

NCLB SCHOOL PUBLIC ACCOUNTABILITY REPORT

The School Public Accountability Report contains several types of data(indicators)designed to inform parents and the general public about the progress of Florida's public schools. This report meets the public reporting requirements of the federal No Child Left Behind (NCLB) Act and includes certain additional information of interest on the status of Florida's schools.

STUDENT DEMOGRAPHICS

October Membership

The following table provides information on the composition of the student population at the school, district, and state levels.

Racial/ Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
WHITE	1,007	954	67.2	70.5	40.9	42.3	45.9	46.8
BLACK	252	280	18.2	15.7	44.2	43.6	23.1	23.1
HISPANIC	109	99	7.1	7.0	6.7	6.4	24.7	24.2
ASIAN	62	66	4.4	4.6	3.9	3.7	2.4	2.3
AM. INDIAN	4	1	.2	.1	.2	.2	.3	.3
MULTIRACIAL	50	35	2.9	2.1	4.2	3.8	3.6	3.3
DISABLED	72	176	8.5	8.4	14.3	14.8	14.4	14.7
ECONOMICALLY DISADVANTAGED	117	141	8.8	8.6	39.0	41.4	45.9	45.4
ELL	66	64	4.5	4.4	4.1	4.2	11.9	11.8
MIGRANT							.5	.7
FEMALE	1,484		50.8	49.9	49.5	49.3	48.7	48.6
MALE		1,435	49.2	50.1	50.5	50.7	51.3	51.4
TOTAL	2,919		100.0	100.0	100.0	100.0	100.0	100.0

READINESS TO START SCHOOL

Florida requires that communities collaborate to prepare children and families for children's success in school.

Kindergarten students were screened during the first 30 calendar days of the beginning of school using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS is made up of a subset of the Early Childhood Observation System (ECHOS)- an observational instrument that is used to monitor the skills, knowledge, and behaviors a student demonstrates or needs to develop- and two probes of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- Letter Naming Fluency (LNF) and Initial Sound Fluency (ISF).

The benchmarks used in scoring for the ECHOS include the following:

- * Consistently Demonstrating
 - ^a The student is consistently demonstrating acquisition of this skill or behavior.
- * Emerging/Progressing
 - ^a The student is at an early stage of growth but appears to be showing growth towards the skill or behavior.
- * Not Yet Demonstrating
 - ^a The student is not exhibiting any learning in the benchmark.

The benchmarks used in scoring for the DIBELS are as follows:

- * Above Average
 - ^a At or above the 60th percentile
- * Low Risk
 - ^a At grade level
- * Moderate Risk
 - ^a Moderately below grade level and in need of additional intervention
- * High Risk
 - ^a Seriously below grade level and in need of substantial intervention

Category	Number of Students Evaluated and Where They were placed		School %		District %		State %	
	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
ECHOS Ready*			84	85	88	86		
ECHOS Not Ready			16	15	12	14		
Total ECHOS			100	100	100	100		
DIBELS LNF Ready**			78	76	72	70		
DIBELS LNF Not Ready			22	24	28	30		
Total DIBELS LNF			100	100	100	100		
DIBELS ISF Ready**			65	64	65	63		
DIBELS ISF Not Ready			35	36	35	37		
Total DIBELS ISF			100	100	100	100		

*To be considered "ready" on this measure, the student must score Consistently Demonstrating or Emerging/Progressing.

**To be considered "ready" on either of these two measures, the student must score Above Average or Low Risk.

3 NOTE: Percentages are rounded to the nearest whole integer after individual categories are tabulated.

16-2601 MANDARIN HIGH SCHOOL

GRADUATION RATE AND PREPARATION FOR POSTSECONDARY EDUCATION

Florida high schools strive to ensure that students graduate and are prepared to enter the workforce and postsecondary education.

Graduation rate (with special diploma recipients counted as non-graduates)

The graduation rate shows the percentage of students who graduated within four years of initial entry into ninth grade. Graduates include students who received a standard high school diploma or a State of Florida diploma earned through a GED Exit Option program. These results are used in the calculation of schools' Adequate Yearly Progress (AYP).

	School %		District %		State %	
	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
ALL STUDENTS	80.3	75.6	61.3	59.0	69.8	68.3
WHITE	85.1	78.4	69.6	65.5	78.9	77.6
BLACK	63.2	68.2	52.0	51.8	54.6	52.8
HISPANIC	86.4	68.3	56.8	48.8	63.6	61.2
ASIAN	71.4	76.3	73.5	71.3	82.4	82.5
AM. INDIAN	100.0	50.0	47.1	56.3	72.3	73.1
MULTIRACIAL	75.0	80.0	62.8	60.0	73.8	73.9
DISABLED	44.8	50.0	24.3	22.7	38.0	37.4
ECONOMICALLY DISADVANTAGED	53.5	65.3	45.3	43.8	56.0	53.6
ELL	58.6	47.6	43.0	37.7	48.2	46.3
MIGRANT				25.0	48.2	42.9
FEMALE	81.6	78.8	66.4	63.2	73.9	72.5
MALE	79.1	72.6	56.3	54.8	65.8	64.2

Graduation rate (with GED-based diploma recipients counted as non-graduates)

This is a modified version of the graduation rate that counts the following diploma recipients as graduates: students who received a standard diploma; students with disabilities who completed the requirements of their individualized education plan (IEP) and received a special diploma. Students who were awarded a GED-based diploma are counted as non-graduates. These results are not used for the AYP calculation.

	School %		District %		State %	
	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
ALL STUDENTS	78.6	74.3	59.8	57.4	70.0	68.9
WHITE	83.6	77.1	67.1	63.3	78.6	77.4
BLACK	59.0	65.5	51.5	50.7	56.9	55.3
HISPANIC	88.6	65.9	55.2	47.8	64.3	62.0
ASIAN	71.4	81.6	71.1	69.7	82.2	82.3
AM. INDIAN	100.0	50.0	41.2	50.0	71.8	73.1
MULTIRACIAL	75.0	80.0	64.5	59.0	72.3	73.0

High school dropout rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the the proportion of students from the total 9-12 enrollment who dropped out of school.

Racial/ Ethnic Group	Number of Students Who Dropped Out of School		School %		District %		State %	
	Female	Male	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
WHITE	25	29	2.5	3.7	4.9	6.5	2.4	2.6
BLACK	4	11	2.9	5.3	5.4	6.9	4.7	4.7
HISPANIC	2	2	1.8	3.9	6.3	7.2	3.9	4.3
ASIAN		3	2.0	4.1	3.5	3.5	1.7	1.5
AM.INDIAN	1		12.5		6.8	10.6	2.6	3.1
MULTIRACIAL				2.0	4.4	5.5	2.3	2.6
FEMALE	32		2.1	3.3	4.6	5.9	2.9	3.1
MALE		45	2.8	4.6	5.8	7.3	3.7	3.8
TOTAL		77	2.5	4.0	5.2	6.6	3.3	3.5

College Placement Test Results

2006 high school graduates who passed college entry-level placement tests (reading, writing, and mathematics)

Shown in the table are the reported numbers of 2006 (calendar year) graduates who enrolled in Florida public community colleges or universities between May 2006 and April 2007, who entered a degree program, and who took college preparatory placement tests. Also shown are the number and percentage of students who passed these placement tests and who are considered ready for college courses in each academic area. Students who did not attend a Florida public community college or state university, such as those who attended out-of-state or private colleges and universities, are not included.

Racial/ Ethnic Group	Number of Graduates Who Took College Placement Reading Tests	Number Who Passed Reading Placement Tests	School %	District %	State %
WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM. INDIAN*					
UNKNOWN*					
FEMALE	205	164	80.0	75.3	77.2
MALE	181	138	76.2	75.7	77.8
UNKNOWN					
TOTAL	386	302	78.2	75.5	77.5

* Additional information is available at <http://data.fldoe.org/perfcpt>.

Racial/ Ethnic Group	Number of Graduates Who Took College Placement Writing Tests	Number Who Passed Writing Placement Tests	School %	District %	State %
WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM. INDIAN*					
UNKNOWN*					
FEMALE	205	182	88.7	84.7	84.8
MALE	181	151	83.4	83.7	82.5
UNKNOWN					
TOTAL	386	333	86.3	84.3	83.9

Racial/ Ethnic Group	Graduates who Took College Placement Mathematics Tests	Number Who Passed Mathematics Placement Tests	School %	District %	State %
WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM. INDIAN*					
UNKNOWN*					
FEMALE	203	147	72.4	65.2	67.6
MALE	180	132	73.3	73.2	73.0
UNKNOWN					
TOTAL	383	279	72.8	68.6	70.0

* Additional information is available at <http://data.fl DOE.org/perfcpt>.

STUDENT PERFORMANCE

Florida's students are expected to compete at the highest levels nationally and internationally and become prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Standardized Tests

Although test scores should not be used to draw absolute conclusions about student learning and performance, they provide measured results of student progress toward educational goals. The tests administered to Florida students are described below.

Florida Comprehensive Assessment Test (FCAT)

The FCAT measures student performance in writing, reading, mathematics, and science. The FCAT has two main parts: one part consisting of tests that measure skills prescribed by the Sunshine State Standards and the other part consisting of norm-referenced tests that rank student performance on a percentile basis.

Alternate Assessments for Students with Disabilities

An alternate assessment for students with disabilities is a performance-based assessment designed to evaluate the progress of students with disabilities on the Sunshine State Standards for Special Diploma measures. Alternate assessments are used with students whose demonstrated cognitive functioning ability prevents them from achieving the Sunshine State Standards and who require extensive direct instruction in the areas of domestic, community living, leisure, and vocational activities. Alternate assessments for students with disabilities are given for writing/communication, reading, and math.

Alternate Assessments for Students who are English Language Learners

Students who are English Language Learners (ELL) and who have been in an English for Speakers of Other Languages (ESOL) program for less than one year may be individually exempted from the FCAT. In these limited circumstances, locally developed alternate assessments are used to evaluate the academic performance of the student. Alternate assessments for ELL students are given for writing, reading, and math.

I. FCAT Sunshine State Standards Tests

The FCAT Sunshine State Standards (SSS) tests measure student performance on selected benchmarks defined by the Sunshine State Standards. Students who take an alternate assessment have their results reported in categorical classifications that include the designation of "Proficient" so that their performance is counted with those of other students.

Note: Assessment results on the following tables reflect FCAT Sunshine State Standards data combined with alternate assessment data. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

Writing Assessment

For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Alternate assessments have been merged with the FCAT scores for reporting purposes.

Writing Assessment Results
(FCAT Sunshine State Standards and Alternate Assessments)
Percent of Students Scoring 3 and Above
School % District % State %
2007-08 2006-07 2007-08 2006-07 2007-08 2006-07

ALL STUDENTS	96	96	91	92	92	93
WHITE	97	96	93	94	94	94
BLACK	94	95	90	90	90	90
HISPANIC	95	100	89	89	91	91
ASIAN	N	97	94	94	95	96
AM. INDIAN	N	N	95	93	93	94
MULTIRACIAL*	N	94	93	93	94	94
DISABLED	80	78	73	71	76	75
ECONOMICALLY DISADVANTAGED	91	93	88	88	89	89
ELL	88	97	79	81	81	83
MIGRANT*	N	N	N	N	85	84
FEMALE*	97	98	94	95	95	95
MALE*	95	94	88	89	89	90

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An "N" indicates that no test results were reported.
Reading and Mathematics Assessments

On the FCAT SSS reading and mathematics tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest).

Student Achievement Level Descriptions

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the test questions correctly but may only have some success with questions that reflect the most challenging content.

Level 3: Performance at this level indicates that the student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A Level 3 student answers many of the test questions correctly but is generally less successful with questions that are most challenging.

Level 2: Performance at this level indicates that the student has limited success with the challenging content of the Sunshine State Standards.

Level 1: Performance at this level indicates that the student has little success with the challenging content of the Sunshine State Standards.

Results of alternate assessments have been merged with the FCAT scores for reporting purposes.

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Mathematics Assessment Results
(FCAT Sunshine State Standards and Alternate Assessments)
Percent of Students Scoring 3 and Above

	School %			District %			State %		
	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested
ALL STUDENTS	79	62	2	60	62	2	66	62	3
WHITE	86	62	2	74	62	2	76	62	3
BLACK	59	62	1	45	62	3	47	62	3
HISPANIC	65	62	1	59	62	2	61	62	2
ASIAN	N	62	3	80	62	1	85	62	2
AM. INDIAN	N	62	N	70	62	4	71	62	3
MULTIRACIAL*	N	62	0	68	62	1	70	62	3
DISABLED	51	62	4	33	62	4	38	62	4
ECONOMICALLY DISADVANTAGED	65	62	3	47	62	2	54	62	2
ELL	N	62	1	42	62	2	47	62	2
MIGRANT*	N	62	N	N	62	N	49	62	3
FEMALE*	78	62	1	60	62	2	66	62	2
MALE*	80	62	2	61	62	3	66	62	3

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An "N" indicates that no test results were reported.

Reading Assessment Results
(FCAT Sunshine State Standards and Alternate Assessments)
Percent of Students Scoring 3 and Above

	School %			District %			State %		
	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested
ALL STUDENTS	51	58	2	57	58	2	60	58	3
WHITE	58	58	2	71	58	2	71	58	3
BLACK	31	58	1	43	58	3	42	58	3
HISPANIC	39	58	1	55	58	2	53	58	2
ASIAN	N	58	2	71	58	1	75	58	2
AM. INDIAN	N	58	N	69	58	4	64	58	3
MULTIRACIAL*	N	58	0	68	58	1	68	58	3
DISABLED	26	58	3	33	58	4	34	58	4
ECONOMICALLY DISADVANTAGED	33	58	3	45	58	2	48	58	2
ELL	N	58	1	33	58	2	37	58	2
MIGRANT*	N	58	N	N	58	N	36	58	3
FEMALE*	53	58	1	59	58	2	62	58	2
MALE*	50	58	2	55	58	2	58	58	3

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

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Assessment Results by Grade: Percent Scoring at Level 3 or Above
(FCAT Sunshine State Standards and Alternate Assessments)

School	Reading		Math	
	2007-08	2006-07	2007-08	2006-07
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9	57	54	77	78
Grade 10	45	41	81	82

District	Reading		Math	
	2007-08	2006-07	2007-08	2006-07
Grade 3	70	66	71	66
Grade 4	68	66	64	63
Grade 5	68	71	56	55
Grade 6	61	59	46	43
Grade 7	63	60	55	52
Grade 8	48	47	64	63
Grade 9	42	38	60	58
Grade 10	33	32	65	65

State Totals	Reading		Math	
	2007-08	2006-07	2007-08	2006-07
Grade 3	73	69	77	74
Grade 4	70	69	71	69
Grade 5	68	72	62	59
Grade 6	64	62	53	51
Grade 7	65	63	61	60
Grade 8	54	49	67	63
Grade 9	47	42	66	61
Grade 10	38	34	68	65

Note: An "N" indicates that no test results were reported.

II. FCAT Norm-Referenced Test (NRT)*

The FCAT NRT measures student achievement on a test that was given to a national sample of students. Percentile scores on a norm-referenced test show a student's performance in relation to the performance of students in the national sample. For example, a score in the 60th percentile means the student has scored higher than 60% of the students in the national sample.

NRT Reading, Mathematics

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

NRT Results

Subject (Grade)	Number Tested*		Median National Percentile Rank		
	School	School	District	State	
Reading (Gr. 3)			58		60
Mathematics (Gr. 3)			58		63
Reading (Gr. 4)			69		69
Mathematics (Gr. 4)			66		71
Reading (Gr. 5)			72		73
Mathematics (Gr. 5)			71		77
Reading (Gr. 6)			59		65
Mathematics (Gr. 6)			63		71
Reading (Gr. 7)			66		70
Mathematics (Gr. 7)			67		72
Reading (Gr. 8)			63		68
Mathematics (Gr. 8)			71		74
Reading (Gr. 9)	785	75	64		67
Mathematics (Gr. 9)	786	78	68		73
Reading (Gr. 10)	685	75	69		71
Mathematics (Gr. 10)	684	69	59		63

*A pound sign(#) in a cell indicates suppressed data where fewer than 10 students were tested.

FCAT Results for Reading
 Percentage of Students Scoring at Each FCAT Achievement Level, 2007-08

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE N\A															
ALL STUDENTS	019	029	027	014	011	022	021	031	020	007	020	020	031	021	007
WHITE	015	027	028	017	013	012	017	032	028	011	012	017	033	027	011
BLACK	031	038	022	006	003	032	026	029	011	002	033	026	028	011	002
HISPANIC	027	033	023	009	007	024	020	032	019	005	003	028	040	023	006
ASIAN	018	023	026	019	014	014	015	030	027	014	010	014	030	029	016
AM. INDIAN	025	025	050	000	000	017	015	030	026	012	016	020	034	023	008
MULTIRACIAL*	021	026	036	004	013	013	019	033	026	008	009	012	058	016	006
DISABLED	040	032	017	008	003	052	019	019	009	002	049	021	021	008	002
ECO. DISADV.	030	032	023	009	006	030	024	030	013	003	028	023	030	015	003
ELL	042	026	023	000	009	059	020	017	004	001	052	021	021	006	001
MIGRANT*	N	N	N	N	N	000	100	000	000	000	038	025	027	009	001
FEMALE*	019	029	027	016	010	019	022	031	021	007	018	020	032	022	008
MALE	019	030	027	012	012	024	021	030	019	006	022	020	031	020	007

FCAT Results for Math
 Percentage of Students Scoring at Each FCAT Achievement Level, 2007-08

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE N\A															
ALL STUDENTS	005	016	031	037	012	019	022	031	021	007	015	019	032	024	010
WHITE	002	012	030	043	013	010	016	033	029	012	009	015	032	030	014
BLACK	015	028	031	025	002	028	028	030	012	002	027	027	030	013	003
HISPANIC	007	025	036	023	008	020	022	032	021	006	017	021	033	021	007
ASIAN	002	011	023	032	032	008	012	027	031	022	005	010	025	033	027
AM. INDIAN	000	000	100	000	000	015	015	025	031	014	012	018	033	026	011
MULTIRACIAL*	004	017	028	043	009	012	021	035	024	009	007	012	058	016	007
DISABLED	016	032	032	017	003	048	021	019	009	002	041	024	023	010	003
ECO. DISADV.	011	022	030	026	011	027	026	030	014	003	022	024	032	017	005
ELL	011	020	043	014	013	043	026	021	008	002	036	026	025	010	002
MIGRANT*	N	N	N	N	N	050	000	050	000	000	022	025	034	016	003
FEMALE*	005	017	033	035	010	018	023	032	021	007	018	020	032	022	008
MALE	005	015	028	040	013	019	021	031	021	008	016	018	031	024	011

FCAT Results for Science
 Percentage of Students Scoring at Each FCAT Achievement Level, 2007-08

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE 05															
ALL STUDENTS						026	035	030	007	002	023	033	032	009	003
WHITE						013	031	041	011	003	013	030	040	013	004
BLACK						040	039	018	002	000	041	037	019	002	000
HISPANIC						027	037	029	006	002	027	036	029	006	001
ASIAN						014	027	043	011	005	013	026	038	017	006
AM. INDIAN						016	011	032	026	016	019	034	035	010	002
MULTIRACIAL*						021	038	034	006	001	018	035	035	009	003
DISABLED						049	030	018	003	001	045	032	019	003	001
ECO. DISADV.						037	038	021	003	001	033	037	025	004	001
ELL						060	027	012	001	001	054	033	012	001	000

MIGRANT*				N	N	N	N	N			037	041	019	002	001	
FEMALE*				027	037	030	005	002			024	035	031	008	002	
MALE				026	034	031	008	002			022	032	033	010	003	

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FCAT Results for Science
 Percentage of Students Scoring at Each FCAT Achievement Level, 2007-08

	School %					District %					State %									
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5					
GRADE 08																				
ALL STUDENTS						030	034	029	006	002						027	033	031	007	002
WHITE						016	030	039	011	003						016	031	039	011	003
BLACK						044	037	018	001	000						046	035	017	002	000
HISPANIC						036	033	025	005	001						033	035	026	005	001
ASIAN						018	031	035	012	003						012	027	041	014	006
AM. INDIAN						008	023	046	015	008						020	035	035	007	003
MULTIRACIAL*						021	039	032	007	001						021	034	035	008	002
DISABLED						066	021	012	001	000						059	026	013	002	000
ECO. DISADV.						043	035	020	002	000						039	035	022	003	001
ELL						076	020	004	001	000						070	024	006	000	000
MIGRANT*						N	N	N	N	N						050	034	015	001	000
FEMALE*						030	037	026	005	001						027	036	030	006	002
MALE						029	031	031	008	002						026	030	033	009	002

FCAT Results for Science
 Percentage of Students Scoring at Each FCAT Achievement Level, 2007-08

	School %					District %					State %														
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5										
GRADE 11																									
ALL STUDENTS	012	034	043	010	001						025	037	030	006	001						029	033	031	006	001
WHITE	007	030	051	011	001						012	032	044	011	001						017	032	040	009	001
BLACK	025	048	024	003	000						040	043	016	001	000						049	035	015	001	000
HISPANIC	015	033	036	013	003						029	038	027	006	000						036	035	025	004	000
ASIAN	016	032	040	012	000						014	030	044	010	001						017	028	042	011	002
AM. INDIAN	000	000	000	100	000						014	043	000	014	029						018	037	035	009	001
MULTIRACIAL*	021	037	026	016	000						016	036	038	008	002						021	034	037	007	001
DISABLED	037	037	021	005	000						059	027	012	002	000						062	024	012	001	000
ECO. DISADV.	022	038	032	007	001						040	039	018	002	000						042	034	020	002	000
ELL	042	025	025	008	000						062	023	014	001	000						075	020	005	000	000
MIGRANT*	N	N	N	N	N						N	N	N	N	N						049	033	015	002	000
FEMALE*	014	036	044	005	001						027	040	029	004	000						029	038	029	004	000
MALE	009	031	043	015	001						023	034	033	009	001						028	029	034	008	001

SCHOOL SAFETY AND ENVIRONMENT

Schools and communities must provide an environment that is drug free and protects the health, safety, and civil rights of everyone in the school.

School Environmental Safety: Reported Incidents*

The most recent full-year school-level data on reported incidents are available at the Florida School Indicators Report website at <http://data.fl DOE.org/fsir>. (See "Incidents of Crime and Violence.") District-level reports are available at www.firn.edu/doe/besss/sesir.htm.

The No Child Left Behind Act provides for an Unsafe School Choice Option, which ensures that students who attend a school that has been identified as persistently dangerous are allowed the option of attending another school within the same district.

For the 2007-08 school year, no Florida public school was identified as persistently dangerous.*

*pending review of complete full-year data

TEACHERS AND STAFF

Schools, districts, and the state ensure that teachers and staff are professionally qualified. School boards must provide a learning environment conducive to teaching and learning.

New staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2007-08.

Staff Type	Total Number for 2007-08	Number Newly Hired for 2007-08	School %	District %	State %
Instructional Staff	144	29	20.1	19.9	19.6
School-Based Administrators	8	2	25.0	23.8	20.1
Total	152	31	20.4	20.1	19.7

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

Degree Level	Number	School %		District %		State %	
		2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
Bachelor's Degree	86	64.7	65.0	71.6	71.6	66.0	66.1
Master's Degree	44	33.1	32.1	26.9	27.1	30.9	31.1
Specialist Degree				.6	.5	2.1	1.9
Doctorate	3	2.3	2.9	1.0	.8	1.0	.9
Total All Degrees	133	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

All Florida teachers are certified, although some teachers may be temporarily assigned to areas outside their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	75.1	73.6	91.2
Percentage of Classes with Teachers Teaching Out-of-Field	24.9	26.4	8.8

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

	School %		District %		State %		
	All Schools	High Poverty Schools*	High	Low	High	Low	
			Poverty Schools*	Poverty Schools*	Poverty Schools*	Poverty Schools*	
Classes not Taught by Highly Qualified Teachers	13.3	19.1	20.0	18.5	9.1	10.1	8.8

* High poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch eligibility. That is, low poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND ADEQUATE YEARLY PROGRESS (AYP)**School Performance Grade**

Public schools in Florida are graded annually based on student performance on the FCAT and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade A representing the highest performance rating and grade F representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of N indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including exceptional student education (ESE) centers and Department of Juvenile Justice (DJJ) facilities.

2007-08 School Performance Grade*: B

* Certain school grades may be subject to modification pending appeal.

For more information on school grades and grading procedures, contact your principal's office or your local school board, or visit the web page at <http://schoolgrades.fldoe.org>.

NCLB Adequate Yearly Progress (AYP) Report

Federal NCLB legislation requires schools to report Adequate Yearly Progress based on annual objectives for students in reading, mathematics, and writing, as well as the high school graduation rate. A separate report that presents and explains AYP results for your school, your school district, and the state is distributed in conjunction with this document and is also available from the office of your school's principal and/or your local school board. The AYP report also includes information on schools identified for school improvement. Detailed information on school, district, and state AYP is available at <http://schoolgrades.fldoe.org/default.asp>.

REPORTING REQUIREMENTS OF FEDERAL NCLB LEGISLATION**A. Notice of School Improvement Status and Options**

School districts are responsible for identifying Title I schools as schools in need of improvement when they fail to make AYP in consecutive years. School districts must notify parents when their child's school has been identified for school improvement, for corrective action, or for restructuring. The school district must also include an explanation of the parents' option to transfer their child to another public school, with transportation provided when required, or to obtain supplemental educational services. Sec.1116(b)(6).

School improvement status is indicated by the school performance grade included herein and AYP status.

B. State's Obligation To Assist Schools and Districts in Reporting

The Department of Education shall ensure that each school district collects appropriate data and includes in each school's annual report the information included in the state annual report card as well as the number of schools identified for school improvement and how long the schools have been so identified. Sec. 1111(h)(2)(B).

C. Notice of Local Education Agency(LEA) Improvement Status

Parents of students attending a school in a district identified for improvement are entitled to know why the school district was identified for improvement. The state is responsible for providing an explanation to parents in an easily understood format. The explanation must include information on how parents can assist in the improvement efforts. Sec. 1116(c)(6)

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Additional required information is included in the accompanying Adequate Yearly Progress Report.

Additional statistics and information of interest may be found in the Florida School Indicators Report on the department's website at www.fldoe.org or at <http://data.fldoe.org/fsir>.
Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices is available at http://www.fldoe.org/schools/schoolmap/flash/district_list.asp. A directory of schools is also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.