

Cape Romain Environmental Education Charter School (CREECS)

1011 Old Cemetery Road
McClellanville, SC 29458

Grades	K-5 Elementary School	
Enrollment	59 Students	
Principal	Sally l'Anson	843-887-3323
Superintendent	Wayne Brazell, Ph. D.	803-734-8322
Board Chair	Don McLaurin	803-603-1441

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Average
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	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 2012-13 whose 2011-12 test scores were located

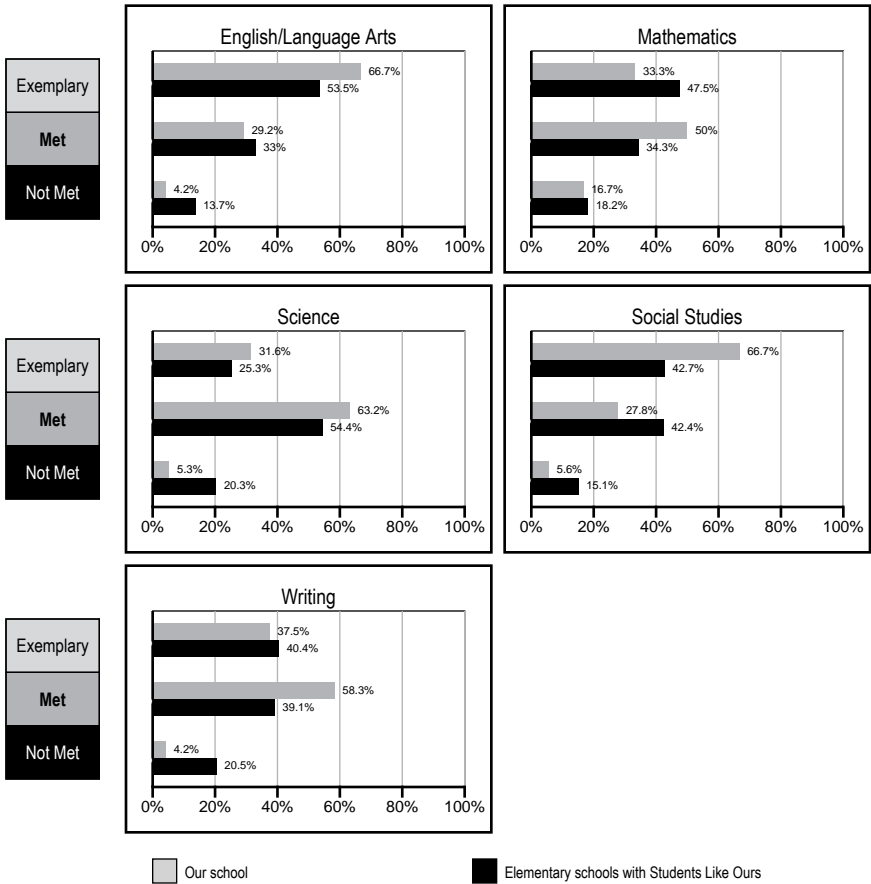
83.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
40	20	4	1	0

* Ratings are calculated with data available by 12/14/2013.

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

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=59)				
First graders who attended full-day kindergarten	90.9%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	0.8%	0.9%
Attendance rate	95.9%	N/A	96.7%	96.3%
Served by gifted and talented program	0.0%	N/A	10.5%	7.2%
With disabilities	4.3%	N/A	11.3%	12.4%
Older than usual for grade	1.4%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	71.4%	N/A	64.4%	62.5%
Continuing contract teachers	57.1%	N/A	82.2%	83.3%
Teachers returning from previous year	N/A	N/A	89.3%	88.3%
Teacher attendance rate	97.6%	N/R	95.2%	95.0%
Average teacher salary*	\$38,000	I/S	\$48,958	\$48,193
Professional development days/teacher	3.7 days	N/R	10.5 days	11.0 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	9.7 to 1	N/R	20.9 to 1	20.1 to 1
Prime instructional time	91.7%	N/R	90.7%	90.0%
Opportunities in the arts	Fair	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	At-Risk	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$6,869	\$7,364
Percent of expenditures for instruction**	N/A	N/A	69.0%	68.0%
Percent of expenditures for teacher salaries**	N/A	N/A	67.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Cape Romain Environmental Education Charter School (CREECS)'s mission is to create a small and diverse collaborative learning community that immerses students in critical thinking, environmental stewardship, and engaged citizenship through meaningful and innovative learning experiences. CREECS engages family and community in the commitment to nurture the whole child in preparation for a global society by emphasizing ecological conservation and sustainability.

Students learn a "love of place" through hands-on participation in an inquiry-based environmental education curriculum grounded in the study of natural resources in the area. This innovative, interdisciplinary, environmentally-based curriculum is purposefully woven together utilizing the constructivism learning approach—where students are actively engaged in thinking, learning, questioning and understanding—to study the various habitats and environmental considerations of the natural resources in their locality.

Educational experiences that require analysis, synthesis, and reflection combined with service learning opportunities facilitate student development of higher-order thinking skills and environmental stewardship. Learning at CREECS focuses on educating the whole child, involving families and community members in education, teaching state standards and twenty-first century skills, and providing learning opportunities that foster engaged citizenship and environmental stewardship.

CREECS's teachers are involved in on-going professional development and training that includes but is not limited to the following: Environmental Education (INDIGO) Training, Project Learning Tree, Project Growing Up Wild, Singapore Math, Environmental Education Curriculum Development, Common Core State Standards Training, Lee Cantor - "Assertive Discipline" Book Study and Training, Interactive Achievement, My Big Campus, and SmartBoard training.

The year ends with The CREECS Environmental Education Summit which gave every student in grades one through grade five the opportunity to communicate what they learned during their year-end culminating project. The culminating projects were designed to demonstrate rigorous student work as well as a service learning component. Parents, grandparents, and community members were all invited to attend. The first grade presented their project on the St. Francis Animal Shelter in Georgetown, SC. The second grade presented their project working with the St. James Santee Health Center Community Garden. The third grade presented their nature trail with native species plantings. The third grade project was funded by a Project Learning Tree grant. The fourth grade presented their study of local and global water pollution. The fifth grade presented their study of protecting local bird sanctuaries.

Sally l'Anson, Principal
Shannen Nettles, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	6	6
Percent satisfied with learning environment	100%	N/A	N/A
Percent satisfied with social and physical environment	100%	N/A	N/A
Percent satisfied with school-home relations	100%	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 2013, 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.

Overall Weighted Points Total	N/A
Overall Grade Conversion	I

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

Cape Romain Environmental Education Charter School (CREECS) 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	11.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	47.6%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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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							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2013	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	7	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	100
	5	7	I/S	I/S	I/S	I/S	I/S
	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	N/A	N/AV	N/A	N/A	N/A	N/A	
Mathematics							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2013	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	7	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	100
	5	7	I/S	I/S	I/S	I/S	I/S
	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	N/A	N/AV	N/A	N/A	N/A	N/A	
Science							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2013	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	4	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	100
	5	3	I/S	I/S	I/S	I/S	I/S
	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	N/A	N/AV	N/A	N/A	N/A	N/A	

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2013	3	3	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	100
	5	4	I/S	I/S	I/S	I/S	I/S
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2013	3	6	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	100
	5	6	I/S	I/S	I/S	I/S	I/S
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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