



## NATION FORD HIGH

1400 A O Jones Blvd.  
Fort Mill, SC 29715

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,491 Students	
<b>Principal</b>	Beverly Bowman	803-835-0000
<b>Superintendent</b>	Dr. James N. Epps, Jr	803-548-2527
<b>Board Chair</b>	Patrick White	803-802-0033

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Good</b>
2010	Excellent	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

Excellent	Good	Average	Below Average	At-Risk
5	0	0	0	0

\* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	95.0%	95.7%	93.0%	92.2%	95.4%	94.3%
Passed 1 subtest (%)	3.0%	3.5%	5.3%	5.9%	3.3%	3.8%
Passed no subtests (%)	2.1%	0.9%	1.6%	2.8%	2.6%	1.8%

**HSAP Passage Rate by Spring 2011**

Percent	Our High School	High Schools with Students Like Ours
	99.4%	98.6%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	325	349	325	461
Number of Graduates in Cohort	301	315	278	403
Rate	92.6%	90.3%	78.9%	89.9%

\*Used to calculate current AYP.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	326	N/A	479
Number of Graduates in Cohort	N/A	301	N/A	413
Rate	N/A	92.3%	N/A	88.8%

**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	97.1%	94.5%
English 1	85.1%	85.7%
Biology 1/Applied Biology 2	83.5%	89.8%
Physical Science	76.9%	82.3%
US History and the Constitution	67.2%	75.2%
All Tests	80.8%	85.3%

\* 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=1,491)</b>				
Retention rate	3.5%	Down from 3.7%	2.8%	3.4%
Attendance rate	95.4%	Up from 94.1%	92.7%	95.0%
Served by gifted and talented program	25.2%	Up from 25.0%	25.1%	12.4%
With disabilities other than speech	6.6%	Down from 8.4%	5.7%	9.9%
Older than usual for grade	4.4%	Up from 4.3%	4.2%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	No Change	0.4%	0.9%
Enrolled in AP/IB programs	30.7%	Up from 22.3%	31.5%	13.0%
Successful on AP/IB exams	75.4%	Up from 71.6%	75.4%	51.7%
Eligible for LIFE Scholarship	37.2%	Down from 62.5%	37.2%	30.1%
Annual dropout rate	1.5%	Up from 1.3%	0.9%	2.5%
Career/technology students in co-curricular organizations	12.7%	Down from 15.8%	0.0%	2.9%
Enrollment in career/technology courses	1122	Up from 1117	983	419
Students participating in work-based experiences	28.9%	Down from 53.9%	14.3%	7.2%
Career/technology students attaining technical skills	4.0%	Down from 90.4%	83.3%	83.0%
Career/technology completers placed	99.3%	Down from 100.0%	99.3%	98.4%
<b>Teachers (n=89)</b>				
Teachers with advanced degrees	74.2%	Up from 63.4%	73.7%	61.1%
Continuing contract teachers	91.0%	Up from 80.6%	84.0%	80.6%
Teachers returning from previous year	92.2%	N/A	92.1%	86.5%
Teacher attendance rate	99.3%	Up from 94.5%	95.1%	95.5%
Average teacher salary*	\$51,494	Down 1.6%	\$50,244	\$46,884
Professional development days/teacher	5.2 days	Down from 6.3 days	11.3 days	10.0 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	9.0	4.0
Student-teacher ratio in core subjects	30.3 to 1	No Change	30.0 to 1	26.5 to 1
Prime instructional time	94.1%	Up from 88.0%	87.8%	89.3%
Dollars spent per pupil**	\$6,619	Down 6.0%	\$6,619	\$7,804
Percent of expenditures for teacher salaries**	63.8%	Up from 60.4%	63.4%	58.0%
Percent of expenditures for instruction**	63.8%	Up from 62.6%	65.3%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	76.9%	Down from 99.7%	97.4%	97.3%
Character development program	Average	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* 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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	319	99.4%	1717	80.8%	325	92.6%	Yes
<b>Gender</b>							
Male	155	99.4%	950	82.6%	174	91.4%	N/A
Female	164	99.4%	751	78.3%	151	94.0%	N/A
<b>Racial/Ethnic Group</b>							
White	262	100.0%	1284	84.9%	263	92.4%	N/A
African American	29	100.0%	259	64.1%	40	92.5%	N/A
Asian/Pacific Islander	10	100.0%	46	82.6%	14	100.0%	N/A
Hispanic	16	87.5%	108	69.4%	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	18	94.4%	128	57.8%	17	82.4%	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	59	64.4%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	35	97.1%	490	69.0%	52	90.4%	N/A

NOTE: 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

Nation Ford High School faculty and staff are committed to student learning and success. We are dedicated to continuous improvement and are excited about the gains we are making both inside as well as outside the classroom.

In June 2011, NFHS awarded 321 diplomas to the very first class of students to complete all four years of high school as Falcons! Those graduates earned a total of \$7,460,350 in scholarships. Over 37% of the class qualified for Palmetto Fellows, LIFE, or Hope Scholarships. Next fall, 94% of the graduates plan to further their educations by attending 2 or 4 year institutions or specialty schools.

Nation Ford athletics and extracurricular activities continue to flourish and gain momentum. The Marching Band earned its 3rd state title in November when they were named the AAA Marching Band State Champions. We also celebrated two new state titles this year. The girls' volleyball and softball teams both had an outstanding year and ended their seasons as AAA state champions. Three talented athletes won individual state titles—one in swimming, one in wrestling, and one in cross country.

This year, we celebrated a number of academic honors. Twenty-four students earned the privilege to compete this summer at the National FBLA Convention in Orlando. The NFHS journalism department received 20 awards for yearbook, literary magazine, newspaper, and NaFo News. MJROTC rifle and academic teams finished 1st place in two different competitions, and the drill team placed 3rd. The graduating class had a National Merit Finalist as well as a National Achievement Scholar.

Administration has worked diligently with staff to clarify goals and instructional priorities. We are focusing our time and energies on things which have the greatest impact on student learning. Instructional quality, student support/enrichment, and parental involvement are crucial for student success. Our teachers are committed to providing academic excellence, and we appreciate their hard work and dedication.

Lastly, we wish to thank the members of the NFHS School Improvement Council for their vision and support this school year. Their guidance is imperative as we continue to make student learning and success a priority.

Beverley Bowman, Principal and David Witmer, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	75	294	25
Percent satisfied with learning environment	85.3%	82.3%	88.0%
Percent satisfied with social and physical environment	96.0%	89.0%	96.0%
Percent satisfied with school-home relations	93.3%	86.5%	75.0%

\* 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** No

This school met 15 out of 17 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<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**

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No

Abbreviations for Missing Data

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	383	98.2	3.1	14.4	28.9	53.6	86.7	88.6	68.0	Yes	Yes
Male	203	97.5	3.2	17.2	31.7	47.8	84.9	85.0	63.1	N/A	N/A
Female	180	98.9	2.9	11.5	25.9	59.8	88.5	92.6	73.1	N/A	N/A
White	299	98.3	1.4	10.2	29.2	59.2	91.5	92.5	79.4	Yes	Yes
African American	55	96.4	14.0	38.0	26.0	22.0	58.0	68.2	51.7	No	Yes
Asian/Pacific Islander	10	100.0	N/A	N/A	N/A	N/A	N/A	87.5	83.2	I/S	I/S
Hispanic	18	100.0	N/A	25.0	31.3	43.8	81.3	76.7	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	31	93.5	25.0	50.0	12.5	12.5	29.2	38.5	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	90	96.7	9.9	32.1	32.1	25.9	70.4	71.9	54.7	Yes	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	383	98.2	3.3	21.3	26.9	48.5	85.6	87.5	62.3	Yes	Yes
Male	203	97.0	2.2	23.1	24.7	50.0	85.5	86.8	61.4	N/A	N/A
Female	180	99.4	4.6	19.4	29.1	46.9	85.7	88.2	63.2	N/A	N/A
White	299	98.7	1.1	17.9	26.7	54.4	91.2	91.8	75.3	Yes	Yes
African American	55	96.4	16.0	44.0	24.0	16.0	54.0	62.5	42.9	No	Yes
Asian/Pacific Islander	10	90.0	N/A	N/A	N/A	N/A	N/A	93.3	84.3	I/S	I/S
Hispanic	18	100.0	6.3	18.8	37.5	37.5	81.3	80.0	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	31	96.8	24.0	52.0	16.0	8.0	48.0	52.8	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	90	96.7	9.8	37.8	35.4	17.1	68.3	69.1	48.5	Yes	Yes

**Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)**

All Students	383	96.6	30.0	12.2	17.8	40.0	57.8	N/A	N/A	N/A	N/A
Male	203	96.1	30.3	12.3	16.9	40.5	57.4	N/A	N/A	N/A	N/A
Female	180	97.2	29.7	12.0	18.9	39.4	58.3	N/A	N/A	N/A	N/A
White	299	96.7	22.5	11.4	19.4	46.7	66.1	N/A	N/A	N/A	N/A
African American	55	96.4	67.9	13.2	11.3	7.5	18.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	18	94.4	52.9	17.6	17.6	11.8	29.4	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	31	90.3	75.0	7.1	10.7	7.1	17.9	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	90	96.7	60.9	12.6	12.6	13.8	26.4	N/A	N/A	N/A	N/A

\* 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 or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2010	350	98.6	3.0	20.1	28.1	48.8	85.8	87.5	65.9
	2011	383	98.2	3.1	14.4	28.9	53.6	86.7	88.6	68.0

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	2010	350	99.1	1.5	20.4	30.5	47.6	87.6	89	62.3
	2011	383	98.2	3.3	21.3	26.9	48.5	85.6	87.5	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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