

Meyer Center for Special Children

1132 Rutherford Road
Greenville, South Carolina

Grades	PK-K Primary School	
Enrollment	35 Students	
Principal	Louise Anthony	864-250-0005
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Excellent**	**Good**
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Good
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

http://ed.sc.gov
http://www.sceoc.org

Meyer Center for Special Children 02/16/09-2301608

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	0	1	0	0

* Ratings are calculated with data available by September 30. 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 instructinal time	82.6%
Student-teacher ratio in core subjects	5.1 to 1
Teachers with advanced degrees	50.0%
Teachers returning from previous year	80.3%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with childern less than eight years old	10.0 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
X	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=35)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	20.0%	Up from 7.7%	6.2%	4.0%
Attendance rate	95.0%	Up from 91.3%	95.6%	95.6%
With disabilities other than speech	37.5%	Up from 25.6%	6.6%	4.0%
Older than usual for grade	N/A	N/A	0.2%	0.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	50.0%	Up from 44.4%	59.0%	56.8%
Continuing contract teachers	0.0%	N/A	82.4%	81.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.3%	No Change	89.4%	88.6%
Teacher attendance rate	84.5%	Down from 93.8%	93.8%	94.9%
Average teacher salary	$37,386	Up 4.4%	$45,622	$45,806
Professional development days/teacher	13.0 days	Up from 12.4 days	16.7 days	18.1 days
School				
Principal's years at school	13.0	Up from 12.0	3.8	4.0
Student-teacher ratio in core subjects	5.1 to 1	Down from 9.0 to 1	18.0 to 1	18.7 to 1
Prime instructional time	82.6%	Down from 86.2%	88.2%	88.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	$71,969	Up 53.1%	$6,822	$6,510
Percent of expenditures for instruction*	44.0%	Down from 68.5%	71.2%	71.0%
Percent of expenditures for teacher salaries*	35.2%	Down from 57.8%	65.4%	64.2%

* 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

Dr. Leslie Meyer, one of South Carolina's first pediatric orthopedic physicians, began his practice in Greenville in 1951. Three years later, he founded the Meyer Center when he concluded that 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, and school transition assistance

During the 2007-08 school year, a team of 6 teachers, 10 paraprofessionals, 4 occupational therapists, 5 physical therapists, 3 speech therapists, and 1 music therapist provided a comprehensive range of developmental services to 46 students, ranging in ages 3-7. These children achieved an average of 75.2% of their annual education goals and 72.8% of their annual therapy goals, and, at year-end, 12 of these students were ready to transition into other public school settings.

The demand for Meyer Center services has been steadily growing, so, to address space limitations, the Center purchased and renovated the building it has occupied for the past 10 years. This acquisition has not only allowed expansion of current programs, but it has put the Center in a position to explore other high quality early education opportunities and partnerships in the community.

Evaluations by Teachers

	Teachers
Number of surveys returned	4
Percent satisfied with learning environment	I/S
Percent satisfied with social and physical environment	I/S
Percent satisfied with school-home relations	I/S

School Adequate Yearly Progress	NO

* 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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%	Yes

* Or greater than last year

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