



## Nation Ford High

1400 A O Jones Blvd.

Fort Mill, SC 29715

<b>Grades</b>	9-11 High School	
<b>Enrollment</b>	941 Students	
<b>Principal</b>	Beverly Bowman	803-835-0000
<b>Superintendent</b>	Dr. V. Keith Callicutt	803-548-2527
<b>Board Chair</b>	Jan Smiley	803-548-7258

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>N/A</b>	<b>N/A</b>
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

\* Ratings are calculated with data available by September 30.

**High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student**

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	0	0	93.0	0	0	0
Passed 1 subtest (%)	0	0	5.1	0	0	0
Passed no subtests (%)	0	0	1.9	0	0	0

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	0%	0%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	0	0
Number of Diplomas	0	0
Rate	0%	0%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	90.7	0
English 1	84.0	0
Physical Science	76.5	0
All Tests	82.2	0

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=941)</b>				
Retention rate	5.7%	N/A	3.5%	6.1%
Attendance rate	96.4%	N/A	96.5%	95.0%
Eligible for gifted and talented	19.8%	N/A	13.1%	8.3%
With disabilities other than speech	7.7%	N/A	8.3%	13.0%
Older than usual for grade	4.4%	N/A	4.1%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	N/R	1.1%	1.5%
Enrolled in AP/IB programs	16.4%	N/R	35.4%	11.4%
Successful on AP/IB exams	72.3%	N/A	70.6%	54.3%
Eligible for LIFE Scholarship	N/R	N/R	54.5%	30.5%
Annual dropout rate	N/A	N/A	0.3%	3.5%
Career/technology students in co-curricular organizations	5.2%	N/A	0.0%	3.1%
Enrollment in career/technology courses	760	N/A	760	559
Students participating in work-based experiences	11.0%	N/A	9.9%	10.6%
Career/technology students attaining technical skills	90.9%	N/A	90.9%	79.6%
Career/technology completers placed	N/A	N/A	100.0%	98.5%
<b>Teachers (n=66)</b>				
Teachers with advanced degrees	59.1%	N/A	61.2%	57.4%
Continuing contract teachers	78.8%	N/A	74.3%	69.6%
Teachers with emergency or provisional certificates	5.4%	N/A	4.9%	8.7%
Teachers returning from previous year	N/A	N/A	89.0%	85.0%
Teacher attendance rate	95.7%	N/R	95.7%	95.4%
Average teacher salary	\$48,011	I/S	\$47,052	\$46,061
Professional development days/teacher	6.0 days	N/R	10.6 days	11.4 days
<b>School</b>				
Principal's years at school	2.0	N/R	6.0	3.0
Student-teacher ratio in core subjects	29.6 to 1	N/R	26.9 to 1	25.4 to 1
Prime instructional time	92.0%	N/R	91.6%	89.1%
Dollars spent per pupil*	N/A	N/A	\$6,268	\$7,279
Percent of expenditures for teacher salaries*	N/A	N/A	57.8%	55.3%
Percent of expenditures for instruction*	N/A	N/A	64.7%	60.8%
Opportunities in the arts	Excellent	N/R	Excellent	Excellent
Parents attending conferences	98.8%	N/R	98.8%	94.2%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Average	N/R	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	N/A	N/A	827	82.2%	N/A	N/A	N/A
<b>Gender</b>							
Male	N/A	N/A	399	79.9%	N/A	N/A	N/A
Female	N/A	N/A	428	84.3%	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	641	84.7%	N/A	N/A	N/A
African American	N/A	N/A	97	74.2%	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	25	88.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	37	70.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	69	55.1%	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	20	70.0%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	N/A	N/A	145	69.7%	N/A	N/A	N/A

\* n=number of students on which percentage is calculated. t=number of tests taken.

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## Report of Principal and School Improvement Council

What an exciting year at Nation Ford High! Students began the transition to their new school on August 22, 2008. By October, at a football game against our local rival, it was evident our students had made Nation Ford "their" school! Their blood was running red and black, and they were Falcons!

Students, teachers, and administrators have spent this year capturing FIRSTS, working together to develop policies/procedures, establishing traditions, and setting academic goals. As a new High Schools That Work Site, we are dedicated to implementing the 10 key practices as well as other HSTW key initiatives. This school year we offered four new CATE programs: Automotive Technology, Golf Course Management, Bio Med, and Hospitality and Tourism. These programs as well as others were highlighted at our first Curriculum Expo in January. Our 9th grade transition program is going strong! Initiatives include a Summer Bridges Program, year-long classes in English and math, High School 101, 8th grade tours/visits to the high school, and this summer we will host for the first time a 9th grade lock-in. As a new school without a senior class and less than 1,000 students, we were still able to offer 3 advanced placement classes. Next school year the AP offerings will double, and additional honors level courses will be offered in science and social studies. All of our academic programs are supported by a state-of-the-art facility with over \$400,000 worth of technology—including Smartboards in each classroom!

We are particularly proud of several accomplishments! Eight of our FBLA students placed at the state level, and 4 of them will compete at Nationals in June. Our swim team placed 1st in the region, and the softball team placed 2nd. The marching band placed 2nd in the AA Championships. Other acknowledgements go to our drama and chorus departments for producing *The Jungle Book* and *The Wizard of Oz*. These extracurricular opportunities are supported by numerous booster parents and community members. Lastly, we cannot overlook the work of the student council and other school clubs. Throughout the year, they've worked diligently to establish traditions unique to Nation Ford, including their first winter dance, spirit and rivalry week, the prom, and much more. One of their greatest successes was "Pumpkin Palooza," a free event for two of our elementary feeder schools. Over 1,000 students and parents attended the evening filled with games, activities, food, and fun!

The School Improvement Council, chaired by Marilyn Wilbanks, and faculty/staff have identified three goals for the 2008-2009 school year: to provide a seamless transition from high school to post secondary education and the world of work; to provide a rigorous program of study that meets the individual needs of students and encourages them to do their best; and to provide a seamless transition from middle school to high school.

We are anxious to move into our 2nd year at NFHS and to graduate our first class of students!

Beverley Bowman, Principal  
Marilyn Wilbanks, SIC President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	244	36
Percent satisfied with learning environment	100.0%	89.3%	86.1%
Percent satisfied with social and physical environment	97.0%	93.0%	85.7%
Percent satisfied with school-home relations	97.0%	93.9%	71.4%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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**School Adequate Yearly Progress**

YES

This school met 12 out of 12 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

**School Improvement Status**

N/A

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
<b>DELAY</b>	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
<b>HOLD</b>	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

**Teacher Quality Data**

	<b>Our School</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	5.8%	0.0%	No

Abbreviations for Missing Data

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	320	99.1	3.7	17	36	43.3	89	90.5	69.7	Yes	Yes
Male	171	100	4.9	17.3	35.2	42.6	87	88.5	64.6	N/A	N/A
Female	149	98	2.2	16.7	37	44.2	91.3	92.4	74.8	N/A	N/A
White	257	99.6	3.2	16	35.2	45.6	90	91.9	81.7	Yes	Yes
African American	37	94.6	7.4	29.6	40.7	22.2	81.5	79.6	53.6	I/S	I/S
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	N/AV	N/AV	100	83.1	I/S	I/S
Hispanic	11	100	11.1	22.2	33.3	33.3	66.7	76.2	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	65.5	I/S	I/S						
Disabled	24	100	25	33.3	33.3	8.3	66.7	58.3	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	69.2	47.3	I/S	I/S
Subsized meals	55	100	12.8	29.8	27.7	29.8	72.3	73.8	55.1	Yes	Yes

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	320	99.1	5	22.3	32.3	40.3	84.3	87	67.2	Yes	Yes
Male	171	100	5.6	21	27.8	45.7	83.3	87.9	66.3	N/A	N/A
Female	149	98	4.3	23.9	37.7	34.1	85.5	86.1	68	N/A	N/A
White	257	99.6	4.8	20.8	31.2	43.2	84.8	88	79.6	Yes	Yes
African American	37	94.6	3.7	37	44.4	14.8	74.1	77.8	49.7	I/S	I/S
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	N/AV	N/AV	100	88.9	I/S	I/S
Hispanic	11	100	22.2	33.3	33.3	11.1	77.8	76.2	60	I/S	I/S
American Indian/Alaskan	1	I/S	69.5	I/S	I/S						
Disabled	24	100	33.3	45.8	20.8	0	41.7	38.9	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	69.2	54.9	I/S	I/S
Subsized meals	55	100	12.8	36.2	31.9	19.1	68.1	71.4	53.1	Yes	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	392	98.5	39.8	17.3	18.9	22.4	41.3	N/A	N/A	N/A	N/A
Male	190	98.4	38.4	18.9	15.8	25.3	41.1	N/A	N/A	N/A	N/A
Female	202	98.5	41.1	15.8	21.8	19.8	41.6	N/A	N/A	N/A	N/A
White	321	98.1	36.4	17.8	19.3	24.6	43.9	N/A	N/A	N/A	N/A
African American	38	100.0	63.2	18.4	10.5	7.9	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	14	100.0	35.7	7.1	21.4	35.7	I/S	N/A	N/A	N/A	N/A
Hispanic	17	100.0	58.8	11.8	23.5	5.9	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	31	96.8	80.6	6.5	6.5	3.2	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	64	96.9	65.6	10.9	9.4	10.9	20.3	N/A	N/A	N/A	N/A

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	2007	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2008	320	99.1	3.7	17	36	43.3	89	90.5	69.7

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	2007	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2008	320	99.1	5	22.3	32.3	40.3	84.3	87	67.2

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample