

NATION FORD HIGH

1400 A O Jones Blvd.
Fort Mill, SC 29715

Grades	9-12 High School	
Enrollment	1,409 Students	
Principal	Beverley Bowman	803-835-0000
Superintendent	Dr. James N. Epps, Jr.	803-548-2527
Board Chair	Patrick White	803-802-0033

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Excellent**	**N/A**
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	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 GOAL

By 2010, SC'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.

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://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	0	0	0	0

* Ratings are calculated with data available by 03/24/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
Passed 2 subtests (%)	93.0%	95.0%	95.7%	N/A	92.2%	95.4%
Passed 1 subtest (%)	5.1%	3.0%	3.5%	N/A	5.9%	3.3%
Passed no subtests (%)	1.9%	2.1%	0.9%	N/A	2.8%	2.6%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	97.5%	97.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	**2010**	**2009***	**2010**
Number of Students in Four-Year Cohort	285	325	268	325
Number of Graduates in Cohort	256	301	239	278
Rate	89.8%	92.6%	78.8%	78.9%

*Used to calculate current AYP.

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	95.3%	90.6%
English 1	83.3%	90.2%
Physical Science	76.3%	85.3%
US History and the Constitution	66.3%	75.4%
All Tests	78.8%	85.8%

* 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
Students (n=1,409)				
Retention rate	3.7%	Down from 4.0%	2.2%	3.7%
Attendance rate	94.1%	Up from 93.0%	96.7%	95.4%
Eligible for gifted and talented	25.0%	Up from 19.6%	20.8%	12.4%
With disabilities other than speech	8.4%	Up from 7.6%	7.9%	12.8%
Older than usual for grade	4.3%	No Change	3.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	No Change	1.1%	1.1%
Enrolled in AP/IB programs	22.3%	Up from 18.0%	32.0%	13.1%
Successful on AP/IB exams	71.6%	Down from 72.3%	74.5%	50.4%
Eligible for LIFE Scholarship	62.5%	Down from 68.6%	58.8%	30.4%
Annual dropout rate	1.3%	Down from 1.6%	0.3%	3.1%
Career/technology students in co-curricular organizations	15.8%	Up from 9.8%	0.0%	2.2%
Enrollment in career/technology courses	1117	Up from 1038	323	424
Students participating in work-based experiences	53.9%	Up from 24.3%	9.8%	11.7%
Career/technology students attaining technical skills	90.4%	Down from 91.2%	91.7%	78.7%
Career/technology completers placed	100.0%	N/A	100.0%	98.5%
Teachers (n=93)				
Teachers with advanced degrees	63.4%	Up from 60.2%	66.7%	60.4%
Continuing contract teachers	80.6%	Up from 76.3%	78.0%	76.6%
Teachers with emergency or provisional certificates	4.5%	Down from 6.1%	3.0%	6.5%
Teachers returning from previous year	N/A	N/A	90.1%	86.8%
Teacher attendance rate	94.5%	Down from 96.1%	96.9%	95.8%
Average teacher salary*	$52,337	Up 1.7%	$48,494	$47,390
Professional development days/teacher	6.3 days	Down from 6.9 days	12.5 days	10.0 days
School				
Principal's years at school	4.0	Up from 2.0	6.0	4.0
Student-teacher ratio in core subjects	30.3 to 1	Down from 31.2 to 1	26.7 to 1	25.8 to 1
Prime instructional time	88.0%	Down from 88.1%	93.1%	90.1%
Dollars spent per pupil**	$7,040	Down 11.5%	$6,916	$7,974
Percent of expenditures for teacher salaries**	60.4%	Up from 54.9%	62.0%	55.4%
Percent of expenditures for instruction**	62.6%	Up from 56.7%	66.7%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 99.3%	100.0%	96.0%
Character development program	Below Average	Down from Average	Excellent	Good
Modern language program assessment	N/A	N/A	N/A	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	284	97.5%	1234	78.8%	325	92.6%	Yes
Gender							
Male	152	96.1%	643	81.3%	174	91.4%	N/A
Female	132	99.2%	591	76.1%	151	94.0%	N/A
Racial/Ethnic Group							
White	235	97.9%	935	83.1%	263	92.4%	N/A
African American	31	96.8%	184	59.2%	40	92.5%	N/A
Asian/Pacific Islander	13	92.3%	34	76.5%	14	100.0%	N/A
Hispanic	N/A	N/A	75	74.7%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	15	93.3%	85	55.3%	17	82.4%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	27	70.4%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	42	95.2%	295	63.7%	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

This year has been quite eventful—and in a number of ways. We opened our fall sports season with the dedication ceremony of the Nation Ford High School stadium. Thousands of fans and community members attended this memorable night and demonstrated their support for the Falcons! We also opened the year with the addition of an auxiliary gym. At last, we have finished with construction on campus!

The fall and winter months brought much grief. Less than two weeks apart, a senior and underclassman were killed in separate automobile accidents. In response to the deaths, our district adopted the Alive at 25 Defensive Driving Program sponsored by the National Safety Council for the 2010-2011 school year. All students wishing to drive to school will be required to complete the course. Unfortunately, we lost another student from this year's graduating class to suicide over Christmas break. Students and staff were devastated!

In June, we hosted our second graduation—distributing 303 diplomas. Individually and collectively our graduates have excelled on the state and national level in the arts, academics, and athletics. This graduating class has earned over $1.7 million dollars in scholarships—six of those in music or drama, two in athletics, one in ROTC, and thirty-eight in academics. This graduating class had twenty-one Palmetto Fellows and two National Merit Scholarship recipients.

We are extremely pleased with the growth and accomplishments of our Marine Core JROTC program, the journalism program, and the Advanced Placement/Dual Enrollment Program. Enrollment in these three programs has tripled over the last three years. Next school year, over 130 students are enrolled in MJROTC, 140 students in journalism, and 247 students taking one or more AP or dual-enrollment classes—roughly 16% of our entire student body.

We continue to focus on increasing student achievement for ALL students. In-house common course exams in all 9th grade core courses were created and administered this past year. This coming school year, teachers will work on developing not only common exams for other courses, but also developing common instructional units of study for those courses. More professional development and emphasis will be placed on the usage of formative assessments and the analysis of assessment data. Administration is committed to supporting these efforts and will work diligently to embed collaborative planning time into the regular school day.

Lastly, we wish to thank the members of the NFHS School Improvement Council. We appreciate their commitment to Nation Ford and their dedication to legislative advocacy. We look forward to the coming school year and will continue to put children first.

Beverley Bowman, Principal, and Guynn Savage, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	74	286	43
Percent satisfied with learning environment	87.8%	80.4%	79.1%
Percent satisfied with social and physical environment	91.9%	88.5%	79.1%
Percent satisfied with school-home relations	90.4%	91.2%	67.4%

* 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

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

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	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.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	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."
HOLD	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	2.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No

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NATION FORD HIGH 03/24/11-4604054

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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	350	98.6	3	20.1	28.1	48.8	85.8	87.5	65.9	Yes	Yes
Male	169	100	4.2	21.8	30.9	43	84.8	86.9	60.8	N/A	N/A
Female	181	97.2	1.7	18.5	25.4	54.3	86.7	88.2	71	N/A	N/A
White	262	99.2	1.2	17.4	29.5	51.9	89.1	90.3	77.5	Yes	Yes
African American	49	100	15.2	28.3	19.6	37	67.4	70.7	49.7	Yes	Yes
Asian/Pacific Islander	17	94.1	0	6.7	40	53.3	93.3	85.2	80.2	I/S	I/S
Hispanic	21	90.5	0	44.4	22.2	33.3	77.8	80.6	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	28	100	17.9	57.1	17.9	7.1	50	39.7	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	65	96.9	10	36.7	25	28.3	63.3	65.5	51.5	Yes	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	350	99.1	1.5	20.4	30.5	47.6	87.6	89	62.3	Yes	Yes
Male	169	100	1.8	13.9	30.9	53.3	90.3	90.1	61.7	N/A	N/A
Female	181	98.3	1.2	26.6	30.1	42.2	85	87.9	63	N/A	N/A
White	262	99.2	0.8	15.9	31	52.3	91.1	91.7	75	Yes	Yes
African American	49	100	6.5	41.3	26.1	26.1	65.2	68.3	44	No	Yes
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	N/AV	N/AV	96.3	85.5	I/S	I/S
Hispanic	21	95.2	0	38.9	44.4	16.7	88.9	90.3	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	28	100	7.1	57.1	28.6	7.1	42.9	43.1	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	65	100	5	38.3	35	21.7	63.3	68.1	48.1	No	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	347	95.7	40.1	18.4	15.4	26.2	41.6	N/A	N/A	N/A	N/A
Male	169	97.0	34.8	18.3	16.5	30.5	47.0	N/A	N/A	N/A	N/A
Female	178	94.4	45.2	18.5	14.3	22.0	36.3	N/A	N/A	N/A	N/A
White	259	97.7	35.2	19.4	15.8	29.6	45.5	N/A	N/A	N/A	N/A
African American	49	91.8	64.4	11.1	11.1	13.3	24.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	17	76.5	23.1	15.4	23.1	38.5	61.5	N/A	N/A	N/A	N/A
Hispanic	21	95.2	55.0	25.0	15.0	5.0	20.0	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	26	96.2	88.0	8.0	4.0	0.0	4.0	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
Subsidized meals	65	87.7	63.2	12.3	12.3	12.3	24.6	N/A	N/A	N/A	N/A

***** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	347	98.6	3	18.4	34	44.6	85.5	85.7	61.8
	2010	350	98.6	3	20.1	28.1	48.8	85.8	87.5	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	346	98.8	4.2	19	24.1	52.7	86.1	85.4	62.7
	2010	350	99.1	1.5	20.4	30.5	47.6	87.6	89	62.3

* Adjusted to account for natural variation in performance.

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