



# SC Annual School Report Card Summary

Cape Romain Environmental Education Charter School  
 SC Public Charter  
 Grades: K-5 Enrollment: 59  
 Principal: Sally l'Anson  
 Superintendent: Wayne Brazell, Ph. D.  
 Board Chair: Don McLaurin

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Average	TBD	TBD	I	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A

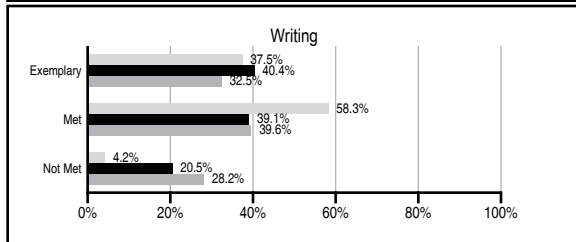
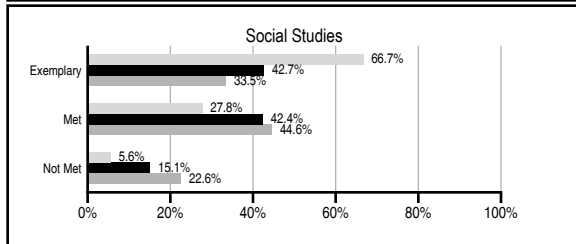
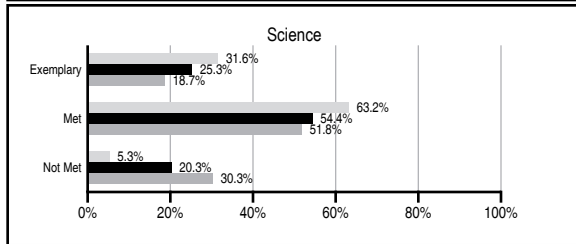
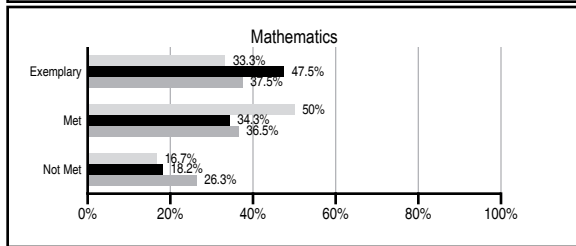
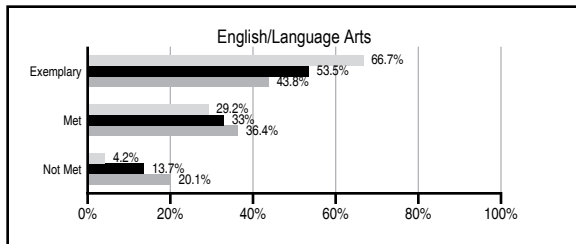
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
40	20	4	1	0

\* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC 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.

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

# Cape Romain Environmental Education Charter School (CREECS)

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=59)</b>				
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%
<b>Teachers (n=9)</b>				
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
Classes not taught by highly qualified teachers	47.6%	N/A	0.0%	0.0%
Professional development days/teacher	3.7 days	N/R	10.5 days	11.0 days
<b>School</b>				
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%
ESEA composite index score	N/A	N/A	91.7	88.0

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	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 at this school and their parents were included.

## 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

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status