

**ANNUAL ACCOUNTABILITY REPORT  
FISCAL YEAR 2002-2003**



*Submitted by*

**THE SOUTH CAROLINA GOVERNOR'S SCHOOL  
FOR THE ARTS AND HUMANITIES**

*To*

**THE HONORABLE MARK SANFORD  
GOVERNOR OF SOUTH CAROLINA**

*and*

**MEMBERS OF THE SOUTH CAROLINA GENERAL ASSEMBLY**

**ACCOUNTABILITY REPORT  
TRANSMITTAL FORM**

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for the Arts and Humanities

**DATE OF SUBMISSION:** September 15, 2003

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## SECTION I: EXECUTIVE SUMMARY

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### **HISTORICAL BACKGROUND**

In October 1980, the South Carolina Governor’s School for the Arts and Humanities (SCGSAH) was established by Executive Order. In 1981, the South Carolina General Assembly provided funding through annual provisos to support a Governor’s School for the Arts as a State Honors Program. The initial funding enabled the School to provide an intensive Summer Honors Program of pre-professional arts instruction and experiences for students identified as exceptionally gifted in either *creative writing, dance, drama, music or the visual arts*. Additionally, the funds supported outreach efforts to provide arts education to rural and small districts, and later expanded to all areas both rural and urban as well as to recruit students into the program. The Program was also used to ensure access into the School. The funding made it possible for the SCGSAH to partner with higher education institutions to provide a graduate studies program for training public school arts educators in the identification of students with arts giftedness and potential.

*Enabling Legislation §59-50-10, SC Code of Laws, as amended*  
“There is established the South Carolina Governor's School for the Arts and Humanities to provide training for exceptional artistically talented students and serve as a research and resource center for all students and teachers in South Carolina. The school is dedicated to serving talented students in South Carolina who show exceptional talent, promise, aptitude, and interest in creative writing, dance, music, theater, and the visual arts. This residential school shall provide intensive pre-professional and professional instruction in the arts and a strong academic and humanities program which will lead to a high school diploma and college credits.”

In 1994, the South Carolina General Assembly enacted legislation to expand the purpose and scope of the Governor’s School to provide for a year-round residential arts and academics high school and funds to support construction of facilities for housing and operations of the school and its programs. The legislation also officially named the school with a directive to also serve as a statewide research and resource center. The newly constructed \$30-million campus, which is supported by both state and matching Foundation dollars, was dedicated on April 1, 2000. The SCGSAH graduated its inaugural class from the high school program in 2000-2001.

### **SCGSAH COMPONENTS →**

- THE CONSERVATORY**
- *Pre-professional training in the Arts and rigorous Academic and Humanities curriculum: Residential High School, Summer Honors, Preparatory Dance, and Academy Graduate Intern Program*
  - **RESEARCH AND RESOURCE CENTER**
  - **INTERACTIVE DISTANCE LEARNING**
  - **RECRUITMENT AND OUTREACH**
  - **INSTITUTIONAL ADVANCEMENT**

## ***MAJOR PROGRAMS AND SERVICES***

### **Residential High School Program**

The SCGSAH celebrated the graduation of its third class in 2002-03. The residential high school program served 236 artistically gifted high school students through programs of pre-professional instruction in an environment of artistic and academic excellence. The residential high school accepts students majoring in one of five arts disciplines: *creative writing, dance, drama, music and visual arts*. A majority of the students are juniors and seniors. The dance program accepts exceptionally gifted dancers also in grades 9 and 10 because the nature of this arts discipline requires early training.



In addition to a two-year curriculum in the arts, SCGSAH students enroll in rigorous and challenging academics courses required by the state for a high school diploma. Students are awarded both a South Carolina High School Diploma and a South Carolina Governor's School for the Arts and Humanities Scholars Diploma. Students also engage in humanities lectures, journal entries, and service learning programs. The SCGSAH Board of Directors, administration, faculty, and staff are extremely proud of the significant arts and academics accomplishments of its high school students, faculty and staff (*See Section I, subheading 2002-2003 Major Achievements*).

As a school seeking accreditation from both the Southern Association of Colleges and Schools (SACS) and the Accrediting Commission for Community and Pre-collegiate Arts Schools (ACCPAS), the Governor's School has completed the self-study required by each. Teams from both accrediting bodies visited the SCGSAH campus concurrently during March of 2003.

### **Summer Programs for Students**

**The Academy Program**, established in 1990 as part of the School's award winning Outreach Program, serves rising tenth grade students from across the State. This two-week residential intensive summer arts institute offers pre-professional training in creative writing, drama, instrumental and vocal music and visual arts. In addition to providing an outstanding training opportunity for students, it serves as an excellent recruitment tool for the High School Residential Program.

**The Honors Program**, established in 1980 with its first session beginning in July 1981, is a five-week residential program of intensive, pre-professional training in

creative writing, dance, drama, instrumental and vocal music and visual arts. The curriculum includes master classes, studio work, individual and ensemble studies, seminars, and workshops, as well as self-directed studies and projects for rising juniors and seniors from through-out South Carolina.

**The Preparatory Dance Program** is a five-week residential program with intensive training in both ballet and modern dance for rising seventh, eighth, ninth and tenth grade students.

### **Summer Program for Arts Educators**

#### **The Graduate Studies/Intern Program**

This program provides the state's arts educators and schools' administrators with the opportunity to study gifted arts education, curriculum development, and innovative and best practices in creative writing, music, drama and visual arts. Teachers from across the State of South Carolina may use the school as a laboratory to observe best practices as master teachers provide exemplary differentiated and pre-professional training in the arts. Teachers may study technology applications in music, graphic arts and theatre design. These teachers earn three to six hours of graduate credit in gifted education and three hours in technology and curriculum development.

### **Recruitment and Outreach**

From inception, the South Carolina Governor's School for the Arts and Humanities has strived to ensure that the student body be representative of the entire State and reflect its cultural and ethnic diversity. To achieve this goal, the School employs a full-time recruiter, who with the support of faculty and other administrative staff members, works with public and private school teachers, parents and principals to identify gifted students in all areas of the State. School visits, outreach programs, student shadowing opportunities, and campus tours are just a few of the activities available to potential students. Special efforts are made to identify students with artistic potential who reside in rural areas that may not offer arts instruction.

The primary purpose of the Outreach Program is to insure that all eligible students are aware of and have equal access to the Governor's School and its programs. Outreach activities are held throughout the State, as well as on the SCGSAH campus, to help identify potentially gifted students and further develop their potential by providing training, encouragement and support. These activities include Saturday workshops in centralized locations across South Carolina that provide master classes in creative writing, drama, dance, music, and visual arts. These sessions also include information to assist students with application and audition preparation.

The Governor’s School hosted the first Annual Open Doors Event in the fall of 2002. This event offered prospective students, along with interested parents and teachers, the opportunity to experience the School first-hand through tours, clinics and class observations. Students and parents attended from across the State of South Carolina.

In addition, the Outreach Program provides master classes for teachers as requested in both private and public schools statewide.

**MISSION AND VALUES**

**THE MISSION**

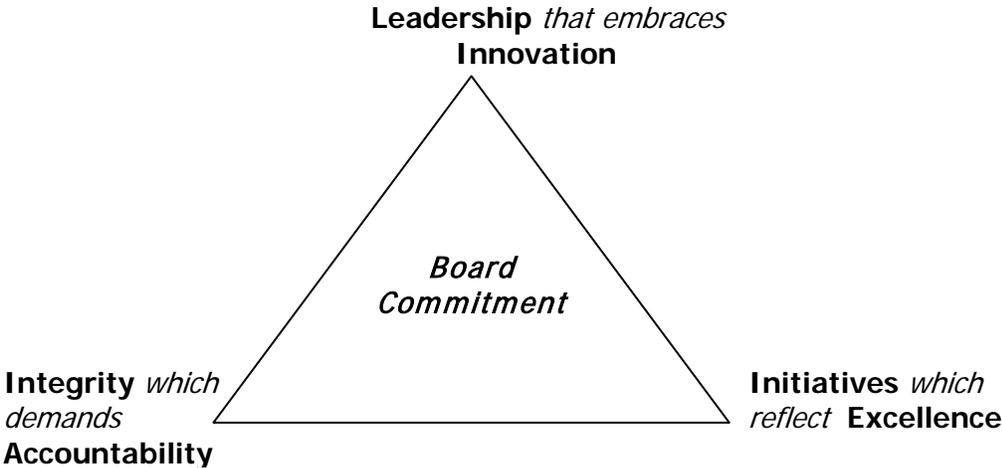
*The South Carolina Governor’s School for the Arts and Humanities is to serve the artistically talented high school students of South Carolina through programs of pre-professional instruction in an environment of artistic and academic excellence. The School is a resource for all teachers and students in South Carolina.*

**THE VISION** [Adopted by the Board of Directors on May 9, 1998]

**Working together, creating the highest quality arts education throughout South Carolina**

[Adopted by the Board of Directors on May 9, 1998]

The vision is one of shared values, with the commitment of the Board being central to the task. With a leadership style that embraces innovation, the other core values are integrity, which demands accountability, and initiatives which reflect excellence.



## **KEY STRATEGIC GOALS**

### ***Current and Future Years***

- Expanding the applicant pool for all SCGSAH Programs.
- SCGSAH High School Accreditation from both SACS and ACCPAS.
- Establishment of the Absolute Performance grade on the School Report Card to be “EXCELLENT”.
- Updating the plan for maintenance of adequate facilities.
- Participation of faculty and staff in professional development activities.

As stated in the FY 2001-02 Accountability Report, the School’s leadership elected to delay updating the strategic plan until the new President had arrived on July 1, 2003. The update of the School’s strategic plan is in progress.

## **OPPORTUNITIES AND BARRIERS**

Through its strategic management plan, the South Carolina Governor’s School for the Arts and Humanities has developed ambitious action steps designed for achieving and creating the highest quality arts education and for raising the bar for education in the arts and academics throughout the State of South Carolina. The SCGSAH has developed strong relationships and/or partnerships with private and public schools, students and alumni, parents, patrons, vendors, and state government in order to reach the School’s goals and objectives.

Operating as both a public high school and a State Agency continues to challenge the School’s leadership, faculty and administrative staff in order to comply with, coordinate, and communicate the requirements for both.

Increased awareness of the new Governor’s School campus has increased the demand for statewide services. Existing resources have allowed the School to accomplish measurable and observable results; however, as a result of severe budget reductions and the continuing decline in state revenues, the leadership of the School found it necessary to realign and reprioritize available resources. Reductions were taken in auditions, Summer Programs, administrative services, and temporary personnel in order to comply with the mandated state budget cuts. Extreme caution was exercised not to jeopardize the safety of the School’s students, faculty, and administrative staff, but other funding sources will have to be identified to provide for renovations and/or repairs to ensure that the SCGSAH Residential High School continues to be a physically and environmentally safe and sound facility. For the first time since establishment, the School’s leadership considered charging for food services for students enrolled in the Residential High School, rather than relinquishing the quality of the arts and academic programs. Strategies to bring about even greater statewide accomplishments for the relatively new Residential High School will require additional funding.

The State’s economic downturn has and will continue to affect the SCGSAH Foundation’s ability to develop significant funding sources for the School and its programs.

## **2002-03 MAJOR ACHIEVEMENTS**

In a ceremony held during commencement weekend in May 2003, the SCGSAH celebrated student achievement. The school honors both the intangible accomplishments of the year such as sense of community, personal growth, learning to respond to a wide range of change and challenges, and the concrete accomplishments signified by awards, certificates, and recognitions. The SCGSAH major achievements are reported here under subheadings as follows: Student Accomplishments (by arts discipline areas), Scholastic Achievement, Service Learning and Community Service Achievements, Staff and Faculty Achievements, and School-wide Achievements.

### **STUDENT ACCOMPLISHMENTS THE ARTS**

#### ***CREATIVE WRITING DEPARTMENT:***

The mission of the Creative Writing Department is to identify and serve the gifted young writers of South Carolina through a program designed to offer outstanding pre-professional instruction in a supportive atmosphere. The creative writing two-year program is designed to instruct artistically gifted students in the skills of writing poetry, short fiction, creative nonfiction, and plays.



- One student received First Place, and another received an Honorable Mention in the Thomas Wolfe Young Writers Contest 2003.
- Three students received Honorable Mentions in the National Foundation for the Advancement in the Arts, February 2003.
- *One student received a \$10,000 Davidson Fellowship 2002.*
- One student received First Place, and another received Third Place in the Emrys Foundation 2003 Poetry Awards. In total, eighteen pieces of work from the creative writing program were chosen for the Emrys Anthology.
- Three students were chosen as representatives at South Carolina Girls State.
- One student won the Discover Card Award for work in the arts and the humanities.
- Five students had work published in *Southern Voices*. In addition, four students won the Flannery O'Connor Award for Fiction, the Algonquin Poetry Award, the Algonquin Award in Essay, and the Bronze in Essay.
- Through the Scholastic Regional Writing Awards, two students will have their one-act plays staged at UNC-Charlotte.

- One student received an Honorable Mention in the Princeton University Poetry Contest 2003.
- One student received First Place, and another received an Honorable Mention in the SC Poetry Society Skylark Prize, 2003.
- In the 2003 Scholastic Regional, two students received Gold keys, four students received Silver Keys, and eleven Certificate of Merit Awards were awarded to seven students.
- One student won the Gold in the 2003 Scholastic Nationals.
- Two students will have works published in *Creative Connections: A Celebration of Young Poets*.

### **DANCE DEPARTMENT:**

The mission of the Dance Department at the South Carolina Governor's School for the Arts and Humanities is to offer a pre-professional training program with intensive study in classical ballet. The dance program also includes modern, jazz, and character (ethnic) dance.



Several students participated as guest artists for dance companies across the state, including, South Carolina Ballet Company, Carolina Ballet Company, Hartsville Ballet Company, Robert Ivey Ballet Company, Footnotes, Inc., Ebony Dance Theatre.

- SCGSAH received the Outstanding School Award at the 2003 Youth America Grand Prix. Two students received First Place Awards in the Classical and Contemporary Divisions; two students received Second Place Awards in the Classical and Contemporary Divisions, a student received Third place in the Contemporary Division, and another received Third Place in the Classical Division. A student received the Special Award for Contemporary Dance in the Finals Competition and another received Third Place in the Finals competition. In addition, five students were Top Twelve Finalists in the Finals Competition.
- One student choreographed two original Contemporary pieces for SCGSAH performances, and two solo pieces for the Young America Grand Prix.

## **DRAMA DEPARTMENT:**

The mission of the Department of Drama is to offer an intensive course of study, focusing on the craft of acting. The program includes instruction and practice in acting, movement, voice and speech, performance, and special techniques related to the art and profession of acting.



Several students participated in prestigious programs in the US and abroad this past summer. One student performed in the Edinburgh Fringe Festival in Scotland. This is the most important theatre festival of its kind.

- One student was accepted to England's Royal Academy of Dramatic Art Summer Shakespeare Conservatory.
- One student took part in Boy's State.
- Two students performed in the Upstate Shakespeare Festival in Greenville.
- One student was selected as a finalist in the National Arts Recognition and Talent Search, and recently flew to Miami to take part in a week of workshops and seminars. As a result she received the highest possible level of distinction, a level one, which carries a \$3000 cash award. She is one of 42 young artists nationwide in the running for the highly prestigious Presidential Scholars award.
- One student had a weekend of classes and performances at Julliard School.
- One student won the South Carolina English Speaking Union/National Shakespeare Competition (state champion) held February 4 at Greenville's Warehouse Theatre. She was also featured in an article in the February 8 edition of the Greenville News "Lifestyle" section.
- Twelve students traveled to Chicago in February to participate in the Unified Theatre Auditions.
- Students participated in a master class conducted by actors from the Aquila Theatre Company. They attended the company's production of Shakespeare's "A Midsummer Night's Dream", which is headed for Broadway this spring.
- The 13 members of the senior class in Drama garnered over \$400,000 in college scholarships and grants for next year.
- Four seniors were named to the directory of Who's Who Among American High School Students, and a fifth student was nominated for this distinction.
- Percentage of '03 Students Recognized With Arts Awards: 85%

## ***MUSIC DEPARTMENT:***

The mission of the Music Department of the South Carolina Governor's School for the Arts and Humanities is to offer the highest level of musical training to gifted high school students in South Carolina. The Department offers intensive training to musicians interested in advanced music study and preparation for careers in music. The comprehensive curriculum includes private lessons on individual instruments, chamber music, large ensembles, as well as courses in music theory and history, and class piano.



- One student was the subject of a lengthy article in his hometown newspaper. The Chester County Herald. The news story related his experiences at Governor's School and was accompanied by several photographers. The article, titled "A Head Start on Life," outlined a typical daily schedule for the student and conveyed his enthusiasm for the Governor's School experience.
- Three students were the Greenville Symphony Orchestra High School String Apprenticeship Winners, in violin, viola, and cello. These same students rehearsed and performed with the GSO in the Holiday at Peace Concerts on December 16-18, 2002.
- At the MTNA Competition (State Level), three students won First Place in Strings, Brass, and Piano. A Second place award was also received by a student for Piano. One student received an Honorable Mention in strings and two in brass. One student received a First Place Alternate Award in woodwinds.
- The All-State Sr. (Western Region) Orchestra results for the SCGSAH included, six students in Violin I, three students in Violin II, four students in viola, and six students in Cello.
- At the All-State Chorus Competition, 33 students auditioned, and 22 were selected; ten sopranos, six altos, three tenors, and three basses.
- At the Carolina Youth Symphony Concerto Competition, a student won First Place in piano and was featured at the CYS Concert in March.
- One harp student was selected to participate in the ninth-annual "Julliard Experience". During her three-day stay, she resided in the Julliard residence hall, participated in rigorous classes in her art discipline and attended performances at the Lincoln Center and other art venues in New York City.
- One cello student won second place at the SCMEA Orchestra Division – Solo Audition
- At the Clemson Young Artist Competition, a piano student won First Place and performed at Clemson University for the Children's Concert.
- At The Magellan String Quartet Chamber Music Competition in Georgia, two students received First Place in viola and cello, and two students tied for First Place in 2<sup>nd</sup> violin. A trombone student was awarded the First Place Alternate Award at the MTNA Regionals in Mississippi.

- All-State Jazz Band (Selections based on auditions held at Lexington High. Three students were selected to play in the All State Jazz Band Clinic held at Newberry College.)
- At the Southeastern Young Artist Competition at the University of South Carolina, a student received First Place in Piano and Overall Musicianship. Three students received Second Place Awards in piano, woodwinds, and brass.
- Students participated successfully in the Arthur Fraser Young Artist Competition for Brass, Strings, Woodwinds – USC School of Music.
- Students also participated in the following other competitions held around the state: Piano Competition for Young Artists (Preliminary) - Furman University (Greenville Symphony Guild), NATS Auditions - Orangeburg, S.C., All-State Chorus - Winthrop University - Rock Hill, S.C., and the NATS Regionals - Greensboro, N.C.
- At the Piano Competition for Young Artists (Greenville Symphony Guild) SCGSAH students received a First and Third Place Award in piano. The First Place winner performed solo at the Peace Center on April. 12, and at the Young Artist Competition (Vocal & Instrumental) at Limestone College.
- One cellist student was awarded the South Carolina Emerson Scholarship to Interlochen Arts Academy for the summer. This student was accepted into the Valade Master Teacher Program, an exclusive training program for violinists and cellists, giving them the opportunity to work with master teachers such as Bill Preucil from the Cleveland Orchestra, and Eric Kim from the Philadelphia Orchestra.
- Music students performed at several key venues throughout the state this year, including Governor Mark Sanford’s Inauguration; President George W. Bush’s visit to Greenville; the S.C. Arts Educators Association Conference; the S.C. Music Educators Association Conference; and the inaugural Founders’ Day event at the Peace Center.
- The Chamber Choir and the All School Choir performed as featured guest artists with The Greenville Symphony, Holiday at the Peace in December 2002.

### ***Additional Student Performances:***

- Region Bands (1,2,3,4,5)-Clinics at various High Schools and Universities.
- All-State Orchestra (Strings)- Rehearsals and concert held at Twichell Auditorium at Converse College.
- All-State Band – Furman University
- All music students participated in the Holocaust Project/Concert at the SCETV Studio in Columbia.



- The First Place Winner in the Young Artist Piano Competition, Greenville Symphony Guild, performed solo at the Peace Center.
- Hilton Head Low Country Outreach Tour - String Orchestra “Concertato” and Wind Ensemble.

### ***VISUAL ARTS DEPARTMENT:***

The Visual Arts Department of the South Carolina Governor’s School for the Arts and Humanities serves talented and gifted students of South Carolina in pre-professional training in the visual arts. Studio class sizes are small to enhance individualized instruction and adaptability to learning styles.



- One student attended Pratt Institute’s high school program during the summer. Focusing on graphic design.
- One student was the subject of a lengthy article in her hometown newspaper. The Chester County Herald. The news story related her experiences at Governor’s School and was accompanied by several photographers. The article, titled “A Head Start on Life”, outlined a typical daily schedule for the student and conveyed her enthusiasm for the Governor’s School experience.
- Several students judged entries from Pelham Road Elementary School for the national “Reflections” competition.
- Visual Arts students participated in Scholastic Art Competition. One student earned a Gold Key Award for his carved alabaster sculpture, and five students had works selected for the Exhibition.

- Visual Arts students participated in the Annual Upstate High School Art Exhibit. Fifteen students had works selected for the exhibition. A student earned First Place for an identity package design. Two students won Second Place awards for promotional design and for a wood sculpture. A student received an honorable mention for a clay piece, and another received honorable mention in photography for a silver gelatin print.
- Selected Visual Arts students judged entries from Pelham Road Elementary School for the national "Reflections" art competition. The 2002-03 theme was "Signs of Courage". Five SCGSAH students judged work in two categories: photography and visual arts. They selected the first, second, third and honorable place awards.
- Visual Arts students worked with students in the Children's Literature Course taught by a member of SCGSAH faculty at Furman University. Seven SCGSAH students worked one-on-one with the class members teaching them some of the elements of art (line, shape, color) used in several contending books for the 2002 Caldicott Awards.
- Two students served internships as their Senior Concentration course second semester. One student interned at Jackson/Dawson's Greenville location, and the other student worked with Furman University's Marketing Publications Department.
- Three students served as jurors for The West End Friends and Artists exhibition on May 3, 2003. They presented Student Selection Awards in several categories including Best in Show.
- Many students received scholarships to prestigious Colleges and Universities from across America.
- One student received a \$48,000 four-year scholarship to the Maryland Institute College of Art.
- One student was accepted into Clemson University, received a \$6,000 per year Presidential Scholarship to the Pratt Institute, and a \$28,000 four-year Faculty Award for Columbus College of Art and Design.
- One student was accepted in the Ringling School of Art, and received a \$20,000 four-year Scholarship to the Maryland Institute College of Art.
- One student received a \$50,000 four-year scholarship to the Maryland Institute College of Art, and a \$10,000 per year scholarship to the Rhode Island School of Design.
- One student was accepted into the Boston University School for the Arts and the Boston Museum School.
- One student received a \$7,000 per year scholarship to the Boston Museum School, a \$10,000 per year scholarship to the Kansas City Art Institute, and a \$9,500 per year scholarship to the Maine College of Art; SUNY Purchase
- One student was accepted into Winthrop University, and received a \$32,000 per year scholarship and financial aid to the Moore College of Art and Design.
- One student was accepted into the Ringling School of Art, and received a \$22,000 four-year scholarship to the Maryland Institute College of Art.
- One student was accepted into South Carolina State University.

- One student was accepted into Carnegie Mellon University, and received a \$56,000 four-year scholarship to the Kansas City Art Institute.
- One student was accepted into the Sova School of Visual Arts, and received a \$17,000 per year scholarship to the Boston University School for the Arts.
- One student received scholarships at The Kansas City Art Institute for \$4,000 per year, Virginia Commonwealth University for \$1250 per year, Pratt Institute for \$3,000 per year, Savannah College of Art and Design for \$2,500 per year, and was accepted into the University of Georgia.
- One student was accepted into the San Francisco Art Institute, and received scholarships at the Pratt Institute for \$8,000 per year, and the School of Visual Arts for \$8,500 per year.
- One student received scholarships at Maine College of Art for \$8,000 per year, Rhode Island School of Design for \$10,000 per year, Massachusetts College of Art for \$10,000 per year, University of the Arts for \$10,000 per year, and Boston Museum School \$5,000 per year.

## STUDENT ACCOMPLISHMENTS ACADEMICS

### ***MATHEMATICS DEPARTMENT:***

- Examination preparation was provided for PSAT, SAT, and ACT by the mathematics department and by the Princeton Review.
- Review Sessions were offered for students who needed to take or to complete the EXIT exam.
- AP Calculus students participated in a simulated AP Practice Exam with hundreds of other students from the School District of Greenville County.



The Math Team competed with high schools from the state of SC at Furman and Winthrop Universities in 2002 and at Winthrop University again in 2003.

- Two students were selected as alternates for the South Carolina Team whose competition is held each year at Penn State University.
- A comprehensive website was maintained to enhance communication with parents and students.
- Math teachers attended local, state, and national conferences to improve knowledge and communication in mathematics and teaching.
- Math teachers served as officers in local and state math organizations.
- Math teachers served as speakers at local, state, and national math conferences.
- During the Summer of 2002-2003, a math/computer science teacher will serve as Master Teacher in an AP Computer Science program lead by Clemson University for teachers in the School District of Greenville County.
- Planned for Extra Help Review sessions for students who plan to take college placement tests in mathematics.

### ***ENGLISH DEPARTMENT:***

- The poetry of three students was selected for inclusion in USC-Spartanburg's literary journals *Maggie's Drawers* and *A Near Miss*.
- As a result of a faculty member's participation last summer in a grant-funded East Asian Literature seminar at Indiana University, English students studied several East Asian texts (ancient Chinese poetry, excerpts from famous medieval miscellanies or pillow books, a contemporary Japanese short story and a recent Chinese novella)
- The Student Book Club read seven works together over the course of the academic year.
- The English Department co-sponsored the Reel Alternatives film series and additional film screenings throughout the academic year.

## ***SOCIAL STUDIES DEPARTMENT:***

- A new course (International Relations) was implemented in the Fall of 2002.
- World Religions panel discussion with panelists from the community was conducted as a contribution to the Humanities Program (approximately 125 students attended).
- Six students participated in the Fourth Congressional District History Day competition; all six students qualified for state competition. One student qualified to participate in the National History Day competition held in Washington, DC.

## **FACULTY AND STAFF ACHIEVEMENTS**

- Retiring President named as top twenty-twenty leaders of Greenville in 2002.
- Retiring President was presented the Silver-Crest Award by the Governor of South Carolina for her outstanding service in arts education. She was also presented the Order of the Poinsettia by the mayor of Greenville for her outstanding contributions to the arts and education and received a citation for Lifetime Achievement and Contributions.
- Furman University awarded to the President Amerita the first Career Achievement Award for outstanding career leadership and arts contributions.
- Visual arts faculty, received one of five Minority Outreach Grants for High Schools awarded nationally for the academic year 2002-2003. The grant, sponsored by the Society of North American Goldsmiths (SNAG), will sponsor artist David Jones.
- Visual arts faculty was featured in an article in Greenville Magazine, "Making Art Work," as part of the magazine's series on artists participating in "Open Studios."
- Visual arts faculty had a one-person exhibition at City Art Gallery in Columbia, SC.
- Two faculty members are serving on the ad hoc education committee of the Greenville County Museum of Art. They taught classes in the Museum's Center for Museum Education in the spring of 2003.
- Visual Arts Faculty was featured in an article in Creative Loafing that described his artistic goals and working process. The article is part of a series dedicated to artists in the Open Studios event.
- Visual Arts faculty will teach at the University of Georgia's Cortona Program in Cortona, Italy this summer.
- Visual Arts faculty received \$1,000 grant from the Metropolitan Arts Council of Greenville County.
- Creative Writing faculty's poetry was selected by poet Marge Piercy and novelist Ira Wood for publication, by Leapfrog Press.
- Creative Writing faculty's collection of poetry, "Midnight in the Guest Room", was accepted for publication by Leap Frog Press. The collection will be published in 2004. Her poems were published in The Texas Review, The South Carolina Review, Canadian Women's Studies, Cumberland Poetry Review, Dogwood, Laurel Review, and Skylark. She presented several readings from her work.
- Depart Chair was nominated for a Pushcart Prize.

- A Creative Writing faculty member had a collection of stories, “The Half-Mammals of Dixie”, published by Algonquin Books. It received a Top 5 Short Story Collections of 2002 citation from Book magazine; a Top 10 Editors’ Picks from Amazon.com; was a Southeastern Bookseller’s Association Fiction Book of the Year finalist; was a ForeWord Magazine Literary Fiction Book of the Year finalist; was a “Booksense 76 Selection”. It sold to Harcourt-Brace’s Harvest line for paperback rights. His short stories appeared or are forthcoming in The Georgia Review, Book, New England Review, The Atlanta Review, They Write Among Us—Fiction from Oxford, Mississippi, and A Very Southern Christmas from Algonquin, among others. He read at a number of bookstores in 2002-03, and at Washington and Lee University, the University of Virginia, Ole Miss, Francis Marion University, Furman University, Presbyterian College, George Mason University, and the University of Pittsburgh-Bradford. A film is being made of his story “Show and Tell.” The Jackson Library at the University of North Carolina-Greensboro has requested to be the repository of his manuscripts and papers. He received a Phi Beta Kappa Key from Furman University on May 13, 2003, for his contribution to American literature.
- One faculty member in Social Studies completed a Holocaust project as a component of his Mandel Fellowship from the Holocaust Museum in Washington, DC. The project, involving about 125 students, was created and filmed in conjunction with SCETV; the half hour program aired on SCETV and the videotape was presented to all high schools in South Carolina along with a curriculum guide.
- One faculty member in Social Studies was selected as question leader for the AP European History Reading in Nebraska.
- One faculty member in Social Studies was selected as an alternate for the Richard Riley Institute at Furman University.
- All social studies faculty members belong to the South Carolina Council for the Social Studies and the National Council for the Social Studies; two members of the department attended the annual SCCSS convention.
- Principal was elected to the Board of the Palmetto State Teacher’s Association, where he serves as Secretary. He will present at the South Carolina Council for the Social Studies Fall Conference. His topic is “An Invitation to the Mandel Fellowship.” In October, he will present a paper in Pittsburgh on the history of Rockefeller-sponsored General Education Fund at the Conference on the History of Education. The Principal was also appointed to the Carter G. Woodson Award Committee by the National Council Social Studies.
- Drama faculty performed in the Playwrights’ Project in Healing Springs, NC, during the summer.
- The Drama faculty’s adaptation of “The Emperor’s New Clothes” was performed during July and August by the Pennsylvania Shakespeare Festival. He also designed the set for “Cannibals” at Trustus Theatre in Columbia.
- The Dean presented a conference paper on southern film at the national meeting of the Popular Culture Association in New Orleans.
- The Dean was selected and participated in the National Endowment for the Humanities Summer Institute: “Mozart’s German Operas in Context” held in Vienna, Austria in June 2003.

- The Chair of Creative Writing participated in a writing workshops and gave a reading in Maine. Two of her poems appeared in *The South Carolina Review*. New work is forthcoming from *Kalliope*. She is the author of two poetry collections, *Paper Clothes* and *Heart of the Other: Island Poems*. Her work appears in several publications, including *The Kenyon Review*, *Chicago Review*, and *Ploughshares*. She received the 1993 SC Arts Commission Fellowship in Poetry and has been nominated for the Pushcart Prize.
- The Chair of the Science Department was named a winner of the Subaru National Science Teaching Award. He received this award for his use of a capstone project in the Governor's School science curriculum requiring students to demonstrate the relevance and interface of physics with the arts. In addition to a cash award, his ideas will be made available to teachers worldwide on the Web. He has been invited to conduct a workshop, "Connection: Science and Arts", at the annual conference of the South Carolina Art Education Association.
- The Music Department faculty member presented master classes at three National conservatories in Mantua, Riva del Garda, and Trento Italy. He taught trombonists at the Conservatories addressing pedagogical and curriculum issues involved in brass training at the conservatory level.
- Department of Dance faculty choreographed many original Classical and Contemporary pieces this year for SCGSAH performances, including two Contemporary solos for YAGP Competition.
- The Instructor for Modern and Contemporary Dance has choreographed several original Contemporary pieces this year for SCGSAH performances, including 7 Contemporary solos for the YAGP Competition.
- The Master Ballet Teacher has taught and rehearsed all Balanchine Choreography performed by SCGSAH students this year.
- The Ballet Mistress, Pointe Teacher taught and rehearsed several Classical and Contemporary pieces, including three solos for the YAGP Competition.

### **Faculty Concerts**

- Clarinet and piano (Limestone College)
- Viola (Greenville Symphony Orchestra)
- Violin, Cello, along with the Director of the School of Music at James Madison University. Performance of the Beethoven Tripple Concerto with the Atlanta University Centerwide Symphony at the Martin Luther King Center in Atlanta.
- Music performance at Brevard College.

## Library & Media Center:

The Library provides resources that support the academic and arts curricula of the school. Students and faculty have free and unrestricted access to all materials. The school community receives the full benefit of a professional library staff who assists with resource needs during school hours, evenings and weekends.



The Library and Media Center staff participated in a number of professional committees, panels, and presentations during this school term. Professional development activity included:

- Attendance at The American Library Association Annual Conference in Atlanta, GA – June 13-19, 2002.
- 2002 Chair, Youth Services Section, South Carolina Library Association (SCLA)
- Attendance at The SCLA Annual Conference 2002 (October 24-26, 2002) in Charleston, SC – Current SCLA Member
- Current Book Reviewer for School Library Journal since fall of 2002
- 2003 – Serving on the Membership Committee of SCLA
- SCASL State Intellectual Freedom Award, March 2003

Publications include:

- Language Arts Magazine  
Profile of Mildred D. Taylor, January 2003.
- BookLinks Magazine  
At the Barre: Dance for Young Readers, July 2003
- Holocaust Teachers' Guide  
Penguin Putnam, 2003
- Teachers' Guide commemorating the anniversary of flight  
Little, Brown Publishers, 2003
- Teachers' Guide correlating to the movie of Holes  
Random House, 2003
- Teachers' Guide correlating to the movie Maniac McGee  
Little, Brown Publishers, 2003
- Teachers' Guide  
At the Sign of the Star  
Farrar, Straus and Giroux, 2002

## SCHOOLWIDE ACCOMPLISHMENTS

- Students amassed \$9.2 million in scholarship offers to major distinguished colleges and universities across America.
- The School received the Palmetto Gold Award for outstanding achievement, and scored in the top four public high schools in the State in highest SAT mean scores in South Carolina.
- SCGSAH hosted the Upstate Visual Arts Art-in-the-Park Festival.
- “Open Doors” held to allow students, parents, and teachers to explore the campus and meet current students, faculty & staff.
- The third annual College Fair was held on the schools campus September 27-28, 2002.. More than 65 college admissions representatives were to provide information regarding post-secondary choices.
- Successfully held the first Inaugural Founders Event where the retiring President was honored and presented the Governor’s Cup. The President Amerita was named as the Arts Ambassador for Greenville at this event.
- Designated the new signage to commemorate the SCGSAH facility as the Virginia Uldrick Campus.
- Search Committee, faculty, and staff identified a new President.
- Retiring President appointed to develop music program for the Inauguration of Governor Sanford.
- 2003 Youth America Grand Prix Regional Semi-final Competition:  
SCGSAH was the Southeast Regional host for the prestigious YAGP American Semi-final Competition. Dance students from 11 states participated in this national contest. SCGSAH won our second award for Outstanding School, and students won 11 of the 16 awards presented. All students participating were Top-12 Finalists, and all qualified to compete in the 2003 Youth America Grand Prix International Competition, which was held in April 2003, in New York, NY. The YAGP has indicated a desire to return to SCGSAH, for the 2004 Regional Competition.

## SERVICE LEARNING AND COMMUNITY SERVICE

### GOALS

- To educate students about the needs of the community and the agencies that address those needs.
- To provide opportunities for students to use their skills, talents and resources in addressing community needs.
- To foster a sense of social responsibility as “humanity in action”.
- To encourage students to understand their own value and worth and that of others.
- To teach respect for one another.

### MISSION

*“To teach students to use their gifts and talents to reach out to the community in which they live in an effort to demonstrate elemental kindness, concern and respect for others.”*

The SCGSAH Service-Learning and Community Service Program operates within the Residential High School. The CATS Club (Connecting Arts Through Service) is a student run organization, and students in this program work with a Service-Learning Coordinator with ties to organizations throughout the upstate. The purpose of service at the School is to teach students to use their gifts and talents to reach out to the community in which they live in an effort to demonstrate elemental kindness, concern, and respect for others. The program works to educate students about the needs of the community and the agencies that address those needs, and also provide opportunities for students to use their skills, talents, and resources to address these needs. Service-learning activities are tied directly to the School’s curriculum.

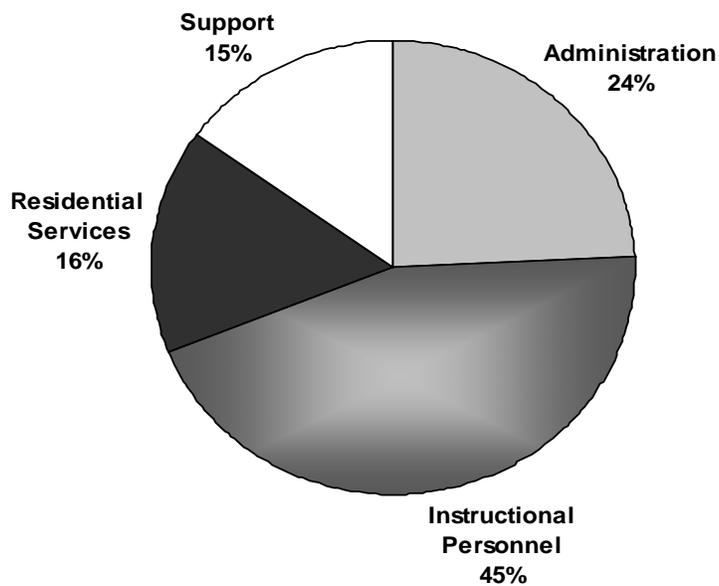
## ACCOUNTABILITY REPORT UTILIZATION

*The information contained in the SCGSAH Annual Accountability Report is used to guide the decisions of the School’s leadership in relationship to targeting potential areas that need improvement. The South Carolina Governor’s School for the Arts and Humanities is a school of excellence and to maintain this status it must also be a change agent. The information contained within this report is used to improve the performance of SCGSAH students, faculty, and administrative staff.*

## SECTION II: BUSINESS OVERVIEW

- **School Staffing:**  
The School employs more than 80 full time employees and approximately 50 adjunct teachers.

**GSAH Positions By Category**



- **Policy Board and Standing Committees:**  
The SCGSAH Policy-making authority rests with the SCGSAH Board of Directors. The Board's prescribed role is facilitated by four Board committees appointed by the Board Chairman. These committees are: Executive Committee, Program/Curriculum Committee, Long-Range Planning/Advancement Committee, and Finance and Development Committee.
- **Policy Board Meeting Schedule:**  
The SCGSAH Board of Directors meets quarterly. Board committees meet as appropriate to continue on-going activities and directives.

- **Foundation Board:**  
The SCGSAH Foundation Board functions with independent authority. The SCGSAH Board of Directors and the SCGSAH Foundation Board work collaboratively to address School priorities and requirements.
- **President’s Council:**  
The SCGSAH President’s Council meet weekly to discuss the School’s programs, operations and administrative issues. Policy recommendations proposed by the Council are submitted to the Board of Directors for response and formal action.
- **Internal Management:**  
An internal policy and procedures manual and State rules and regulations guide the day to day administrative business operations.

**SCGSAH LOCATION**

The SCGSAH residential campus is located at 15 University Street in downtown Greenville, South Carolina. Additionally, the SCGSAH has established a satellite office located at 228 Blatt Building in Columbia on the State House grounds.

**EXPENDITURES /APPROPRIATIONS**

The SCGSAH receives its appropriations as a separate program within the budget of the State Department of Education. The School’s funding is detailed in the table below:

**Budget Expenditures and Appropriations**

Major Budget Categories	01-02 Actual Expenditures		02-03 Actual Expenditures		03-04 Appropriation Act	
	Total Funds	State Funds	Total Funds	State Funds	Total Funds	State Funds
Personal Service	4,171,938	3,481,201	3,923,242	3,342,538	3,728,764	3,229,816
Other Operating	2,421,729	2,349,882	2,251,850	2,066,502	2,261,152	1,811,152
Fringe Benefits	978,668	865,799	919,373	825,626	1,008,719	907,719
<b>Total</b>	<b>7,572,335</b>	<b>6,696,882</b>	<b>7,094,465</b>	<b>6,234,666</b>	<b>6,998,635</b>	<b>5,948,687</b>

**Special Notes:**

- Included in the total funding are earmarked revenues received from the SCGSAH Foundation and application and tuition fees for the Summer Programs, EIA dollars to cover AP testing, teacher salary supplement, teacher supplies, and National Teacher Certification and federal special education funding.

## **KEY CUSTOMERS AND STAKEHOLDERS**

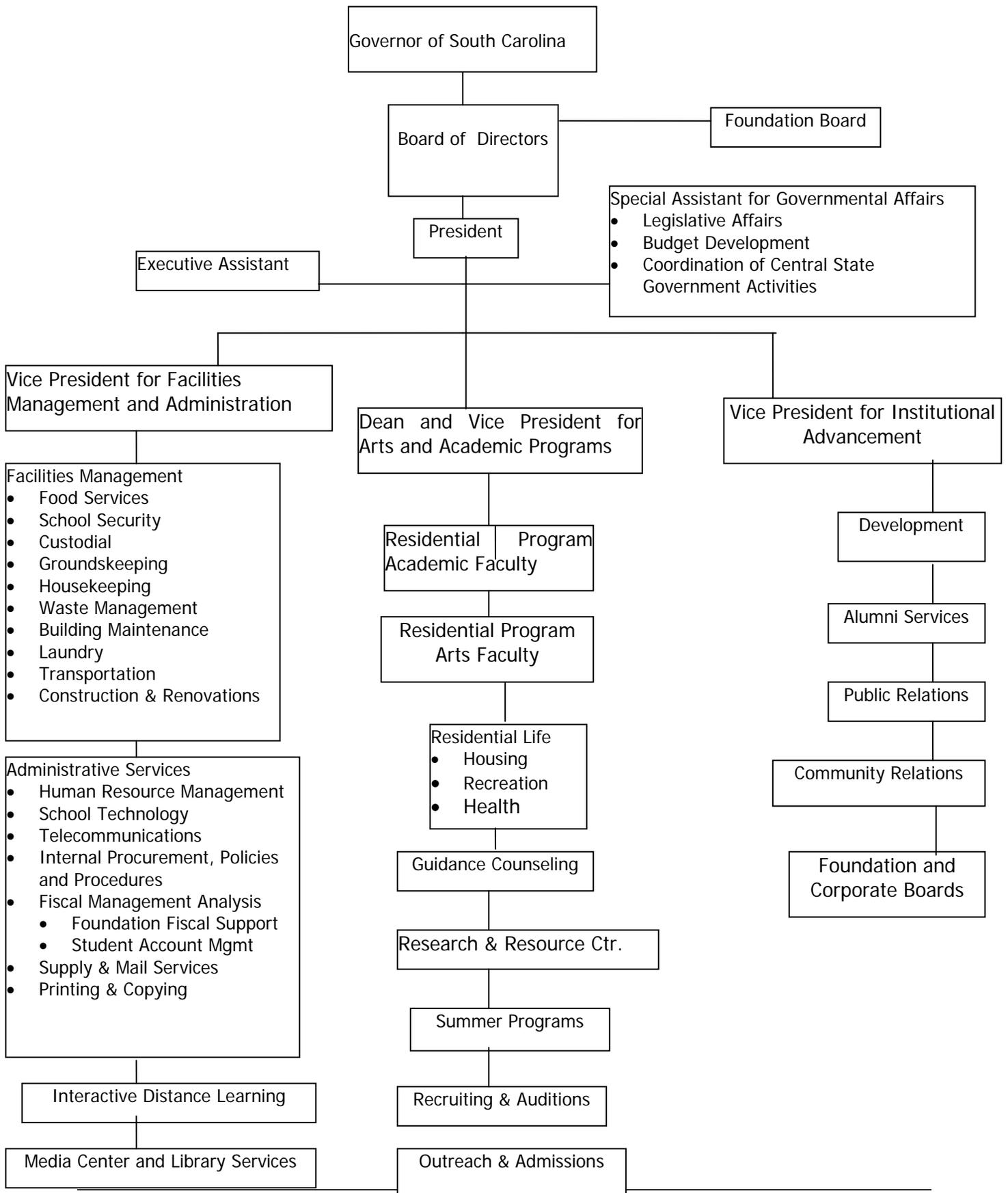
The SCGSAH serves several key customers and stakeholders. These include students, parents, and teachers, public and private schools and districts, governmental entities, businesses, and community and arts organizations.

## **KEY SUPPLIERS**

The SCGSAH Board of Directors mandates that the School provide the highest quality pre-professional training within an excellent high school academic setting, and the leadership is diligently working to develop the school as a premier model for arts education. This commitment is executed in collaboration with the Office of the Governor, the State Department of Education, the South Carolina Arts Commission, the South Carolina Educational Television and the State Budget and Control Board, Office of Information Resource Management.

## **ORGANIZATIONAL STRUCTURE**

Administrative staff and faculty are employed at the SCGSAH for a total of 79.50 FTE. Permanent classroom teachers occupy either 10 or 12-month full-time positions. The Residential Program requires employment of approximately 50 adjunct teachers to provide individual arts instruction, tutoring and mentoring, and substitute teaching as needed. The South Carolina Governor's School for the Arts and Humanities is organized (by function) as depicted in the chart, which follows on the next page.



## SECTION III:

# MALCOLM BALDRIGE AWARD CRITERIA

## LEADERSHIP

The Board of Directors led the transition of the South Carolina Governor’s School for the Arts and Humanities from its history of nationally renowned Summer Programs to an organization providing year-round arts education. The Board mandates that the School provide the highest quality pre-professional and professional training within an excellent high school academic setting. The SCGSAH leadership continues to diligently work to develop the School as a premier model for arts education.



The chief leadership of the School is the President which serves as the Chief Executive Officer. The leadership team consists of the Special Assistant to the President, the Dean and Vice President of Arts and Academics, the Vice President for Facilities Management and Administration, the Vice President of Institutional Advancement, the Principal, and the Directors of Student Services, Outreach and Admissions, and the Library and Media Center. Additional leadership is provided by Department Chairs and nationally renowned consultants who serve to advise the President and Board of Directors.

The overall direction of the Governor’s School is designed and communicated via the strategic management plan. “Charting the Future” is a collaboration of administration, faculty, staff, students, state officials, parents, teachers, and friends working with the Board of Directors in a quest for excellence in arts education.

The Founding President announced her retirement to be effective June 30, 2003. A national search was conducted to identify a new President to be in place on July 1, 2003.

## STRATEGIC PLANNING

The SCGSAH strategic plan “Charting the Future” was drafted by the School’s Board of Directors and the administrative leadership and staff on June 23, 1998. The School’s chief leadership is charged with the responsibility for developing operational plans for implementation of the strategic plan.

The strategic planning process involved establishment of the School's mission, vision statement, goals and objectives, and identification of specific strengths and challenges that would determine the success of the South Carolina Governor's School for the Arts and Humanities.

Once "Charting the Future" was complete, a summary document was shared with staff, customers, and stakeholders through numerous meetings, forums, and committees. "Charting the Future" was used as a continuous tool for communicating the School's mission, vision, values and goals and objectives. Periodic updates are drafted as needed changes are identified.

The update of the SCGSAH strategic plan is in progress.

## **CUSTOMER FOCUS**

Key customers and stakeholders of the South Carolina Governor's School for the Arts and Humanities include the School's Board of Directors and the chief leadership, the Superintendent of Education, members of the General Assembly, the education communities, business and community leaders, and the students across South Carolina. These students, their parents and teachers are the School's customers.

The School's internal stakeholders are all of the permanent and temporary personnel employed by the School. The SCGSAH residential students are both stakeholders and customers. The requirements of the School's customers and stakeholders are specified in the enabling legislation.

The Access Plan addresses the issue of access to the South Carolina Governor's School for the Arts and Humanities. The Plan provides a guide to promoting fair and equal access in accordance with admission criteria and standards of excellence. The plan assures that as far as possible and without jeopardizing admission standards that an equal number of students shall be admitted from each of the state's congressional districts. Several strategies are outlined such as targeted recruiting within each county, special outreach efforts in rural counties, and concerted efforts to identify students with potential and limited training.

Students are selected on the basis of their talent, achievement and potential through required applications, auditions, portfolio reviews, master-classes and personal interviews. Parents of students are required to be legal residents of South Carolina.

The Board of Directors and the School's leadership are committed to articulating the role and value of the Arts in society. A continuous and concerted effort is made to build positive relationships with the citizens of South Carolina by being responsive to requests, complaints, inquiries, and by meeting with numerous groups on a regular basis and providing speakers and performing students and faculty as appropriate.

## **INFORMATION AND ANALYSIS**

### **SCGSAH ACCESS**

The South Carolina Governor's School for the Arts and Humanities is committed to promoting fair and equal access to the residential school and summer programs for students from all geographical locations within the State as well as those with limited economic and educational opportunities. No qualified student is denied the opportunity to participate in any program sponsored by the school as the result of an inability to pay associated fees. Tuition scholarships, both full and partial, are made available through the School's Foundation to students with validated financial need. Traditional financial aid is also available to qualified applicants.

### **STRATEGIES AND TIMELINES**

The access plan outlines very specific timelines for recruitment, auditions and selections of students. These timelines, which are designed to conform to an annual cycle, include strategic summer and fall activities. The activities include public awareness through various media news releases and related events, direct communication in person and in writing with the education community, fine arts centers, private studio teachers in dance, voice, piano, drama, etc., and the public, civic, community and faith organizations. Presentations, workshops, meetings and outreach activities are held to inform about the SCGSAH mission and goals, arts and academics programs, eligibility requirements, residential life, the faculty, and information on the application, audition and acceptance policies, processes and procedures. All of these types of activities are carried out from July through November each year. An internal management plan details the specific activities, timelines and staff persons responsible for implementation. Periodic progress reports and points of interest and findings are issued to the President and Dean for information and further analysis to shape decision-making.

### **DATA COLLECTIONS AND ANALYSES**

With the first residential high school enrollment occurring in 1999 leading to graduation of the inaugural class in 2000-01 and the class of 2001-02, the Governor's School has fairly sufficient ***geographic and demographic data*** to analyze information regarding student enrollment and representation. An analysis of this data leads to identification of over- and under-served geographic areas and student populations. Recruiters use this information to guide and construct their recruitment plans to ensure that more vigorous recruitment takes place in areas and student populations identified as undeserved. An analysis of low numbers from one section of the state typically relates to awareness issues, lack of emphasis, or insufficient promotion. Analyses of course taking patterns and arts disciplines interests are tracked, as well as gender data. This data is equally important because of capacity space in terms of residential life and separation of males and females, and capacity of arts and academics classrooms. The SCGSAH must constantly be mindful of balance in these terms, which often poses a definite challenge; however, the SCGSAH Administration is confident that balance can be achieved without limiting admissions at least at this time since the school is still fairly new. The Administration is monitoring this carefully. Data on the national origin of our students is also monitored as another indicator of balance for racial composition purposes.

**Student Achievement Data and Analysis.** The SCGSAH tracks student performance on state and national achievement tests and utilizes that data to identify areas where more rigor is warranted in courses and in the overall curriculum or where motivation of the student needs particular attention. The Principal and Director of Guidance follow closely the SAT, Advanced Placement, and other testing results data for comparisons to the state and national student performance data and analyses for individual student progress and class placements.

**Data and Analysis for Decision-Making**

Essential data components used by the SCGSAH to guide improvements, advancements and adjustments in programs, policies and practices include the following:

*SCGSAH academic and arts performance trends, findings, performance ratings;*

*SCGSAH experiences with staff, students and faculty;*

*Student achievement of the School Standards, performance indicators, internal and external evaluation and results;*

*On-going review of arts and academic standards to identify need for greater rigor;*

*School satisfaction results;*

*Analysis and review of noted research and literature in the arts and academics;*

*Current standard designed for the School.*

**HUMAN RESOURCES FOCUS**

The quality and performance of the South Carolina Governor’s School for the Arts and Humanities’ faculty and staff are fundamental to institutional excellence. Current faculty and staff are experienced, knowledgeable, enthusiastic, innovative, and dedicated. It is imperative that all human resources communicate clearly and collaborate fully.

The SCGSAH employs a total of 79.50 FTE. Permanent classroom teachers occupy either 10 or 12 month full-time positions. The Residential High School requires employment of approximately 50 adjunct teachers to provide private vocal and instrumental studio lessons, tutoring and mentoring, and substitute teaching as needed.

The School is committed to recruiting a diverse faculty and staff as to ethnicity, gender, educational background, age, and professional experience. Human resource searches are open to all qualified applicants. SCGSAH vacancies are advertised and posted through its fiscal agent, the State Department of Education.

The leadership of the Governor's School motivates employees by assisting faculty and staff in developing their full potential by providing positive feedback, a safe and comfortable work environment, training opportunities, mentoring opportunities, recognition programs, and appropriate resources. Professional activities and community service are encouraged. School employees participate in a broad range of community and professional activities that contribute to the organization's mission. All staff members are encouraged to participate in professional organizations, attend conferences and work with other colleagues and educational institutions to enhance their knowledge and skills relative to both K – 12 and higher education.

### **Teacher-Performance Evaluation Program (T-PEP)**

The T-PEP policies and procedures adopted in the preceding year were implemented on schedule beginning in 2002-03. All SCGSAH teaching faculty participated in the required planning stage for establishment of their goal which had to address either *Instruction, Content or Professional Development*, with emphasis on the core teaching values defined by the faculty during development of the program.

The initial T-PEP policies adopted by the Administration and endorsed by the Policy Board of Directors remain effective, while the procedures have undergone review for amendments to appropriately correspond to school re-organization.

### **Employee Performance Management System**

Non-teaching faculty and other staff employed by the SCGSAH are evaluated and reviewed annually using the Employee Performance Management System (EPMS) mandated by state policies and procedures communicated through the State Department of Education and the Budget and Control Board, Office of Human Resources.

### **Salary Adjustments (Teaching Faculty, Non-instructional Faculty and Staff)**

The 2002-03 State Appropriations Act did not provide additional funding for salary increases.

## **PROCESS MANAGEMENT**

The South Carolina Governor's School for the Arts and Humanities is a school for change. The Board of Directors and the leadership of the School embrace innovation and new initiatives designed to reflect excellence and raise the bar for arts education in this state and the nation. The Governor's School continuously seeks customer and stakeholder input and information in order to improve program delivery.

### **Policy Board of Directors - Bylaws.**

The Policy Board of Directors conducted a comprehensive review of its bylaws and adopted technical and substantive amendments that it deemed appropriate for efficient operations. Substantive amendments include: extend voting privileges to ex officio members, and enable a chairperson to be re-elected and serve up to three consecutive terms.

### **Administrative School Policies and Procedures**

The Administration completed the development of its *SCGSAH Policy and Procedures Manual*, which also includes related statutory references as appropriate. The Manual, which now serves as the school's official reference to administrative and school policies, is based on a national model taxonomy endorsed by the National School Boards Association. Several copies of the Manual are accessible in the school for review and reference by the SCGSAH staff, faculty, students, and parents. A Manual is also available for public inspection. The SCGSAH continues to publish student and faculty handbooks each year for reference to school rules and regulations pertaining to residential life, and employment expectations of staff and faculty.

### **School Accreditation**

The SCGSAH has completed initial steps of the school accreditation process with two accrediting entities and has achieved initial approval from both bodies. These are: the Southern Association of Colleges and Schools (SACS), an academic accrediting entity; and the Accrediting Commission for Community and Pre-collegiate Arts Schools (ACCPAS). This past year, visiting teams from both accrediting bodies conducted the required on-site campus visits. The SCGSAH has responded to the SACS Visiting Team analysis and is awaiting a response regarding accreditation of the academic program. The SCGSAH is currently finalizing its response to the ACCPAS visiting team's on-site analysis.

### **No Child Left Behind (NCLB) Federal Legislation**

The SCGSAH has studied the NCLB legislation in terms of implications and timelines for the SCGSAH, and for South Carolina schools, in general. This past year, the SCGSAH consulted with State Department of Education staff and other officials in the state seeking clarification and guidance on particular provisions of that legislation which present particular challenges for the non-traditional SCGSAH. In 2004, the SCGSAH Administration will continue its study of the legislative provisions and recommend to the Policy Board of Directors strategies for addressing and implementing the provisions of the legislation.

## **BUSINESS RESULTS**

### **Administrative Operations:**

As a result of recent budget reductions and the continuing decline in state revenues, the leadership of the School found it necessary to realign and reprioritize available personnel and financial resources. Reductions were taken in auditions, summer programs, administrative activities, and temporary personnel in order to comply with the mandated state budget cuts. The reductions in administrative activities such as security and facility maintenance and upkeep were implemented without jeopardizing the health and safety of students, faculty, and/or staff.

Legislatively mandated, each fiscal year the Governor's School is audited by the Budget and Control Board, State Auditor's Office and the Materials Management Office. The audits for FY 2002-2003 have not been conducted at this date, but prior audits contain no major findings in these audits performed through the School's fiscal agent, the State Department of Education.

**Program Operations:**

The following enrollment information is provided:

**2003 HIGH SCHOOL ENROLLMENT (in Residence)**

Art Area	Total
Creative Writing	24
Dance	41
Drama	27
Music	97
Visual Arts	47
TOTALS	236

African Amer	41
Asian Amer	7
Hispanic	4
White	179
Other	5
Special Needs	7
Male	78
Female	158

Special Needs: 3% (No speech impaired special needs students enrolled)

**2002 HIGH SCHOOL ENROLLMENT (in Residence)**

Art Area	Total
Creative Writing	23
Dance	38
Drama	29
Music	95
Visual Arts	46
TOTALS	231

African Amer	41
Asian Amer	7
Hispanic	1
White	174
Other	8
Special Needs	4
Male	88
Female	143

Special Needs: 4 students (No speech impaired students enrolled)

**2001 HIGH SCHOOL ENROLLMENT (in Residence)**

Art Area	Total
Creative Writing	31
Dance	37
Drama	23
Music	87
Visual Arts	54
TOTALS	232

African Amer	35
Asian Amer	9
Hispanic	4
White	178
Other	6
Special Needs	8
Male	84
Female	148

**Annual School Report Card**

Pursuant to the SC Accountability Act of 1998, public school report cards were issued for the first time statewide in 2001. The State established and defined for use by all schools the report card performance rating terms to be used to grade school performance. These ratings include Excellent, Good, Average, Below Average and Unsatisfactory. The State extended flexibility to special schools in developing standards and ratings criteria on which to measure student performance, but required the use of the rating terms. The School's report card proposals for measuring student performance, which include academic and arts standards, were endorsed by the Board of Directors and approved by the SC Education Oversight Committee.

The SCGSAH 2002-03 (third year) report card for the residential high school program will be disseminated to parents, students and the community in November 2003. The report card provides two performance ratings: a rating for overall performance of students for the given school year (*absolute performance rating*), as measured by their achievement of specific performance standards established for the school by the Policy Board of Directors, and a rating for improved performance of the standards over the prior year (*improvement rating*). The rating for improved performance is based on an index adopted by the State for all public high schools statewide.

As seen in the tables that follow, the SCGSAH achieved a rating of Excellent in absolute performance in 2003 and in the two previous years of its existence 2002 and 2001. For the past two years, the SCGSAH has earned an overall improvement rating of Good, as based on the State provision which enables a rating Good if the school achieved a rating of Excellent for absolute performance in two subsequent years.

SC GOVERNOR'S SCHOOL FOR THE ARTS AND HUMANITIES  
2003 SCHOOL PERFORMANCE

	ABSOLUTE RATING <i>Given school year</i>	IMPROVEMENT RATING <i>One year to the next</i>
2000-2001	Excellent	First year reporting
2001-2002	Excellent	Good
2002-2003	Excellent	Good

Of the seven standards adopted by the SCGSAH Policy Board to measure student achievement, two are tied directly to student participation and achievement of recognition in national, state and regional performing arts events (*competitions, portfolio reviews and/or auditions, etc.*) in the disciplines of creative writing, drama, dance, music, or visual arts. These two standards are weighted at 20%. The other five standards, which are each weighted at 12%, are directly linked to academic achievement in the Advanced Placement Program, using courses taken and passing exam scores as two of the standards; SAT points scored above the national SAT mean; State LIFE scholarship eligibility; and scholarship awards earned by students to attend prestigious higher education institutions, conservatories, professional schools and/or companies in the state and across the country.

*Review and Analysis of Report Card Standards.* Consistent with advice and recommendations from the State, the performance standards initially adopted for school report card purposes have been maintained for three consecutive years. With three years of performance trend data experience, the SCGSAH Administration will conduct a comprehensive review and analysis of the standards and performance data next year and will recommend to the Policy Board on appropriateness and rigor for continued use or modifications to the standards.

**SCGSAH PROFILE - PERFORMANCE INDICATORS**

<b>SCHOOL</b>	2001	2002	2003
❖ Dollars spent per student	21,590 <sup>d</sup>	20,573 <sup>a</sup>	20,091 <sup>a</sup>
❖ Student-teacher ratio	21:1	27:1	30:1
❖ Prime instructional time	NA	99%	98%
❖ Accrediting Commission for Community & Pre-collegiate Arts Schools (ACCPAS)	Initial Approval	In Process	In Process
❖ SACS Accreditation	Initial Approval	In Process	In Process
<b>STUDENTS</b>			
❖ Attendance rate	95%	96%	98%
❖ Scholarships/Total ( <i>in millions</i> )	\$5.6	\$7.6	\$9.2
❖ Retention Rate	0%	0%	0%
<b>TEACHERS</b>			
❖ Professional development days per teacher	10	10	10
❖ Attendance rate	99%	94%	96%
❖ Advanced degrees	88%	88%	87%
❖ Continuing contracts	NA	NA	NA
❖ Out of Field Permits	0%	0%	0%
❖ Returning From Previous Year	NA	85% ( <i>simple avg</i> )	96% ( <i>per formula</i> )
❖ Average Salary	\$45,417	\$46,060 <sup>c</sup>	\$46,690 <sup>c</sup>
❖ Participate State/Nat'l Professional Activities	100%	100%	100%
❖ National Board Certification: Achieved Certification / Awaiting Results	6/0 teachers 100%	2/2 teachers NR	1/0 teacher NR
❖ Active Literary, Visual, Performing Artists and Presenting Scholars			
❖ Average years teaching experience	11 yrs	14 yrs	16 yrs
<b>SCHOOL FACTS</b>			
❖ Annual dropout rate	0%	0%	0%
❖ Spent on teacher salaries	NR	NR	NR
❖ President's years at the school and programs	7 <sup>d</sup>	8 <sup>d</sup>	9 years <sup>d</sup>
❖ Parents attending conferences	100%	100%	100%
❖ Participation School-wide Humanities Program ( <i>faculty and students</i> )	100%		100%
❖ Public/Private Partnerships	Nat'l Model	Nat'l Model	Nat'l Model
<b>STUDENTS</b>			
❖ Older than usual for grade	0%	0%	0%
❖ Suspended or expelled	3%	4%	4%
❖ Students with disabilities other than speech	4%	2%	3%
❖ Service learning	65%	74%	76%
❖ Community service	100%	100%	100%
❖ National Achievement Semifinalists/Finalists	3/3	0/0	1/0
❖ National Merit Semifinalists/Finalists	14/5	8/3	0/0
❖ College Freshman year GPA (in-state institutions only)	Avail 2003 99%	3.3 GPR/01 class NR	3.2 GPR/02 class NR

*(a) Includes expenditures for instructional costs for both arts and academic programs, not residential life; (b) SDE calculation formula does not yield to the school's instruction, dual curricula or statewide services; (c) Does not include \$7500 supplement paid for National Board Certification; and (d) Includes Founding President's prior service to Governor's School Summer Arts Program.*

**SCGSAH ACHIEVEMENT STANDARDS  
AND RATINGS 2001, 2002, 2003**

STANDARD	2001	2002	2003
Students <i>participating</i> in state and national Arts competitions, auditions, Portfolio review or other by senior year	Performance 96%  Rating Excellent	Performance 98%  Rating Excellent	Performance 98%  Rating Excellent
Students <i>achieving recognition</i> in state and national arts competitions, auditions, portfolio review or other by senior year	Performance 82%  Rating Excellent	Performance 89%  Rating Excellent	Performance 94%  Rating Excellent
Students enrolled in one or more Advanced Placement (AP) course by end of senior year	Performance 67%  Rating Good	Performance 80%  Rating Excellent	Performance 88%  Rating Excellent  89 of 101 seniors
Advanced Placement exams taken With seniors scoring 3 or above	Performance 82%  Rating Good	Performance 80%  Rating Good	Performance 63%  Rating Below  80 of 129 exams
SAT points scored above the National mean by seniors	Performance 105 pts above  Rating Excellent  SCGSAH Mean 1125 National Mean 1020 State Mean 974	Performance 86 pts above  Rating Average  SCGSAH Mean 1106 National Mean 1020 State Mean 981	Performance 85 pts above  Rating Average  SCGSAH Mean 1111 National Mean 1026 State Mean 989
Seniors eligible for LIFE Scholarship	Performance 65%  Rating Good	Performance 53%  Rating Average	Performance Rating 41% Below  41 of 101 seniors
Seniors awarded scholarships, Including LIFE	Performance 91%  Rating Excellent	Performance 97%  Rating Excellent	Performance Rating 99% Excellent  100 of 101 seniors

**School Satisfaction Evaluation**

The SCGSAH students, faculty and parents are provided an opportunity to participate in a school satisfaction evaluation, which is conducted annually for all schools statewide by the State Department of Education (SDE). Survey responses are submitted direct to the SDE and the results are published on the school report card. Initial surveys included faculty and students. Parents were included in the survey in later years. The evaluation focuses on three major areas specific to each school: satisfaction with learning environment; satisfaction with social and physical environment; and satisfaction with home-school relations. The following table indicates the results of the SCGSAH survey from the past two years.

SCGSAH School Evaluation Results (Source: SDE Records)

Survey Year	Satisfied w/ Learning Environment		Satisfied w/ Social Physical Environment		Satisfied w/ Home-School Relations	
	Teachers Parents	Students	Teachers Parents	Students	Teachers Parents	Students
2001	76.2% -----	96/1%	90.5% -----	90.8%	85.7% -----	88.2%
2002	----- 92.9%	-----	----- 82.2%	-----	----- 71.4%	-----

*SDE to report 2003 results in November, 2003*

**Institutional Advancement:**

The purpose of Institutional Advancement is to build relationships with key constituents of the SCGSAH. Institutional Advancement seeks to increase the visibility of the SCGSAH and enhance awareness and appreciation for the School and its mission. The South Carolina Governor’s School for the Arts and Humanities hosts meetings, open houses, tours and conferences on campus to allow people from varied organizations the opportunity to visit the School and learn more about its offerings. These events provide the public with a greater awareness, understanding and appreciation of the SCGSAH.

Institutional Advancement develops relationships by utilizing volunteers in several special programs of the School. These include host families, student ambassadors, the Alumni Association, community advisory boards and parent guilds.

The development component of Institutional Advancement seeks to establish endowment gifts to ensure that the School remains on the cutting edge of excellence by supplementing greatest needs not met by other supporting entities. Institutional Advancement works with the Foundation in all fund-raising efforts.

Public relations efforts include building and maintaining relationships with parents, students, alumni, government entities, public and private schools and educational institutions. Institutional

Advancement communicates information to media statewide and is actively involved with creating partnerships with community organizations as well as with business, arts and education communities and other organizations across South Carolina.

Parents, Students and Alumni:

- The School maintains contact with parents, students and alumni through the newsletter, Fanfare, with a circulation of 15,000. This newsletter was added to the School web page [www.scgsah.state.sc.us](http://www.scgsah.state.sc.us) in February to enhance accessibility throughout the state.
- Fourteen parent guilds have been created to support the School. Organized by geographic region, each guild coordinates specific activities to recruit, fund raise and publicize the School. The School created a phone tree to enhance communication among the parent guilds and set up parent email lists to communicate with them.
- The Host Family Program links residential students from all areas of the state with local families for weekend outings, church services, and family activities. In the 2002-2003 school year, sixty-three families participated in hosting 75 students.
- Seventeen seniors in the Residential High School served as Student Ambassadors. These students were selected at the end of their junior year, based on their positive attitudes, academic success and ability to articulate the programs of the School. They lead tours; assist with Open Doors and Open House and host donors, elected officials, parents and prospective students.
- SCGSAH hosted Open Doors/Parents Weekend in September. The SCGSAH opened its doors to prospective students, their families and teachers to introduce them to the opportunities at the School. This event was held in conjunction with the Residential High School student parents' attending classes and having an opportunity for an open forum with faculty and staff. The parents received additional information to give them a greater understanding of the programs, facilities, schedules, regulations and needs of the School.
- A Cultural Calendar was created to highlight the performances and exhibitions of the students and faculty. It was mailed to schools, donors, parents and other interested parties.
- A detailed insert was included in The Greenville News on the opening weekend of the Summer Honors program in June. This included a description of the curriculum, schedules, information about the faculty and a calendar of events.
- A survey was mailed to 3,600 alumni to gather information to update the alumni database and included a letter announcing the creation of an Alumni Association. The Alumni Association elected officers in November and adopted a set of by-laws. A branch of the Association has been created in New York and another is being developed in Atlanta.

- The School website is being redesigned with the assistance of Erwin-Penland Advertising Agency.

Government Entities:

- Relationships continue to develop with the Governor's Office, the General Assembly, the Budget and Control Board and the State Department of Education.
- An appreciation breakfast to thank and honor the members of the General Assembly was held in March.
- Elected officials from city and county organizations visit and schedule meetings on the School campus.
- Representatives from state and local government entities are invited to attend the monthly Lunch with the President to receive updates on the School.