



**SCHOOL DISTRICT OF HILLSBOROUGH COUNTY
SCHOOL CHOICE ATTRACTOR PROGRAM
FORMATIVE EVALUATION**

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*Prepared
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EXECUTIVE SUMMARY

Beginning in the 2004/05 school year, a variety of attractor programs have been implemented across 41 elementary schools, 2 middle schools, 4 senior high schools, and four career centers. Each attractor program was strategically placed in a specific school throughout the district to help maintain diversity among the student population. A formative evaluation was conducted to collect information relative to the effectiveness of the attractor programs in maintaining diversity among school sites. All parents enrolling their child(ren) in an elementary school offering an attractor program were contacted and surveyed via phone in December of 2004 while parents enrolling their child(ren) in a secondary school offering an attractor program were mailed a survey during the summer of 2004 prior to the beginning of the 2004/05 school year. Findings of this evaluation are as follow:

- Of the 41 elementary schools with an attractor program, 75.7% (28/37) and 80.5% (33/41) were racially identifiable (Black, Hispanic, or White students representing 50.0% or more of the population) for the 2003/04 and 2004/05 school years, respectively;
- Through the Choice option for the 2004/05 school year, a total of 381 students were enrolled in an elementary school with an attractor program;
- Only a small proportion (20.6%) of responding parents enrolled their child in an elementary school with an attractor program because of the attractor. Instead, the majority of parents listed reasons such as the location of the school, other siblings attending the school, or the Florida A+ Plan grade received by the school;
- Of the 10 secondary schools with an attractor program, 77.8% (7/9) and 60.0% (6/10) were racially identifiable for the 2003/04 and 2004/05 school years, respectively;
- Through the Choice option for the 2004/05 school year, a total of 243 students were enrolled in a secondary school offering an attractor program; and
- The majority of responding parents indicated that they had enrolled their child(ren) in a particular secondary school because of the attractor program offered.

While findings at the secondary school level provide evidence that the attractor programs are working as intended, results suggest that the

attractor programs are not the main factor that draws parents to these schools at the elementary school level. However, inferences about the effectiveness of attractor programs should not be made until the results of follow-up surveys with parents who have enrolled their child at an attractor school through the Intent to Return and Special Assignment option are analyzed.

Recommendations:

1. Conduct follow-up surveys with parents who have enrolled their child(ren) in an attractor school through the Intent to Return and Special Assignment options, particularly at the elementary school level.
2. Conduct an analysis of the impact of over-crowded schools on parents ability to enroll their child(ren) in a school offering an attractor program.

INTRODUCTION

Beginning in the 2004-2005 school year, the School Choice Program implemented a variety of attractor programs offered to students ranging from basic services such as Extended Day Care to academically focused programs such as the Elementary Academies to specialized interest areas such as Fine Arts. A complete listing of the various attractor programs along with a description is located in Appendix A. The various attractor programs are distributed among 51 school sites and are found in one-third of the schools in the central city area, while the remaining options are located in the regions to promote movement in both directions. Each attractor program has been strategically placed in specific schools in an effort to maintain diversity among the student population across school settings. Specifically, the intent of the attractor programs was designed to keep Hillsborough County schools racially diverse once the district received unitary status and was no longer under court order to bus students. The purpose of this evaluation is to provide formative information regarding how well each attractor program is functioning in relation to maintaining student diversity among each school.

PROGRAM DESCRIPTION

ATTRACTOR PROGRAM CONFIGURATIONS/IMPLEMENTATION/CHANGES

Configurations of the attractors vary from school to school. For example, some schools with the computer technology attractor have computer labs in which students utilize and learn diverse computer skills. These schools may also have wireless computer labs. The unique aspect of wireless labs is their mobility since computer stations can be transported from class to class throughout the school. At a minimum, each classroom is equipped with a computer, sometimes more than one, which students can utilize. Many classrooms have smart-board systems and LCD projectors along with access to school-wide software programs. Some schools also have audio-visual equipment for students to get exposure in creating morning television shows and in-school programs.

In regard to faculty and staff preparation, vendors, school-level staff, district-level staff, the Arts Council and the University of South Florida conducted the majority of the trainings. For example, schools with computer technology programs offered training to teachers on a voluntary basis. Those teachers who chose to participate were paid a stipend. Some schools have, in addition to trained teachers, a specific contact person, technology specialist or the principal may assist with technical difficulties on campus. Personnel at some schools received training from outside of the district. Not many programmatic changes occurred in schools with attractor programs, but a couple of schools did make

changes. An elementary school, which was slated to begin the 2004-2005 school year with a visual arts theme, converted to a fine arts theme with a keyboard/piano lab as well as a kiln for students to make pottery. A second elementary school was originally designated to have a communication attractor, but changed the focus to fine arts as well.

ELEMENTARY ATTRACTORS

For the 2004-05 school year, a wide variety of attractor programs including several elementary academies with specific requirements for elementary students are currently offered through School Choice. Forty-one elementary schools currently offer an attractor program. However, full implementation may have been delayed because of procedural issues related to the opening of school (e.g. registration and scheduling). In addition, Brooker and Temple Terrace Elementary schools both have attractor programs but are overcrowded and projections indicate the same for the 2005-2006 school year. As a result, students who live in those regions will not have these schools as Choice options. Table 1 below depicts the student population demographic information for each of the elementary schools offering an attractor program. In addition, demographic information is provided regarding the number of students enrolled at each school through School Choice, Intent to Return, and Special Assignment. An examination of student demographic information was conducted to indicate which schools were considered racially identifiable, defined as any ethnic category (Black, Hispanic, or White) representing 50.0% or more of the student population. Of the 41 elementary schools offering an attractor program, 71.8% of the schools were racially identifiable during the 2003/04 school year, while 80.5% of these schools were racially identifiable during the 2004/05 school year (see Appendix B).

TABLE 1: STUDENT DEMOGRAPHIC INFORMATION FOR ELEMENTARY ATTRACTOR SCHOOLS

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
1	Just	Communication Tech., Ext. Day	All - 2003/04													
			All - 2004/05	539	87.4	65	10.5	4	0.7	9	1.5	574	93.0	617		
			Choice 2004/05	38	90.5	4	9.52					42	100.0	42		
			IR - 2004/05	1	100.0							1	100.0	1		
			SA - 2004/05	13	81.25	3	18.75					14	87.5	16		
2	Washington, BT (K-8)	Extended Day Care	All - 2003/04													
			All - 2004/05	769	79.2	149	15.4	18	1.9	35	3.6	850	87.6	970		
			Choice 2004/05	55	96.5					2	3.51	54	94.7	57		
			IR - 2004/05	1	100.0							1	100.0	1		
			SA - 2004/05	6	100.0							4	66.7	6		
3	Cahoon	Communication Tech., Ext. Day	All - 2003/04	348	61.2	107	18.8	76	13.4	38	6.7	501	88.1	569		
			All - 2004/05	323	59.4	116	21.3	68	12.5	37	6.8	467	85.9	544		
			Choice 2004/05	14	77.8	1	5.56	1	5.6	2	11.1	18	100.0	18		
			IR - 2004/05													
			SA - 2004/05	13	52.0	7	28.0	4	16.0	1	4.0	22	88.0	25		

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
3	Claywell	Communication Tech., Ext. Day	All – 2003/04	140	13.5	223	21.4	586	56.3	92	8.8	321	30.8	1041		
			All – 2004/05	93	9.7	226	23.5	536	55.8	105	10.9	276	28.8	960		
			Choice 2004/05	3	60.0	1	20.0			1	20.0	4	80.0	5		
			IR – 2004/05	19	95.0	1	5.0					19	95.0	20		
			SA – 2004/05	6	9.0	19	28.4	39	58.2	3	4.5	20	29.9	67		
3	Essrig	Compute Tech., Ext. Day	All – 2003/04	105	9.8	287	26.8	561	52.3	119	11.1	368	34.3	1072		
			All – 2004/05	102	9.8	299	28.6	519	49.7	125	12.0	337	32.3	1045		
			Choice 2004/05	3	50.0	1	16.7	1	16.7	1	16.7	3	50.0	6		
			IR – 2004/05	13	81.3	3	18.8					15	93.8	16		
			SA – 2004/05	9	6.3	45	31.5	71	49.7	18	12.6	61	42.7	143		
3	Hunter's Green	Physical Activity, Ext. Day	All – 2003/04	93	10.2	111	12.1	588	64.3	123	13.4	164	17.9	915		
			All – 2004/05	119	12.1	112	11.4	629	63.7	127	12.9	192	19.5	987		
			Choice 2004/05	1	10.0	6	60.0	3	30.0			7	70.0	10		
			IR – 2004/05	22	23.7	14	15.1	37	39.8	20	21.5	45	48.4	93		
			SA – 2004/05	17	10.0	21	12.4	111	65.3	21	12.4	49	28.8	170		

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Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
3	Lutz	Communication Tech., Ext. Day	All - 2003/04	22	3.4	48	7.4	548	84.6	30	4.6	127	19.6	648		OC
			All - 2004/05	25	3.6	71	10.2	555	79.7	45	6.5	152	21.8	696		
			Choice 2004/05	4	50.0			4	50.0			7	87.5	8		
			IR - 2004/05													
			SA - 2004/05			2	7.7	22	84.6	2	7.7	5	19.2	26		
3	Maniscalco	Communication Tech., Ext. Day	All - 2003/04	99	13.0	127	16.6	466	61.1	71	9.3	277	36.3	763		
			All - 2004/05	51	6.6	140	18.2	498	64.8	79	10.3	235	30.6	768		
			Choice 2004/05	2	33.3	2	33.3	1	16.7	1	16.7	5	83.3	6		
			IR - 2004/05	8	61.5	1	7.69	2	15.4	2	15.4	11	84.6	13		
			SA - 2004/05	2	2.2	6	6.5	75	81.5	9	9.8	21	22.8	92		
3	Miles	Fine Arts, Ext. Day	All - 2003/04	130	26.4	109	22.2	196	39.8	57	11.6	363	73.8	492		
			All - 2004/05	158	27.8	133	23.4	209	36.7	69	12.1	435	76.5	569		
			Choice 2004/05	1	20.0			1	20.0	3	60.0	3	60.0	5		
			IR - 2004/05													
			SA - 2004/05	4	12.9	2	6.5	18	58.1	7	22.6	22	71.0	31		

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Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
3	Mort	Fine Arts, Ext. Day	All – 2003/04	362	42.3	310	36.2	129	15.1	55	6.4	768	89.7	856		
			All – 2004/05	338	37.3	378	41.7	140	15.4	51	5.6	759	83.7	907		
			Choice 2004/05	6	54.5	5	45.5					11	100.0	11		
			IR – 2004/05	8	88.9			1	11.1			8	88.9	9		
			SA – 2004/05	7	31.8	9	40.9	5	22.7	1	4.5	21	95.5	22		
3	Shaw	Economics, Ext. Day	All – 2003/04	444	64.3	133	19.3	76	11.0	38	5.5	622	90.0	691		
			All – 2004/05	557	61.8	204	22.6	88	9.8	52	5.8	795	88.2	901		
			Choice 2004/05	4	66.7	2	33.3					5	83.3	6		
			IR – 2004/05													
			SA – 2004/05	3	37.5	3	37.5	2	25.0			8	100.0	8		
3	Witter	Mathematics & Technology	All – 2003/04	509	62.3	176	21.5	75	9.2	57	7.0	695	85.1	817		
			All – 2004/05	548	63.1	194	22.4	58	6.7	68	7.8	743	85.6	868		
			Choice 2004/05			1	100.0					1	100.0	1		
			IR – 2004/05													
			SA – 2004/05	48	76.2	8	12.7	2	3.2	5	7.9	57	90.5	63		

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Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
4	Carrollwood	Fine Arts, Spanish, Ext. Day	All - 2003/04	129	17.9	110	15.3	433	60.1	49	6.8	215	29.8	721		
			All - 2004/05	73	11.4	109	17.1	417	65.3	40	6.3	149	23.3	639		
			Choice 2004/05	5	71.4			1	14.3	1	14.3	3	42.9	7		
			IR - 2004/05	15	93.8			1	6.3			16	100.0	16		
			SA - 2004/05	3	4.6	19	29.2	38	58.5	5	7.7	16	24.6	65		
4	Cleveland	Fine Arts, Elementary Academy	All - 2003/04	231	58.0	94	23.6	56	14.1	17	4.3	356	89.5	398		
			All - 2004/05	181	53.4	85	25.1	46	13.6	27	8.0	298	87.9	339		
			Choice 2004/05	6	75.0	1	12.5			1	12.5	8	100.0	8		
			IR - 2004/05													
			SA - 2004/05	31	70.5	5	11.4	7	15.9	1	2.3	39	38.6	44		
4	Edison	Fine Arts, Ext. Day	All - 2003/04	544	79.1	89	12.9	26	3.8	29	4.2	617	89.7	688		
			All - 2004/05	453	76.0	93	15.6	24	4.0	26	4.4	538	90.3	596		
			Choice 2004/05	11	84.6	2	15.4					12	92.3	13		
			IR - 2004/05													
			SA - 2004/05	21	87.5	2	8.3	1	4.2			22	91.7	24		

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Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
4	Egypt Lake	Communication Tech., Ext. Day	All – 2003/04	116	19.5	326	54.8	107	18.0	46	7.7	450	75.6	595		OC
			All – 2004/05	81	13.8	356	60.8	96	16.4	53	9.0	485	82.8	586		
			Choice 2004/05			1	50.0	1	50.0			1	50.0	2		
			IR – 2004/05	5	45.5	5	45.5	1	9.1			11	100.0	11		
			SA – 2004/05													
4	Forest Hills	Mathematics & Technology, Ext. Day	All – 2003/04	216	23.0	262	27.9	402	42.9	58	6.2	646	68.9	938		
			All – 2004/05	207	23.5	248	28.2	362	41.1	63	7.2	588	66.8	880		
			Choice 2004/05													
			IR – 2004/05	24	82.8			4	13.8	1	3.45	28	96.6	29		
			SA – 2004/05	11	16.42	14	20.90	36	53.73	6	8.96	30	44.78	67		
4	Graham	Broadcast Communication Tech., Ext. Day	All – 2003/04	285	74.8	65	17.1	15	3.9	16	4.2	351	92.1	381		
			All – 2004/05	258	71.3	71	19.6	15	4.1	18	5.0	321	88.7	362		
			Choice 2004/05	3	75.0	1	25.0					4	100.0	4		
			IR – 2004/05	5	83.3	1	16.7					6	100.0	6		
			SA – 2004/05	14	87.5	2	12.5					15	93.8	16		

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Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
4	Lake Magdalene	Physical Activity, Advanced Placement, Ext. Day	All – 2003/04	158	15.8	151	15.1	611	60.9	83	8.3	332	33.1	1003		
			All – 2004/05	75	8.3	161	17.8	583	64.4	87	9.6	278	30.7	906		
			Choice 2004/05	5	83.3			1	16.7			5	83.3	6		
			IR – 2004/05	2	66.7	1	33.3					3	100.0	3		
			SA – 2004/05	6	5.1	21	17.8	83	70.3	8	6.8	24	20.3	118		
4	Mendenhall	Communication Technology, Ext. Day	All – 2003/04	216	29.8	340	46.8	120	16.5	49	6.8	582	80.2	726	OC	
			All – 2004/05	158	24.3	333	51.2	112	17.2	47	7.2	525	80.8	650		
			Choice 2004/05													
			IR – 2004/05	15	78.9	4	21.1					19	100.0	19		
			SA – 2004/05	4	18.2	11	50.0	5	22.7	2	9.1	18	81.8	22		
4	Potter	Mathematics & Technology, Ext. Day	All – 2003/04	398	92.6	21	4.9	6	1.4	4	09	351	81.6	430		
			All – 2004/05	641	93.4	24	3.5	10	1.5	11	1.6	609	88.8	686		
			Choice 2004/05	34	97.1			1	2.9			35	100.0	35		
			IR – 2004/05													
			SA – 2004/05	60	96.8	1	1.6	1	1.6			61	98.4	62		

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Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006	
				N	%	N	%	N	%	N	%	N	%				
4	Sulphur Springs	Elementary Academy	All – 2003/04	649	79.9	87	10.7	35	4.3	40	4.9	743	91.5	812			
			All – 2004/05	604	79.1	100	13.1	28	3.7	32	4.2	700	91.6	764			
			Choice 2004/05	1	100.0								1	100.0	1		
			IR – 2004/05														
			SA – 2004/05	3	33.3	1	11.1	3	33.3	2	22.2	9	100.0	9			
4	Twin Lakes	Mathematics & Technology, Ext. Day	All – 2003/04	158	18.0	401	45.8	225	25.7	92	10.5	600	68.5	876			
			All – 2004/05	181	19.7	459	50.0	188	20.5	90	9.8	693	75.5	918			
			Choice 2004/05					1	100.0						1		
			IR – 2004/05														
			SA – 2004/05	19	15.1	51	40.5	44	34.9	12	9.5	93	73.8	126			
5	Brooker	Computer Tech., Ext. Day	All – 2003/04	150	15.6	107	11.1	622	64.5	85	8.8	243	25.2	964			
			All – 2004/05	122	12.8	116	12.2	634	66.5	82	8.6	241	25.3	954			
			Choice 2004/05	2	50.0			1	25.0	1	25.0	2	50.0	4		OC	OC
			IR – 2004/05	13	100.0							13	100.0	13			
			SA – 2004/05					21	100.0			3	14.3	21			

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Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
5	Gibsonton	Aqua Science, Ext. Day	All – 2003/04	97	12.3	220	27.9	442	56.0	31	3.9	594	75.2	790		
			All – 2004/05	53	7.1	261	34.8	405	53.9	32	4.3	592	78.8	751		
			Choice 2004/05	2	50.0	2	50.0					4	100.0	4		
			IR – 2004/05	7	87.5	1	12.5					7	87.5	8		
			SA – 2004/05	4	19.1	5	23.8	11	52.4	1	4.8	17	81.0	21		
5	Mintz	Mathematics & Technology, Ext. Day	All – 2003/04	216	23.4	224	24.2	369	39.9	116	12.5	335	36.2	925		OC
			All – 2004/05	230	23.2	266	26.9	371	37.5	123	12.4	406	41.0	990		
			Choice 2004/05	4	80.0	1	20.0					5	100.0	5		
			IR – 2004/05													
			SA – 2004/05	3	13.6	7	31.8	12	54.6			11	50.0	22		
5	Oak Park	Mathematics/Science/Technology Elementary Academy, Ext. Day	All – 2003/04	358	75.1	63	13.2	41	8.6	15	3.1	421	88.3	477		
			All – 2004/05	366	77.4	53	11.2	38	8.0	16	3.4	437	92.4	473		
			Choice 2004/05	9	100.0							9	100.0	9		
			IR – 2004/05													
			SA – 2004/05	33	84.6	4	10.3			2	5.1	38	97.4	39		

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Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
5	Palm River	Fine Arts/Technology, Elementary Academy, Ext. Day	All – 2003/04	307	52.8	118	20.3	130	22.3	27	4.6	487	83.7	582		
			All – 2004/05	285	50.8	117	20.9	126	22.5	33	5.9	454	80.9	561		
			Choice 2004/05	1	16.7			5	83.3			6	100.0	6		
			IR – 2004/05	2	66.7	1	33.3					3	100.0	3		
			SA – 2004/05	26	49.1	8	15.1	14	26.4	5	9.4	45	84.9	53		
5	Symmes	Communication Technology, Ext. Day	All – 2003/04	59	9.6	119	19.3	381	61.8	58	9.4	186	30.2	617		OC
			All – 2004/05	64	10.4	121	19.6	372	60.2	61	9.9	174	28.2	618		
			Choice 2004/05													
			IR – 2004/05													
			SA – 2004/05	3	5.0	15	25.0	38	63.3	4	6.7	19	31.7	60		
7	Folsom	Communication Tech., Ext. Day	All – 2003/04	351	35.4	164	16.5	392	39.5	85	8.6	686	69.2	992		OC
			All – 2004/05	236	30.1	150	19.2	320	40.9	77	9.8	523	66.8	783		
			Choice 2004/05													
			IR – 2004/05	7	87.5			1	12.5			7	87.5	8		
			SA – 2004/05	18	35.3	4	7.8	26	51.0	3	5.9	33	64.7	51		

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
7	Foster	Mathematics/Science/Tech. Elementary Academy, Ext. Day	All - 2003/04	475	70.7	98	14.6	73	10.9	26	3.9	555	82.6	672		
			All - 2004/05	320	67.9	76	16.1	54	11.5	21	4.5	377	80.0	471		
			Choice 2004/05	19	82.6	2	8.7	2	8.7			16	69.6	23		
			IR - 2004/05			2	100.0					2	100.0	2		
			SA - 2004/05	15	65.2	4	17.4	4	17.4			21	91.3	23		
7	James (K-8)	Extended Day Care	All - 2003/04													
			All - 2004/05	701	84.1	70	8.4	49	5.9	14	1.7	722	86.6	834		
			Choice 2004/05	7	100.0							7	100.0	7		OC
			IR - 2004/05	3	100.0							3	100.0	3		
			SA - 2004/05	6	75.0			2	25.0			8	100.0	8		
7	Lewis	Computer Technology, Ext. Day	All - 2003/04	264	32.8	99	12.3	378	46.9	65	8.1	352	43.7	806		
			All - 2004/05	194	25.3	108	14.1	373	48.6	92	12.0	313	40.8	767		
			Choice 2004/05	8	53.3			2	13.3	5	33.3	11	73.3	15		
			IR - 2004/05	8	80.0			1	10.0	1	10.0	7	70.0	10		
			SA - 2004/05	50	27.3	19	10.4	94	51.4	20	10.9	70	38.3	183		

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006	
				N	%	N	%	N	%	N	%	N	%				
7	Lopez	Fine Arts, Ext. Day	All - 2003/04	113	14.8	101	13.2	493	64.4	59	7.7	441	57.6	766			
			All - 2004/05	79	10.0	125	15.8	523	66.0	65	8.2	452	57.1	792			
			Choice 2004/05	3	75.0	1	25.0					1	25.0	4			
			IR - 2004/05	9	64.3	3	21.4				2	14.3	14	100.0	14		
			SA - 2004/05	15	11.4	10	7.6	98	74.2	9	6.8	82	62.1	132			
7	Mango	Communication Tech., Ext. Day	All - 2003/04	90	14.8	96	15.8	384	63.3	37	6.1	407	97.1	607			
			All - 2004/05	76	11.6	128	19.5	413	62.8	41	6.2	468	71.1	658			
			Choice 2004/05	1	33.3			1	33.3	1	33.3	2	66.7	3			
			IR - 2004/05	1	100.0									1			
			SA - 2004/05	8	12.1	5	7.6	49	74.2	4	6.1	46	69.7	66			
7	McDonald	Mathematics & Technology, Ext. Day	All - 2003/04	95	14.6	47	7.2	486	74.5	24	3.7	460	70.6	652			
			All - 2004/05	74	12.1	57	9.3	460	75.2	21	3.4	472	77.1	612			
			Choice 2004/05			1	100.0					1	100.0	1			
			IR - 2004/05	10	90.9					1	9.1	9	81.8	11			
			SA - 2004/05	5	14.9	3	8.3	27	75.0	1	2.8	25	69.4	36			

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006	
				N	%	N	%	N	%	N	%	N	%				
7	Riverhills	Environmental Science, Ext. Day	All - 2003/04	299	51.5	104	17.9	126	21.7	52	9.0	412	70.9	581			
			All - 2004/05	329	56.8	107	18.5	89	15.4	54	9.3	398	68.7	579			
			Choice 2004/05	16	69.6	5	21.7	2	8.7			17	73.9	23			
			IR - 2004/05														
			SA - 2004/05	39	60.9	7	10.9	11	17.2	7	10.9	43	67.2	64			
7	Robles	Health Studies, Elementary Academy	All - 2003/04	491	81.7	72	12.0	12	2.0	26	4.3	501	83.4	601			
			All - 2004/05	526	85.1	55	8.9	13	2.1	24	3.9	537	86.9	618			
			Choice 2004/05	5	62.5	3	37.5					7	87.5	8			
			IR - 2004/05														
			SA - 2004/05	26	76.5	4	11.8	1	2.9	3	8.8	33	97.1	34			
7	Sheehy	Extended Day Care	All - 2003/04														
			All - 2004/05	392	86.2	17	3.7	31	6.8	15	3.3	366	80.4	455			
			Choice 2004/05	10	100.0										10		
			IR - 2004/05														
			SA - 2004/05	73	83.91			8	9.20	6	6.90	74	85.06	87			

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 1 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006	
				N	%	N	%	N	%	N	%	N	%				
7	Temple Terrace	Mathematics/Science/Technology, Ext. Day	All - 2003/04	365	45.3	174	21.6	191	23.7	75	9.3	559	69.4	805	OC	OC	
			All - 2004/05	365	46.0	168	21.2	195	24.6	65	8.2	559	70.5				793
			Choice 2004/05	2	50.0	2	50.0					3	75.0				4
			IR - 2004/05														
			SA - 2004/05	35	46.1	12	15.8	23	30.3	6	7.9	45	59.2				76
7	Thonotosassa	Physical Activity, Ext. Day	All - 2003/04	61	14.7	55	13.2	271	65.1	29	7.0	286	68.8	416			
			All - 2004/05	57	14.0	54	13.2	255	62.5	42	10.3	296	72.6				408
			Choice 2004/05	1	33.3			2	66.7			3	100.0				3
			IR - 2004/05														
			SA - 2004/05	9	17.3	3	5.8	35	67.3	5	9.6	43	82.7				52

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

In order to investigate the reason why parents chose to enroll their child(ren) in an elementary school offering an attractor program, all of the parents were surveyed via a phone call. A total of 381 children were enrolled in one of the 41 elementary schools offering an attractor program. Of these, a total of 136 (35.7%) responded to the phone survey. Results of the phone survey indicate that 20.6% of all the parents surveyed chose to enroll their child in a particular elementary school because of the attractor program offered at that school. The majority of parents who enrolled their child(ren) in an elementary school with an attractor program stated that they did not choose that school because of the attractor program; instead they gave as reasons for selection the location of the school, that the child had siblings attending the school, or that the school received a higher grade in the Florida A+ plan than the surrounding schools (see Appendix C).

TABLE 2: RESULTS OF PHONE SURVEY OF CHOICE PARENTS FOR ELEMENTARY ATTRACTOR SCHOOLS

Region/ Zone	School	Theme	N Choice Students	N Participating	N Chose School for Attractor	%
1	Just	Communication Tech., Ext. Day	42	10	0	0
2	Washington, BT	Extended Day Care	57	27	2	7.4
3	Cahoon	Communication Tech., Ext. Day	18	7	0	0
3	Claywell	Communication Tech., Ext. Day	5	3	1	33.3
3	Essrig	Computer Tech., Ext. Day	6	3	2	66.7
3	Hunter's Green	Physical Activity, Ext. Day	10	2	1	50.0
3	Lutz	Communication Tech., Ext. Day	8	3	1	33.3
3	Maniscalco	Communication Tech., Ext. Day	6	6	0	0
3	Miles	Fine Arts, Ext. Day	5	5	4	80.0
3	Mort	Fine Arts, Ext. Day	11	2	0	0
3	Shaw	Economics, Ext. Day	6	2	0	0
4	Witter	Mathematics & Technology	1	0		
4	Carrollwood	Fine Arts, Spanish, Ext. Day	7	2	1	50.0
4	Cleveland	Fine Arts, Elementary Academy	8	3	0	0
4	Edison	Fine Arts, Extended Day	13	4	2	50.0
4	Egypt Lake	Communication Tech., Ext. Day	2	2	0	0
4	Forest Hills	Mathematics & Technology, Ext. Day	0			
4	Graham	Broadcast Communication Tech., Ext. Day	4	0		
4	Lake Magdalene	Physical Activity, Advanced Placement, Ext. Day	6	1	0	0
4	Mendenhall	Communication Tech., Ext. Day	0			
4	Potter	Mathematics & Technology, Ext. Day	35	6	2	33.3
4	Sulphur Springs	Elementary Academy	1	1	0	0

Table 2 (Continued)

5	Twin Lakes	Mathematics & Technology, Ext. Day	1	1	1	100.0
5	Brooker	Computer Tech., Ext. Day	4	3	0	0
5	Gibsonton	Aqua Science, Ext. Day	4	0		
5	Mintz	Mathematics & Technology, Ext. Day	5	1	0	0
5	Oak Park	Mathematics/Science/Technology Elementary Academy, Ext. Day	9	5	0	0
5	Palm River	Fine Arts/Technology, Elementary Academy, Ext. Day	6	1	1	16.7
7	Symmes	Communication Tech., Ext. Day	0			
7	Folsom	Communication Tech., Ext. Day	0			
7	Foster	Mathematics/Science/Technology Elementary Academy, Ext. Day	23	8	1	12.5
7	James (K-8)	Extended Day Care	7	2	0	0
7	Lewis	Computer Tech., Ext. Day	15	2	1	50.0
7	Lopez	Fine Arts, Ext. Day	4	1	0	0
7	Mango	Communication Tech., Ext. Day	3	0		
7	McDonald	Mathematics & Technology, Ext. Day	1	1	1	100.0
7	Riverhills	Environmental Science, Ext. Day	23	14	4	28.6
7	Robles	Health Studies, Elementary Academy	8	3	2	66.7
7	Sheehy	Extended Day Care	10	4	1	25.0
7	Temple Terrace	Mathematics/Science/Technology, Ext. Day	4	1	0	0
7	Thonotosassa	Physical Activity, Ext. Day	3	0		
Total			381	136	28	20.6

SECONDARY ATTRACTORS

For the 2004-05 school year, a wide variety of attractor programs are currently offered through School Choice at the secondary level. Two middle schools currently offer attractor programs. Additionally, four high schools and four career centers currently offer an attractor program (see Appendix A). Table 3 below depicts the student population demographic information for each of the secondary schools offering an attractor program. In addition, demographic information is provided regarding the number of students enrolled at each school through School Choice, Intent to Return, and Special Assignment. An examination of student demographic information was conducted to indicate which schools were considered racially identifiable, defined as any ethnic category (Black, Hispanic, or White) representing 50.0% or more of the student population. Of the 10 secondary schools offering an attractor program, 77.8% of the schools were racially identifiable during the 2003/04 school year, while 60.0% of these schools were racially identifiable during the 2004/05 school year (see Appendix D).

TABLE 3: STUDENT DEMOGRAPHIC INFORMATION FOR SECONDARY ATTRACTOR SCHOOLS

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/ 2005	2005/ 2006	
				N	%	N	%	N	%	N	%	N	%				
1	D.W. Waters Career	Technology, Business, Health Professions	All – 2003/04	195	51.6	99	26.2	70	18.5	14	3.7	131	34.7	378			
			All – 2004/05	184	46.6	133	33.7	67	17.0	11	2.8	261	66.1	395			
			Choice 2004/05														
			IR – 2004/05														
2	Martinez	Computer Applications, Technology, Athletic Camp	All – 2003/04	62	6.7	117	12.7	665	72.1	78	8.5	113	12.3	922			
			All – 2004/05	53	5.2	139	13.7	733	72.2	90	8.9	112	11.0	1015			
			Choice 2004/05	3	7.9	8	21.1	20	52.6	7	18.4	13	34.2	38			
			IR – 2004/05												0		
3	Bowers-Whitley Career	Automotive, Culinary Arts, Hospitality, Marketing, Nursing, Digital Publishing	All – 2003/04														
			All – 2004/05	142	36.7	106	27.4	128	33.1	11	2.8	239	61.8	387			
			Choice 2004/05														
			IR – 2004/05														
3	Van Buren	Mathematics Technology, Extex Day	All – 2003/04	546	60.8	170	18.9	135	15.0	47	5.2	738	82.2	898			
			All – 2004/05	520	61.5	164	19.4	105	12.4	57	6.7	707	83.6	846			
			Choice 2004/05	7	70.0	1	10.0	1	10.0	1	10.0	9	90.0	10			
			IR – 2004/05														

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 3 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/ 2005	2005/ 2006
				N	%	N	%	N	%	N	%	N	%			
5	East Bay	Aquaculture	All – 2003/04	331	14.8	713	31.8	1136	50.7	60	2.7	1038	46.3	2240	OC	OC
			All – 2004/05	368	15.3	783	32.6	1162	48.3	92	3.8	1112	46.2	2405		
			Choice 2004/05	13	22.8	14	24.6	27	47.4	3	5.3	31	54.4	57		
			IR – 2004/05													
5	South County Career	Tech., Agriscience, Culinary, Health Science, Marketing, Web Design	All – 2003/04	40	9.9	162	39.9	192	47.3	12	3.0	150	37.0	406		
			All – 2004/05	33	8.1	147	36.2	220	54.2	6	1.5	226	55.7	406		
			Choice 2004/05													
			IR – 2004/05													
6	Simmons Career Center	Technology, Agriculture, Early Childhood, Health	All – 2003/04	13	13.3	25	25.0	61	61.0	1	1.0	35	35.0	100		
			All – 2004/05	29	12.0	70	28.9	136	56.2	7	2.9	137	56.6	242		
			Choice 2004/05													
			IR – 2004/05													
7	Armwood	American Sign Language, Olympic Sports	All – 2003/04	367	20.0	171	9.3	1229	66.8	72	3.9	534	29.0	1839		OC
			All – 2004/05	437	21.3	218	10.6	1317	64.3	77	3.8	708	34.6	2049		
			Choice 2004/05	34	39.1	10	11.5	38	43.7	5	5.8	27	31.0	87		
			IR – 2004/05	40	90.9	4	9.1					36	81.8	44		

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 3 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/ 2005	2005/ 2006
				N	%	N	%	N	%	N	%	N	%			
7	Brandon	Academy of Finance, American Sign Language, Info. Tech.	All – 2003/04	409	20.1	377	18.5	1146	56.2	107	5.3	568	27.9	2039		OC
			All – 2004/05	408	19.5	394	18.8	1175	56.1	118	5.6	632	30.2	2095		
			Choice 2004/05	5	15.6	5	15.6	21	65.6	1	3.1	12	37.5	32		
			IR – 2004/05	29	93.5	1	3.2			1	3.2	28	90.3	31		
7	King	Academy of Teaching Professions, Culinary ARTs	All – 2003/04	781	37.1	326	15.5	789	37.5	208	9.9	706	33.6	2104		
			All – 2004/05	802	37.7	328	15.4	778	36.6	220	10.3	737	34.6	2128		
			Choice 2004/05	9	47.4	3	15.8	6	31.6	1	5.3	9	47.4	19		
			IR – 2004/05	2	100.0							1	50.0	2		

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

In order to assess the interest of parents and students in certain attractor programs, 456 surveys were mailed to parents during the summer of 2004 for students who had selected or were assigned to one of six secondary schools with attractors. Due to established enrollment criteria at each Career Center, only those parents enrolling their child(ren) into a traditional secondary school through the School Choice option were included in the survey. Parents were asked to indicate which attractor programs were of interest to them (and their child) and which were not. The opportunity to add comments was also provided. A total of 94 surveys were returned (21%) with all schools being represented in the surveys returned. Table 4 displays the percentage of parents who answered yes or no to their child participating in a particular attractor program.

TABLE 4: RESULTS OF PARENT SURVEY OF CHOICE STUDENTS FOR SECONDARY ATTRACTOR SCHOOLS

School	Theme	Percent			Total N
		Yes	No	No Response	
Armwood	American Sign Language	45.5%	39.4%	15.2%	33
	Olympic Sports	54.5%	45.5%	0.0%	
	Either ASL or Olympic Sports	72.7%			
Brandon	American Sign Language	30.0%	60.0%	10.0%	10
	Information Technology	70.0%	30.0%	0.0%	
	Either ASL or Information Tech.	90.0%			
East Bay	Aquaculture	28.6%	50.0%	21.4%	14
	Aquascience	35.7%	64.3%	0.0%	
	Either Aquaculture or Aquascience	50.0%			
King	Academy of Teaching Profession	33.3%	50.0%	16.7%	12
	Culinary Arts	58.3%	41.7%	0.0%	
	Either Academy of Teaching Profession or Culinary Arts	58.3%			
Martinez	Computer Application Technology	57.9%	10.5%	31.6%	19
	Athletic Camp	73.7%	26.3%	0.0%	
	Either Computer Application Tech. or Athletic Camp	94.7%			
Van Buren	After School Program	0.0%	33.3%	66.7%	3
	Math/Science/Technology	66.7%	33.3%	0.0%	
	Either After School Program or Math/Science/Tech.	66.7%			

Note: The number of parents surveyed during the summer of 2004 is larger than the actual number of students who enrolled in an secondary school offering an attractor program (as shown in Table 3).

CHALLENGES TO IMPLEMENTATION

Administrators and staff at attractor schools throughout the county have identified several challenges they have faced in the initial implementation of these programs. A primary concern among schools is the lack of personnel required to implement the attractor program as designed, which results in schools having to sacrifice sub-days for training or technical assistance. A

second concern deals with transportation. For example, an elementary school is facing a dilemma because they want to integrate their attractor theme with an after school care program, but providing transportation to all students wishing to participate may not be possible. A third challenge involves the Lawson finance system. Principals have reported difficulties with ordering materials and equipment related to the attractor program and keeping track of purchase orders. In addition to difficulties with the Lawson system, other problems have occurred with respect to software and technology provided to schools by the district. Lastly, principal changes have also been challenging for both the school staff and new principals taking over a school with an attractor theme.

Secondary schools have faced different challenges with regards to the implementation of attractor programs. Administrators have identified several factors that they believe contribute to the overall concerns they have regarding the attractors. These include: needing additional personnel, needing flexibility with grant monies, the distance students must travel, lack of interest in attractor programs and recruitment. The table below indicates the number of students who are enrolled in secondary attractor schools through Choice, the number of students participating in the attractor programs and the number of students who are enrolled in secondary attractor school through the intent to return process.

Table 5 confirms some of the concerns that have been expressed by administrators in these schools. For example, recruitment of students into schools via the attractors was a concern and it is evident that Van Buren and Martinez have not been successful in this area. Although these two schools are only 15 miles apart, they were supposed to recruit students from one another's surrounding neighborhoods through the Choice process. Several other schools are having similar experiences and finding that their attractor programs are not filled with Choice students. As a result, the effectiveness of attractor programs in recruiting students from urban and suburban areas must be reexamined.

TABLE 5: CONCERNS EXPRESSED FOR SECONDARY ATTRACTOR SCHOOLS

School	Choice Students	Attractor Students	Intent to Return Students
Van Buren	10	*348	0
Martinez	38	29	0
East Bay	57	4	0
Armwood	87	44	44
Brandon	32	9	31
King	19	3	2

** 288 of the students are 6th graders and participate in all the attractors via electives, the remaining 60 students are 7th and 8th graders who chose to participate in a specific attractor program.*

SUMMARY

Results of the secondary attractor schools survey suggest that schools at this level are chosen by parents and students due to the attractor program. However, school administrators are concerned about the overall number of students recruited. In addition, these attractor programs are apparently helping the district maintain racial diversity among students as evidenced by the percentage of racially identifiable schools dropping from 77.8% during the 2003/04 school year to 60.0% during the 2004/05 school year. In contrast, findings suggest that the attractor programs

are not working as intended at the elementary school level. However, inferences must be made cautiously as other factors may be contributing to the overall success of the attractor programs. First, it is important to consider that each of these programs is in its first year of implementation. According to research, programs require 3-5 years of implementation before experiencing the success expected. Secondly, although the number of students enrolled in a school offering an attractor program appears low relative to the student population, other means of attending that school are available. Specifically, students may be enrolled through Special Assignment but may have selected the school because of the attractor program. Furthermore, students who were previously enrolled in one of the attractor programs prior to implementation may have decided to continue attending that school because of the attractor program. To obtain a more complete understanding of the alternative routes students may follow to participate in an attractor program, surveys are currently being conducted with parents who either signed an Intent to Return form for their child(ren) or enrolled their child(ren) in a school with an attractor program through Special Assignment.

APPENDIX A: DESCRIPTIONS OF ATTRACTOR PROGRAMS

ATTRACTOR: Academy of Finance

Students are provided the opportunity to learn about and prepare for careers in financial services. Emphasis is placed upon college preparatory curriculum that is directly linked to the financial world. A major component of the academy is involvement of local business and industry. Students in the program will work closely with the financial business community in terms of projects, internships, and developing a “mentor” relationship with business/industry personnel.

ATTRACTOR: Academy of Teaching Professions/Professional Development

This academy presents knowledge, develops skills and provides teaching experiences for students interested in a career in education. It encourages students in our community to enter and remain in the field of education and provides direct student involvement in a classroom setting at an elementary, middle and/or senior high school.

ATTRACTOR: After School Programs (Middle)

Before and after-school programs include the arts, sports, and musical instruments. Scholarships will be offered to students based on parents' income.

ATTRACTOR: American Sign Language

Students are being taught basic conversational skills in American Sign Language (ASL) and develop an awareness of various aspects of deafness.

ATTRACTOR: Athletic Camp

Physical Education teachers lead students in golf and tennis activities. The students sign up on a semester-by-semester basis.

ATTRACTOR: Broadcast Communication Technology Attractor

A Broadcast Communication Technology Attractor program involves the gathering and sharing of information through voice, video, and data sources. Project learning opportunities might include (but are not limited to) broadcast, wireless, satellite, and distance learning formats.

An Attractor program will go beyond the current expectations of email, Internet, morning shows, and activities normally associated with the use of a computer. Examples of activities might include:

- Partnerships with local businesses willing to provide a focused project (materials and personnel);
- Participation in videoconferencing projects;
- Interactive Internet activities;
- Participation in clubs related to communication and technology;

- Students research, write, and produce supplemental material associated with the curriculum and share with other schools;
- All projects will be documented and published by students; and
- Special events to showcase technology projects.

It is the expectation that all teachers related to the Attractor program will embrace the project. Appropriate training will be provided that will enable them to seamlessly integrate technology into their daily instruction. Students will become proficient and independent in the use of technology.

ATTRACTOR: Communication Technology Attractor

A Communication Technology Attractor program involves the gathering and sharing of information through voice, video, and data sources. Project learning opportunities might include (but are not limited to) broadcast, wireless, satellite, and distance learning formats.

An Attractor program will go beyond the current expectations of email, Internet, morning shows, and activities normally associated with the use of a computer. Examples of activities might include:

- Partnerships with local businesses willing to provide a focused project (materials and personnel);
- Participation in videoconferencing projects;
- Interactive Internet activities;
- Participation in clubs related to communication and technology;
- Students research, write, and produce supplemental material associated with the curriculum and share with other schools;
- All projects will be documented and published by students; and
- Special events to showcase technology projects.

It is the expectation that all teachers related to the Attractor program will embrace the project. Appropriate training will be provided that will enable them to seamlessly integrate technology into their daily instruction. Students will become proficient and independent in the use of technology.

ATTRACTOR: Culinary Arts

The culinary operations program is an eight level job preparation program. Students completing the first three levels of the culinary operations program will be involved in food preparation competitions.

ATTRACTOR: Computer Technology Attractor

In order to maintain a Unitary system, the school district will be divided into seven “zones”. Parents may opt to send their child to their neighborhood school or to any other school in their zone (some district restrictions apply). Transportation options will be available to parents based on the district plan. Each zone will provide several “attractor schools” which would offer unique programs or educational environments.

A Computer Technology Attractor Program involves the gathering and sharing of information through voice, video and data sources. Project learning opportunities might include (but are not limited to) broadcast, wireless, satellite, and distance learning formats.

An attractor program will go beyond the current expectations of email, Internet, morning shows and activities normally associated with the use of a computer. Examples of activities might include:

- Partnerships with local businesses willing to provide a focused project (materials and personnel).
- Participation in videoconferencing projects.
- Interactive Internet activities.
- Participation in clubs related to communication and technology.
- Students research, write and produce supplemental material associated with the curriculum and share with other schools.
- All projects will be documented and published by students.
- Special events to showcase technology projects.

It is the expectation that all teachers related to the attractor program will embrace the project. Appropriate training will be provided that will enable them to seamlessly integrate technology into their daily instruction. Students will become proficient and independent in the use of technology.

ATTRACTOR: Economics Attractor

The Elementary Economics Attractor will partner a clearly defined mathematics component with equally meaningful concentrations in the area of economics. The vision is to provide students those work skills which will enhance opportunities to pursue business and work related studies as they continue through the public school experience.

District grade level expectations and Benchmarks drive the Elementary mathematics Program. The curriculum incorporates both State and National Standards. The written expectations for grades K-5, along with the corresponding model lessons and assessments, define what students must know and be able to do. It is the goal of the program to create an Elementary Mathematics curriculum that is exemplary in form and product, with subsequent student achievement results that warrant national recognition.

Utilizing this framework to expand, enhance and enrich an economics component will allow students to develop strategies and skills which complement an in-depth study. Working in teacher developed curricula as well as having opportunities to create and self-select and direct projects, each child will experience laboratory and field experiences within the school environment. Opportunities to establish an on-site 'banking' institution, accounting firms and small business ventures will be a hallmark of the program.

ATTRACTOR: Environmental Science Attractor

An Elementary Science Academy Attractor program provides all students with stimulating experiences in the life, earth, and physical sciences as well as technology while simultaneously developing their critical-thinking and problem-solving skills.

Science Units supplement the basic science curriculum, providing children with the opportunity to acquire scientific attitudes and habits of mind. The following sequence of development of scientific reasoning skills will be employed in the curriculum of the Science Attractor: observing, measuring and identifying properties; seeking evidence and recognizing patterns and cycles; identifying cause and effect and extending the senses; and culminating in designing and conducting controlled experiments.

Local resources such as Bush Gardens, Clearwater Aquarium, Florid Aquarium, Lettuce Lake Park, Lowry Park Zoo, Museum of Science and Industry, Mote Marine, and Hillsborough Community College Environmental Programs at Upper Tampa Bay, Cockroach Bay and English Creek will be used to enrich and extend the science curriculum.

Pedagogical expectations for teachers center around the utilization of hands-on, inquiry-based science to capitalize on children's interest in science to teach reading, mathematics, and writing in a seamless structure. It is the expectation that all teachers will embrace the project. Appropriate training will be provided to ensure comfort and expertise in both the pedagogical and curricular goals of the Science Attractor Program.

ATTRACTOR: Extended Day Care (Elementary)

Before and after-school programs include the arts, sports, and musical instruments. Scholarships will be offered to students based on parents' income.

ATTRACTOR: Fine Arts/Technology Attractors

Elementary Fine Arts Attractor Schools will provide the foundation for elementary students to develop their potential for successful, meaningful interactions with the arts. Each student will be offered a wide variety of artistic experiences and abundant opportunities to participate in developmentally appropriate arts activities.

Fine Arts Attractor Schools will ensure that a balanced and sequential arts education program is offered to every student in Kindergarten through Grade 5. Students will develop the attitudes, characteristics, and intellectual skills required to participate effectively in today's society and economy. The extended arts opportunities available at the *Fine Arts Attractor Schools* will help students develop self-discipline, and enhanced self-esteem, while fostering the thinking skills and creativity so highly valued in the workplace. Students will learn the importance of teamwork and cooperation and the direct connection between study, hard work, and high levels of achievement.

Curriculum Highlights include:

Dance/Physical Education will provide students with increased opportunities for movement education as a part of the sixty minutes of weekly instruction. Additional enhancements will be provided through ongoing residencies with Dance professionals and local performing artists in collaboration with the Arts Council of Hillsborough County.

Music Education will provide students with a minimum of sixty minutes weekly instruction in General Music with enhanced vocal and instrumental experiences including chorus, Orff ensemble, ethnic percussion, choir chimes, keyboard, strings, guitar, and the Young Composer's Guild.

Visual Arts Education will provide students with a minimum of sixty minutes weekly instruction in Visual Arts with enhanced artistic experience including painting, drawing, ceramics, digital photography, graphics and digital video.

Theatre/Drama Education will be integrated throughout the curriculum with enhancements provided through ongoing residencies with Theatre professionals and local performing artists in collaboration with the Arts Council of Hillsborough County.

Extended Arts Opportunities Include: Curriculum integration projects, digital publishing of student work, regular concerts for school and community, ongoing exhibitions of student art work, enhanced opportunities for students to attend local performances at the Tampa Bay Performing Arts Center and to view exhibits at the Tampa Museum of Art.

In order to maintain a Unitary system, the school district will be divided into seven "zones". Parents may opt to send their child to their neighborhood school or to any other school in their zone (some district restrictions apply). Transportation options will be available to parents based on the district plan. Each zone will provide several "attractor schools" which would offer unique programs or educational environments.

A Computer Technology Attractor Program involves the gathering and sharing of information through voice, video and data sources. Project learning opportunities might include (but are not limited to) broadcast, wireless, satellite, and distance learning formats.

An attractor program will go beyond the current expectations of email, Internet, morning shows and activities normally associated with the use of a computer. Examples of activities might include:

- Partnerships with local businesses willing to provide a focused project (materials and personnel).
- Participation in videoconferencing projects.
- Interactive Internet activities.
- Participation in clubs related to communication and technology.
- Students research, write and produce supplemental material associated with the curriculum and share with other schools.
- All projects will be documented and published by students.

- Special events to showcase technology projects.

It is the expectation that all teachers related to the attractor program will embrace the project. Appropriate training will be provided that will enable them to seamlessly integrate technology into their daily instruction. Students will become proficient and independent in the use of technology.

ATTRACTOR: Health Academy

The Elementary Health Academy will provide a program where students participate in enhanced science, math and medical activities. A main goal of the curriculum will be to understand the importance of wellness and health-building practices in their daily lives. Some of the enhanced features of this Academy are:

- Science and mathematics applied to health professions
- Career exploration and classroom visits by health professionals
- Community health issues exploration
- Community education projects
- Electronic and actual thematic project field trips
- Academy of Health Professions mentoring by students from Sligh Middle Magnet and Tampa Bay Technical High School.

Career awareness of possible health care choices available will be featured: medical researcher, occupational therapist, sports therapist, veterinarian, physician, vision care assistant, nurse, optician, respiratory therapist, or x-ray technician.

ATTRACTOR: Information Technology

The Information Technology program provides students an instructional technology method for understanding and demonstrating elements of industry, planning, management, finance and the general principles of technology. It stresses the technical skills and products necessary for building, maintaining, and upgrading the basic computer and installing software. Emphasis is placed on web design, pc support and digital design.

ATTRACTOR: Mathematics/Science/Technology Academy

Students at elementary schools with Mathematics and Technology Attractors will find themselves exploring academic tasks that partner both components of the attracting theme. The rigor and challenge of engagement with a curriculum that requires the student to problem solve and “think outside the box” will serve to motivate and intrigue all learners. The District’s grade level expectations and Benchmarks, incorporating both State and National Standards, will continue to be an integral component of the child’s learning experience. However, rather than encountering the standard academic scenarios, the focus of learning in the Mathematics and Technology Attractor Schools will integrate hands-on, creative experiences throughout the curriculum. Teachers will help students to identify global resources and use strategies such as mental mapping to connect ideas and envision relationships. Students will be actively engaged in activities across disciplines, correlating reading and the writing process to the collection,

compilation, organization and sharing of data in hard copy and electronically. Finished products may be presented in traditional and/or non-traditional formats. Each teacher will encourage student participation in the planning and completion of projects which address specific academic skills yet are personalized to the interests and strengths of the individual child.

ATTRACTOR: Mathematics and Technology Attractor

Our District vision for Elementary Mathematics is that all students have the opportunity to learn interesting, challenging mathematics. District grade level expectations and Benchmarks drive the Elementary Mathematics Program. The curriculum incorporates both State and National Standards. The written expectations for grades K-5, along with the corresponding model lessons and assessments, define what students must know and be able to do. It is the goal of the program to create an Elementary Mathematics curriculum that is exemplary in form and product, with subsequent student achievement results that warrant national recognition.

A challenging, rigorous curriculum means that all students encounter mathematics that is beyond their immediate reach, but attainable with work and effort. Success with a meaningful, challenging, and yet attainable mathematics curriculum contributes to a positive self-concept about mathematics. It is motivating to meet a challenge-to learn content of substance-to master significant skills.

Elementary Mathematics Attractors are an extension of the District model for elementary mathematics. Attractors are designed for learners who have demonstrated propensity-a facility - for mathematics. All of the components of the District model are retained: expectations, benchmarks, compacting and acceleration, Model Lessons, assessments, flexible grouping by topic. The extensions lie in the resources available, the depth of topic coverage, the enhancement of mathematical maturity, and in the degree of acceleration. Many students exiting the academy at grade five should be ready for topics typically encountered in an advanced, rigorous pre-algebra course. Student indicators that should be noted for possible curriculum extension are:

- Demonstrated skill in problem solving (measured by topic, strand, benchmark, or norm-referenced tests).
- Demonstrated interest and talent in mathematics.
- An inquisitive nature, a questioning attitude.
- A love of mathematical notions and abstract thinking.
- A delight in the use of mathematical language.

ATTRACTOR: Olympic Sports

This is a comprehensive academic program designed for the student who plans to go to college and major in physical education, physical therapy recreation, or a related field or who plans to pursue an amateur Olympic/collegiate and/or professional athletic career.

ATTRACTOR: Physical Activity Attractor

Elementary Physical Activity Attractor schools will provide the foundation for students to develop their potential to be efficient movers as related to physical activity and the integration of curriculum in general.

Quality learning experiences will culminate with students achieving and/or exceeding the definition of the physically educated student as defined by the national Association for Sport and Physical Education.

Curriculum highlights may include:

- Experiences that foster the sequential progression of motor, cognitive, emotional, and social development.
- Stimulating learning experiences that challenge students through educational games, sports, dance, gymnastics, and fitness activities.
- Partnerships established with the University of South Florida, University of Tampa, and the city of Tampa Dance and Recreation Department to provide additional resources.
- Partnerships established with local sports' organizations to provide resources such as guest speakers, mentors, and monetary funds.

As we enter the 21st century, the importance and value of physical activity has been recognized as never before. Accompanying this recognition is the awareness that childhood is the time to begin the development of physical activity and healthy lifestyles.

APPENDIX B: RACIALLY IDENTIFIABLE ELEMENTARY SCHOOLS

TABLE 6: BLACK RACIALLY IDENTIFIABLE SCHOOLS FOR ELEMENTARY ATTRACTOR SCHOOLS FOR THE 2004/05 SCHOOL YEAR

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
1	Just	Communication Tech., Ext. Day	All - 2003/04													
			All - 2004/05	539	87.4	65	10.5	4	0.7	9	1.5	574	93.0	617		
			Choice 2004/05	38	90.5	4	9.52					42	100.0	42		
			IR - 2004/05	1	100.0							1	100.0	1		
			SA - 2004/05	13	81.25	3	18.75					14	87.5	16		
2	Washington, BT (K-8)	Extended Day Care	All - 2003/04													
			All - 2004/05	769	79.2	149	15.4	18	1.9	35	3.6	850	87.6	970		
			Choice 2004/05	55	96.5					2	3.51	54	94.7	57		OC
			IR - 2004/05	1	100.0							1	100.0	1		
			SA - 2004/05	6	100.0							4	66.7	6		
3	Cahoon	Communication Tech., Ext. Day	All - 2003/04	348	61.2	107	18.8	76	13.4	38	6.7	501	88.1	569		
			All - 2004/05	323	59.4	116	21.3	68	12.5	37	6.8	467	85.9	544		
			Choice 2004/05	14	77.8	1	5.56	1	5.6	2	11.1	18	100.0	18		
			IR - 2004/05													
			SA - 2004/05	13	52.0	7	28.0	4	16.0	1	4.0	22	88.0	25		

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 6 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006	
				N	%	N	%	N	%	N	%	N	%				
3	Shaw	Economics, Ext. Day	All - 2003/04	444	64.3	133	19.3	76	11.0	38	5.5	622	90.0	691			
			All - 2004/05	557	61.8	204	22.6	88	9.8	52	5.8	795	88.2	901			
			Choice 2004/05	4	66.7	2	33.3					5	83.3	6			
			IR - 2004/05														
			SA - 2004/05	3	37.5	3	37.5	2	25.0			8	100.0	8			
3	Wittier	Mathematics & Technology	All - 2003/04	509	62.3	176	21.5	75	9.2	57	7.0	695	85.1	817			
			All - 2004/05	548	63.1	194	22.4	58	6.7	68	7.8	743	85.6	868			
			Choice 2004/05			1	100.0					1	100.0	1			
			IR - 2004/05														
			SA - 2004/05	48	76.2	8	12.7	2	3.2	5	7.9	57	90.5	63			
4	Cleveland	Fine Arts, Elementary Academy	All - 2003/04	231	58.0	94	23.6	56	14.1	17	4.3	356	89.5	398			
			All - 2004/05	181	53.4	85	25.1	46	13.6	27	8.0	298	87.9	339			
			Choice 2004/05	6	75.0	1	12.5			1	12.5	8	100.0	8			
			IR - 2004/05														
			SA - 2004/05	31	70.5	5	11.4	7	15.9	1	2.3	39	38.6	44			

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 6 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006	
				N	%	N	%	N	%	N	%	N	%				
4	Edison	Fine Arts, Ext. Day	All - 2003/04	544	79.1	89	12.9	26	3.8	29	4.2	617	89.7	688			
			All - 2004/05	453	76.0	93	15.6	24	4.0	26	4.4	538	90.3	596			
			Choice 2004/05	11	84.6	2	15.4						12	92.3	13		
			IR - 2004/05														
			SA - 2004/05	21	87.5	2	8.3	1	4.2				22	91.7	24		
4	Graham	Broadcast Communication Tech., Ext. Day	All - 2003/04	285	74.8	65	17.1	15	3.9	16	4.2	351	92.1	381			
			All - 2004/05	258	71.3	71	19.6	15	4.1	18	5.0	321	88.7	362			
			Choice 2004/05	3	75.0	1	25.0						4	100.0	4		
			IR - 2004/05	5	83.3	1	16.7						6	100.0	6		
			SA - 2004/05	14	87.5	2	12.5						15	93.8	16		
4	Potter	Mathematics & Technology, Ext. Day	All - 2003/04	398	92.6	21	4.9	6	1.4	4	09	351	81.6	430			
			All - 2004/05	641	93.4	24	3.5	10	1.5	11	1.6	609	88.8	686			
			Choice 2004/05	34	97.1			1	2.9				35	100.0	35		
			IR - 2004/05														
			SA - 2004/05	60	96.8	1	1.6	1	1.6				61	98.4	62		

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 6 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006	
				N	%	N	%	N	%	N	%	N	%				
4	Sulphur Springs	Elementary Academy	All – 2003/04	649	79.9	87	10.7	35	4.3	40	4.9	743	91.5	812			
			All – 2004/05	604	79.1	100	13.1	28	3.7	32	4.2	700	91.6	764			
			Choice 2004/05	1	100.0							1	100.0	1			
			IR – 2004/05														
			SA – 2004/05	3	33.3	1	11.1	3	33.3	2	22.2	9	100.0	9			
5	Oak Park	Mathematics/Science/Technology Elementary Academy, Ext. Day	All – 2003/04	358	75.1	63	13.2	41	8.6	15	3.1	421	88.3	477			
			All – 2004/05	366	77.4	53	11.2	38	8.0	16	3.4	437	92.4	473			
			Choice 2004/05	9	100.0							9	100.0	9			
			IR – 2004/05														
			SA – 2004/05	33	84.6	4	10.3			2	5.1	38	97.4	39			
5	Palm River	Fine Arts/Technology Elementary Academy, Ext. Day	All – 2003/04	307	52.8	118	20.3	130	22.3	27	4.6	487	83.7	582			
			All – 2004/05	285	50.8	117	20.9	126	22.5	33	5.9	454	80.9	561			
			Choice 2004/05	1	16.7			5	83.3			6	100.0	6			
			IR – 2004/05	2	66.7	1	33.3					3	100.0	3			
			SA – 2004/05	26	49.1	8	15.1	14	26.4	5	9.4	45	84.9	53			

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 6 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
7	Foster	Mathematics/Science/Tech. Elementary Academy, Ext. Day	All – 2003/04	475	70.7	98	14.6	73	10.9	26	3.9	555	82.6	672		
			All – 2004/05	320	67.9	76	16.1	54	11.5	21	4.5	377	80.0	471		
			Choice 2004/05	19	82.6	2	8.7	2	8.7			16	69.6	23		
			IR – 2004/05			2	100.0					2	100.0	2		
			SA – 2004/05	15	65.2	4	17.4	4	17.4			21	91.3	23		
7	James (K-8)	Extended Day Care	All – 2003/04													
			All – 2004/05	701	84.1	70	8.4	49	5.9	14	1.7	722	86.6	834		
			Choice 2004/05	7	100.0							7	100.0	7		OC
			IR – 2004/05	3	100.0							3	100.0	3		
			SA – 2004/05	6	75.0			2	25.0			8	100.0	8		
7	Riverhills	Environmental Science, Ext. Day	All – 2003/04	299	51.5	104	17.9	126	21.7	52	9.0	412	70.9	581		
			All – 2004/05	329	56.8	107	18.5	89	15.4	54	9.3	398	68.7	579		
			Choice 2004/05	16	69.6	5	21.7	2	8.7			17	73.9	23		
			IR – 2004/05													
			SA – 2004/05	39	60.9	7	10.9	11	17.2	7	10.9	43	67.2	64		

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 6 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006	
				N	%	N	%	N	%	N	%	N	%				
7	Robles	Health Studies, Elementary Academy	All - 2003/04	491	81.7	72	12.0	12	2.0	26	4.3	501	83.4	601			
			All - 2004/05	526	85.1	55	8.9	13	2.1	24	3.9	537	86.9	618			
			Choice 2004/05	5	62.5	3	37.5					7	87.5	8			
			IR - 2004/05														
			SA - 2004/05	26	76.5	4	11.8	1	2.9	3	8.8	33	97.1	34			
7	Sheehy	Extended Day Care	All - 2003/04														
			All - 2004/05	392	86.2	17	3.7	31	6.8	15	3.3	366	80.4	455			
			Choice 2004/05	10	100.0										10		
			IR - 2004/05														
			SA - 2004/05	73	83.91			8	9.20	6	6.90	74	85.06	87			
Total			All - 2003/04	5338	69.3	1227	15.9	747	9.7	385	5.0	6612	85.9	7699			
			All - 2004/05	7792	73.3	1596	15.0	759	7.1	492	4.6	9186	86.4	10638			
			Choice 2004/05	233	86.0	22	8.1	11	4.1	5	1.8	242	89.3	271			
			IR - 2004/05	12	75.0	4	25.0					16	100.0	16			
			SA - 2004/05	430	74.0	59	10.2	60	10.3	32	5.5	513	88.3	581			

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

TABLE 7: HISPANIC RACIALLY IDENTIFIABLE SCHOOLS FOR ELEMENTARY ATTRACTOR PROGRAMS FOR THE 2004/05 SCHOOL YEAR

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006	
				N	%	N	%	N	%	N	%	N	%				
4	Egypt Lake	Communication Tech., Ext. Day	All - 2003/04	116	19.5	326	54.8	107	18.0	46	7.7	450	75.6	595	OC		
			All - 2004/05	81	13.8	356	60.8	96	16.4	53	9.0	485	82.8				586
			Choice 2004/05			1	50.0	1	50.0			1	50.0				2
			IR - 2004/05	5	45.5	5	45.5	1	9.1			11	100.0				11
			SA - 2004/05														
4	Mendenhall	Communication Technology, Ext. Day	All - 2003/04	216	29.8	340	46.8	120	16.5	49	6.8	582	80.2	726	OC		
			All - 2004/05	158	24.3	333	51.2	112	17.2	47	7.2	525	80.8				650
			Choice 2004/05														
			IR - 2004/05	15	78.9	4	21.1					19	100.0				19
			SA - 2004/05	4	18.2	11	50.0	5	22.7	2	9.1	18	81.8				22
4	Twin Lakes	Mathematics & Technology, Ext. Day	All - 2003/04	158	18.0	401	45.8	225	25.7	92	10.5	600	68.5	876			
			All - 2004/05	181	19.7	459	50.0	188	20.5	90	9.8	693	75.5				918
			Choice 2004/05					1	100.0								1
			IR - 2004/05														
			SA - 2004/05	19	15.1	51	40.5	44	34.9	12	9.5	93	73.8				126
Total			All - 2003/04	490	22.3	1067	48.6	452	20.6	187	8.5	1632	74.3	2197			
			All - 2004/05	420	19.5	1148	53.3	396	18.4	190	8.8	1703	79.1	2154			
			Choice 2004/05			1	33.3	2	66.7			1	33.3	3			
			IR - 2004/05	20	66.7	9	30.0	1	3.3			30	100.0	30			
			SA - 2004/05	23	15.5	62	41.9	49	33.1	14	9.5	111	75.0	148			

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

TABLE 8: WHITE RACIALLY IDENTIFIABLE SCHOOLS FOR ELEMENTARY ATTRACTOR PROGRAMS FOR THE 2004/05 SCHOOL YEAR

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
3	Claywell	Communication Tech., Ext. Day	All - 2003/04	140	13.5	223	21.4	586	56.3	92	8.8	321	30.8	1041		
			All - 2004/05	93	9.7	226	23.5	536	55.8	105	10.9	276	28.8	960		
			Choice 2004/05	3	60.0	1	20.0			1	20.0	4	80.0	5		
			IR - 2004/05	19	95.0	1	5.0					19	95.0	20		
			SA - 2004/05	6	9.0	19	28.4	39	58.2	3	4.5	20	29.9	67		
3	Hunter's Green	Physical Activity, Ext. Day	All - 2003/04	93	10.2	111	12.1	588	64.3	123	13.4	164	17.9	915		OC
			All - 2004/05	119	12.1	112	11.4	629	63.7	127	12.9	192	19.5	987		
			Choice 2004/05	1	10.0	6	60.0	3	30.0			7	70.0	10		
			IR - 2004/05	22	23.7	14	15.1	37	39.8	20	21.5	45	48.4	93		
			SA - 2004/05	17	10.0	21	12.4	111	65.3	21	12.4	49	28.8	170		
				N	%	N	%	N	%	N	%	N	%			
3	Lutz	Communication Tech., Ext. Day	All - 2003/04	22	3.4	48	7.4	548	84.6	30	4.6	127	19.6	648		OC
			All - 2004/05	25	3.6	71	10.2	555	79.7	45	6.5	152	21.8	696		
			Choice 2004/05	4	50.0			4	50.0			7	87.5	8		
			IR - 2004/05													
			SA - 2004/05			2	7.7	22	84.6	2	7.7	5	19.2	26		
3	Maniscalco	Communication Tech., Ext. Day	All - 2003/04	99	13.0	127	16.6	466	61.1	71	9.3	277	36.3	763		
			All - 2004/05	51	6.6	140	18.2	498	64.8	79	10.3	235	30.6	768		
			Choice 2004/05	2	33.3	2	33.3	1	16.7	1	16.7	5	83.3	6		
			IR - 2004/05	8	61.5	1	7.69	2	15.4	2	15.4	11	84.6	13		
			SA - 2004/05	2	2.2	6	6.5	75	81.5	9	9.8	21	22.8	92		

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 8 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
4	Carrollwood	Fine Arts, Spanish, Ext. Day	All - 2003/04	129	17.9	110	15.3	433	60.1	49	6.8	215	29.8	721		
			All - 2004/05	73	11.4	109	17.1	417	65.3	40	6.3	149	23.3	639		
			Choice 2004/05	5	71.4			1	14.3	1	14.3	3	42.9	7		
			IR - 2004/05	15	93.8			1	6.3			16	100.0	16		
			SA - 2004/05	3	4.6	19	29.2	38	58.5	5	7.7	16	24.6	65		
4	Lake Magdalene	Physical Activity, Advanced Placement, Ext. Day	All - 2003/04	158	15.8	151	15.1	611	60.9	83	8.3	332	33.1	1003		
			All - 2004/05	75	8.3	161	17.8	583	64.4	87	9.6	278	30.7	906		
			Choice 2004/05	5	83.3			1	16.7			5	83.3	6		
			IR - 2004/05	2	66.7	1	33.3					3	100.0	3		
			SA - 2004/05	6	5.1	21	17.8	83	70.3	8	6.8	24	20.3	118		
5	Brooker	Computer Tech., Ext. Day	All - 2003/04	150	15.6	107	11.1	622	64.5	85	8.8	243	25.2	964	OC	OC
			All - 2004/05	122	12.8	116	12.2	634	66.5	82	8.6	241	25.3	954		
			Choice 2004/05	2	50.0			1	25.0	1	25.0	2	50.0	4		
			IR - 2004/05	13	100.0							13	100.0	13		
			SA - 2004/05					21	100.0			3	14.3	21		
5	Gibsonton	Aqua Science, Ext. Day	All - 2003/04	97	12.3	220	27.9	442	56.0	31	3.9	594	75.2	790		
			All - 2004/05	53	7.1	261	34.8	405	53.9	32	4.3	592	78.8	751		
			Choice 2004/05	2	50.0	2	50.0					4	100.0	4		
			IR - 2004/05	7	87.5	1	12.5					7	87.5	8		
			SA - 2004/05	4	19.1	5	23.8	11	52.4	1	4.8	17	81.0	21		
5	Symmes	Communication Technology, Ext. Day	All - 2003/04	59	9.6	119	19.3	381	61.8	58	9.4	186	30.2	617		OC
			All - 2004/05	64	10.4	121	19.6	372	60.2	61	9.9	174	28.2	618		
			Choice 2004/05													
			IR - 2004/05													
			SA - 2004/05	3	5.0	15	25.0	38	63.3	4	6.7	19	31.7	60		

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

Table 8 (Continued)

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/2005	2005/2006
				N	%	N	%	N	%	N	%	N	%			
7	Lopez	Fine Arts, Ext. Day	All – 2003/04	113	14.8	101	13.2	493	64.4	59	7.7	441	57.6	766		
			All – 2004/05	79	10.0	125	15.8	523	66.0	65	8.2	452	57.1	792		
			Choice 2004/05	3	75.0	1	25.0					1	25.0	4		
			IR – 2004/05	9	64.3	3	21.4			2	14.3	14	100.0	14		
			SA – 2004/05	15	11.4	10	7.6	98	74.2	9	6.8	82	62.1	132		
7	Mango	Communication Tech., Ext. Day	All – 2003/04	90	14.8	96	15.8	384	63.3	37	6.1	407	97.1	607		
			All – 2004/05	76	11.6	128	19.5	413	62.8	41	6.2	468	71.1	658		
			Choice 2004/05	1	33.3			1	33.3	1	33.3	2	66.7	3		
			IR – 2004/05	1	100.0									1		
			SA – 2004/05	8	12.1	5	7.6	49	74.2	4	6.1	46	69.7	66		
7	McDonald	Mathematics & Technology, Ext. Day	All – 2003/04	95	14.6	47	7.2	486	74.5	24	3.7	460	70.6	652		
			All – 2004/05	74	12.1	57	9.3	460	75.2	21	3.4	472	77.1	612		
			Choice 2004/05			1	100.0					1	100.0	1		
			IR – 2004/05	10	90.9					1	9.1	9	81.8	11		
			SA – 2004/05	5	14.9	3	8.3	27	75.0	1	2.8	25	69.4	36		
7	Thonotosassa	Physical Activity, Ext. Day	All – 2003/04	61	14.7	55	13.2	271	65.1	29	7.0	286	68.8	416		
			All – 2004/05	57	14.0	54	13.2	255	62.5	42	10.3	296	72.6	408		
			Choice 2004/05	1	33.3			2	66.7			3	100.0	3		
			IR – 2004/05													
			SA – 2004/05	9	17.3	3	5.8	35	67.3	5	9.6	43	82.7	52		
Total			All – 2003/04	288	10.9	423	16.0	1671	63.2	263	9.9	786	29.7	2645		
			All – 2004/05	1285	13.0	1519	15.4	6302	63.7	788	8.0	4036	40.8	9894		
			Choice 2004/05	753	9.6	1350	17.3	5118	65.5	596	7.6	3520	45.0	7817		
			IR – 2004/05	66	41.5	21	13.2	48	30.2	24	15.1	97	61.0	159		
			SA – 2004/05	88	27.8	46	14.6	153	48.4	29	9.2	142	44.9	316		

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

APPENDIX C: REASONS FOR SELECTING AN ELEMENTARY SCHOOL WITH AN ATTRACTOR PROGRAM

TABLE 9: FREQUENCY OF REASONS FOR SELECTING AN ELEMENTARY ATTRACTOR SCHOOL FOR THE 2004/05 YEAR

COMMENT	N	%
Location – close to work, close to family center, close to home, in walking distance, in neighborhood	64	49.60
High grade in the State's A+ Plan / wonderful school / good reputation / experience of school / good school / better school / parental preference	31	24.00
Assigned school	5	3.90
Sibling attends school	5	3.90
Father / Mother attended school	4	3.10
Transportation issues	4	3.10
Not sure	3	2.30
Child likes the school	2	1.55
Preferred school staff / great teachers	2	1.55
Recommendation from school	2	1.55
Special Assignment	2	1.55
Other	5	3.90
Total	129	100.0

APPENDIX D: RACIALLY IDENTIFIABLE SECONDARY SCHOOLS

TABLE 10: BLACK RACIALLY IDENTIFIABLE SCHOOLS FOR SECONDARY ATTRACTOR SCHOOLS FOR THE 2004/05 SCHOOL YEAR

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/ 2005	2005/ 2006
				N	%	N	%	N	%	N	%	N	%			
3	Van Buren	Mathematics Technology, Extex Day	All - 2003/04	546	60.8	170	18.9	135	15.0	47	5.2	738	82.2	898		
			All - 2004/05	520	61.5	164	19.4	105	12.4	57	6.7	707	83.6	846		
			Choice 2004/05	7	70.0	1	10.0	1	10.0	1	10.0	9	90.0	10		
			IR - 2004/05													

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

TABLE 11: WHITE RACIALLY IDENTIFIABLE SCHOOLS FOR SECONDARY ATTRACTOR SCHOOLS FOR THE 2004/05 SCHOOL YEAR

Region/ Zone	School	Theme	Group	Black		Hispanic		White		Other		Economically Disadvantaged		Total N	2004/ 2005	2005/ 2006	
				N	%	N	%	N	%	N	%	N	%				
2	Martinez	Computer Applications, Technology, Athletic Camp	All – 2003/04	62	6.7	117	12.7	665	72.1	78	8.5	113	12.3	922			
			All – 2004/05	53	5.2	139	13.7	733	72.2	90	8.9	112	11.0	1015			
			Choice 2004/05	3	7.9	8	21.1	20	52.6	7	18.4	13	34.2	38			
			IR – 2004/05												0		
5	South County Career	Tech, Agriscience, Culinary, Health Science, Marketing, Web Design	All – 2003/04	40	9.9	162	39.9	192	47.3	12	3.0	150	37.0	406			
			All – 2004/05	33	8.1	147	36.2	220	54.2	6	1.5	226	55.7	406			
			Choice 2004/05														
			IR – 2004/05														
6	Simmons Career Center	Technology, Agriculture, Early Childhood, Health	All – 2003/04	13	13.3	25	25.0	61	61.0	1	1.0	35	35.0	100			
			All – 2004/05	29	12.0	70	28.9	136	56.2	7	2.9	137	56.6	242			
			Choice 2004/05														
			IR – 2004/05														
7	Armwood	American Sign Language, Olympic Sports	All – 2003/04	367	20.0	171	9.3	1229	66.8	72	3.9	534	29.0	1839			
			All – 2004/05	437	21.3	218	10.6	1317	64.3	77	3.8	708	34.6	2049		OC	
			Choice 2004/05	34	39.1	10	11.5	38	43.7	5	5.8	27	31.0	87			
			IR – 2004/05	40	90.9	4	9.1					36	81.8	44			
7	Brandon	Academy of Finance, American Sign Language, Info. Tech.	All – 2003/04	409	20.1	377	18.5	1146	56.2	107	5.3	568	27.9	2039			
			All – 2004/05	408	19.5	394	18.8	1175	56.1	118	5.6	632	30.2	2095		OC	
			Choice 2004/05	5	15.6	5	15.6	21	65.6	1	3.1	12	37.5	32			
			IR – 2004/05	29	93.5	1	3.2			1	3.2	28	90.3	31			
Total			All – 2003/04	891	16.8	852	16.1	3293	62.1	270	5.1	1400	26.4	5306			
			All – 2004/05	960	16.5	968	16.7	3581	61.7	298	5.1	1815	31.3	5807			
			Choice 2004/05	42	26.8	26	14.7	79	50.3	13	8.3	52	33.1	157			
			IR – 2004/05	69	92.0	5	6.7			1	1.3	64	85.3	75			

Note: IR = Intent to Return; SA = Special Assignment; OC = Over-Crowded

APPENDIX E: EVALUATION REPORT DISSEMINATION TRACKING DOCUMENT

____ Program Supervisor

_____ Distributed Evaluation Report to _____ on _____ by _____

_____ Presented Evaluation Report to _____ on _____ by _____

Completed the Evaluation Report Questionnaire? Yes _____ No _____ N/A _____

____ General Director

_____ Distributed Evaluation Report to _____ on _____ by _____

_____ Presented Evaluation Report to _____ on _____ by _____

Completed the Evaluation Report Questionnaire? Yes _____ No _____ N/A _____

____ Director's Staff

_____ Distributed Evaluation Report on _____ by _____

_____ Presented Evaluation Report on _____ by _____

Completed the Evaluation Report Questionnaire? Yes _____ No _____ N/A _____

____ Superintendent's Staff

_____ Distributed Evaluation Report on _____ by _____

_____ Presented Evaluation Report on _____ by _____

Completed the Evaluation Report Questionnaire? Yes _____ No _____ N/A _____

X School Board

X Distributed Evaluation Report on December 3, 2004 by Karen Mumford, Ph.D. & Donnie Evans, Ed.D.

X Presented Evaluation Report on December 7, 2004 by Karen Mumford, Ph.D.

Completed the Evaluation Report Questionnaire? Yes _____ No _____ N/A X

____ **Site-based Administrators**

____ Distributed Evaluation Report to _____ on _____ by _____

____ Presented Evaluation Report to _____ on _____ by _____

Completed the Evaluation Report Questionnaire? Yes ____ No ____ N/A ____

____ **Instructional Staff**

____ Distributed Evaluation Report on _____ by _____

____ Presented Evaluation Report on _____ by _____

Completed the Evaluation Report Questionnaire? Yes ____ No ____ N/A ____

____ **Task Force or Advisory Committee Members**

____ Distributed Evaluation Report on _____ by _____

____ Presented Evaluation Report on _____ by _____

Completed the Evaluation Report Questionnaire? Yes ____ No ____ N/A ____

Other Pansy Houghton, Ph.D., Choice Program Specialist

Distributed Evaluation Report on December 3, 2004 by Karen Mumford, Ph.D.

____ Presented Evaluation Report on _____ by _____

Completed the Evaluation Report Questionnaire? Yes ____ No ____ N/A ____

Posted to Web Site on December 7, 2004 by Requested ISC to the following page: ____ Accountability
____ Assessment
 Evaluation

Approved for Posting to Web Site by (1) Grace Albritton, Ph.D. on December 6, 2004

Approved for Posting to Web Site by (2) John Hilderbrand, Ph.D. on December 6, 2004