



## M L Dinkins Higher Learning Academy

P.O. Box 136  
Bishopville, SC 29010

<b>Grades</b>	K-9 Middle School	
<b>Enrollment</b>	93 Students	
<b>Principal</b>	Ennis Bryant	803-483-3000
<b>Superintendent</b>	Dr. Cleo Richardson	803-484-5327
<b>Board Chair</b>	Sanya Moses	803-428-5603

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

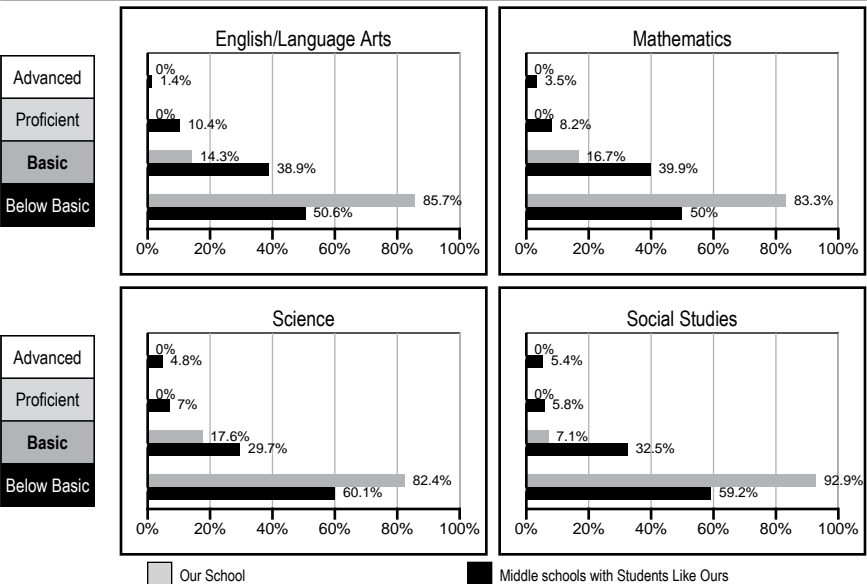
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 71.4%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	41

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	83.5
English 1	25.0	83.4
Physical Science	0	39.5
All Subjects	25.0	80.8

**School Profile**

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=93)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	11.5%	Down from 12.1%	11.1%	19.4%
Retention rate	3.1%	Up from 0.0%	3.4%	1.8%
Attendance rate	99.2%	Up from 97.9%	95.0%	95.8%
Eligible for gifted and talented	1.4%	Down from 1.6%	4.0%	15.3%
With disabilities other than speech	12.0%	Down from 22.6%	13.5%	12.9%
Older than usual for grade	9.3%	Up from 7.3%	6.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Down from 7.3%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=8)</b>				
Teachers with advanced degrees	25.0%	Down from 33.3%	54.0%	55.0%
Continuing contract teachers	25.0%	Down from 33.3%	55.6%	70.6%
Teachers with emergency or provisional certificates	37.5%	Up from 33.3%	19.0%	5.4%
Teachers returning from previous year	N/A	N/A	76.4%	83.4%
Teacher attendance rate	97.6%	Up from 96.1%	94.7%	94.9%
Average teacher salary	\$23,750	Down 2.5%	\$43,224	\$44,706
Professional development days/teacher	15.9 days	Up from 6.3 days	13.3 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	13.3 to 1	Down from 15.9 to 1	15.3 to 1	20.1 to 1
Prime instructional time	96.7%	Up from 93.4%	88.8%	89.3%
Opportunities in the arts	Fair	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	83.2%	Down from 97.7%	98.0%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$8,763	Up 55.2%	\$9,234	\$7,097
Percent of expenditures for instruction*	24.0%	Down from 31.0%	62.8%	64.4%
Percent of expenditures for teacher salaries*	23.2%	Down from 24.4%	55.1%	59.4%

\* 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!

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 THIRD eighth grade class this year. We also expanded our services, serving grades K5-9 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 10th grade during the 2008-09 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. We are also enhancing our technological capability. There will be Smartboards in every class. Our ninth and tenth graders will also be piloting an online Virtual School Program with the South Carolina State Department of Education. We are also partnering with the Palmetto Project with one laptop for every child to try to secure some additional laptops for our elementary program. We are excited about our new possibilities.

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	5	0	0
Percent satisfied with learning environment	I/S	N/R	N/R
Percent satisfied with social and physical environment	I/S	N/R	N/R
Percent satisfied with school-home relations	100.0%	N/R	N/R

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

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No Child Left Behind

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

Newly Identified

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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	12.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	41.5%	0.0%	No
Student attendance rate	99.2%	94.0%	Yes

\* Or greater than last year

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	49	100	78	19.5	2.4	0	2.4	18.3	48.2	No	Yes
<b>Gender</b>											
Male	27	100	86.4	13.6	0	0	0	14.5	41.7	N/A	N/A
Female	22	100	68.4	26.3	5.3	0	5.3	21.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	28.1	60	I/S	I/S
African American	43	100	81.1	18.9	0	0	0	17.9	31.7	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	15	100	83.3	8.3	8.3	0	8.3	7.5	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	40	100	75.7	21.6	2.7	0	2.7	17	34	I/S	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	49	100	80.5	19.5	0	0	2.4	12.4	45.8	No	Yes
<b>Gender</b>											
Male	27	100	77.3	22.7	0	0	0	12.6	45.6	N/A	N/A
Female	22	100	84.2	15.8	0	0	5.3	12.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	31.3	59	I/S	I/S
African American	43	100	83.8	16.2	0	0	0	11.2	26.9	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	15	100	75	25	0	0	8.3	4.7	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.8	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	40	100	81.1	18.9	0	0	2.7	11.5	31.4	I/S	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate	
<b>Science</b>												
All Students	32	100	86.2	13.8	0	0	0	6.7	35.7	99.6	95.1	
<b>Gender</b>												
Male	18	100	88.2	11.8	0	0	0	9.1	37.4	99.7	94.7	
Female	14	100	83.3	16.7	0	0	0	4.6	33.8	99.5	95.4	
<b>Racial/Ethnic Group</b>												
White	5	I/S	I/S	I/S	I/S	I/S	I/S	13.6	49.2	99.1	92.7	
African American	27	100	92.3	7.7	0	0	0	6.3	17	99.7	95.2	
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	93.8	
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.9	N/A	96.2	
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A	
<b>Disability Status</b>												
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	4	14	99.6	94.1	
<b>Migrant Status</b>												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A	
<b>English Proficiency</b>												
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	95.6	
<b>Socio-Economic Status</b>												
Subsided meals	30	100	85.7	14.3	0	0	0	5.1	21.1	99.6	95.1	
<b>Social Studies</b>												
All Students	32	100	80.8	15.4	3.8	0	3.8	7.1	34	99.6	95.1	
<b>Gender</b>												
Male	18	100	85.7	14.3	0	0	0	8.9	36.6	99.7	94.7	
Female	14	100	75	16.7	8.3	0	8.3	5.4	31.3	99.5	95.4	
<b>Racial/Ethnic Group</b>												
White	3	I/S	I/S	I/S	I/S	I/S	I/S	28.6	44.5	99.1	92.7	
African American	29	100	83.3	16.7	0	0	0	5.7	19.1	99.7	95.2	
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	93.8	
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	N/A	96.2	
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A	
<b>Disability Status</b>												
Disabled	11	100	75	12.5	12.5	0	12.5	5.6	14.4	99.6	94.1	
<b>Migrant Status</b>												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A	
<b>English Proficiency</b>												
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	27.3	N/A	95.6
<b>Socio-Economic Status</b>												
Subsided meals	25	100	78.3	17.4	4.3	0	4.3	5.8	21	99.6	95.1	

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	17	94.1	58.3	33.3	8.3	0	8.3
	8	12	100	75	25	0	0	0
<b>2008</b>	3	8	I/S	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S	I/S
	7	8	I/S	I/S	I/S	I/S	I/S	I/S
	8	14	100	91.7	8.3	0	0	0
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	17	94.1	66.7	25	0	8.3	8.3
	8	12	100	58.3	41.7	0	0	0
<b>2008</b>	3	8	I/S	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S	I/S
	7	8	I/S	I/S	I/S	I/S	I/S	I/S
	8	14	100	83.3	16.7	0	0	0
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	17	94.1	58.3	33.3	8.3	0	8.3
	8	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	4	I/S	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S	I/S
	5	2	I/S	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S	I/S
	7	8	I/S	I/S	I/S	I/S	I/S	I/S
	8	7	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	17	94.1	100	0	0	0	0
	8	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	4	I/S	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S	I/S
	6	2	I/S	I/S	I/S	I/S	I/S	I/S
	7	8	I/S	I/S	I/S	I/S	I/S	I/S
	8	7	I/S	I/S	I/S	I/S	I/S	I/S

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