



MEYER CENTER FOR SPECIAL CHILDREN

1132 Rutherford Road
Greenville, South Carolina

Grades	PK-K Primary School	
Enrollment	33 Students	
Principal	Louise Anthony	864-250-0005
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Good
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Excellent

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 GOAL

By 2010, SC'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.

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.

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 03/09/2011. 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	85.5%
Student-teacher ratio in core subjects	4.5 to 1
Teachers with advanced degrees	50.0%
Teachers returning from previous year	97.2%
Percent of parents attending conferences	97.9%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	8.7 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=33)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 70.0%	1.9%	2.8%
Attendance rate	90.9%	Up from 90.3%	95.3%	95.6%
With disabilities other than speech	32.6%	Up from 25.6%	6.8%	4.0%
Older than usual for grade	N/A	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=12)				
Teachers with advanced degrees	50.0%	Up from 41.7%	62.9%	62.2%
Continuing contract teachers	8.3%	No Change	84.0%	90.9%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	97.2%	Up from 88.7%	91.2%	89.8%
Teacher attendance rate	94.7%	Up from 93.6%	95.4%	95.1%
Average teacher salary*	\$38,875	Up 1.7%	\$46,401	\$47,006
Professional development days/teacher	8.7 days	Down from 19.6 days	17.8 days	17.1 days
School				
Principal's years at school	15.0	Up from 14.0	3.0	5.0
Student-teacher ratio in core subjects	4.5 to 1	Down from 7.1 to 1	17.8 to 1	19.3 to 1
Prime instructional time	85.5%	Up from 82.9%	89.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$69,299	Up 27.8%	\$7,530	\$7,207
Percent of expenditures for instruction**	67.0%	Down from 70.0%	68.1%	68.5%
Percent of expenditures for teacher salaries**	62.0%	Up from 60.5%	62.5%	65.1%

* 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

From birth, and throughout their life a child with special needs is diagnosed, followed, evaluated and monitored. Every agency representative becomes a crucial part of what often has become the puzzle of this child's life. With this in mind, the Mission, Vision, Values and Goals of the Meyer Center are based on the 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.

During the 2009-10 school year, a team of 8 teachers, 16 paraprofessionals, 5 occupational therapists, 5 physical therapists, 4 speech therapists and 1 music therapist provided a comprehensive range of developmental services to 49 students ranging in ages 3-7. These children achieved an average of 83% of their annual education goals and 85% of their annual therapy goals, and at year-end 9 of these students were ready to transition into other public school settings.

Budget cuts and a slow economy have definitely created new challenges for us, especially when coupled with our recent service expansion. However, with the demand for Meyer Center services growing steadily each year, we consider this an opportunity to further explore school and community-based partnerships. Meyer Center's Charter School Renewal Application was approved by the Greenville County School Board in April 2010. The Charter was granted for 10 years effective August 2010-July 2020. The Center was also proud to be re-accredited by the National Association for the Education of Young Children (NAEYC). This accreditation is a widely recognized sign of excellence, so families know that the Meyer Center strives to reach the highest professional standards and that their children are getting high quality care and early learning experiences.

Louise Anthony
Executive Director
Priscilla Palmer
Parent Council President

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

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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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	90.9%	94.0%*	Yes

* Or greater than last year