



M L DINKINS HIGHER LEARNING ACADEMY

124 Gregg Street, P.O.
Bishopville, SC 29010

Grades	PK-11 High School	
Enrollment	134 Students	
Principal	Ennis Bryant	803-483-3000
Superintendent	Dr. Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	N/A	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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	2	7

* 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 (%)	N/A	55.6%	14.3%	61.9%	57.0%	52.5%
Passed 1 subtest (%)	N/A	33.3%	14.3%	20.8%	20.6%	19.6%
Passed no subtests (%)	N/A	11.1%	71.4%	21.1%	25.8%	34.9%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	N/A	74.6%

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	N/A	N/A	95	94
Number of Graduates in Cohort	N/A	N/A	60	49
Rate	N/A	N/A	55.6%	40.8%

*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	20.0%	42.2%
English 1	25.0%	43.1%
Physical Science	.	31.3%
US History and the Constitution	.	20.3%
All Tests	21.4%	33.2%

* 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=134)				
Retention rate	3.3%	Up from 2.9%	6.9%	3.7%
Attendance rate	99.9%	Up from 99.4%	93.8%	95.4%
Eligible for gifted and talented	0.0%	No Change	1.3%	12.4%
With disabilities other than speech	10.4%	Down from 12.4%	17.2%	12.8%
Older than usual for grade	8.8%	Down from 9.1%	14.9%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.9%	1.1%
Enrolled in AP/IB programs	0.0%	N/R	0.0%	13.1%
Successful on AP/IB exams	N/A	N/A	N/A	50.4%
Eligible for LIFE Scholarship	N/R	N/R	17.5%	30.4%
Annual dropout rate	0.0%	No Change	1.3%	3.1%
Career/technology students in co-curricular organizations	0.0%	N/A	0.0%	2.2%
Enrollment in career/technology courses	122	N/A	183	424
Students participating in work-based experiences	0.0%	N/A	6.6%	11.7%
Career/technology students attaining technical skills	N/A	N/A	73.4%	78.7%
Career/technology completers placed	N/A	N/A	97.5%	98.5%
Teachers (n=13)				
Teachers with advanced degrees	53.8%	Up from 44.4%	51.9%	60.4%
Continuing contract teachers	84.6%	Up from 33.3%	58.7%	76.6%
Teachers with emergency or provisional certificates	8.3%	Down from 25.0%	19.4%	6.5%
Teachers returning from previous year	56.9%	Down from 57.8%	80.0%	86.8%
Teacher attendance rate	N/R	N/R	96.2%	95.8%
Average teacher salary*	\$25,867	Down 22.9%	\$42,194	\$47,390
Professional development days/teacher	7.3 days	Down from 7.6 days	10.0 days	10.0 days
School				
Principal's years at school	4.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 16.2 to 1	14.5 to 1	25.8 to 1
Prime instructional time	N/R	N/R	90.9%	90.1%
Dollars spent per pupil**	\$7,085	Up 16.0%	\$11,509	\$7,974
Percent of expenditures for teacher salaries**	23.7%	Down from 27.8%	51.1%	55.4%
Percent of expenditures for instruction**	39.0%	Up from 28.0%	58.4%	60.4%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	78.3%	Down from 84.5%	97.7%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	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	N/A	N/A	14	21.4%	N/A	N/A	N/A
Gender							
Male	N/A	N/A	N/A	N/A	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	13	15.4%	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	12	16.7%	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 Lee County 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 Lee County School District. The school graduated its fifth eighth grade class this year. We also expanded our services, serving grades K4-11 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 12th grade during the 2010-11 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 eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 8 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	N/A
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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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	11.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.6%	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	9	I/S	I/S	I/S	I/S	I/S	I/S	43.4	65.9	No	Yes
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	37.1	60.8	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	I/S	50.6	71	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.5	I/S	I/S
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	43.5	49.7	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	10	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	I/S	42.6	51.5	Yes	Yes

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

All Students	9	I/S	I/S	I/S	I/S	I/S	I/S	37.3	62.3	No	Yes
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	36	61.7	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	I/S	39	63	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	75	I/S	I/S
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	36	44	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	5	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	I/S	35.3	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	5	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.

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	10	I/S	I/S	I/S	I/S	I/S	I/S	40.7	61.8
	2010	9	I/S	I/S	I/S	I/S	I/S	I/S	43.4	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	10	I/S	I/S	I/S	I/S	I/S	I/S	41.7	62.7
	2010	9	I/S	I/S	I/S	I/S	I/S	I/S	37.3	62.3

* Adjusted to account for natural variation in performance.