

Transmittal Message

On behalf of the Board of Directors and the Administration of the South Carolina Governor's School for the Arts and Humanities, it is my pleasure to transmit our FY 1999-2000 Accountability Report.

The development of the mission of the South Carolina Governor's School for the Arts and Humanities was a synthesis of the enabling legislation, constitutional provisions and principles reflected in ***Charting the Future***, the five-year strategic plan of the School. This plan was developed through the collaborative efforts of the administrative staff in consultation with the Board of Directors and the leadership of the Foundation Board with a nationally renowned arts and education consultant, in a retreat setting. Input came from a variety of stakeholders including the Summer Honors' faculty, students, state officials, parents and friends working together in quest for educational quality and excellence. Led by the President, the Special Assistant to the President and the School's administrative staff worked together 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 comprehensive arts education to include pre-professional training in the arts, rigorous academic education, and humanities studies for artistically talented students on the residential campus. The school has a mandate to reach out to the state's students, teachers, administrators and communities to provide a research and resource center for professional development opportunities and through technology, interactive distance education, to supplement and enrich arts education across the state.

The Agency exists to provide a model program of artistic and academic excellence for artistically talented high school students. The school's curricular studies and other activities and experiences are designed to maximize student potential, communicate a vision of excellence for arts education, serve as a resource center for professional development and supplement and enrich arts education across South Carolina. Virtually, the School is designed to become a Flagship, designed for change, to carry the torch of quality and excellence in education for the State and the Nation.

The role of the to Agency is to provide and implement the vision, leadership and exemplary education programs and services in the arts, academics and humanities on the campus and throughout the state by way of technology.

The unique purpose of the Agency is to provide an appropriate broad based arts, academic, and humanities education for artistically talented high school students, selected by audition. Through technology, the school provides the most cost effective way to supplement and enrich arts education state-wide for both students and teachers. The vision for the School is to become a prototype for excellence that encourages the inclusion of gifted education concepts in the education for all students.

The Board and administration of the School advocates quality arts education as an essential component of the comprehensive education for all students. The School serves as a role model for developing partnerships, collaborations, and career guidance and marketing techniques for students in building successful connections to their future and their chosen career.

Customer focus is to build a school of excellence which provides quality arts education, support and arts advocacy for administrators, teachers, students, parents and all citizens of South Carolina, including all stakeholders and potential clients of the school.

The process used to determine the objectives for the school consists of an analysis of where we were, where we are and what we must do to accomplish our goals. The leadership will continue to set strategies to identify and provide appropriate funding for the school and the School's Foundation Endowment. Phase I of the campus construction was completed in January 2000. Phase II construction includes a science laboratory and lecture room, a fitness center, a gymnasium, three academic classrooms, and offices for faculty.

As a partner with the eighty-six state school districts, it is essential to identify the most effective and efficient manner to recruit and select students, to develop rigor and challenge in all areas of instruction, and to develop community service projects appropriate for all students.

The nine-month residential school was opened and operated successfully while all programs and services of the original operation continued. Building partnerships with the state's leadership to include state government, corporate and community leaders, all educational institutions, appropriate agencies and all school districts, their educational administrators, teachers, appropriate staff, parents and students remains a priority commitment.

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 and/or qualitative measures.

The Agency contact persons for this report are Virginia Uldrick, President at (864) 282-3784 or JoAnne Payton, Special Assistant to the President at (803) 734-0803.

**SOUTH CAROLINA GOVERNOR'S SCHOOL FOR THE ARTS AND HUMANITIES
FY 1999 - 2000 ACCOUNTABILITY REPORT
EXECUTIVE SUMMARY**

The South Carolina Governor's School for the Arts and Humanities has made extraordinary progress in moving from the nationally recognized programs and services in place while adding the nine-month residential high school. The Governor's School Strategic plan addresses where we were, where we are and where we need to go to achieve our goals and accomplish our mission. Our clients are the educators, the teachers and students across the State from public, private, and home schools. Recruiting the exceptionally talented students from that broad base of schools, it becomes essential to tailor each presentation to the needs of the group to which we are speaking. We must speak with one voice in support of the arts and academics while researching the needs of the group we are addressing. Strategic planning, business management and researching best practices, new and innovative concepts and trends are daily, monthly and annual responsibilities.

Although we have been in operation since 1981 with the original programs and services and have acquired a reputation for excellence and quality, it becomes most demanding to provide the sufficient media, school and parental information. The Governor's School strives to reach every talented child and offer the most complete information and programs that can be envisioned, developed and implemented.

The School's Strategic Plan is the road map to guide us to our destination. The curriculum framework, written by a national committee of arts professionals, gives us the guiding plan of action to keep us on track with what talented students need to know and be able to do.

NEW RESIDENTIAL SCHOOL

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. Adding amends title of the 1976 Code: 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 opened September 5, 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 led the important transition as the South Carolina Governor's School for the Arts and Humanities embarked from its twenty year history of nationally renowned summer programming to an organization providing year round arts education. The Governor's School nine-month students of 125 high school juniors experienced an intensive first year of a two-year instructional program on a new residential campus. The School serves 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 to chart the School's future, will ensure its progress, development and success.

Present programs and services of the Governor's School for the Arts will continue as the nine-month residential school, its facilities, fund-raising, architectural work and construction are completed and all facilities become operational. The department chairs, faculty, counselors and additional staff positions are in place. Additionally, technology continues to be studied and the plan is in process with schedules and partnerships developed. Furniture and equipment have been ordered through the State procurement process. This report is submitted with a clear understanding that the first year of the school's 1999-2000 operation was successful, students engaged and achieving at an above average to excellent level. Appropriate funding to open and operate the school in its inaugural year was allocated to maintain the school's integrity, and place it on the cutting edge of excellence as promised to the leaders of South Carolina.

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.**

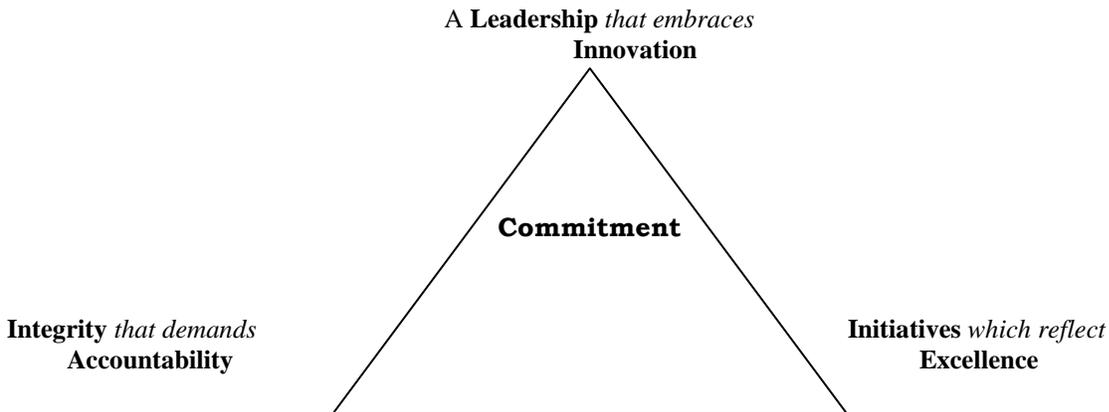
The School is a resource for all teachers and students in South Carolina

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 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.

Goals and Measures

The first goal – to open the nine-month residential Governor’s School for the Arts and Humanities in August 1999 as a 21st Century, world-class operation.

Construction was delayed and facilities were not completed until January 2000.

- complete the facilities
- refine and finalize the program design and schedule
- complete the employment process to include master artists, master teachers and other outstanding professional leaders
- recruit the students for the FY 1999-2000 inaugural class
- open the school in September 1999

The second goal - to maintain the integrity of the original programs and services, now components of the year-round school.

- continue to design and implement challenging curricular studies as a part of the year-round school
- continue to employ master artists teachers
- continue to engage students at a level of excellence and intensity that ensures the maximum development of their talent and potential
- include the five-week Honors, Outreach, Graduate Studies designed for arts educators and classroom teachers, Preparatory Dance for middle school students and the Two-week Academy as components of the year-round school.

The third goal - to provide programs and services at a level of excellence to raise the bar of education for the year-round operation and create a role model to raise the bar for the state

- incorporate national and state standards of excellence in all programs
- implement the arts education SCGSAH framework crafted by the national arts advisory consultants
- implement the arts and academics state curriculum frameworks
- develop a humanities component for all students to include lectures, research, performances, discussions and journal and personal reflection
- provide meaningful service learning and leadership opportunities
- demonstrate a meaningful mentoring program for required and desired testing of student achievement and progress
- model and foster personal and civic responsibility, visionary leadership and the development of an exemplary valuing system
- establish and promote an appreciation for the environment, including the archaeological significance and historical relevance of the site on which the school is built as a bastion of learning

The fourth goal – to design meaningful programs for distance education technology that supplement, expand and enrich arts and academic programs for the eighty-six school districts.

- employ appropriate and qualified professionals to fill technology positions
- survey the middle and high school educational needs and the schools' abilities and desire to receive and send programs through technology
- provide information to and train the SCGSAH teachers to develop programs of excellence and quality
- prepare teachers to teach effectively through technology
- identify and seek additional funding sources for meaningful curricular development
- develop connections with successful national and state programs to be used as models
- begin daily implementation of these programs in 2001
- include sufficient funding to transmit and receive technology in the FY 2001-2002 budget request

The outcomes expected from these goals provided unique arts education opportunities and experiences in many areas of the state, which are presently unavailable at this level, intensity and pace for students and teachers. The quality of these programs can and will raise the bar in education and contribute positively to the cultural and economic growth of South Carolina. The long-term outcomes of these goals will be more quantitatively measured over time. However, there must continue to be a demand for unwavering vision, leadership and support from the Board of Directors, the administration, the State leadership and the private sector.

As stated in the Strategic Plan, students of the South Carolina Governor's School for the Arts and Humanities are expected to:

- ◆ trust and respect 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;
- ◆ become 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.

DESCRIPTION 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.

Major hurdles were addressed, problems of starting a new institution of this intensity and importance were solved and schedules were held sacred while demanding excellence, creative and innovative instructional programs taught by master artists/teachers.

The Board approved the recruitment and acceptance of ninth, tenth and eleventh grade dance students as recommended by the President. Training in dance must begin early in a child's life at his first manifestation of interest and passion for dance and continue at a highly disciplined professional level to provide the foundation for a professional dance career. Such training is not readily available to students across the State except in certain areas. This decision created the opportunity to select ten highly talented and dedicated ninth and tenth grade students in dance.

The 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 Office of Information Resources.

As the distance learning component is initiated, students and teachers across the entire state will benefit. In all areas except dance, the School is a two-year secondary operation and as such, the Governor's School will:

- Provide exemplary curricular studies to include pre-professional training in the arts, rigor and challenge in the academics, humanities and health education.

- 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 a laboratory setting on site and/or through distance learning technology. The technology should have its premier presentation second semester or later in FY 1999-2000.
- Facilitate sharing the state's rich cultural resources in our communities among one another, thus raising the cultural climate statewide.
- Serve as a technical assistance center, which can offer the most up-to-date technology programming on an on-going basis.
- Provide a research and resource center – a laboratory in which to study, to teach and to learn.
- Enhance the business and cultural climates throughout the state.
- Provide career counseling, both on campus and through technology information, to every school district.

DESCRIPTION OF THE ORIGINAL PROGRAMS AND SERVICES (PROGRAMS OF THE YEAR-ROUND OPERATION)

- ◆ **Honors Program** is a five-week residential experience encompassing five arts disciplines: creative writing, dance, music (instrumental and vocal), theatre and visual arts for which current tenth and eleventh grade students are eligible (in dance, current ninth grade students are also eligible.)
- **Preparatory Dance Program** is a five-week residential program with pre-professional training in both ballet and modern dance for middle school students. Current sixth, seventh and eighth grade students are eligible for this program and may attend for three years, if accepted through audition and interview.
- **Outreach** provides Saturday workshops that include masterclasses, taught by master teachers in the disciplines of creative writing, vocal and instrumental music, theatre, visual arts and dance at selected workshops. These sessions are held at central locations throughout the state to assist students, teachers and parents with the application process, audition procedures, audition preparation and compliance with the access plan.
- **The Academy** is an intensive two-week residential arts program in creative writing, instrumental and vocal music, theatre and visual arts for ninth grade students from all South Carolina counties. The plan is to expand both numbers served and programs. Potentially, the Academy could be located in various higher education institutions throughout the state, depending on the joint interest generated by the school and the higher education institutions.
- **The Graduate Studies/Intern Program** provides the state's arts educators with the opportunity to study gifted education in the arts, curriculum development and innovative practices in creative writing, music, drama and visual arts. Elementary teachers are given the opportunity to study "Creative Dramatics for the Elementary Child". All teachers 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. This initiative is in concert with and satisfies State education requirements for all teachers.

Performance Excellence Criteria, Measures and Outcomes Nine Month Residential School

STUDENT ACCOMPLISHMENTS OF FY 1999-2000.

Creative Writing

- Six of the SCGSAH students won top honors in ***the National Scholastic Writing Awards Competition***. Over 40,000 were judged from across the Nation.
- Three of the twenty ***Gold Awards*** were given to the Governor's School students and five of the thirty ***Silver Awards***.
- ***The Pinnacle Writing Award***, the most prestigious in the Nation was awarded to one of the Governor's School Student.
- Five of the writing students were published in ***Southern Voices***, a literary journal for Southeastern High School students.

Dance

Students participated in prestigious national dance programs receiving honors reviews. Two male students received scholarships to remain in New York with the School of American Ballet, one accepted and one returned to study in the SCGSAH program.

- Boston Ballet – four
- School of American Ballet – two
- American Ballet Theatre – one
- Joffrey Ballet – one
- Virginia School of the Arts – one
- Nutmeg Ballet – one
- University of South Florida Dance Theatre – one
- University of South Carolina Dance Conservatory – one
- Ten Dancers participated in the South Carolina Dance 2000 Festival
- Twelve dancers performed a ballet with the Carolina Ballet Theatre Competition.

Drama

- Two students performed in Camden a scene from the ***Golden Boy***
- The drama students performed a choreographed piece for the ***Grand Inaugural Opening Gala*** at the Peace Center

Music

- Five music students were chosen by audition to participate in the South Carolina Band Directors Association All-state Band Festival.
- One pianist performed a concerto with the Carolina Youth Symphony and a second was first runner –up in the competition.
- A bassoonist won the Clemson University Orchestra Concerto Competition

and performed the Concerto with the Clemson Symphony
Two piano students won the SCMEA piano competition.

- One violist received a scholarship through competition to study and perform at Brevard Music Center.
- One vocalist won the Southeastern Young Artist's Competition
- Five pianists were among the nine finalists chosen in the Greenville Symphony Music Piano Competition. Two students won first and third places.
- Three instrumentalists were chosen to participate in the South Carolina All-state Band
- Nine music instrumentalists were chosen to participate in the SCMEA All-state Orchestra
- Four singers were selected to perform in the All-state Chorus
- The Brass Quartet was chosen as finalists in the South Carolina instrumental and Chamber Music Competition
- Twenty – two music students received superior ratings in the SC Band Directors Association Solo and Ensemble Festival
- One music student was awarded the Robert Blackman Award for outstanding Service and Musicianship from the Carolina Youth Symphony
- The SCGSAH Concert Choir performed Pergolesi's Magnificat with the Carolina Youth Symphony

Visual Arts

- One art student received the gold key award from the Scholastic Art Competition
- Three other art students entered and received outstanding commendation from Scholastic Art Competition
- One student was awarded a scholarship in painting from Pratt Institute
- One art student was accepted into the Maryland Institute College of Art for summer advanced study

Scholastic Achievement and Community Service

- Fifteen (15) students were recognized as National Merit Semi-finalists, National Achievement Scholarship Program or National Merit Commended – In the top ten schools in the State for this recognition.
- Eighty percent pass rate on the Advanced Placement Examination including five AP Scholars at the eleventh grade level.
- A comprehensive community service plan was developed and implemented in the school's inaugural year. Students have logged hundred's of hours of service throughout the state.
- School has been nominated for a prestigious community service award for outstanding accomplishments in its inaugural year

ADMINISTRATIVE AND TEACHER ACCOMPLISHMENTS OF FY 1999-2000

- Five faculty members have applied for National Board Certification
- Five teachers serve as Advanced Placement Examination Leaders
- Two DMA Yale University Candidates are International Concert Pianists

- All faculty and administrative team have terminal degrees, MFA Degree or Masters plus 30 graduate hours.
- All administration, faculty and staff are pursuing Southern Association Accreditation for the School.
- The School's President is pursuing National Arts Accreditation from the National Association of Schools of Art, Music, Dance and Visual Arts. When conferred, we will be the only high in America to receive this accreditation.
- The Residential Staff are degreed professionals with BA or MA degrees
- The School employs a licensed Nurse Practitioner
- Most teachers are published writers who present at state and national conferences.
- All arts teachers are practicing or performing artists
- All academic teacher have proven success as master teachers and communicators
- The School's leadership developed a Five-year Strategic Plan in May of 1998
- A National Arts Committee completed an Arts Curriculum Framework for the School in 1997.

Other Performance Excellence Criteria

A Research and Resource Director collects and analyzes information and data relative to the importance of arts education and gifted education

- The Human Resource Director directs the training and implementation of teacher and staff EPMS (employee evaluation)
- The Dean collects and evaluates teacher performance using the ADEPT MODEL.
- The Principal of the School works with the Dean and a Consultant to develop the State Report Card

Performance Excellence Criteria, Measures and Outcomes Original Programs and Services

Summer Honor's Program

Measure:

Students attending the Honor's Program are provided individual studies that add to new concepts and techniques. These accomplishments set new standards and students perform at a higher level of excellence, often deciding to study more intensely when they return to their local high schools or take early entrance into college and art schools.

Preparatory Dance

Measure:

Middle school students achieve, are more engaged, have a greater seriousness of purpose and work intensely for more than six hours a day to accomplish a semester of work in five weeks.

Outreach

Measure:

Students are informed at a greater depth to understand that all programs of the Governor’s School are available to students who prepare themselves adequately to audition. Thus, the Access Plan is honored to accept students from rural and small districts and to recognize potential for those students who are untrained or under-educated in the arts.

Parents are informed how to approach the application process and assist their children in preparing to apply and audition for the school.

The Academy

Measure:

This two-week program provides students the edge of excellence in their accomplishments as evidenced in their successful application and admission into the Governor’s School Honor Program and the nine-month residential school. Students seek a higher level of training in their art form to study privately, or ask their teachers at the school level for assistance. In essence, they become more pre-active for quality education and higher levels of instruction.

Graduate Intern Program

Measure:

Teachers who participate garner the understanding how to more effectively identify students with potential, how to develop differentiated curriculum more effectively, and to advocate more effectively quality arts education for all students.

Teachers receive graduate credit for re-certification or for credits toward their Masters Degree or Masters plus thirty graduate hours.

Budget Performance Measures

FY 1999-2000 Operation Budget Revenue and Expenditures
All programs, services and salaries of the School

	Budget	Expenditures
A. State Funds	\$ 8,510,152.00	\$7,062,809.06
B. EIA Funds	\$ 246,576.80	\$ 246,576.80
C. Other Funds	\$ <u>1,028,104.00</u>	\$ <u>508,791.50</u>
Total	\$ 9,784,832.80	\$ 7,818,176.80

South Carolina Governor’s School for the Arts and Humanities
The Leadership System
Customer Focus and Satisfaction

The Leadership System

Designing, bidding, constructing, furnishing and equipping a new educational institution while developing curriculum, employee searches, conducting interviews, employing all personnel, preparing budgets and requests, recruiting students, operating the original programs while developing curricular studies at the cutting edge of excellence for the nine-month school were challenging responsibilities over the past four years. These challenges were carefully orchestrated with appropriate leadership strategies, engaging knowledgeable professionals and complying with best business and educational practices. In addition to these challenges, garnering funds from the private sector to match state funds was a major investment of time and talent of the leadership.

The South Carolina Governor’s School for the Arts and Humanities Foundation members served as the core team of leadership identifying outstanding and knowledgeable leaders to form a steering committee to identify funding sources and develop funding strategies for conducting a Capital Campaign. Phase I facilities were found to be inadequate for the programs and services required to execute the mission and vision of the School especially in the required futuristic academic studies. Consequently, the Board, the administrative team, the Foundation and the building committee assembled to address deficiencies and develop a plan to chart the solutions. Phase II would create facilities to meet the needs of required academic programs, recreation, and physical fitness and faculty offices. Designs and plans along with budgets and timelines were developed.

The chief leadership of the School consists of the President, the Special Assistant to the President, the Dean and Vice President of Arts and Academics, the Vice President for Business and Operations, the Vice President of Institutional Advancement, the Principal of the School and the Director of Student Services. Additional leadership is provided by Department Chairs, Directors of Distance Learning and Data Technology and Information and Human Resources. Faculty and support staff provide on-going information critical to the leadership as decisions are made regarding position, mission and direction of the School. The President’s door is open to all personnel and students as the school, its programs and services are developed, revised and updated to better serve all constituencies.

The policy-making responsibility rests in the hands of the Board of Directors. The SCGSAH Foundation Board and steering committees function collaboratively with the Directors and the School’s leadership.

Customer Focus and Satisfaction

A national committee of leading professionals in the arts and academics crafted a curriculum framework and made philosophical recommendations regarding the ultimate training and instruction at a level and pace essential for maximum student achievement. Students would be selected on the basis of their talent and achievement through required applications, auditions, portfolio reviews, master-classes and interviews. Parents of students are required to be South Carolina residents and student records are

reviewed to determine a prognosis for success and for recommendations regarding unusual situations or needs that might be identified. It is expected that student accepted in the program will work and achieve at a high level of excellence in all of their studies, performance and community service learning. The bar is raised and most students have responded to the call. The school expects all students to respect themselves and others, their property and that of others, to be honest, forthright and develop a strong sense of integrity and social graces.

Students are evaluated both formally and informally, their sense of purpose evaluated, as are their arts and academic studies. Dress and honor codes are in place to insure that students understand that knowledge learned is power, dishonest behavior in any form is destructive to their character and integrity.

Since the school sets direction, creates an artistic and cultural milieu, the students understand the importance of compliance with expected standards and seem happy with the environment and expectations of the school and its rules as stated in the student handbook. The students feel honored to have such a school with its nurturing, mentoring and support for their education, growth and development.

Institutional Advancement

INTRODUCTION:

The Institutional Advancement Department is charged primarily with the design and implementation of building and maintaining relationships with key publics, particularly media, parents and students, governmental entities, public and private schools and districts, community and arts organizations, educational institutions. Institutional Advancement has the responsibility for developing and utilizing volunteers through several special programs to include host families, student ambassadors, the Guild of the Governor's School, the Alumni Association and parent organizations.

The purpose of Institutional Advancement is to increase the visibility of the Governor's School and enhance awareness and appreciation for the School and its mission.

MEDIA RELATIONS:

Prepare and submit to newspapers, television and radio outlets, magazines and special publications necessary news releases, feature stories, pictures, footage and on-site coverage invitations:

Measure:

The South Carolina Governor's School for the Arts and Humanities has received substantial media coverage throughout the state. Special stories and articles have been carried in numerous publications. The SCGSAH has a regularly scheduled program on educational radio. The School has enjoyed media coverage by both television and radio. ETV has featured the Governor's School in two special programs.

PARENTS AND STUDENTS

The School has maintained contact with parents and students (and potential students and their parents) through the newsletter, *FANFARE*.

Measure

The School has garnered considerable support from many of the parents. More than 100 host families were recruited within the community for our out-of-town students along with more than 30 volunteers. The School is making excellent progress with the SCGSAH Alumni Association with the help of present and former students and their parents.

GOVERNMENTAL ENTITIES

Consistent relationships are developed and maintained with a large number of governmental entities.

Measure:

The Governor’s School enjoys excellent support, cooperation and assistance from the Governor’s Office, the General Assembly, Greenville City and County, the State Department of Education, other state agencies and entities.

PUBLIC AND PRIVATE SCHOOLS/DISTRICTS

Frequent contact is made with public and private school administrators through meetings with superintendents, visits to schools, presentations to students, parents and teachers, liaison with arts coordinators and other officials.

Measure:

The School builds enthusiasm and dedication among the arts teachers which has resulting in increased student interest in applying for both the summer and high school programs. Representatives from several public school districts have visited the new campus for tours, class visits and discussions.

COMMUNITY AND ARTS ORGANIZATIONS

During and since the official campus opening in April, the South Carolina Governor’s School for the Arts and Humanities has hosted more than 9,000 people on the new residential campus through meetings, open houses, tours, briefings and conferences.

Measure:

Continuous verbal and written feedback has been received from individuals and organizations which have visited the School and which evidence their appreciation for, better understanding of, and general interest in the School.

EDUCATIONAL INSTITUTIONS:

The Governor’s School has built relationships with colleges and universities, as well as with specialty arts and educational institutions inside and outside South Carolina.

Measure:

Several institutions, inside and outside the State have offered scholarships to GSAH students. For example, the Art Institute of Atlanta gives an Art Institute Summer Camp Scholarship to one of our junior visual arts students each year, while the Savannah College of Art and Design offers a \$10,000 annual scholarship.