



MEYER CENTER FOR SPECIAL CHILDREN

1132 Rutherford Road
Greenville, South Carolina

Grades	PK-K Primary School	
Enrollment	41 Students	
Principal	Louise Anthony	864-250-0005
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Excellent	Good
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good

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://eoc.sc.gov>

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	1	1	0	0

* Ratings are calculated with data available by 10/31/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	83.6%
Student-teacher ratio in core subjects	4.5 to 1
Teachers with advanced degrees	45.5%
Teachers returning from previous year	91.7%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	6.1 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
	South Carolina Department of Education
	Southern Association of Colleges and School
	American Montessori Society
X	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=41)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	33.3%	Up from 0.0%	4.2%	3.1%
Attendance rate	92.1%	Up from 90.9%	95.1%	95.3%
With disabilities other than speech	7.7%	Down from 32.6%	1.1%	0.8%
Older than usual for grade	0.0%	N/A	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	45.5%	Down from 50.0%	60.3%	62.9%
Continuing contract teachers	9.1%	Up from 8.3%	87.8%	90.5%
Teachers returning from previous year	91.7%	Down from 97.2%	89.2%	89.9%
Teacher attendance rate	92.0%	Down from 94.7%	95.0%	95.0%
Average teacher salary*	\$42,251	Up 8.7%	\$44,162	\$46,658
Professional development days/teacher	6.9 days	Down from 8.7 days	12.3 days	15.7 days
School				
Principal's years at school	16.0	Up from 15.0	4.5	6.0
Student-teacher ratio in core subjects	4.5 to 1	No Change	18.3 to 1	20.0 to 1
Prime instructional time	83.6%	Down from 85.5%	89.0%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$54,726	Down 21.0%	\$7,218	\$7,129
Percent of expenditures for instruction**	66.8%	Down from 67.0%	70.1%	69.6%
Percent of expenditures for teacher salaries**	62.4%	Up from 62.0%	66.9%	66.4%

* 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

Report of Principal and School Improvement Council

In 1954, long before the phrase “early intervention” was coined, Dr. Leslie Meyer established the Meyer Center. It was a time when children with “disabilities” were essentially cast away by society, but Dr. Meyer saw “abilities.” He realized that each and every child, regardless of his or her medical challenges, could learn. Every child, in his eyes, held real potential.

Today, as a Greenville County Charter School, the Mission, Vision, Values and Goals of the Meyer Center continue to be based on Dr. Meyer’s belief that intensive education and therapy provided at the earliest possible age gives a child with disabilities the best chance to make progress. Generally, students that receive direct services at the Center are children that have been diagnosed with a condition affecting their motor development such as cerebral palsy, spina bifida or genetic syndrome. The Center also provides support services for families including individual and group support, coordination of community services, school transition assistance and transportation

Referrals to the Meyer Center are made by a wide spectrum of community agencies and private sources such as BabyNet; Center for Pediatric Medicine; Center for Developmental Services; medical practitioners or parents. The primary goal of the program is to provide early intervention services so a child might gain or improve his/her cognitive, functional, gross motor, fine motor, communication, self-help and/or activities of daily living skills. This is accomplished by providing developmental experiences necessary for learning; teaching skills pertinent to a child’s developmental age for increased growth; providing an environment that fosters sensitivity and respect for individual differences and developing individual education goals with parents.

During school year 2010-11, a team of 7 teachers, 14 paraprofessionals, 5 physical therapists, 5 occupational therapists, 4 speech therapists and 1 music therapist provided a comprehensive range of developmental services to 50 students ranging in ages 3-7. Year after year, children attending the Center’s early childhood education program consistently exceed IEP mastery scores. In May 2011 Meyer Center students with completed IEP’s achieved an average of 80% of their annual education goals and 73% of their annual therapy goals, and a record high number of 28 students transitioned into other early childhood or elementary education programs.

Over the past 50 years, the Meyer Center has taken a leadership role in community collaboration and the provision of quality services to young children with disabilities. Ultimately, students benefit from the combined efforts of the community, as they leave the Center and successfully transition into other schools or community settings.

Louise Anthony Vicki Kilbride

Evaluations by Teachers	
	Teachers
Number of surveys returned	0
Percent satisfied with learning environment	N/R
Percent satisfied with social and physical environment	N/R
Percent satisfied with school-home relations	N/R

School Adequate Yearly Progress

YES

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.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.5%	0.0%	No
Student attendance rate	92.1%	94.0%*	Yes

* Or greater than last year