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**SOUTH CAROLINA
GOVERNOR'S SCHOOL
for the ARTS and HUMANITIES**

Annual Accountability Report

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SOUTH CAROLINA GOVERNOR'S SCHOOL FOR THE ARTS AND HUMANITIES

Transmittal Message

It is with pleasure that I submit the FY 1997-1998 Accountability Report of the South Carolina Governor's School for the Arts and Humanities, as required by Sections 1-1-810 and 1-1-820 of the South Carolina Code of Laws, as amended, and Proviso 72.88 of the FY 1997-1998 Appropriation Act.

The process used to develop the mission of the South Carolina Governor's School for the Arts and Humanities reflects a synthesis of the enabling legislation, constitutional provisions and principles reflected in ***Charting the Future***, a five-year strategic plan. This plan was developed through the collaborative efforts of the administrative staff, faculty, students, state officials, parents and friends working with the Board of Directors, and the leadership of the Foundation Board in a quest for excellence. Led by the President, the school's administrative staff, a transition team, two consultants, the Dean of Arts and Academics and a team of business and community leaders worked in concert to assure the state and the private sector of the school's unique place and importance in the education of gifted students, its credibility and accountability.

What is the Agency? The South Carolina Governor's School for the Arts and Humanities is a state agency charged with the responsibility to provide pre-professional training in the arts, rigorous academic education, and humanities studies for artistically talented students on the residential campus for the two year program. The school is also charged with the responsibility to reach out to the state's students, teachers, administrators and communities to provide a research and resource center and through technology (interactive distance education), supplement and enrich arts education across the state.

The Agency exists to provide a model program of excellence and quality for artistically talented high school students, designed to maximize their potential, communicate a vision of excellence for arts education, serve as a resource center for professional development and supplement arts education across South Carolina.

The role of the Agency is to provide leadership, vision and services in arts education on site and in collaboration with and through appropriate channels of education in South Carolina.

The unique purpose of the Agency is to provide an appropriate broad based education and pre-professional training for artistically talented high school students in South Carolina. The School has a vision and is a prototype of excellence for quality arts education that encourages the inclusion of the concepts of gifted arts education to be incorporated in all education for all students. The School advocates quality arts education as an essential component of the total education of all students. The School is a role model for developing partnerships, collaborations, pre-professional arts education, and career guidance and marketing techniques for students to build successful connections to their future and prepare for their chosen career.

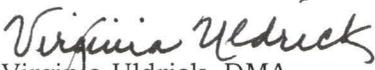
Customer focus - Customer focus is to provide quality arts education, support and arts advocacy for administrators, teachers, students, parents and all citizens of South Carolina are the customers or potential clients of the school.

The process used to determine the objectives for the school reflects an analysis of where we are and where we need to go to fund, build, recruit and select students, open and operate the school successfully. This commitment includes the recruitment of students, building successful partnerships and relationships with the state's leadership to include state government, all educational institutions, appropriate agencies and all school districts.

The process used to determine performance measures is the identification of desired results/outcomes of the stated goals and objectives. Each objective was reviewed and evaluated by linking quantitative or qualitative measures.

In summary, the school's leadership, administrative staff and faculty develop a recommended detailed budget request to support the mission, objectives and performance measures of the school. Completing, furnishing, equipping and operating the new facilities successfully while continuing to lead the highly successful school are indeed challenging and rewarding. The recommended budget request is made not as a wish list but as essential to the operation of the complex and comprehensive new school. Final review and approval of the budget, goals, objectives, and performance measures are made by the President of the School, submitted to the Chairman of the Board of Directors for review and approval, then, it will be submitted to the State.

The Agency contact person for this report is Virginia Uldrick, President (864) 241-1229, Ext. 123.


Virginia Uldrick, DMA
President

SOUTH CAROLINA GOVERNOR'S SCHOOL FOR THE ARTS AND HUMANITIES

Executive Summary

A major goal of the Governor's School is to open the nine-month residential Governor's School for the Arts and Humanities in August 1999 as a 21st Century, world-class operation. The present objectives to meet this goal include completing the architectural design, constructing the facilities, planning the program, identifying and employing faculty and staff, securing funding and recruiting students for the first class. A second goal is to maintain the integrity of the current programs at their present level of excellence, including the five-week Honors Program, the Outreach Program, the Graduate Internship Program for arts educators, the Preparatory Dance Program and the two-week Academy. A major outcome expected from these goals is the provision of optimum unique arts education opportunities for students and teachers across South Carolina, which are presently unavailable at this level and intensity and will raise the educational, cultural and economic level of the entire state.

The school will provide the highest quality pre-professional training within an excellent high school academic environment, and will be a premier catalyst for arts education in conjunction with the Office of the Governor, the State Department of Education and the South Carolina Arts Commission. Through distance learning, students and teachers across the entire state will benefit. As a two-year secondary school, the Governor's School will:

- Provide an exemplary curricular program of studies to include the arts, academics, and humanities.
- Provide conservatory training in a residential setting for South Carolina's exceptional artistically talented students.
- Provide a cost-effective way to make optimum arts education programs available to all of the state's students and teachers through interactive distance learning.
- Provide teacher training and curriculum development for the entire state in the school's laboratory setting on site and/or through distance learning technology.
- Facilitate sharing of cultural resources in our communities among one another, thus raising the cultural climate statewide.
- Serve as a technical assistance center, which can offer the latest in technology and programming on an on-going basis.
- Provide a resource and research center – a laboratory in which to study, to teach and to learn.
- Enhance the business and cultural climates throughout the state.

"The Governor's School experience can be expressed by singing, dancing, writing or painting. But the true expression of the Governor's School experience comes after the program is completed. It can be seen in today's young artists' growth – in our work habits, and in our lives."

Stan Dodson, GSA alumnus, 1995.

DESCRIPTION OF EXISTING PROGRAMS

The **Honors Program** is a five-week residential program encompassing five art areas: creative writing, dance, music (instrumental and vocal), theatre and visual arts for which current tenth and eleventh grade students are eligible (in dance, nine grade students are also eligible.)

The **Preparatory Dance Program** is a five-week residential program offering training in both ballet and modern dance for students in middle school. Current sixth, seventh and eighth grade students are eligible for the program and may attend for three years, if accepted.

Outreach is a program of Saturday workshops which include masterclasses with master teachers in the areas of creative writing, music (vocal and instrumental), theatre, visual arts and

dance (at select workshops) held at central locations throughout the state to assist students, teachers and parents with the application process and audition procedures.

The Academy is a two-week residential arts program offering training in creative writing, music (instrumental and vocal), theatre and visual arts for ninth grade students from specified South Carolina counties.

The **Graduate Studies/Intern Program** provides the state's art educators with the opportunity to study gifted education in the arts and to use the school as a discovery laboratory. Additionally, teachers may participate in a program application of technology in music, graphic arts and theatre design. These teachers earn graduate credit (six hours in gifted education and three hours in technology).

DESCRIPTION OF THE OF THE NEW PROGRAM

The South Carolina Governor's School for the Arts and Humanities has three major Components:

- **Conservatory** training in the Arts and academic studies to include the humanities,
- **The Research and Resource Center**, providing professional development opportunities on site and/or through interactive distance learning and
- **Interactive Distance Learning** which will supplement and enhance existing arts education by insuring that all students and teachers have access to the school's programs and services.

Major Goals and Objectives

Goal One: Continue all programs and services of the present South Carolina Governor's School for the Arts, as a national model, operating under the umbrella organization of the South Carolina Governor's School for the Arts and Humanities.

Objective One - By September 1, 1997, complete all arrangements with the institutions that house the summer programs and serve as audition sites;
COMPLETED

Objective Two - By September 15, 1997, begin the recruitment process for students; RECRUITMENT HAS BEGUN

Objective Three - By October 1, 1997, all materials will be mailed to announce the sixteen (16) Outreach Workshops; ALL MATERIALS MAILED, PLANS DEVELOPED AND FACULTY SELECTED AND APPOINTED.

Objective Four - By October 30, 1997, recruit and select teachers for the Honors, Academy and Dance Preparatory Programs; IN PROCESS

Objective Five - By November 1, 1997, all panelists for auditions are invited to conduct auditions and portfolio sessions; PROCESS UNDERWAY

Objective Six - By December 1, 1997 receive applications for the summer Honors, Preparatory Dance and the Academy, as measured by receiving applications.

Objective Seven - By January 2, 1998, provide all audition schedules to students;

Objective Eight - By January 31, 1998, complete all auditions for all programs;

Objective Nine - By March 15, 1998, notify all students, administrators and teachers of student status;

Objective Ten - By April 15, 1998, notify State Legislators the students selected for the school from their Congressional Districts;

The Nine-Month School's Goal and Objectives

Goal Two: Complete the construction of facilities, equip, furnish and begin operation of the South Carolina Governor's School for the Arts and Humanities as a 21st Century world-class operation in the Fall of 1999 with a class of 125 exceptionally talented high school juniors.

Objective One - By September 1996, employ a professional consultant to develop the curriculum framework and serve as transition consultant for the new school to work with the President and the Board of Directors to Chart the Future of the School;

Objective Two - By September 1996 select and employ an architectural firm through RFP to design school;

Objective Three - By October 1997, develop an Organizational Chart, transition budget, and the schedule for advertising and employing staff;

Objective Four - By October 14, 1997, develop a budget to satisfy transition requirements and recommendations, as measured by approval of the state;

Objective Five - By December 1997, curriculum framework in the arts, humanities, review and include academic requirements for graduation (state department of education) chaired by a national consultant and developed by a national team, approved by the Board and reviewed by an advisory committee of state educators;

Objective Six - By May 1998, secure private funding necessary to build the new facilities for the South Carolina Governor's School for the Arts and Humanities;

Objective Seven - By May 1998, begin construction of the new school facilities, as measured by successfully bidding the project, awarding the contract, and breaking ground;

Objective Eight - By May of 1998, develop a new and more relevant mission and vision for the School for the Arts and Humanities, approved and adopted by the Board of Directors;

Objective Nine - By May 1998, appoint a Chairman and committee to conduct a national search for the Dean of Arts and Academics for the School;

Objective Ten - By July 1998, complete a strategic five-year plan, *Charting the Future for the School*;

Objective Eleven - By August 1998, complete searches and appointments and employ staff to include the Director of Library Services, Director of Residence Life/Recruiter, Producer/Director of Technology and Coordinator of Recruitment and Admissions, as measured by successful completion of these appointments;

Objective Twelve - By September 1998, conduct a national search for Department Chairs, as measured by advertised positions;

Objective Thirteen - By October 16, 1998, complete and submit to the State FY1997-1998 Accountability Report;

Objective Fourteen - Develop and submit to the Governor's Office and operational budget to satisfy the needs and recommendations for the first year of the School's Operation, as measured by approval by the state;

Objective Fifteen - By November 1998, identify and appoint department chairs;

Objective Sixteen - By March 1999, complete the recruitment and select the first class of 125 exceptionally talented juniors for the new school to enter in the Fall of 1999, as measured by selecting these talented students successfully;

Objective Seventeen- By April 1999, all department chairs, faculty and staff will be identified, interviewed and employed and on site as consultants until July 1, then on full time contract, as measured by having all personnel in place, as designated by the Five-year plan;

Objective Eighteen - By June 1999, partnerships and collaborations, internships and host families will be in place, as measured by the completion and implementation of these plans;

Objective Nineteen - By June 30, 1999, all furniture, equipment, window treatments, books and supplies for the School will be completed, ordered with a delivery date charted to have the school ready for its opening in the Fall of 1999, as measured by confirmations;

Objective Twenty - By June 1999, the technology plan will be completed, surveys to school districts to identify infrastructure and equipment in place and needs assessment made to determine schedule for implementing technology into the districts as measured by completed and returned surveys and developed partnerships with districts;

Objective Twenty - one - By September 1999, the new residential school will be fully operational with 125 high school juniors, all faculty and staff;

Objective Twenty-two - By November 1999, the technology plan will be implemented through test pilot programs in School districts and partnerships developed throughout the state working with OIR and SCETV as measured by the

pilot test programs in place, the developed partnerships with districts in place and user satisfaction;

Objective Twenty three – By January 2000, the technology will be fully operational, connecting to school districts across the state to supplement and enrich arts education through a cooperative plan with administrators and teachers as measured by the successful plan in place and operating successfully.

MEASURES

All programs and services of the present South Carolina Governor's School for the Arts will continue to operate under the umbrella organization of the South Carolina Governor's School for the Arts and Humanities

- All arrangements with the institutions that house the summer programs completed and contracts signed
- The recruitment process underway
- All materials mailed to announce the sixteen (16) fall Outreach workshops
- Teachers selected and recruited for the Summer Honors, Academy and Dance Preparatory Programs
- All panelists for auditions invited to conduct auditions and portfolio sessions
- Applications for summer programs received;
- Auditions held and the state's most talented students identified and selected by qualified panelists in each arts discipline through objective and subjective criteria;
- Teachers, administrators, parents, students notified of status;
- All legislators notified of selection process and students selection from their congressional districts.

The nine-month residential school must have its facilities completed, equipped and furnished so that the South Carolina Governor's School for the Arts and Humanities can begin its operation as a 21st Century world-class operation in the Fall of 1999 with a class of 125 exceptionally talented high school juniors.

- Architectural firm selected through RFP;
- An organizational chart, transition budget and the schedule for hiring staff developed;
- The curriculum framework in the arts, academics and humanities completed and adopted by the Board of Directors;
- A budget to satisfy transition requirements and recommendations submitted and approved;
- All funding necessary to build the facilities (\$24.5 million) secured and in place;
- Official ground breaking transpired on May 11, 1998 and construction started in late May;
- A new and more relevant mission and vision for the School for the Arts and Humanities approved and adopted by the Board of Directors;
- A Chair and committee appointed and their search conducted for the Dean of Arts and Academics;
- The Dean of Arts and Academics appointed and employment commenced on July 1, 1998;
- A strategic five-year plan, ***Charting the Future for the School***, adopted by the Board of Directors, July 1998;
- Searches and appointments completed and staff employed, including the Director of Library Services, Director of Residence Life/Recruiter, Producer/Director of Technology and Coordinator of Recruitment and Admissions;
- A national search for department chairs advertised (twenty applications received to date);

CHARTING the FUTURE

This plan charts the future of the Governor's School for the next five years. It provides a clear direction along with action steps designed to produce measurable and observable results.

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.

MISSION:

The mission of the South Carolina Governor's School for the Arts and Humanities exists to serve the artistically gifted 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.

Adopted by the Board of Directors on May 9, 1998

VISION:

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

Adopted by the Board of Directors on May 9, 1998

The school has a vision of shared values:

**Leadership that embraces Innovation
Integrity that demands Accountability
Initiatives that reflect Excellence.**

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 that reflect excellence.

Distinctive campus programs in pre-professional arts education and a commitment to South Carolina Schools through interactive distance learning technology, the Governor's School will continue to be a national model for arts education. The School will inculcate a passion for excellence, a thirst for knowledge and a desire for personal achievement. It will enable students to become independent, creative thinkers who live and work as educated citizens and cultural leaders in a complex global environment.

SOUTH CAROLINA GOVERNOR'S SCHOOL FOR THE ARTS AND HUMANITIES

Mission Statement and Description of Programs

Sections 1-1-810 and 1-1-820 of the South Carolina Code of Laws, as amended, require that each state agency submit an Annual Accountability Report containing "the agency's mission objectives to accomplish the mission, the performance measures that show the degree to which the objectives are being met." Section 72.68 of the FY 1998-1999 Appropriation Act requires that the Accountability Reports be available to the Governor, House Ways and Means Committee and the Senate Finance Committee by November 1.

**The Leadership System -Where are we?
Where are we going?
How do we get there?**

The South Carolina Governor's School for the Arts Building on the Past, Refining the Present and Shaping the Future

THE PAST Historical Information

The school, established by Executive Order in October 1980 as a five-week residential honors program to serve exceptionally talented high school juniors and seniors, began its first session July 1, 1981. Based on yearly program and student assessments and observations of arts education needs in the state, the school has continued to change, develop new programs and expand its services to benefit both the students and teachers across the state throughout its eighteen-year history.

From the beginning, the school acknowledged the essential nature and importance of partnerships and collaborations. Of supreme importance was designing and developing cutting edge programs that guided students to maximize their potential. To accomplish this, master artists-teachers were recruited and employed to design and teach differentiated and challenging curricular studies essential for emerging young artists selected to participate from across the state.

The school initially partnered with the School District of Greenville County as its fiscal agent, the Greenville County Museum of Art hosted art classes and Furman University hosted the school's residential summer programs. Because state funds for the school were limited, a Foundation was established and incorporated and a statewide effort was made to seek additional operating funds from the private sector to keep the school on the cutting edge of excellence.

Developing and expanding from its original three arts disciplines for students: creative writing, theatre, and visual arts, the Honors Program sought to accommodate the specific needs of student artists and arts educators throughout the state. Presently, the school includes two additional arts disciplines, dance and music, provides gifted education graduate studies in five arts disciplines and technology applications in music, art and drama for arts teachers. The school's programs have increased to include Outreach Workshops across the state in rural and small districts, Preparatory Dance (for middle school students), and the Academy Program (for tenth grade students from rural and small districts where arts education is limited or non-existent, quality comprehensive and sequential arts education is limited or non-existent for the students with special talent).

The Present Program Description

- Honors Program:** Five-week residential program encompassing five art areas: creative writing, dance, music (instrumental and vocal), theatre and visual arts; current tenth and eleventh grade students are eligible in each of these art areas; in dance, nine grade students are also eligible
- Creative Writing:* Prose, Poetry, Script writing, Short Story, Fiction, and Non-Fiction
- Dance:* Ballet and Modern Dance
- Music:* Private Instruction, Masterclasses, Theory, Music History, Conducting and Chamber Music, Small and Large Ensembles in Woodwinds, Brass, Percussion, Piano, Voice, Organ, Guitar - Classical and Jazz. Performance is an outgrowth of training, education and practice.
- Theatre:* Actor Training, Vocal Singing, Musical Theatre, Dance, Mime, Character, Voice and Diction and Technical Theatre. Individual and small group instruction. Performance is an outgrowth of training and achievement.
- Visual Arts:* Painting, drawing, design, sculpture, ceramics, printmaking, architecture, art history, graphic arts and architecture. A juried traveling exhibit and a faculty exhibit are a part of the required work of students and faculty.
- Preparatory Dance:** Five-week residential preparatory dance program (ballet and modern dance) for students in middle school; current sixth, seventh and eighth grade students are eligible for the program and may attend for three years, if accepted.
- Outreach:** Saturday workshops including masterclasses with master teachers in the areas of creative writing, music (vocal and instrumental), theatre, visual arts and dance (at select workshops) held at central locations throughout the state to assist students, teachers and parents with the application process and audition procedures.
- The Academy:** Two-week residential arts program offering training in creative writing, music (instrumental and vocal), theatre and visual arts for ninth grade students from specified South Carolina counties.
- Graduate Studies Program:** Arts teachers, coordinators and administrators are provided the opportunity to study gifted education in the arts, use the school as a discovery laboratory to observe best practices, write differentiated curricular studies and better identify both potential and demonstrated talent. Additionally, teachers may participate in a program application of technology in music, graphic arts and theatre design. These teachers earn graduate credit (six hours in gifted education and three hours in technology).

The South Carolina Governor's School for the Arts and Humanities - A New Residential School -

The Future

The Board of Directors and the Administration of the school, working with state officials, continue to identify ways to increase the school's effectiveness on a year-round basis and to supplement and enrich quality arts education in South Carolina. After years of careful study, a proposal to establish a year-round school was presented to the legislature. **In 1994, adding Chapter 50 to provide for the South Carolina Governor's School for the Arts and Humanities, effective July 1, 1995 amended Title 59, Code of Laws of South Carolina, 1976, relating to Education.**

"Section 1. Title of the 1976 Code is amended by adding: Chapter 50. South Carolina Governor's School for the Arts and Humanities.

"Section 59-50-10. 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/resource center for all students in South Carolina."

The nine-month residential school will open in the fall of 1999, increasing the total span of programming to year-round, and providing challenging, broad-based educational programs and services through distance learning and on-site educational opportunities and experiences otherwise unavailable to students and teachers in South Carolina.

The Board of Directors is leading the important transition as the South Carolina Governor's School for the Arts and Humanities embarks from its eighteen-year history of nationally renowned summer programming to an organization providing year round arts education. The Governor's School nine-month students (high school juniors and seniors) will, at full enrollment, number 250 and will have an intensive two-year experience on a new residential campus. The School will continue to serve the citizens of South Carolina through existing programs and will add new initiatives to include distance learning and arts education research. *Charting the Future, a five-year strategic plan* for the school's future, will ensure its progress, development and success. Led by the President, the School's Administrative staff, a transition team, two consultants, the new Dean of Arts and Academics, all combined with a team of community and business leaders, are successfully accomplishing the specified objectives to be completed by the fall of 1999.

Present programs and services of the Governor's School for the Arts will continue as the nine-month residential school, the South Carolina Governor's School for the Arts and Humanities, its facilities, fund-raising, architectural work and construction are being completed and become operational. Meanwhile, according to the plan, department chairs, faculty, counselors and additional staff positions are being advertised, interviewed, selected and employed in an orderly and timely manner as designated by the plan. Additionally, technology is being studied and a plan is in process with schedules and partnerships developed. Furniture and equipment information is identified, bids completed, procured and the move into the new facilities will take place in the fall of 1999.

This report is submitted with a clear understanding that the first year of the school's operation in 1999-2000 has some unknown factors; however, the building committee and the administration have the plans in place. Appropriate funding to open and operate the school in its inaugural year is essential to maintain the school's integrity, place it on the cutting edge of excellence as promised to the leaders of South Carolina who have supported the school. The staff will continue to be phased in and the department chairs and master teachers will be employed to plan, make ready and implement program for the school's opening and first year of operation, in the Fall of

1999. Using the historical data available from our eighteen-year operation and that of the South Carolina School for Science and Math and the North Carolina School for the Arts, the leadership is preparing the budget information to meet the projected needs of the school. We are researching arts schools' operational budget information to help in this endeavor.

The FY 1999-2000 operational budget request will be submitted as well as a non-recurring budget request for needed equipment, lighting, technology, equipment and furnishings for the school.

The School's FY1997-1998 audit was conducted as a part of the State Department of Education Annual Audit since the Department is the fiscal agent of the School. The School's Foundation Audit draft will be completed and available for review by October 16, 1998.

CHARTING the FUTURE

This plan charts the future of the Governor's School for the next five years. It provides a clear direction along with action steps designed to produce measurable and observable results. **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.

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Integrity that demands Accountability
Initiatives that reflect Excellence.**

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 that reflect excellence.



With its distinctive campus programs in pre-professional arts education and a commitment to South Carolina Schools through interactive distance learning technology, the Governor's School will continue to be a national model for arts education. The School will inculcate a passion for excellence, a thirst for knowledge and a desire for personal achievement. It will enable students to become independent, creative thinkers who live and work as educated citizens and cultural leaders in a complex global environment.

DESCRIPTION OF THE OF THE NEW PROGRAM

The South Carolina Governor's School for the Arts and Humanities has three major Components:

- **The Conservatory** - Pre-professional training in the Arts and challenging comprehensive academic studies to include the humanities.
- **The Research and Resource Center** - Arts teachers participate in graduate studies, gifted education in the arts; professional development on site and/or through interactive distance learning. The most significant and relevant research will be brought to the campus to share with all arts teachers and administrators through the State Department of Education. This research will provide new and innovative approaches and best practices to be utilized in the classrooms statewide, both in differentiated curriculum development and teaching techniques and styles.
- **Interactive Distance Learning** - Masterclasses, lectures, performances and artists programs will be available to all districts in the state to supplement and enhance arts education. Interactive distance learning programming from the new campus, transmitted across the state will insure that all students and teachers have access to the school's programs and services.

Students of the South Carolina Governor's School for the Arts and Humanities will strive to:

- have trust and respect for themselves and others;
- develop an intellectual curiosity that seeks truth;
- set personal and professional goals and pursue them passionately and tenaciously;
- master the curricula of high school requirements and pre-professional arts education;
- communicate clearly and effectively in and through the arts and other symbol systems;
- be fluent in a second language;
- connect and integrate learning across academic, social, and economic boundaries;
- use the Internet and other technology as a learning and communication resource;
- think critically and creatively;
- develop personal strategies for preparation in auditions, portfolio development, and standardized tests;
- compete and cooperate constructively in all of life's experiences;
- learn the value of physical, mental, social, and spiritual wellness;
- respect humanity and human dignity;
- hold life sacred and to protect, embrace, and live it fully;
- foster an understanding of the values of individuality, diversity and community service;
- demonstrate compassion through responsible and moral behavior;
- emerge as educated citizens and cultural leaders who contribute to the community, the state, the nation and the world.

Major Goals and Objectives

The Present School Goal and Objectives

Goal One: Continue all programs and services of the present South Carolina Governor's School for the Arts, as a national model, operating under the umbrella organization of the South Carolina Governor's School for the Arts and Humanities.

Objective One - By July 1, 1998, all arrangements completed and contracts signed with the institutions that house the summer programs, as measured by completion and approval of the facilities and arrangements.

Objective Two - By September 15, 1998 begin the recruitment process as measured by four thousand (4000) applications mailed to all public and private high schools, private studios and middle schools and recruitment presentations scheduled and initiated.

Objective Three - By October 1, 1998, all materials will be mailed to announce the sixteen (16) Outreach Workshops in November, as measured by responses to attend.

Objective Four - By October 30, 1998, recruit and select teachers for the Summer Honors, Academy and Dance Preparatory Programs as indicated by teachers' acceptance of contract for service.

Objective Five - By November 1, 1998, all panelists for auditions are invited to conduct auditions and portfolio sessions, as measured by confirmation of panelists.

Objective Six - By December 1, 1998 applications will be received for the summer Honors, Preparatory Dance and the Academy, as measured by receiving applications.

Objective Seven - By January 2, 1999, all audition schedules mailed to applicants, as measured by mailings and confirmation and changes due to conflicts.

Objective Eight - By January 31, 1999, complete all auditions for all present programs, the Honors, Academy and Dance Preparatory Programs, except theatre, complete theatre in February, as measured by selection of 250 artistically talented students for the program.

Objective Nine - By March 15, 1999, notify all students, administrators and teachers of student status, accepted, alternate, or unaccepted, measured by letters mailed.

Objective Ten - By April 15, 1999, inform by letter, the State Legislators of the students selected from their Congressional Districts, as measured by letters sent and responses to students from Legislators.

The Nine-Month School's Goal and Objectives

Goal Two: Complete the facilities, equip, furnish and begin operation of the South Carolina Governor's School for the Arts and Humanities as a 21st Century world-class operation in the Fall of 1999 with a class of 125 exceptionally talented high school juniors.

Objective One - By September 1996, employ an architectural firm through RFP to design school, as measured by successfully completing the RFP process.

Objective Two - By September 1997, develop an Organizational Chart, transition budget, and develop the schedule for hiring staff, as measured by successfully completing the organizational chart and transition budget, adopted by the Board.

Objective Three - By October 1997, develop curriculum framework in the arts, academics and humanities, as measured by successfully completing the Curriculum Committee's plan.

Objective Four - By October 14, 1997, develop a budget to satisfy transition requirements and recommendations, as measured by approval of the state.

Objective Five - By March 1, 1998, secure all funding necessary to build the new facilities for the South Carolina Governor's School for the Arts and Humanities, as measured by:

- Matching state appropriations approved FY 1996-1997 - \$9 million
- Receiving \$1 million from the state in 1997
- Completion of the additional private sector funding, additional \$2.5 million
- Receipt of funds for start-up, technology, furniture and equipment.

Objective Six - By March 1998, begin construction of the new school facilities, as measured by successfully bidding the project, awarding the contract, and breaking ground.

Objective Seven - By May of 1998, develop a new and more relevant mission and vision for the School for the Arts and Humanities, as approved and adopted by the Board of Directors and sanctioned by the administration.

Objective Eight - By May 1998, appoint a Chairman and committee to conduct a national search for the Dean of Arts and Academics for the School, as measured by the successful appointment of the Dean to begin this tenure July 1, 1998.

Objective Nine - By July 1998, complete a strategic five-year plan, *Charting the Future for the School*, as measured by its adoption by the Board of Directors of the South Carolina Governor's School for the Arts and Humanities.

Objective Ten - By August 1998, searches and appointments completed and staff employed to include the Director of Library Services, Director of Residence Life/Recruiter, Producer/Director of Technology and Coordinator of Recruitment and Admissions, as measured by successful completion of these appointments.

Objective Eleven - By September 1998, conduct a national search for Department Chairs, as measured by advertised positions.

Objective Twelve - By October 1, 1998, develop an operational budget to satisfy the needs and recommendations for the first year of the School's Operation, as measured by approval by the state.

Objective Thirteen - By November 1998, Department Chairs will be identified and appointments made, as measured by successfully identifying and employing the Department Chairs for the School.

Objective Fourteen - By March 1999, complete the recruitment and select the first class of 125 exceptionally talented juniors for the new school to enter in the Fall of 1999, as measured by selecting these talented students successfully.

Objective Fifteen - By April 15, 1999, all department chairs, faculty and staff will be identified, interviewed and employed and on site as consultants until July 1, then on full time contract, as measured by having all personnel in place, as designated by the Five-year plan.

Objective Sixteen - By June 1999, partnerships and collaborations, internships and host families will be in place, as measured by the completion and implementation of these plans.

Objective Seventeen - By June 30, 1999, all furniture, equipment, window treatments, books and supplies for the School will be completed, ordered with a delivery date charted to have the school ready for its opening in the Fall of 1999, as measured by confirmations.

Objective Eighteen - By June 1999, the technology plan will be completed, surveys to school districts to identify infrastructure and equipment in place and needs assessment made to determine schedule for implementing technology into the districts as measured by completed and returned surveys and developed partnerships with districts.

Objective Nineteen - By November 1999, the technology plan will be implemented through test pilot programs in School districts and partnerships developed throughout the state working with OIR and SCETV as measured by the pilot test programs in place, the developed partnerships with districts in place and user satisfaction.

Objective Twenty - By January 2000, the technology will be fully operational, connecting to school districts across the state to supplement and enrich arts education through a cooperative plan with administrators and teachers as measured by the successful plan in place and operating successfully.

Performance Measures

I. Inputs FY 1997-98 Operation Budget Revenue and Expenditures
All programs, services and salaries of the School

A. State Funds	\$ 481, 324.28
B. EIA Funds	\$ 165,551.83
C. Other Funds	<u>\$ 458,852.80</u>

Total \$1,105,728.91

II. Outputs

- A. Auditions were held at three locations during the month of January. 763 students from 43 counties participated in these auditions.
- B. 295 students were selected to attend, representing 34 counties. 47 students were selected as alternates.
- C. Of the 295 students selected, 192 were females and 103 were males; 247 were white and 48 were minorities.
- D. Student in Creative Writing received instruction in fiction, poetry, novels and short stories.
- E. Students in Dance received instruction in Ballet, modern dance and physical conditioning.

- F. Students in Music received instruction in woodwinds, brass, strings, percussion, voice, piano, music theory, and music history, conducting, choir and instrumental ensembles.
- G. Students in Theatre received instruction in movement, stagecraft, acting, voice and speech, singing and dance.
- H. Students in Visual Arts received instruction in drawing, 2-D design, painting, printmaking, photography, ceramics, architecture, sculpture, art history and graphic design.
- I. All students participated in performance and exhibits and attended lectures and performances by guest artists.
- J. All students lived on campus with direct supervision.

III. Outcomes

- A. Students in creative writing each performed a reading of an original work.
- B. Students in Dance each performed in a showcase concert.
- C. Students in Music each performed solo in at least one public recital, as well as in vocal and instrumental ensemble concerts.
- D. Students in Theatre each performed in a showcase production.
- E. Students in Visual Arts each have at least one piece displayed in the student art exhibit.
- F. Parents' Weekend features student performances and class demonstrations.
- G. A Final Showcase featured selected performances from each department.
- H. Each student completes a program evaluation which covers instruction, curriculum, programming and residential life. These are reviewed and kept on file in the administrative office.
- I. Each student receives a written evaluation from his or her primary teacher. These are given to the student, with a copy sent to the home high school.
- J. Formal and informal feedback from students, their parents and teachers in the home schools indicate that the intensive study and performance provided during the Honors Program and Preparatory Dance Program are critical to forming and understanding of student's talent, ability and desire. Students often assume a role of leadership in their home school. Their success in a residential setting also develops aspects of independence and maturity.

IV. Efficiency/Process

- A. The approximate cost per student for five weeks of room and board, professional instruction, materials, professional opportunities and experiences, field trips, safety, security and recreation is \$3300.
- B. With only one F.T.E. assigned to these programs, the majority of the money spent is directed to the student's instruction and experiences.

V. Quality

- A. One of the 295 students who attended chose to return home after one week because of dissatisfaction with the instruction. A number of students overcame homesickness in order to stay with the programs.
- B. Because of the programs' reputation, between 700 and 800 students audition annually to be selected for participation.

**SC Governor's School for the Arts and Humanities
Statistical Summary - 1998**

	Applicants			Accepted		
	<u>White</u>	<u>Minority</u>	<u>Total</u>	<u>White</u>	<u>Minority</u>	<u>Total*</u>
1994	941	207	1148	296	49	345
1995	918	183	1101	314	43	357
1996	941	169	1110	302	48	350
1997	806	168	974	309	43	352
1998	739	165	904	297	64	361

*Includes Dance Preparatory and Academy

County Participation

	<u>Applicants</u>	<u>Accepted</u>
1994	41	35
1995	40	33
1996	43	39
1997	44	37
1998	43	34

1997/1998 Applicant Profile

	<u>Creative Writing</u>		<u>Dance</u>		<u>Music</u>		<u>Theatre</u>		<u>Visual Arts</u>	
	<u>1997</u>	<u>1998</u>	<u>1997</u>	<u>1998</u>	<u>1997</u>	<u>1998</u>	<u>1997</u>	<u>1998</u>	<u>1997</u>	<u>1998</u>
Males	22	29	3	3	90	99	39	46	116	94
Females	94	61	118	119	233	233	100	124	159	96
Total	116	90	121	122	323	332	139	170	275	190
Minorities	18	19	12	14	62	66	22	29	54	37
Non-Minorities	98	71	109	108	261	266	117	141	221	153
% by discipline	16	21	10	11	19	20	16	17	20	19

1997/98 Minority Applicants			1997/98 Accepted Minority Students	
1997	1998		1997	1998
1	0	American Indian	0	0
131	123	African American	28	48
24	16	Asian/Pacific	11	9
10	8	Hispanic	4	3
2	18	Other	0	4
168	165	Total	43	64

**1998 Statistical Summary
Accepted Students**

Overall	Program	Accepted	Alternates
		Creative Writing (Honors)	30
	Dance (Honors)	23	0
	Dance (Preparatory)	37	0
	Music (Honors)	118	28
	Theatre (Honors)	36	7
	Visual Arts (Honors)	51	10
	Academy	66	14
	Total	361	63
Gender	Art Area	Female	Male
	Creative Writing (Honors)	21	9
	Dance (Honors)	21	2
	Dance (Preparatory)	36	1
	Music (Honors)	70	48
	Theatre (Honors)	20	16
	Visual Arts (Honors)	24	27
	Academy	46	20
	Total	238	123
Race	Art Area	White	Minority
	Creative Writing (Honors)	27	3
	Dance (Honors)	19	4
	Dance (Preparatory)	31	6
	Music (Honors)	107	11
	Theatre (Honors)	27	9
	Visual Arts (Honors)	36	15
	Academy	50	16
	Total	297	64
			24%
Academy	Art Area	Accepted	Alternates
	Creative Writing	7	1
	Theatre	10	2
	Music	37	7
	Visual Arts	12	4
	Total	66	14

County Summaries

Honors Program									
County	Applicants			Accepted			Alternates		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
Abbeville	1	2	4	1	2	4	0	0	0
Aiken	34	34	32	11	9	13	2	1	1
Allendale	0	1	0	0	1	0	0	0	0
Anderson	31	32	32	11	7	9	1	1	0
Bamberg	0	0	0	0	0	0	0	0	0
Barnwell	10	4	1	0	1	0	0	0	0
Beaufort	38	27	21	6	4	7	0	0	0
Berkeley	28	15	16	6	6	6	4	1	2
Calhoun	1	4	2	0	1	1	0	0	0
Charleston	60	49	39	17	13	15	3	4	2
Cherokee	9	7	4	2	3	0	0	0	0
Chester	4	0	1	1	0	0	0	0	0
Chesterfield	4	0	1	1	0	0	0	0	0
Clarendon	3	8	10	0	3	4	0	1	0
Colleton	7	4	6	4	1	2	0	0	0
Darlington	6	10	11	2	3	3	1	1	1
Dillon	0	4	3	0	0	2	0	1	0
Dorchester	29	25	26	9	4	13	3	3	0
Edgefield	1	2	1	1	0	0	0	0	0
Fairfield	5	3	1	2	0	0	0	1	0
Florence	25	25	19	12	6	11	0	2	1
Georgetown	12	7	8	4	3	4	1	1	0
Greenville	85	60	65	34	25	32	6	3	6
Greenwood	9	7	8	0	3	4	1	1	0
Hampton	4	0	4	0	0	0	0	0	0
Horry	33	38	30	9	17	3	1	1	2
Jasper	1	2	4	0	0	0	1	0	0
Kershaw	7	6	6	0	3	2	0	0	1
Lancaster	6	13	2	0	4	0	0	0	0
Laurens	27	16	19	5	3	3	1	0	0
Lee	1	3	1	0	1	0	0	1	0
Lexington	70	58	59	21	24	30	4	3	3
Marion	14	5	4	1	1	3	3	0	0
Marlboro	2	1	2	0	0	0	0	0	1
McCormick	0	0	0	0	0	0	0	0	0
Newberry	9	5	8	1	2	3	0	0	1
Oconee	40	25	15	11	6	2	1	1	1
Orangeburg	15	8	4	4	4	0	0	0	0
Pickens	35	27	20	13	10	5	4	2	2
Richland	93	83	77	37	37	31	10	7	9
Saluda	3	5	1	0	0	0	0	0	0
Spartanburg	57	50	50	15	19	21	3	2	5
Sumter	26	29	20	3	10	9	1	1	1
Union	3	5	10	2	1	1	0	0	0
Williamsburg	2	3	5	0	1	1	0	1	3
York	41	41	29	8	12	13	2	2	5
Total	897	754	685	254	250	258	53	42	47

County Summaries

Academy Program									
County	Applicants			Accepted			Alternates		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
Abbeville	3	2	0	1	2	0	0	0	0
Aiken	<i>Not Eligible</i>			<i>Not Eligible</i>			<i>Not Eligible</i>		
Allendale	0	0	0	0	0	0	0	0	0
Anderson	9	6	9	7	2	3	0	1	1
Bamberg	0	0	0	0	0	0	0	0	0
Barnwell	2	6	0	1	1	0	0	0	0
Beaufort	1	13	8	0	5	5	1	3	2
Berkeley	3	6	9	0	4	4	1	0	0
Calhoun	2	1	0	0	1	0	1	0	0
Charleston	20	11	24	9	6	20	3	0	1
Cherokee	7	4	2	1	1	2	1	1	0
Chester	0	2	0	0	0	0	0	1	0
Chesterfield	2	1	1	2	1	0	0	0	0
Clarendon	2	3	2	0	3	1	0	0	0
Colleton	2	10	0	1	2	0	0	3	0
Darlington	4	5	5	2	3	1	0	0	0
Dillon	1	0	0	1	0	0	0	0	0
Dorchester	8	6	11	2	4	5	0	0	1
Edgefield	0	0	0	0	0	0	0	0	0
Fairfield	1	0	0	0	0	0	0	0	0
Florence	2	10	4	1	5	1	0	1	2
Georgetown	1	0	9	1	0	5	0	0	0
Greenville	<i>Not Eligible</i>			<i>Not Eligible</i>			<i>Not Eligible</i>		
Greenwood	3	6	1	1	4	0	0	0	0
Hampton	2	2	1	0	2	0	0	0	0
Horry	5	4	2	2	3	1	0	0	0
Jasper	2	1	0	2	0	0	0	0	0
Kershaw	4	3	1	2	0	0	0	1	1
Lancaster	0	0	1	0	0	1	0	0	0
Laurens	5	10	7	2	5	2	1	1	0
Lee	2	0	0	1	0	0	0	0	0
Lexington	<i>Not Eligible</i>			<i>Not Eligible</i>			<i>Not Eligible</i>		
Marion	0	0	2	0	0	0	0	0	1
Marlboro	0	1	0	0	0	0	0	1	0
McCormick	0	0	0	0	0	0	0	0	0
Newberry	5	5	2	2	4	0	1	1	1
Oconee	8	2	16	4	1	6	1	0	1
Orangeburg	0	0	4	0	0	0	0	0	0
Pickens	22	8	7	10	2	4	2	2	0
Richland	<i>Not Eligible</i>			<i>Not Eligible</i>			<i>Not Eligible</i>		
Saluda	2	2	0	1	0	0	0	0	0
Spartanburg	<i>Not Eligible</i>			<i>Not Eligible</i>			<i>Not Eligible</i>		
Sumter	3	6	4	1	2	1	0	0	2
Union	0	1	0	0	0	0	0	0	0
Williamsburg	2	2	1	2	1	1	0	1	0
York	23	13	8	16	10	3	0	0	1
Total	158	152	141	75	74	66	12	17	14

County Summaries

Dance Preparatory Program									
County	Applicants			Accepted			Alternates		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
Abbeville	0	1	0	0	1	0	0	0	
Aiken	2	7	3	0	4	2	0	0	
Allendale	0	0	0	0	0	0	0	0	
Anderson	1	1	1	0	0	0	0	0	
Bamberg	0	0	0	0	0	0	0	0	
Barnwell	0	0	0	0	0	0	0	0	
Beaufort	1	0	1	0	0	1	0	0	
Berkeley	0	1	0	0	0	0	0	0	
Calhoun	0	0	0	0	0	0	0	0	
Charleston	6	2	9	3	2	3	0	0	
Cherokee	0	0	0	0	0	0	0	0	
Chester	0	0	0	0	0	0	0	0	
Chesterfield	0	0	0	0	0	0	0	0	
Clarendon	0	0	0	0	0	0	0	0	
Colleton	0	0	0	0	0	0	0	0	
Darlington	1	1	0	1	1	0	0	0	
Dillon	0	0	0	0	0	0	0	0	
Dorchester	3	3	1	2	1	0	0	0	
Edgefield	0	0	1	0	0	0	0	0	
Fairfield	0	0	0	0	0	0	0	0	
Florence	3	1	1	2	0	0	0	0	
Georgetown	0	0	2	0	0	0	0	0	
Greenville	6	5	8	2	1	4	2	0	
Greenwood	0	0	1	0	0	0	0	0	
Hampton	0	0	0	0	0	0	0	0	
Horry	6	5	11	1	3	7	0	0	
Jasper	0	0	0	0	0	0	0	0	
Kershaw	0	0	0	0	0	0	0	0	
Lancaster	0	0	0	0	0	0	0	0	
Laurens	1	0	0	0	0	0	0	0	
Lee	0	0	0	0	0	0	0	0	
Lexington	4	2	10	2	2	6	0	0	
Marion	0	0	0	0	0	0	0	0	
Marlboro	0	0	0	0	0	0	0	0	
McCormick	0	0	0	0	0	0	0	0	
Newberry	1	2	2	1	1	1	0	0	
Oconee	1	1	0	0	0	0	0	0	
Orangeburg	0	0	1	0	0	1	0	0	
Pickens	2	2	2	1	1	0	0	0	
Richland	11	24	23	0	7	11	1	0	
Saluda	0	0	0	0	0	0	0	0	
Spartanburg	6	7	0	5	4	0	1	0	
Sumter	1	2	0	0	0	0	1	0	
Union	0	1	1	0	0	1	0	0	
Williamsburg	0	0	0	0	0	0	0	0	
York	2	0	0	1	0	0	0	0	
Total	58	68	78	21	28	37	5	0	0

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