



YEVA Charter School

P. O. Box 1169
Summerton, SC 29148

Grades	6-8 Middle School	
Enrollment	27 Students	
Principal	Veronica Primus-Thomas	803-485-4800
Superintendent	Dr. Wayne Brazell	803-734-8322
Board Chair	Don McLaurin	843-720-1268

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	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
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.

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 | 84.6%

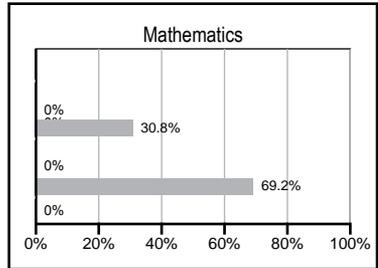
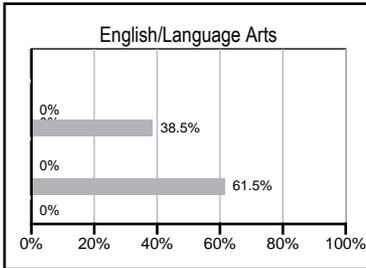
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

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

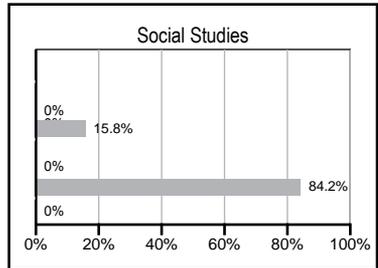
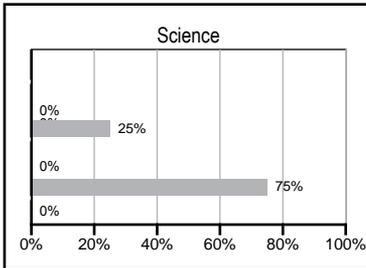
* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

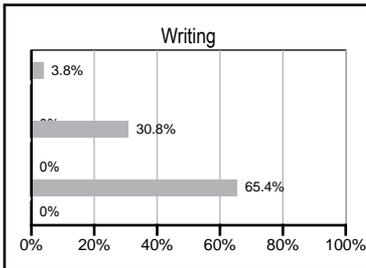
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school
 Middle schools with Students Like Ours

* 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

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

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	N/A	N/A
English 1	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	N/A

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=27)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	N/R	N/A	21.6%
Retention rate	0.0%	N/A	N/A	1.2%
Attendance rate	95.9%	N/A	N/A	95.9%
Eligible for gifted and talented	0.0%	N/A	N/A	14.8%
With disabilities other than speech	25.8%	N/A	N/A	12.6%
Older than usual for grade	3.7%	N/A	N/A	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	11.1%	N/R	N/A	0.6%
Annual dropout rate	N/A	N/A	N/A	0.0%
Teachers (n=5)				
Teachers with advanced degrees	100.0%	N/A	N/A	56.9%
Continuing contract teachers	0.0%	N/A	N/A	72.7%
Teachers with emergency or provisional certificates	50.0%	N/A	N/A	5.3%
Teachers returning from previous year	N/A	N/A	N/A	82.9%
Teacher attendance rate	99.4%	N/R	N/A	95.2%
Average teacher salary*	N/A	I/S	N/A	\$46,599
Professional development days/teacher	20.4 days	N/R	N/A	10.8 days
School				
Principal's years at school	1.0	N/R	N/A	3.0
Student-teacher ratio in core subjects	6.8 to 1	N/R	N/A	20.1 to 1
Prime instructional time	86.2%	N/R	N/A	89.9%
Opportunities in the arts	Poor	N/R	N/A	Good
SACS accreditation	No	N/R	N/A	Yes
Parents attending conferences	100.0%	N/R	N/A	97.8%
Character development program	Excellent	N/R	N/A	Good
Dollars spent per pupil**	N/A	N/A	N/A	\$7,645
Percent of expenditures for instruction**	N/A	N/A	N/A	63.4%
Percent of expenditures for teacher salaries**	N/A	N/A	N/A	57.0%

* 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

Young Entrepreneurial Vocational Academy, YEVA, began its first year of operation as a public charter school this school year. The community, parents, and students welcomed this opportunity for school choice in Summerton. The opening celebration in August of 2008 had a diverse cross section of the community to welcome the planning committee, faculty, staff, and students. The festive atmosphere was enhanced with music by the SC Jazz Enrichment Center. Local elected officials, business owners, and other citizens offered their support for the year. The planning committee originated with the efforts of the nonprofit Scott's Branch '76 Foundation.

Seventh and eighth grade students benefitted from a small, nurturing community of learners that accommodated their individual needs. Parents were free to communicate with the teachers and visit at any time. All parents attended at least one parent conference during the year. Home visits were made to many of the students' homes throughout the year by faculty, the principal, and other community supporters.

Volunteers included professional artists, musicians, carpenters, and numerous speakers. Donations of supplies and instructional materials came from local businesses and organizations. The Clarendon County Safe Schools Initiative and Communities-In-Schools partnered with YEVA to offer a comprehensive health program.

Data from MAP and STAR testing provided concrete evidence of academic growth for all students. Rigorous and intensive instruction in the SC Standards was implemented by well-prepared instructors under supervision of the "instructional leader," the principal. Students formerly considered "at risk" rose to high expectations and surprised themselves and parents by reaching grade level achievement.

The school and community based comprehensive character education curriculum adapted from The Network for Serious Teens and Adults Acting Responsibly (STAAR) was implemented daily in the classes and in community based projects. Some community based projects included recycling and park cleanup. Frequent cultural immersion field studies outside of the local community contributed to students striving to achieve their potential.

YEVA promises a new beginning for the students and an opportunity to express freedom of choice for parents.

Respectfully submitted,
 Veronica Primus, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	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	I/S	N/R	N/R

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

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School Adequate Yearly Progress

NO

This school met 3 out of 5 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

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	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	50.0%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	31	100	N/AV	N/AV	N/AV	53.8	82.3	82.8	No	Yes
Gender										
Male	13	100	N/AV	N/AV	N/AV	27.3	78.9	79.3	N/A	N/A
Female	18	100	N/AV	N/AV	N/AV	73.3	86.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	89.5	I/S	I/S
African American	31	100	N/AV	N/AV	N/AV	53.8	67.9	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	51.5	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	N/A	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	31	100	N/AV	N/AV	N/AV	53.8	76.8	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	31	100	N/AV	N/AV	N/AV	50	71.1	78.9	No	Yes
Gender										
Male	13	100	N/AV	N/AV	N/AV	27.3	69.2	77	N/A	N/A
Female	18	100	N/AV	N/AV	N/AV	66.7	73.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	76	87.2	I/S	I/S
African American	31	100	N/AV	N/AV	N/AV	50	55.2	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	44.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	38	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	N/A	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	31	100	N/AV	N/AV	N/AV	50	65.3	70.2	I/S	I/S

* 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	24	100	N/AV	N/AV	N/AV	25	60.5	67.5
Gender								
Male	11	100	I/S	I/S	I/S	I/S	61.7	67
Female	13	100	N/AV	N/AV	N/AV	27.3	58.9	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	65.5	79.5
African American	24	100	N/AV	N/AV	N/AV	25	43.4	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	31.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	33.3	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	N/A	59.6
Socio-Economic Status								
Subsized meals	24	100	N/AV	N/AV	N/AV	25	50.6	55.1
Social Studies								
All Students	24	100	N/AV	N/AV	N/AV	15.8	63.2	72.3
Gender								
Male	10	I/S	I/S	I/S	I/S	I/S	64.4	71.5
Female	14	100	N/AV	N/AV	N/AV	18.2	61.8	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	68.2	80.7
African American	24	100	N/AV	N/AV	N/AV	15.8	44.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	36.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	41.8	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	N/A	67.9
Socio-Economic Status								
Subsized meals	24	100	N/AV	N/AV	N/AV	15.8	52.1	62.1

Abbreviations for Missing Data

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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	31	100	65.4	30.8	3.8	34.6	68.2	70.2	95.9	98.2
Gender										
Male	13	100	63.6	27.3	9.1	36.4	60.5	63.2	95.3	98.3
Female	18	100	N/AV	N/AV	N/AV	33.3	77.2	77.5	96.4	98.2
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	70.7	79.1	N/A	98.6
African American	31	100	65.4	30.8	3.8	34.6	53.8	57.6	95.9	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	86.2	N/A	98.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	62.6	N/A	98.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	99.4
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	23.4	26.1	94.7	97.8
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	I/S	61.2	N/A	N/A
Socio-Economic Status										
Subsidized meals	31	100	65.4	30.8	3.8	34.6	60.9	58.9	95.9	97.6

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
English/Language Arts							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	17	100	N/AV	N/AV	N/AV	38.5
	8	14	100	N/AV	N/AV	N/AV	38.5
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	17	100	N/AV	N/AV	N/AV	30.8
	8	14	100	N/AV	N/AV	N/AV	30.8
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	17	100	N/AV	N/AV	N/AV	38.5
	8	7	I/S	I/S	I/S	I/S	I/S
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	17	100	N/AV	N/AV	N/AV	7.7
	8	7	I/S	I/S	I/S	I/S	I/S
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	17	100	69.2	23.1	7.7	30.8
	8	14	100	N/AV	N/AV	N/AV	38.5

Abbreviations for Missing Data

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