

# SC Annual School Report Card Summary

**MEYER CENTER FOR SPECIAL CHILDREN**  
**Greenville**  
**Grades: PK-K** **Enrollment: 41**  
**Principal: Louise Anthony**  
**Superintendent: Dr. Phinnize J. Fisher**  
**Board Chair: Roger Meek**

## 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		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Excellent	Good	TBD	TBD	Met	N/A
2010	Excellent	Good	N/A	N/A	Met	N/A
2009	Excellent	Excellent	N/A	N/A	Not Met	N/A

## ABSOLUTE RATING 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 11/03/2011. Schools with Students Like Ours are Primary Schools with Poverty Indices of no more than 5% above or below the index for this school.

### PRIME INSTRUCTIONAL TIME

Our School	Median Primary School
83.6%	89.6%

### STUDENT-TEACHER RATIO IN CORE SUBJECTS

Our School	Median Primary School
4.5 to 1	20.0 to 1

### TEACHERS WITH ADVANCED DEGREES

Our School	Median Primary School
45.5%	62.9%

### TEACHERS RETURNING FROM PREVIOUS YEAR

Our School	Median Primary School
91.7%	89.9%

### PERCENT OF PARENTS ATTENDING CONFERENCES

Our School	Median Primary School
100.0%	100.0%

### DAYS OF PROFESSIONAL DEVELOPMENT\*

Our School	Median Primary School
6.1 days	12.7 days

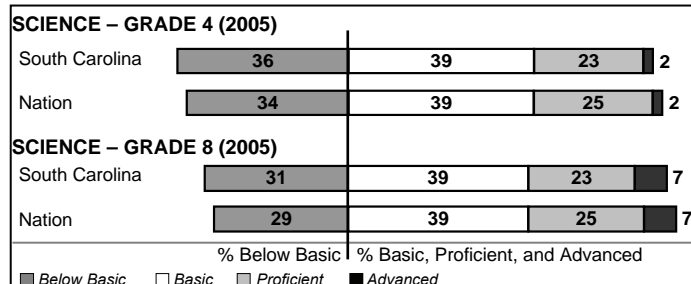
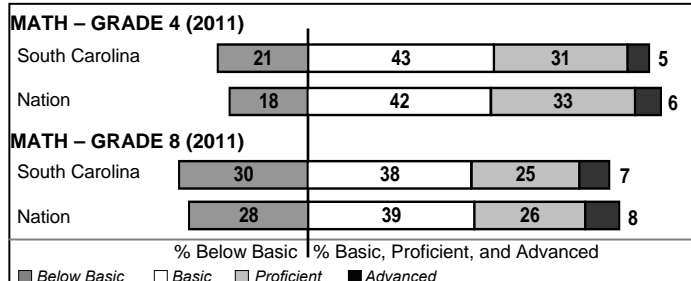
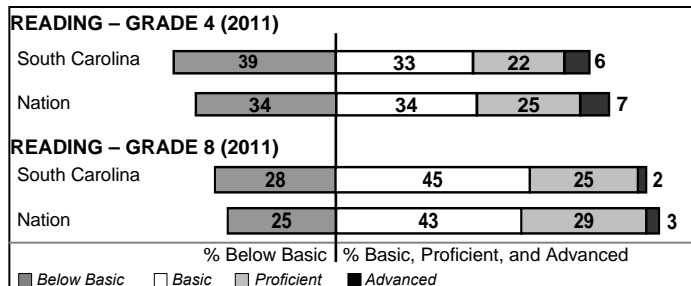
\*Professional development days should be devoted exclusively to knowledge and skills in working with children less than eight years old.

### 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 Schools
	American Montessori Society
X	National Association for the Education of Young Children

## NAEP PERFORMANCE\*

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



## SC PERFORMANCE GOAL

**2020 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  
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

# MEYER CENTER FOR SPECIAL CHILDREN [Greenville]

## SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
<b>Students (n=41)</b>				
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%
<b>Teachers (n=11)</b>				
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
Classes not taught by highly qualified teachers	12.5%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	6.9 days	Down from 8.7 days	12.3 days	15.7 days
<b>School</b>				
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
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%
% of AYP objectives met	100.0%	No Change	73.8%	94.1%

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	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

## 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

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