



MARY L DINKINS CHARTER

124 Gregg St
Bishopville, South Carolina

Grades	K-12 High School	
Enrollment	118 Students	
Principal	Ennis Bryant	803-483-3000
Superintendent	Dr. Wayne Brazell	803-734-8322
Board Chair	Don McLaurin	803-603-1441

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	N/A	N/A
2010	N/A	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
0	0	3	3	5

* 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 (%)	N/A	N/A	16.7%	51.6%	56.5%	49.6%
Passed 1 subtest (%)	N/A	N/A	50.0%	23.3%	19.8%	27.4%
Passed no subtests (%)	N/A	N/A	33.3%	31.4%	32.4%	28.5%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	N/A	73.1%

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	N/A	7	N/A	80
Number of Graduates in Cohort	N/A	7	N/A	49
Rate	N/A	100.0%	N/A	53.5%

*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	N/A	N/A	93
Number of Graduates in Cohort	N/A	N/A	N/A	55
Rate	N/A	N/A	N/A	48.9%

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	0.0%	46.7%
English 1	25.0%	45.1%
Biology 1/Applied Biology 2	.	34.6%
Physical Science	0.0%	25.6%
US History and the Constitution	0.0%	19.2%
All Tests	5.3%	32.1%

* 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=118)				
Retention rate	0.0%	N/A	4.9%	3.4%
Attendance rate	99.9%	N/A	93.8%	95.0%
Served by gifted and talented program	0.0%	N/A	3.2%	12.4%
With disabilities other than speech	15.0%	N/A	14.0%	9.9%
Older than usual for grade	8.7%	N/A	9.6%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	1.7%	0.9%
Enrolled in AP/IB programs	0.0%	N/R	0.0%	13.0%
Successful on AP/IB exams	N/A	N/A	N/A	51.7%
Eligible for LIFE Scholarship	44.4%	N/R	19.1%	30.1%
Annual dropout rate	N/A	N/A	2.5%	2.5%
Career/technology students in co-curricular organizations	N/A	N/A	1.2%	2.9%
Enrollment in career/technology courses	N/A	N/A	144	419
Students participating in work-based experiences	N/A	N/A	0.0%	7.2%
Career/technology students attaining technical skills	N/A	N/A	80.2%	83.0%
Career/technology completers placed	N/A	N/A	97.1%	98.4%
Teachers (n=11)				
Teachers with advanced degrees	63.6%	N/A	59.5%	61.1%
Continuing contract teachers	72.7%	N/A	52.5%	80.6%
Teachers returning from previous year	N/A	N/A	75.6%	86.5%
Teacher attendance rate	99.6%	N/R	95.5%	95.5%
Average teacher salary*	N/A	I/S	\$42,963	\$46,884
Professional development days/teacher	9.9 days	N/R	9.4 days	10.0 days
School				
Principal's years at school	6.0	N/R	1.0	4.0
Student-teacher ratio in core subjects	11.0 to 1	N/R	18.7 to 1	26.5 to 1
Prime instructional time	98.8%	N/R	88.1%	89.3%
Dollars spent per pupil**	N/A	N/A	\$12,369	\$7,804
Percent of expenditures for teacher salaries**	N/A	N/A	55.0%	58.0%
Percent of expenditures for instruction**	N/A	N/A	58.0%	60.6%
Opportunities in the arts	Poor	N/R	Good	Excellent
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	96.9%	N/R	99.4%	97.3%
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	N/A	Good

* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	N/A	N/A	19	5.3%	N/A	N/A	N/A
Gender							
Male	N/A	N/A	12	0.0%	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	19	5.3%	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	19	5.3%	N/A	N/A	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

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 South Carolina Public Charter School District for working so diligently this year. We know that with the district’s continued support MLD Higher Learning Academy will raise to the top.

MLD Higher Learning Academy is in compliance with the state charter school law and with our charter contract with the South Carolina Public Charter School District. The school graduated its first twelfth grade class this year. 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 led by, Mr. Ennis Bryant, Sr. In addition, the school maintains an impressive list of teachers. Teachers and students worked hard all year. The students, led 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 K4 through 8th grade during the 2011-12 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 seven 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	0	0	0
Percent satisfied with learning environment	N/R	N/R	N/R
Percent satisfied with social and physical environment	N/R	N/R	N/R
Percent satisfied with school-home relations	N/R	N/R	N/R

* 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 4 out of 11 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 RP

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	9.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	20.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	82.4%	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	N/A										
Male	N/A										
Female	N/A										
White	N/A										
African American	N/A										
Asian/Pacific Islander	N/A										
Hispanic	N/A										
American Indian/Alaskan	N/A										
Disabled	N/A										
Migrant	N/A										
Limited English Proficient	N/A										
Subsidized meals	N/A										

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

All Students	N/A										
Male	N/A										
Female	N/A										
White	N/A										
African American	N/A										
Asian/Pacific Islander	N/A										
Hispanic	N/A										
American Indian/Alaskan	N/A										
Disabled	N/A										
Migrant	N/A										
Limited English Proficient	N/A										
Subsidized meals	N/A										

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

All Students	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	0	N/A									
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A									
Hispanic	0	N/A									
American Indian/Alaskan	0	N/A									
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A									
Limited English Proficient	0	N/A									
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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

All Students	2010	N/A								
	2011	N/A								

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

All Students	2010	N/A								
	2011	N/A								

* Adjusted to account for natural variation in performance.

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