



## Mary Lee Dinkins Higher Learning Academy

321 Roland St  
Bishopville, SC 29010

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	142 Students	
<b>Principal</b>	Benita Dinkins-Robinson	803-483-3000
<b>Superintendent</b>	Wayne Brazell, Ph.D.	803-734-8322
<b>Board Chair</b>	Don McLaurin	803-603-1441

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>At-Risk</b>	<b>Below Average</b>
2011	At-Risk	At-Risk
2010	N/A	N/A
2009	N/A	N/A
2008	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://www.eoc.sc.gov>

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

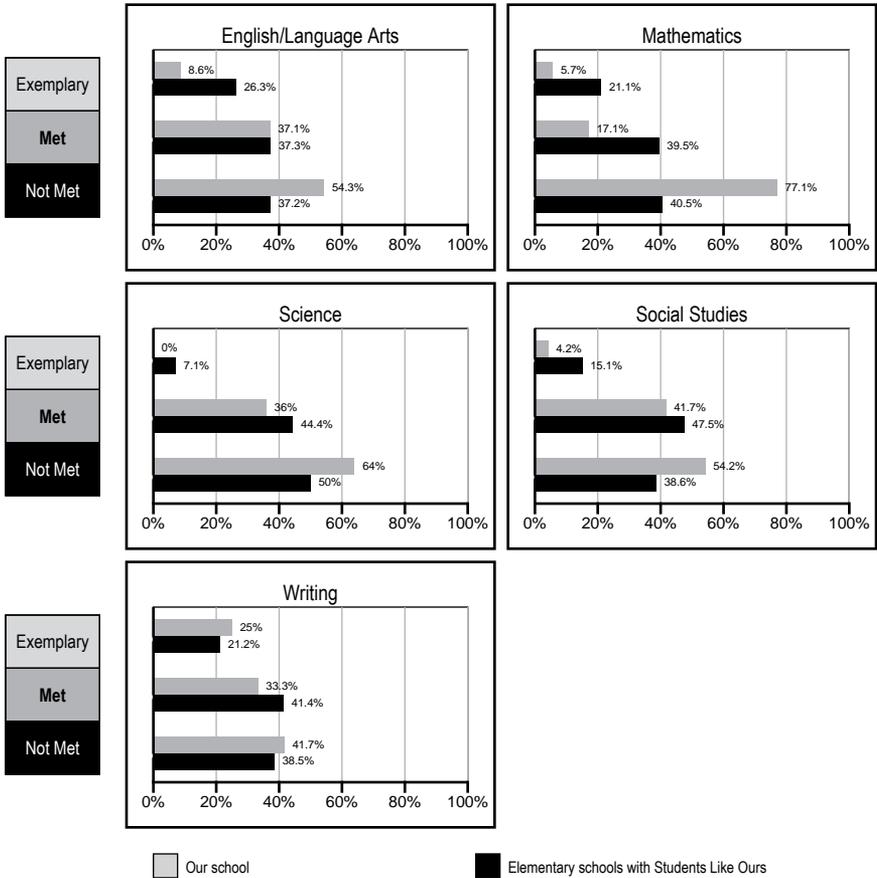
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 92.7%

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

Excellent	Good	Average	Below Average	At-Risk
2	6	73	47	18

\* Ratings are calculated with data available by 11/07/2012.

**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**

Exempt	"Exempt" 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=142)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 0.0%	1.2%	1.0%
Attendance rate	98.5%	Down from 99.9%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=15)</b>				
Teachers with advanced degrees	40.0%	Down from 63.6%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	85.2%	88.7%
Teacher attendance rate	92.1%	Down from 99.6%	95.5%	95.1%
Average teacher salary*	\$26,000	N/A	\$44,828	\$47,210
Professional development days/teacher	7.3 days	Down from 9.9 days	9.4 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	3.9 to 1	Down from 11.0 to 1	18.0 to 1	20.0 to 1
Prime instructional time	84.6%	Down from 98.8%	90.7%	90.5%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	47.6%	Down from 96.9%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,355	\$7,247
Percent of expenditures for instruction**	N/A	N/A	65.8%	68.2%
Percent of expenditures for teacher salaries**	N/A	N/A	62.7%	65.7%

\* 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, teacher's parents and staff on a very difficult but successful year! We will continue to fight for our children to have a choice regardless of their economic status. We know that with the district's continued support MLD Higher Learning Academy will raise to the top. We also like to thank our State Curriculum Coordinator, Patricia Smith for all of her guidance and direction this year. MLD Higher Learning Academy is in compliance with the state charter school law and with our charter. The school graduated its SEVENTH eighth grade class this year. We are currently serving grades K4-8th this school term. The school is operating financially sound and is in the progress of building a new facility 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 125 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. This year 87% of our students made gains in math and 84% made gain in ELA on the MAPS assessment test. We are so proud of our children. 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 2012-13 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.

George William, 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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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>62.6</b>
<b>Overall Grade Conversion</b>	<b>D</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Mary Lee Dinkins Higher Learning Academy school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	13.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	13.6%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	32.6%	0.0%	No
Student attendance rate	98.5%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	615.5	599.6	577.9	594.3	98.8	100.0
Male	604.7	585.0	563.5	587.9	100.0	100.0
Female	623.1	609.4	584.6	599.7	98.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	611.1	594.5	569.4	589.6	98.6	100.0
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	611.1	596.5	574.0	592.6	98.8	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2011</b>	3	11	81.8	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S
	5	11	100	45.5	45.5	9.1	54.5
	6	12	100	83.3	8.3	8.3	16.7
	7	4	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
<b>2012</b>	3	11	100	I/S	I/S	I/S	I/S
	4	16	93.8	53.8	23.1	23.1	46.2
	5	14	100	N/AV	N/AV	N/AV	58.3
	6	19	100	N/AV	N/AV	N/AV	35.3
	7	19	100	61.1	33.3	5.6	38.9
	8	7	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>							
<b>2011</b>	3	11	90.9	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S
	5	11	100	N/AV	N/AV	N/AV	27.3
	6	12	100	N/AV	N/AV	N/AV	16.7
	7	4	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
<b>2012</b>	3	11	100	I/S	I/S	I/S	I/S
	4	16	100	N/AV	N/AV	N/AV	28.6
	5	14	100	83.3	8.3	8.3	16.7
	6	19	100	N/AV	N/AV	N/AV	47.1
	7	19	100	61.1	22.2	16.7	38.9
	8	7	I/S	I/S	I/S	I/S	I/S
<b>Science</b>							
<b>2011</b>	3	5	I/S	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	4	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
<b>2012</b>	3	6	I/S	I/S	I/S	I/S	I/S
	4	16	100	N/AV	N/AV	N/AV	50
	5	7	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	19	100	50	38.9	11.1	50
	8	4	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2011</b>	3	6	I/S	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S
	5	5	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	4	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
<b>2012</b>	3	5	I/S	I/S	I/S	I/S	I/S
	4	16	100	28.6	64.3	7.1	71.4
	5	7	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	19	100	N/AV	N/AV	N/AV	N/AV
	8	3	I/S	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	11	100	45.5	36.4	18.2	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	4	I/S	I/S	I/S	I/S	I/S
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	14	100	41.7	33.3	25	58.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	7	I/S	I/S	I/S	I/S	I/S

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