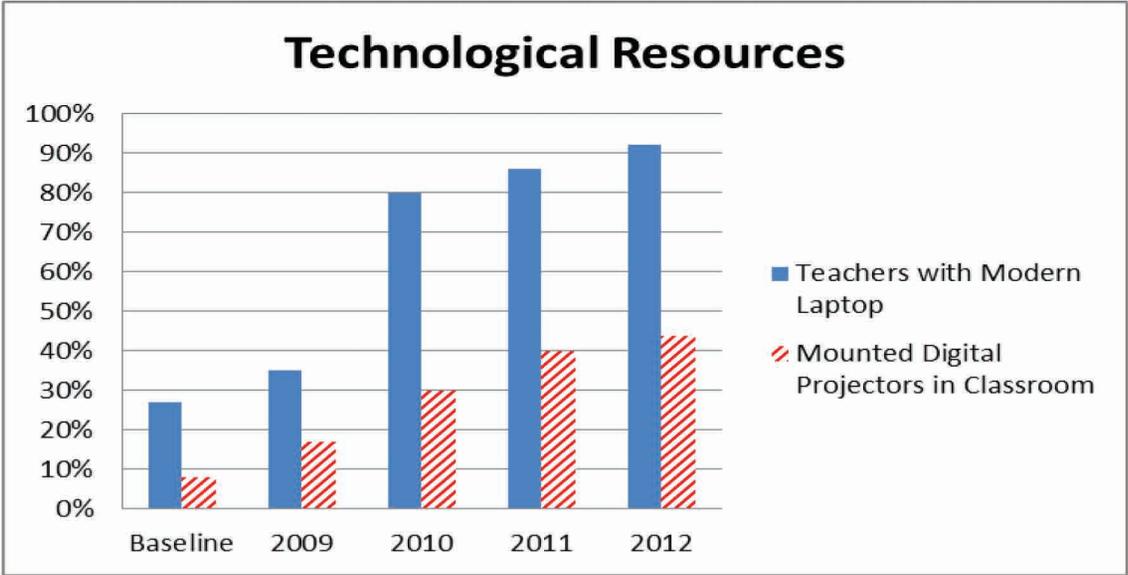
The district designs and implements a plan for equitable distribution of technological resources.

A district-wide infrastructure to increase accuracy and efficiency of work is established and maintained.

An infrastructure that provides students and teachers access to modern technology is established and maintained.

Goal	Measure	Five-Year Target	2006-2007 Baseline	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Target
8	District standard for access to technology ensures equity for all schools	A sustainable standard model for technology equipment is followed by all schools	NA	Subcommittee of PITC formed to identify standard model	PITC approved standard model with input from all Design Teams and Principal groups. An inventory will be conducted to determine current status.	All schools have determined priority areas and developed implementation plan	28% of schools meet standard	Revised: 75% of schools meet standard
	Teachers have access to their computer 24/7	All teachers have a modern laptop	27%	35%	80%	86%	92%	100%
	Students have access to computers throughout the day	3:1 ratio of students to modern computers	6:1	5:1	4:1	4.37:1 *	3.35:1	3:1
	Classrooms are equipped for effective use of technology	All classrooms are equipped with mounted digital projectors	8%	17%	30%	40%	44%	100%

**Based on an updated District standard for modern computers*



The district will ensure fiscal responsibility and equitable distribution of resources.

District priorities drive the budget process and are aligned with School Board Policy.

The district commits resources to provide training, oversight, and auditing to ensure compliance with fiscal policies and procedures.

Goal	Measure	Five-Year Target	2006-2007 Baseline	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Target
9	Budgets are balanced	Budgets are balanced	100%	100%	100%	100%	100%	100%

Engage Families, Communities, and Businesses

The district and schools communicate with and engage all stakeholders in the educational process.

The district provides a mechanism for continuous communication between and among stakeholders, including a feedback loop.

The district develops business partnerships that are mutually beneficial.

The district communicates with families in their home language whenever possible.

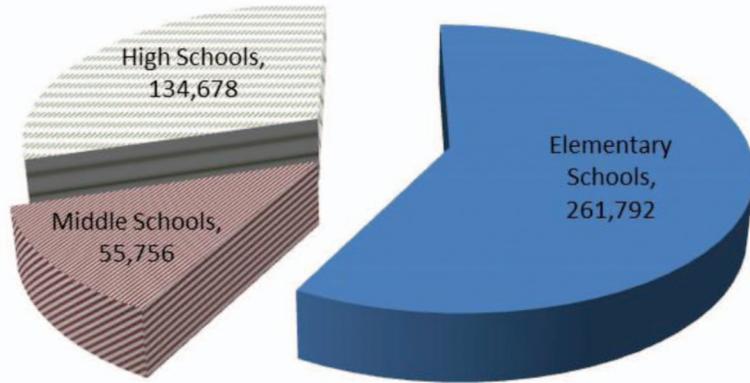
The number of school volunteers and volunteer hours are increased.

Goal	Measure	Five-Year Target	2006-2007 Baseline	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Target
10	All schools will use eSembler	All schools will use eSembler to report grade status to parents.	30%	38%	40%	41%	41%	100%
	Parent Survey	The response rate of the Parent Satisfaction survey will be at least 30% district-wide.	11.8%	9%	5% (National Center for School Leadership)	NA*	12%	30%
	Volunteers	Increase the percentage of volunteers in schools.	ES: 12, 234 MS: 2,974 HS: 2,904	2007-2008 ES: 10,570 MS: 3,410 HS: 3,068 <i>As of 2.25.09</i> ES: 14,628 MS: 4,868 HS: 4,309	ES: 14,908 MS: 4,887 HS: 5,947	ES: 16,089 MS: 5,779 HS: 7,231	ES: 261,792 MS: 55,756 HS: 134,678 <i>Reported as hours</i>	Increase by 5%
	Increase input from stakeholders	Increase the number of meetings offered to get perceptions of and communicate with stakeholders (e.g., town hall meetings, focus groups, blogs).	NA	Feeder Pattern Community Night January 29, 2009	Feeder Pattern Community Night January 28, 2010; Budget Town Hall meetings	Budget Town Hall meetings	Budget Town Hall Meetings	Increase to use with at least 5 topics
	Business Partnerships	Increase the percentage of business partnerships with the Foundation-.	NA	94	148	160	162	Increase from year one

NOTE: ESembler calculation based on all cost centers excluding adult ed (e.g., 87 in 2010)

*Parent Survey administered by each school for 2011

School Volunteer Hours



2011-2012 Highlights by Goal Area

Prepare Students for Global Citizenship

All Students will Meet or Exceed High Academic Standards

- The District has earned an outstanding grade of A or B each year since 2003.
- Pasco was ranked as the highest school district in the bay area by the state in 2011.
- The District graduation rate of 85.5% led the Tampa Bay area and was a full eight points above the state average (National Governors Association).
- The District's rigorous curriculum is aligned to changes in state standards and reflects movement to the Common Core Standards.
- Trainings in the Common Core Standards reflect increased rigor.
- Curriculum maps have been provided to ensure that all teachers are aware of the most essential, prioritized areas of the curriculum.
- District curriculum is integrated across content areas to ensure pervasive immersion of key concepts.
- Common benchmark assessments have been designed to reflect increased rigor of revised state standards.
- The District provided staff development to ensure all instructional staff members are kept abreast of changes in curriculum and prepared to implement those changes.
- Training in the Problem-Solving Response to Intervention (PS/Rtl) framework has been provided in how to differentiate support to struggling students.
- Training in CRISS Strategies and Learning-Focused Strategies has been provided to ensure best practices are utilized with fidelity in order to focus on higher order thinking skills.

The achievement gap closes as a result of NCLB subgroups meeting academic proficiency

- In 2009-2010, 63% of Pasco's ESE students earned a standard high school diploma (compared to 53% at the state level), and 82% of Pasco's ESE students were served in regular education environments at least 80% of the time. Both of these accomplishments reflect tremendous improvement and are significantly higher than the state average.
- Differentiated support has been provided to highest need schools.
- All schools provided support and flexibility and used the continuum of services to place ESE students in the most appropriate and least restrictive learning environment.
- Title I schools received differentiated support, professional development and financial assistance to decrease the achievement gap.
- READ 180 has been implemented as a strategy to support literacy at the secondary level.
- Innovative Science and Technology Camps were provided for Title I students in order to provide hands-on learning opportunities and bridge the experiential gap that exists between economically disadvantaged students and their more affluent peers.
- The District was recognized as the top National Magna Award winner by the National School Board Association for innovative Title I summer programs.
- Resources were provided for English Language Learner (ELL) students to develop English language proficiency.

- Bilingual Instructional Assistants received additional professional development to support struggling students.
- Training was provided to assist teachers in addressing the needs of students in all subgroups found in the lowest quartile.
- Progress monitoring was implemented to ensure students receive differentiated support.
- The Multi-Tiered System of Support (MTSS) and PS/Rtl framework was implemented throughout the District to provide appropriate support and intervention strategies.

All students graduate prepared for success in the present and future economies

- The District opened at least one certified career academy in every high school.
- The District's drop-out rate plummeted to 1.0% (which is 0.9 percentage points below the state average).
- The District worked collaboratively with the business community to develop a five year plan for meeting the workforce needs of the community.
- The District expanded the Global Partnership Project to include 22 countries, enabling students and teachers to partner with their international peers on global learning projects.
- The District increased access to accelerated coursework (AP, IB, Dual Enrollment and Gifted).
- An Early Warning System was implemented in schools to ensure that at-risk students are identified and supported in order to ensure successful outcomes.
- Schools implemented the 9th grade Academy, a small "school within a school," where students receive assistance to ensure a smooth transition to high school, resulting in increased outcomes for students.
- A wide variety of diverse career preparation supports were available at all secondary schools in order to encourage students to explore career paths.
- Online course recovery programs were utilized to help students recover credit for failed courses in order to stay on track for high school graduation.

The District supports schools and is accountable for results

- The District embarked upon a school improvement journey, starting with work at Title I schools and culminating in the Multi-Tiered System of Support (MTSS) model, which ensures that strategic support strategies are implemented in struggling schools through the Academic Success School Improvement Support Teams (ASSIST) process.
- School Advisory Council (SAC) liaisons were provided in order to maximize support and ensure skill alignment.
- The District participated in feeder pattern meetings to support vertical alignment.
- The District Vision Committee continuously monitors the metrics outlined in the Strategic Plan and completed an intensive revision of the District's Guiding Principles and Vision to reflect 21st century needs.
- The District received reaccreditation from AdvancED through June 2017.

Teachers and students use data to inform teaching and learning

- *Assessment for Learning* training has been provided to administrators, coaches and teacher leaders.

- Core K-12 Assessments and Florida Assessment for Instruction in Reading (FAIR) Assessments have been utilized to make data-based decisions that guide instructional practices.
- All instructional staff were trained in best practices through Learning-Focused Strategies (LFS).
- The professional development system was strengthened to ensure appropriate implementation and monitoring.
- New teacher and administrative evaluation systems with a strong data component were implemented.
- Pasco STAR was enhanced to increase employees' access to data.
- The coaching model was used as a best practice to build capacity of teachers.
- The District continued to move toward more rigorous assessments (e.g., FCAT 2.0, Algebra I End of Course exams).

Provide Equitable Support Systems

The District and schools recruit, retain and train highly skilled employees

- All instructional staff and administrators received professional development in best practices.
- The Preparing New Principals Program (PNPP) helped to ensure that new or prospective principals receive support and mentoring, as needed.
- Administrators participated in the Leading Sustainable School and District Development program (LSSD), which prepares leaders for the challenges of the 21st century school.
- The Principal Pool Academy (PPA) was established to provide hands-on learning opportunities and intense professional development to ensure the brightest and best candidates are recruited and prepared for principal positions.
- ARRA funds were used to provide coaching support in order to build the capacity of the District's human resources at all schools.
- High quality professional development opportunities were provided to all employees, including Non-Bargaining Non Instructional employees and School Related Personnel, in accordance with Professional Development Standards.
- Mentors were provided to all first year teachers and new principals.
- Internal communication systems were improved to maximize opportunities for employee feedback.
- Human Resources processes were streamlined to ensure high quality applicants are available for all vacancies.
- Targeted recruitment strategies were utilized to increase diversity within the District.
- A competitive, comprehensive benefits package was offered to attract and retain high quality employees.
- Health and Wellness Centers were opened throughout the District to compliment the benefits' package for employees. These centers offer convenient, high quality health care and most prescriptions at no charge while saving the District a great deal of money.

The District establishes and maintains safe, attractive and student-friendly facilities

- The District received multiple national and state awards for the use of energy-efficient design.
- The District opened the first silver and gold LEED elementary schools in Florida.

- The District continued to implement an aggressive construction plan (which included opening 22 new schools in five years) to reduce class sizes and ease overcrowding.
- The District's Five Year Capital Improvement Plan ensured funds were prioritized to maintain safe and attractive schools.
- The District partnered with the Tampa Bay Rays to improve the energy efficiency of existing schools.
- The District continued to explore possibilities for shared use of facilities with other entities.
- The District coordinated with the County and the American Red Cross throughout the year to maintain appropriate emergency management plans.
- The District has standards and systems in place to ensure school safety on all campuses.
- The *Code of Student Conduct* outlines high expectations for student behavior.
- The District won state recognition for implementing its comprehensive anti-bullying policy.
- The District has a close partnership with law enforcement to prevent crime on campuses and in the community through the School Resource Officer Program.
- Safety drills are performed on a regular basis to ensure preparedness for an emergency.
- The District's Safety Team met regularly to ensure the safety of all students and staff on all campuses.
- Penny for Pasco proceeds continue to support capital needs throughout the District.

The District increases technological capacity

- The District continued to reduce the student to computer ratio at all levels.
- The District piloted a 1:1 iPad program at three schools.
- Trainings were provided for administrators and teachers about how to integrate technology into the classroom and how to incorporate the International Society of Technology in Education (ISTE) standards into the curriculum.
- The District implemented a web log tool, CONNECT, to provide teachers the capability of having their own web presence.
- The District provided the necessary resources (e.g., hardware, bandwidth, technical support, etc.) for schools to be able to support the online administration of assessments.
- Some schools successfully piloted an open technology campus to encourage students to bring their personal technology devices to school and use them for instructional purposes.
- The District moved forward with developing a plan for implementing Enterprise Resource Planning (ERP) in order to streamline operations.
- The District provided secure systems for back-up to all data.
- The District centralized servers in order to increase security, streamline operations and alleviate some of the workload of technology specialists, giving them more opportunity to provide instructional support in the classroom.
- The District expanded the use of Moodle for online instructional and professional development purposes.
- Pasco eSchool was expanded to provide flexible learning opportunities for students.
- Pasco eSchool ranked second in the state for successful student outcomes, with a completion rate of 94%.

The District ensures fiscal responsibility and equitable distribution of resources

- The District was recognized for having the lowest administrative costs in the state.
- The District secured an A bond rating from Fitch.
- The Superintendent and Board members protected classrooms during each round of budget cuts to ensure a well-rounded curriculum.
- The District's Five Year Capital Improvement Plan ranks all projects on the basis of need and equity.
- The District continued to move forward with planning for ERP implementation, which will streamline operations, enabling more resources to be directed to the classroom.
- The District's Purchasing Department won national awards for efficiency.
- Every item brought to the Board for consideration is aligned to the Strategic Plan.
- Board members held town hall meetings throughout the community to gather stakeholder feedback regarding funding priorities.
- The Board held multiple workshops throughout the year to establish funding priorities.

Engage Families, Communities and Businesses

The District and schools communicate with and engage all stakeholders in the educational process

- eSembler was utilized at middle and high school levels to ensure that parents stay actively involved in their student's educational progress.
- The Schools Connect system was used to increase parental involvement in school and district-wide activities.
- Town hall meetings were held throughout the community to ensure that stakeholders are educated on financial challenges and to receive input on budget priorities.
- The District has a committee structure in place that engages stakeholders from all levels in decision-making processes.
- The *Be There* campaign was utilized to promote family involvement and volunteerism in schools.
- The District increased the use of parent surveys by schools and the District regarding high interest topics in order to gather feedback.
- Parent involvement coordinators worked with the District Volunteer Office to leverage volunteers at highest need schools.
- The Parent Involvement Committee served as an excellent forum for gathering stakeholder input.
- Career Academy Advisory Councils provided an opportunity for business partner involvement.
- Schools actively engaged business partners through School Advisory Council and sponsorship opportunities.
- The District was recognized as a Tampa Bay area *Best Places to Work* two years in a row.
- The District developed a legislative platform, hosted legislative forums and advocated for the needs of the District with local lawmakers.
- The District worked closely with the County Commission to adequately plan for school growth and to maintain school impact fees at current level in order to support capital needs.

- The Educator Passport Program was expanded to increase the number of business partners offering incentives to employees.
- Schools developed and utilized customized parent surveys to gather meaningful input that was used to inform School Improvement Plans.
- The Florida Association of District School Superintendents conducted a survey to gather input from internal stakeholders.
- The Charter School Task Force ensured close cooperation with charter schools in a proactive manner.
- The District worked closely with the United School Employees of Pasco (USEP) to build a shared understanding and develop consensus around priority District initiatives, including Race to the Top and the new Teacher Evaluation System.
- The District increased communication with Spanish-speaking families through the development and maintenance of the Spanish website.
- District communication was provided in native languages whenever possible.
- The District strengthened outreach with Hispanic organizations, including Hispanic media outlets and the Pasco-Hernando Hispanic Chamber of Commerce.
- The District worked diligently to promote a positive image and to educate the public about key initiatives through its comprehensive media relations efforts.
- The District, through the financing support of the Pasco Education Foundation, designed and implemented business partnerships that created an Alternative Energy Program at the Energy and Marine Center. Additionally, the Foundation and the Career and Technical Education Department (CTE) promoted and assisted in several Career Academy Programs including Culinary, Technology, Automotive, Engineering, and Energy.



District Vision Committee 2011 - 2012

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Lizette Alexander, *Student Services Department*
Kim Anderson, *Pasco Middle School*
Laura Jean Bernas, *Parent*
Mari Blank, *Parent*
Kenny Blankenship, *United School Employees of Pasco*
Aimee Boltze, *Staff Development Department*
Joshua Borders, *Pasco Middle School*
Natalie Brock, *Parent*
Michael Cloyd, *Curriculum and Instructional Services Department*
Elicia Cefalo-Cox, *Connerton Elementary School*
Craig Edwards, *Community Member*
Kelly Edwards, *Dr. Mary Giella Elementary School*
Heather Fiorentino, *Superintendent*
Helena Fletcher, *Cypress Elementary School*
Charles Ford, *Land O' Lakes High School*
Elena Garcia, *Curriculum and Instructional Services Department*
Gwen Gideon, *Gulf High School*
Tiffany Gocsik, *Veterans Elementary School*
Norman Graham, *Pasco Elementary School*
Vanessa Hilton, *Curriculum and Instructional Services Department*
Lorraine Hinkle, *Parent*
Jennifer Hull, *Pine View Middle School*
Joanne Hurley, *School Board Representative*
Dr. Peggy Jones, *Research and Evaluation Department*
Jennifer Krill, *Instructional Media and Technology Department*
Rick Kurtz, *Food and Nutrition Services Department*
Teresa Love, *Odessa Elementary School*
Lauren Lynch, *Land O' Lakes High School*
Dr. John Mann, *Leadership Department*
Ric Mellin, *Land O' Lakes High School*
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Rebecca Musselman, *Curriculum and Instructional Services Department*
Melissa Musselwhite, *Human Resources Department*
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Ruth Reilly, *Assistant Superintendent for Curriculum and Instructional Services*
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Candace Roberts, *Saint Leo University*
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Billie Sass, *Odessa Elementary School*
Dr. David Scanga, *Assistant Superintendent for Elementary Schools*
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Lynn Webb, *United School Employees of Pasco*



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District School Board of Pasco County

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