

M L Dinkins Higher Learning Academy

124 Gregg Street
Bishopville, SC 29010

Grades	K-10 Elementary School	
Enrollment	106 Students	
Principal	Ennis Bryant	803-483-3000
Superintendent	Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**At-Risk**	**At-Risk**
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	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

M L Dinkins Higher Learning Academy	06/01/10-3101600

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

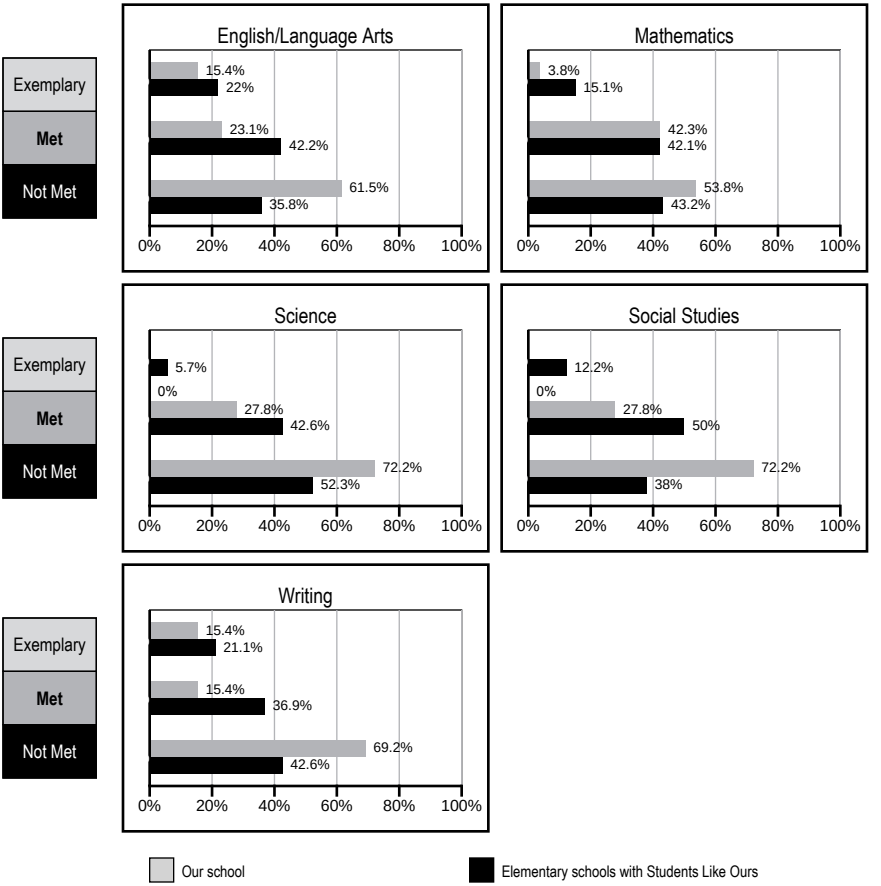
Percent of students tested in 2008-09 whose 2007-08 test scores were located	89.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	67	63	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

M L Dinkins Higher Learning Academy 06/01/10-3101600

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=106)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Down from 3.1%	2.4%	1.9%
Attendance rate	99.4%	Up from 99.2%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 1.4%	3.3%	10.0%
With disabilities other than speech	12.4%	Up from 12.0%	7.5%	7.7%
Older than usual for grade	9.1%	Down from 9.3%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 2.2%	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	44.4%	Up from 25.0%	57.1%	59.4%
Continuing contract teachers	33.3%	Up from 25.0%	71.8%	80.0%
Teachers with emergency or provisional certificates	25.0%	Down from 37.5%	0.0%	0.0%
Teachers returning from previous year	57.8%	N/A	82.0%	85.9%
Teacher attendance rate	98.9%	Up from 97.6%	95.2%	95.1%
Average teacher salary*	$33,571	Up 41.4%	$45,854	$47,149
Professional development days/teacher	7.6 days	Down from 15.9 days	10.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 13.3 to 1	16.7 to 1	18.8 to 1
Prime instructional time	98.3%	Up from 96.7%	90.1%	90.4%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	84.5%	Up from 83.2%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$6,108	Down 43.5%	$8,667	$7,458
Percent of expenditures for instruction**	28.0%	Up from 24.0%	68.2%	68.8%
Percent of expenditures for teacher salaries**	27.8%	Up from 23.2%	62.0%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Board of Directors of MLD Higher Learning Academy would like to congratulate its students, teachers, parents and staff on a very difficult but successful year! We would also like to thank the Lee County School District for working so diligently this year. We know that with the district's continued support MLD Higher Learning Academy will rise to the top.

MLD Higher Learning Academy is in compliance with the state charter school law and with our charter contract with the Lee County School District. The school graduated its FOURTH eighth grade class this year. We also expanded our services, serving grades K5-10 this school term. The school is operating financially sound and is continually renovating our new facility which we so proudly occupied this school term. MLD Higher Learning Academy will continue to be lead by, Mr. Ennis Bryant, Sr. In addition, the school maintains an impressive list of teachers. The teaching staff represents over 225 years of experience in the educational field. Teachers and students worked hard all year. The students, lead by our capable staff, have provided community outreach events in various ways, thus fulfilling the mission of our school.

We feel positive about the growth and development of our new school. We feel that we have successfully touched the lives of many of our students and parents.

MLD Higher Learning Academy is a community based charter school which will be serving K5 through 11th grade during the 2009-10 school term. Because MLD is a community-based school, its programs are tailored directly to the expressed needs of the community. MLD aims to provide education that is "holistic" and "experiential". We focus on presenting activities that keep children focused on their studies and fully engaged in their achievement. At MLD, children get an education that is "innovative" and "progressive." Our children deserve a free 21st century education and MLD Higher Learning Academy will provide just that: a quality education that will enable students to be highly competitive, successful members of a global society.

MLD Higher Learning Academy's Mission is to work in partnership with parents, teachers and elders of the community to ensure an academically challenging, developmentally appropriate, experiential, holistic, child-centered education to all young people. We nurture a passion for learning that will last a lifetime as we challenge our students to discover their individual gifts, to honor their inner worth, to strive for excellence, to pursue respectful and ethical relationships among themselves and others, and to find their path in life. We will accomplish our goal by establishing academic excellence, providing a moral focus and obtaining parental involvement

Thank you for having a successful three years. We know that with your assistance, we will continue to have a positive impact on the educational scene in Lee County.

Elijah Dinkins, Board Chairman
Benita Robinson, Executive Director
Ennis Bryant, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO

This school met 7 out of 9 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	CSI

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	36.7%	0.0%	No
Student attendance rate	99.4%	94.0%*	Yes

* Or greater than last year

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M L Dinkins Higher Learning Academy										06/01/10-3101600
PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	50	100	65.2	23.9	10.9	54.3	57.5	82.8	No	Yes
Gender										
Male	24	100	N/AV	N/AV	N/AV	38.1	51.1	79.3	N/A	N/A
Female	26	100	52	28	20	68	63.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	73	89.5	I/S	I/S
African American	40	100	N/AV	N/AV	N/AV	41.7	56.7	73.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	15.4	30.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	42	100	71.1	26.3	2.6	47.4	55.4	75.5	I/S	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	50	100	67.4	30.4	2.2	45.7	50	78.9	No	Yes
Gender										
Male	24	100	N/AV	N/AV	N/AV	33.3	48.7	77	N/A	N/A
Female	26	100	56	40	4	56	51.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	64.9	87.2	I/S	I/S
African American	40	100	N/AV	N/AV	N/AV	33.3	48.9	66.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	23.1	20.6	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	42	100	N/AV	N/AV	N/AV	42.1	48.4	70.2	I/S	Yes

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

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PASS Performance By Group								
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	35	100	N/AV	N/AV	N/AV	25	28.7	67.5
Gender								
Male	14	100	N/AV	N/AV	N/AV	16.7	28.1	67
Female	21	100	N/AV	N/AV	N/AV	30	29.2	68
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	52.4	79.5
African American	28	100	N/AV	N/AV	N/AV	8	27.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	41.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	8.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	43.8	59.6
Socio-Economic Status								
Subsized meals	29	100	N/AV	N/AV	N/AV	19.2	26.6	55.1
Social Studies								
All Students	34	97.1	N/AV	N/AV	N/AV	23.3	38.3	72.3
Gender								
Male	18	94.4	N/AV	N/AV	N/AV	13.3	32.5	71.5
Female	16	100	N/AV	N/AV	N/AV	33.3	43.8	73.2
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	50	80.7
African American	27	96.3	N/AV	N/AV	N/AV	8.7	37.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	15.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.5	67.9
Socio-Economic Status								
Subsized meals	29	96.6	N/AV	N/AV	N/AV	12	36.7	62.1

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PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	50	100	67.4	21.7	10.9	32.6	40.6	70.2	99.6	95.5
Gender										
Male	24	100	N/AV	N/AV	N/AV	14.3	34.5	63.2	99.6	94.8
Female	26	100	52	28	20	48	46.2	77.5	99.7	96.2
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	54.3	79.1	99.5	94.1
African American	39	100	N/AV	N/AV	N/AV	22.2	40.3	57.6	99.7	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	35	62.6	N/A	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	90.8
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	N/AV	6.8	26.1	99.4	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	42.1	61.2	N/A	95.9
Socio-Economic Status										
Subsized meals	42	100	78.9	18.4	2.6	21.1	38.8	58.9	99.6	95.4

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PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	9	I/S	I/S	I/S	I/S	I/S
	4	12	100	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S
Mathematics							
2009	3	9	I/S	I/S	I/S	I/S	I/S
	4	12	100	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S
Science							
2009	3	5	I/S	I/S	I/S	I/S	I/S
	4	12	100	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
Social Studies							
2009	3	4	I/S	I/S	I/S	I/S	I/S
	4	12	100	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	9	I/S	I/S	I/S	I/S	I/S
	4	12	100	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S

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