

**ANNUAL ACCOUNTABILITY REPORT
FISCAL YEAR 2001-2002**



Submitted by

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

To

**THE HONORABLE JAMES H. HODGES
GOVERNOR OF SOUTH CAROLINA**

and

MEMBERS OF THE SOUTH CAROLINA GENERAL ASSEMBLY

**ACCOUNTABILITY REPORT
TRANSMITTAL FORM**

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for the Arts and Humanities

DATE OF SUBMISSION: September 13, 2002

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SECTION I: EXECUTIVE SUMMARY

HISTORICAL BACKGROUND

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

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

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

SCGSAH MAJOR COMPONENTS →

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

ADMINISTRATION AND OPERATIONS

Statutory Authority

Governing Board of Directors [§ 59-50-20]

The 1994 legislation commissioned a Board of Directors to govern the SCGSAH composed of not more than fifteen (15) members, as follows:

- (1) one member from each congressional district, appointed by the Governor;
- (2) four members from the State at large, appointed by the Governor;
- (3) the Chairman of the Joint Legislative Committee on Cultural Affairs who serves ex officio;
- (4) the State Superintendent of Education who serves ex officio;
- (5) the Executive Director of the Commission on Higher Education who serves ex officio; and
- (6) two other members may be appointed at the discretion of the Governor and the chief administrative officer of the school if determined to be beneficial to the development of the school.

Terms of Office.

Members appointed by the Governor serve for terms of four years and until their successors are appointed and qualify, except that of those first appointed, the members representing the First, Second, and Third Congressional Districts and two at-large members serve for terms of two years and until their successors are appointed and qualify. Members receive mileage, subsistence, and per diem allowed by law for members of state boards, committees, and commissions.

In making the appointments, the Governor shall seek to obtain the most qualified persons from business, industry, and the educational and arts communities. The board of directors shall explore renovating or building appropriate facilities for the school.

Curriculum of Study [§59-50-30]

This Section details the parameters for an intense, advanced arts and academics curriculum of study, with Board approval.

Admissions; Criteria, Standards, Procedures [§59-50-40]

Defines eligibility for admissions, provides authority for the Board to approve admissions criteria, standards and procedures, and addresses equal admissions from each of the state's congressional districts.

Executive Director; Duties [§59-50-50]

The chief administrative officer of the school is the executive director, who is appointed by the board, serves at its pleasure, and administers all affairs of the school, subject to policies, regulations adopted by the board. The executive director or his designee serves as secretary of the board of directors and reports at all board meetings and annually to the board on the status of the school, its needs, and recommendations to carry the school forward to fulfill its mission.

Adoption of Policies and Regulations [§59-50-60]

Authorizes the Board to adopt policies and regulations to govern the operation and management of the school.

Endowment Fund [§59-50-70].

Directs the establishment and maintenance of an endowment fund.

MAJOR ACHIEVEMENTS 2001-02

In a ceremony held during commencement weekend in May 2002, the SCGSAH celebrated student achievement. The school honored both the intangible accomplishments of the year such as sense of community, personal growth, and learning to respond to change and challenges, and the concrete accomplishments signified by awards, certificates and recognitions. The SCGSAH **major achievements** are reported here under subheadings as follows: Student Accomplishments (by arts disciplines areas), Scholastic Achievement, Service Learning and Community Service Achievements, Staff and Faculty Achievements, and School-wide Achievements.

STUDENT ACCOMPLISHMENTS

CREATIVE WRITING

- A student's poems were published in *Literary Cavalcade*, a nationwide publication from Scholastic.
- Two students were selected by the National Foundation for Advancement in the Arts Talent Search, and they traveled to Miami for a week of workshops and competitions. They won second-place awards-a scholarship of \$1,500 each.
- Students read from their work at the Emrys Reading Room, Warehouse Theatre.
- Five students had work selected for *Southern Voices*, Volume VIII.
- A student's poem will appear in an anthology of student writing published by Creative Communications.
- One student's short story received a Gold Award in the Scholastic Regional Writing Awards.
- Two students were nominated as Presidential Scholars in the Arts.
- The Creative Writing and Drama Departments held the first annual South Carolina Young Playwrights' Festival.
- A student accepted to Bennington College in Vermont was awarded a \$6,000 scholarship on the basis of her creative writing sample.
- One student was named a Davidson Institute Fellow and awarded \$10,000 at the Library of Congress.
- Five students had their plays and monologues read by the Clemson University Players.
- Seniors were accepted to the following colleges and universities: Bennington College, Hampshire College, Vassar College, Smith College, The University of the South, The University of San Francisco, Swarthmore College, and New York University.
- Several students received both Gold and Silver Awards in the National Scholastic Writing Awards Competitions.
- One student won the Flannery O'Connor award given by *Southern Voices*.

DANCE

- Several students participated as guest artists for dance companies across the state, including Footnotes and Carolina Ballet in Columbia, Puck's Theatre and The Dance Academy of South Carolina, and other companies in Spartanburg and Greenville.
- SCGSAH hosted the South Carolina Dance Association festival on the campus. Six students represented the school by participating in this event.
- Five students attended the Youth American Grand Prix national ballet competition. Each one scored high enough to participate in the Finale in New York.
- Students were accepted for reputable summer courses and a number of dance students received full and partial scholarships from the Kirov Ballet Academy, American Ballet Theatre, Harid Conservatory, Nutmeg Ballet, San Francisco Ballet, and many others.
- Several ballet students were invited to attend Kirov Ballet this season at the Kennedy Center in Washington, DC.
- Under supervision of faculty, two students successfully created four pieces of their original choreography.

DRAMA

- The Department was nominated to perform in the 2003 Fringe Festival in Edinburg, Scotland.
- Two students received Merit awards from the National Foundation for Advancement in the Arts Talent Search. One student received Honorable Mention and a \$100 cash award from this National Foundation.
- The Drama and Creative Writing Departments recently held the first annual South Carolina Young Playwrights' Festival.
- One student was accepted into London's Royal Academy of Dramatic Arts Summer Shakespeare Conservatory.
- Seven seniors were accepted into the following professional actor-training programs, each receiving scholarship offers ranging from \$1500 to \$27000 per year. The Meadows School of the Arts at Southern Methodist University, Mason Gross School of the Arts at Rutgers University, the North Carolina School of the Arts, Carnegie Mellon University, Emerson, the Hartt School, Otterbein College, Northern Illinois University, the California Institute of the Arts, and the American Academy of Dramatic Arts.
- One senior was accepted into the filmmaking program at the North Carolina School of the Arts.
- One student was awarded the Carnegie Mellon Award, a full artistic scholarship given to the most promising actress following nationwide auditions.
- Two seniors received callbacks from the Julliard Drama Division, placing them in the top five percent of more than 800 applicants.
- Seniors were accepted and/or offered substantial academic scholarships to the following universities' academic programs: The University of North Carolina at Greensboro, Winthrop College, George Washington University, Oxford at Emory, Furman, USC, Otterbein, Florida State, Elon, College of Charleston, Erskine, Hampshire College, Clemson, Columbia College, Dickenson College, and Southern Methodist University.

MUSIC

- Vocal students attended a master class given by Marilyn Horne at Converse College.
- Five string students participated in the Magellan String Quartet Chamber Music Competition, and two students won \$250 prizes in the viola division and violin category.
- One student has been named an Emerson Scholar and will receive a full tuition grant.
- Two students entered the SC Piano Festival Competition held in Rock Hill. One of these won first place in the Scholarship Division and was awarded a \$1000 scholarship.
- Students participated in The University of South Carolina's annual Southeastern Young Artist Competition. One student won first place in woodwinds at the regional competition and went on to place second in woodwinds overall. Students in piano won first and second place. Students in voice won first and second place.
- Three students were selected as Soloists at the Furman Choral Festival.
- Eight students won recognition in the local competition sponsored by the Music Teacher National Association. Three students went on to win recognition in the regional competition. A saxophone student won first place at the national level.
- Three piano students competed successfully in the Carolina Youth Symphony's Concerto Competition, taking first, second, and third place honors.
- A student won first chair tuba in the Honor Band of America.
- Several students participated in the North Greenville College Brass Symposium. One student won first place in solo tuba competition, and a trumpet player earned an honorable mention. The School's Omega Brass Quintet won first place in the Ensemble competition.
- Several students were selected to participate in rigorous and selective summer music programs.

VISUAL ARTS

- One student participated in the Maryland Institute College of Arts pre-college program with a scholarship award.
- Six students worked on a project sponsored by the South Carolina Department of Alcohol and Other Drug Abuse Services to design a character to be used in an anti-drug and alcohol campaign aimed at elementary school children.
- Seniors attended Art Portfolio Review Day in Atlanta.
- Four students received Merit Recognition Awards in the National Foundation for Advancement in the Arts Talent Search.
- A student was designated "Student of the Week" by The Greenville News. Another was named a National Merit Finalist.
- One student was one of twenty-five nationwide recipients of an IMATION Scholarship in the amount of \$1000. The scholarship is awarded to students based on the sophistication and merit of their work in graphic design.
- Four students participated in pre-college programs in the visual arts summer program.
- Two students attended Ringling College of Arts in Sarasota, Florida with scholarship awards. One participated in Maryland Institute College of Arts pre-college program with scholarship. One attended Pratt Institute's summer program also with scholarship award.

SCHOLASTIC ACHIEVEMENTS

- 98% of students participated in state and national arts competition, auditions, portfolio reviews, etc. by their senior year; and 89% received recognition in one or more of those areas.
- 80% of students enrolled in one or more advanced placement courses by end of their senior year.
- 80% of students scored 3 or above on AP exams taken.
- Seniors SAT Mean score was 1106, compared to a national mean of 1020 and a state mean of 981.
- 53% of seniors were eligible for Life Scholarships.
- 97% of seniors were awarded scholarships totaling \$7.6 million.
- Foreign Language students competed successfully in the Annual Foreign Language Declamation Contest, winning first place in German I, III, and IV; second place in German II; and third place in French III and Spanish II.
- Seven students won research grants from the South Carolina Academy of Science. These grants were used to fund science research, and the students presented their research findings at the Upstate Science Fair and the annual conference of the South Carolina Academy of Science.
- A senior won first place in the Environmental Science category at the South Carolina Upstate Science and Engineering Fair; the first place certificate from the Greenville County Medical Society Alliance; the Greenville Technical College award of a one-course scholarship; a certificate from Intel Environmental Health and Safety; one of five US Army Certificates; one of two Scientific Calculator and Certificate awards from the Navy and Marine Corps. After winning second place in the Overall Senior Division of Engineering Fair, she represented the SCGSAH in the INTEL International Science and Engineering Fair, where she won second place overall.
- Seven additional science students won awards, certificates in their divisions of the South Carolina Upstate Science and Engineering Fair.
- Students participated in the Fourth District History Day Competition, developing projects around the theme “Revolution, Reaction, Reform” in history. SCGSAH students won in the research paper category and in the individual exhibit category.

SERVICE LEARNING AND COMMUNITY SERVICE

GOALS

To educate students about the needs of the community and the agencies that address those needs.

To provide opportunities for students to use their skills, talents and resources in addressing community needs.

To foster a sense of social responsibility as “humanity in action.”

To encourage students to understand their own value and worth and that of others.

To teach respect for one another.

MISSION

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

- C.A.T.S (Connecting Arts Through Service) students voted to donate items to Safe Harbor, a shelter for abused women and children. Student volunteers also collected over \$300 for the American Red Cross with their Green Ribbon Campaign.
- Students presented their version of the children’s story “Amazing Grace” to a gathering of child-care

specialists as well as to two large groups of four-year-olds at the Golden Strip Childcare Center in Simpsonville.

- SCGSAH was designated a 2002 Service Learning Leader School by the Corporation for National and Community Service (see Schoolwide Achievements below).

ADMINISTRATIVE STAFF AND FACULTY ACHIEVEMENTS

- 94% Teacher Daily Attendance.
- 88% Teachers with Advanced/Terminal Degrees.
- 13.5 years of average teaching experience.
- The President was awarded the prestigious Columbia College Medallion, and was the featured Speaker for the South Carolina Development Commission.
- The Principal served as an Advanced Placement Workshop Consultant, and presented a paper at the annual meeting of the Council for Social Studies held in Charleston.
- Five faculty members were appointed Advanced Placement Consultants for the College Board.
- Four faculty members served as Advanced Placement Consultants by reading and scoring exams in their disciplines.
- The Chair of the Social Studies Department was selected to be a Question Leader in Advanced Placement European History, and to serve as a National Board Certification assessor.
- Two Faculty members received National Board Certification with two other faculty members completing applications for National Certification.
- The Chair of Mathematics presented a five-hour workshop for College Board to address teachers of Advanced Placement Calculus. This Chair is also working with global United Methodist Church for a technology initiative for workshop in Burundi, East Africa. Additionally, the Chair of Mathematics gave a 90-minute workshop on Chaos and Fractals at the National Council of Teachers of Mathematics' national meeting in Las Vegas.
- The Science Department Chair developed a comprehensive program that offers top science students an opportunity to work in depth on a research program.
- The Director of the Center for the Development of Artistic Talents co-authored an article, which appeared the September 2001 Journal of Parenting for High Potential.
- The Chair of the Creative Writing Department completed a new poetry manuscript for publication. The Chair was also asked to serve on the Advisory Board of Outward Bound South Carolina.
- One faculty member of the Creative Writing Department published first collection of stories. Other faculty members published work in a number of national journals and magazines.
- Three faculty members in Creative Writing received certificates of recognition from the Scholastic Art and Writing as "Outstanding Educators".
- One Creative Writing faculty member's poem was a finalist in the Sue Sanial Elkind Poetry Contest and will appear in the fall issue of Kalliope.
- One faculty member of the Creative Writing Department led a conference on art and the community at Clemson University.

- One Creative Writing faculty member received the 2001 Silver Rose Award for Excellence in the Art of the Short Story from the Renaissance for the Twenty-first Century Foundation for his story “Richard Petty Receives National Book Award”.
- One Drama Department faculty member directed “Piaf” at the Trustus Theatre.
- One Drama Department faculty appeared on NBC sitcom “Scrubs”.
- Drama faculty appeared in motion picture *Black Knight*.
- Drama faculty instructed Stage Combat Workshop and served as Fight Choreographer for “Rashomon” at Lander University.
- Drama faculty instructed Stage Combat at Sumter Little Theatre.
- Drama faculty conducted master classes in Acting, Dance and Stage Combat at the Academy for Arts, Science and Technology in Horry County.
- Drama faculty conducted Acting master class at Pendleton High School.
- Drama faculty led Improvisation Workshop at Trustus Theatre.
- Drama faculty’s adaptation of “The Emperor’s New Clothes” was performed by the Pennsylvania Shakespeare Festival.
- Drama Department faculty recognized by the National Foundation for Advancement in the Arts and nominated for the Coca Cola Award.
- The Chair of the Dance Department won the 2002 Outstanding Teacher Award at the Grand Prix National Dance Competition.
- Dance faculty created more than 25 original choreographic works for three student performances.
- Music Department faculty devised an ingenious idea of transcribing orchestral accompaniment to piano concertos for four pianists.
- One faculty member (percussionist) from the Music Department was the featured soloist with the Mobile Symphony in Mobile, Alabama.
- One saxophone teacher was featured in the November/December 2001 edition of the *Saxophone Journal*.
- One piano teacher was in concert with Christina Jennings in New York and then played solo recitals in El Dorado, Kansas and in Bolivar, Missouri.
- Two music faculty members performed with David Kirby (clarinet) and Christopher Harding (piano) on the Chamber Music Series at Brevard College in Brevard, NC.
- Music faculty performed in Puccini’s opera, *La Boheme*, as Musetta at the Elizabeth Wallace Theater of the Self Family Arts Center on Hilton Head.
- A faculty member of the Visual Arts Department received the 2001 International Sculpture Center’s Outstanding K-12 Art Teacher in Sculpture Award at the 2002 National Art Education Association convention in Miami Beach.
- One Visual Arts faculty member was awarded \$3,500 from the South Carolina Arts Commission to be used in the production of her video piece entitled “Passages”. This faculty member also performed in a multi-media internet performance in New York at Location One called “Virtual Live”.
- One Visual Arts faculty member received a \$1,000 grant from the Metropolitan Arts Council of Greenville County for film/video and web design.
- A faculty member of the Visual Arts Department was featured in an exhibition at Blue Spiral Gallery’s Showcase Gallery in Asheville, North Carolina.
- The School’s Art History teacher presented a workshop at the combined convention of the South Carolina and Georgia Arts Education Associations held in Augusta, Georgia.

- Visual Arts faculty were listed in the 2002 edition of *Who's Who in American Teaching*.
- Three Visual Arts faculty members were presented in the Greenville County Museum's current exhibition, "See How We Are".
- Faculty of the Visual Arts Department participated on a task force to make recommendations to the State Board of Education regarding new standards in art education levels.
- Faculty of the Visual Arts Department were invited to participate in the Emrys Foundation sponsored Fievre Exhibition 2002.
- One faculty member in the Visual Arts Department had work featured in two major art periodicals: *Ceramics Monthly* and *American Craft*.
- Visual Arts Department faculty had work in the "Turning Wood Turning Light" exhibition at the Conn Gallery in Landrum, South Carolina.
- A book authored by the Director of Library/Media Services, *Teaching Banned Books: 12 Guides for Young Readers* was published by the American Library Association. The Director also was featured in Library Journal's *2002 Movers and Shakers: The People Who Are Shaping the Future of Libraries*. The Director was also appointed the 2003 Chair of the Caldecott Committee; served on the ALA Intellectual Freedom Committee; and was featured in Society of Children's Book Writers & Illustrators' Bulletin (September – October 2002). The Director of Library/Media Services also served as a special advisor to Governor and Mrs. Hodges' Focus on Reading Program. Additionally, the Director published a special project on censorship for Random House.
- A staff member in Library/Media Services is the Chair of the Youth Division of the South Carolina Library Association, and attended the American Library National Conference.

SCHOOLWIDE ACHIEVEMENTS

- The SCGSAH continued work on its initial accreditation efforts with the Southern Association of Colleges and Schools (SACS) and the Accrediting Commission for Community and Pre-collegiate Arts Schools (ACCPAS). The school reviewed accreditation requirements, gathered preliminary data for the self-study, and held meetings of faculty, staff, administration, parents, and students to review the school's mission and beliefs.
- In April, the SCGSAH was selected by the Corporation for National and Community Service as one of 16 National Service Learning Leader Schools. Through a rigorous state and national review process, the school's programs in service learning were found to demonstrate the many ways in which students can and do give back to their neighbors, community, and country. The SCGSAH School Improvement Council (SIC) played an active role this year.
- The school implemented an Honor Code and Council.
- As an initiative of the SIC, a school store opened on campus this year, offering basic school supplies and personal care items.
- SCGSAH hosted the Upstate Visual Arts (UVA) Art-in-the-Park Festival.
- The Youth America Grand Prix national ballet competition presented SCGSAH with the Special Outstanding School Award.

- Through the efforts of the Director of Guidance, the school was selected to become a nominating school for the Jefferson Scholars Foundation scholarships at the University of Virginia. The school will form a committee to nominate a student to compete for this full four-year scholarship to the University. The 2001-2002 the stipend for non-Virginians was \$25,870/year, an amount covering all expenses for the school year.
- 100% of the faculty and students participated in the school-wide Humanities Program.
- SCGSAH hosted the fall meeting of the Piedmont Foreign Language Collaborative.
- 100% of the faculty and students participated in “A Day On, Not a Day Off”—a service learning celebration of Martin Luther King, JR’s birthday.

MISSION AND VALUES

THE MISSION

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

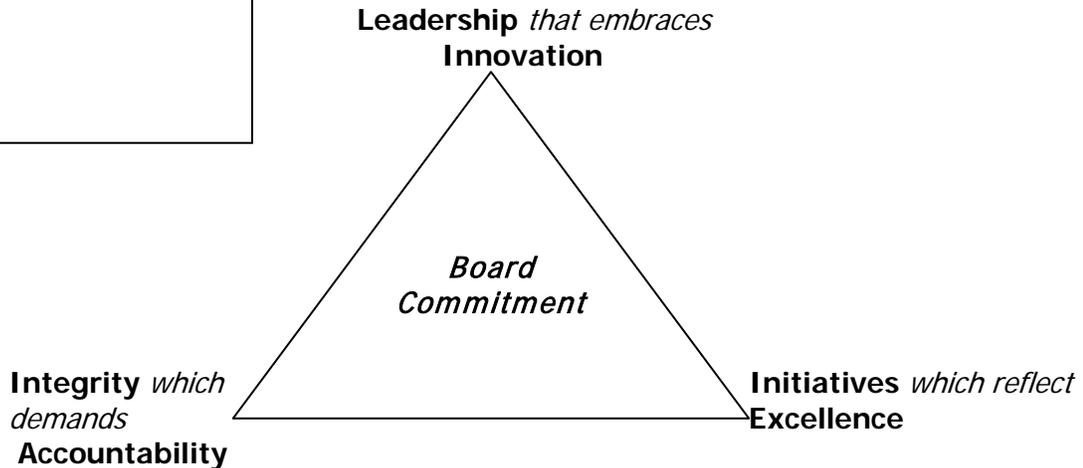
[Adopted by the Board of Directors on May 9, 1998]

THE 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 which reflect excellence.



KEY STRATEGIC GOALS

Current and Future Years

FY 2002

To develop an applicant pool of at least twice the size of the students to be accepted for each program.

On a continuing basis, have the Absolute Performance grades on the School Report Card “Excellent”.

Develop specific supplemental arts education programs with all schools rated “Unsatisfactory”.

Programs planned and available will be given to all arts teachers in the State. Professional Development and graduate studies will increase number of teachers participating by 100 percent.

The school curriculum will be enriched by nationally recognized guest artists.

To have a majority of leading South Carolina Legislators, business, academic and civic leaders visit the new campus.

Develop an alumni relations program that includes communications with all former students, their parents and grandparents with annual giving by alumni increasing by at least 15 percent each year.

FY 2003

To have distance learning classes with at least 50 percent of the public schools in South Carolina with a minimum of 20 hours per year per school instruction time.

At least 35 percent of the eligible faculty will be Nationally Board Certified, and at least 90 percent of the eligible remaining faculty will be in the process of becoming Nationally Certified.

Expand and enhance outreach programs and early identification of gifted students to include minorities so that at least 20 percent of students are minorities in the School, without reduction in the highest standards of excellence.

To have an endowment level of at least \$5 million and an annual giving level of at least \$500,000.

FY 2004

The School will be accredited by the Southern Association of Colleges and Schools.

The School will be accredited by the National Association of Schools of Music, Dance, Theatre and Visual Arts.

The School's leadership will write proposals and receive National grants for humanities, arts and academics.

FY 2005

The SCGSAH leadership elected to delay updating the strategic plan until after a successor to the President has been identified in 2003.

OPPORTUNITIES AND BARRIERS

Through its strategic management plan, the South Carolina Governor's School for the Arts and Humanities has developed ambitious action steps designed for achieving and creating the highest quality arts education and for raising the bar for education in the arts and academics throughout the State of South Carolina. Increased awareness of the new Governor's School campus has increased the demand for statewide services. Existing resources have allowed the School to accomplish measurable and observable results; however, as a result of recent budget reductions and the continuing decline in state revenues, the leadership of the School found it necessary to realign and reprioritize available personnel and financial resources. Reductions were taken in auditions, Summer Programs, administrative activities, and temporary personnel in order to comply with the mandated state budget cuts.

Strategies to bring about even greater statewide accomplishments will require additional state funding. Concerted efforts to increase the School's applicant pool and enhance the Outreach Program will necessitate an increase in travel and contractual obligations for qualified professionals. Adjunct classroom teachers, guest artist contractual fees and adequate facilities for student performances and classroom instruction are expensive. Transmitting master classes, lectures, performances, and artist programs to public schools across the state via interactive distance learning is also **extremely** costly.

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

SECTION II: BUSINESS OVERVIEW

POLICY BOARD AND STANDING COMMITTEES

The SCGSAH Policy-making authority rests with the SCGSAH Board of Directors. The Board's prescribed role is facilitated by four Board committees appointed by the Board Chairman. These committees are: *Executive Committee, Program/Curriculum Committee, Long-Range Planning/Advancement Committee, and Finance and Development Committee.*

POLICY BOARD MEETING SCHEDULE

The SCGSAH Board of Directors meets quarterly. Board committees meet as appropriate to continue on-going activities and directives.

FOUNDATION BOARD

The SCGSAH Foundation Board functions with independent authority. The SCGSAH Board of Directors and the SCGSAH Foundation Board work collaboratively in establishing the agenda for each respective Board meeting.

PRESIDENT'S EXECUTIVE COUNCIL

The SCGSAH President, Dean and Executive Council meet weekly to discuss the School's programs, operations and administrative issues. Policy recommendations proposed by the President and Administration are submitted to the Board of Directors for response and formal action. The President and Administration adheres to state rules and regulations governing state agency administrative operations.

INTERNAL MANAGEMENT

An internal policy and procedures manual and State rules and regulations guide the day to day administrative and business operations.

SCGSAH LOCATION

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

KEY CUSTOMERS

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

KEY SUPPLIERS

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

EXPENDITURES / APPROPRIATIONS

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

Budget Expenditures and Appropriations

Major Budget Categories	00-01 Actual Expenditures		01-02 Actual Expenditures		02-03 Appropriation Act	
	Total Funds	State Funds	Total Funds	State Funds	Total Funds	State Funds
Personal Service	4,132,445	3,822,581	4,171,938	3,481,201	3,401,192	3,212,692
Other Operating	3,434,767	3,192,397	2,421,729	2,349,882	3,399,532	2,616,261
Fringe Benefits	871,002	822,444	978,668	865,799	694,261	661,261
Total	8,438,214	7,837,422	7,572,335	6,696,882	7,494,985	6,490,214

Special Notes:

- For FY 2000-01, nonrecurring expenditures were included in state funding since these funds were given in-part for recurring other operating expenses and to fund the final stage of achieving full student capacity.
- Included in the total funding are earmarked revenues received from the SCGSAH Foundation and application and tuition fees for the Summer Programs.

MAJOR PROGRAMS AND SERVICES

THE CONSERVATORY

Pre-professional training in the Arts and challenging comprehensive Academic studies to include the Humanities

Residential High School Summer Programs

Residential High School Program

The newly constructed \$30-million campus was dedicated on April 1, 2000. The SCGSAH graduated its inaugural class from the high school program in 2000-2001.

Operating in its third year, the SCGSAH celebrated the graduation of its second class in 2001-02. The residential high school program served 231 artistically gifted high school students through programs of pre-professional instruction in an environment of artistic and academic excellence. The residential high school accepts students majoring in one of five arts disciplines: *creative writing, dance, drama, music and visual arts*. A majority of the students are juniors and seniors. The dance program accepts exceptionally gifted dancers also in grades 9 and 10 because the nature of this arts discipline requires early training.

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

The SCGSAH appreciates and enjoys the support of dedicated patrons, the leadership of the Board of Directors, and the tremendous participation of parents and guardians who are actively engaged in their children's education. An active School Improvement Council (SIC) brought increased parental involvement. The SIC presented several initiatives which were approved and instituted on campus, including a school store and the establishment of a Parental Guild. The Guild will operate in local parent groups around the state and meet on campus several times during the school year.

A central focus of the faculty and administration's work this year was initial accreditation from the South Association of Colleges and Schools (SACS) and the Accrediting Commission for Community and Pre-collegiate Arts Schools (ACCPAS). Faculty committees reviewed requirements for the self-study and school improvement process outlined by each accrediting body, and began initial data collection. Parents and students from the SIC joined faculty and administration in a review of the SCGSAH mission statement, and development of a set of specific belief statements that emerge

from the mission. Teams from both accrediting bodies will visit the SCGSAH campus concurrently in spring 2003.

The SCGSAH programs for service learning and community service continued to thrive during FY 2001-02. The students and staff involved in these programs earned the School recognition as a national service learning leader school.

Summer Programs for Students

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.

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.

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 Academy, presently held at Converse College, prepares rising sophomores to compete for the Summer Honors Program.

Summer Program for Arts Educators

The Graduate Studies/Intern Program

This program provides the state's arts educators and schools' administrators with the opportunity to study gifted education in the arts, curriculum development, and innovative and best 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.

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.

INTERACTIVE DISTANCE LEARNING

Master classes, 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. (Some schools in the state where the need is the greatest cannot receive and send due to the lack of appropriate equipment.)

RECRUITMENT AND OUTREACH

Recruitment activities are continuous. In coordination with Outreach Workshops and in-school visits, presentations are made to schools across the state, targeting every county. A team of qualified professionals actively recruits students for both the Residential and Summer Programs. Through early recruitment initiatives, concentrated efforts are made to identify students who are potentially endowed with talent and have limited training in the arts and provide them with encouragement, support, and Outreach Workshops needed to help them develop their potential talent. **Outreach** executed through Saturday workshops includes master classes 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. Special outreach sessions are held in areas of traditionally limited arts programs to help strengthen access opportunities for students in rural counties and small districts.

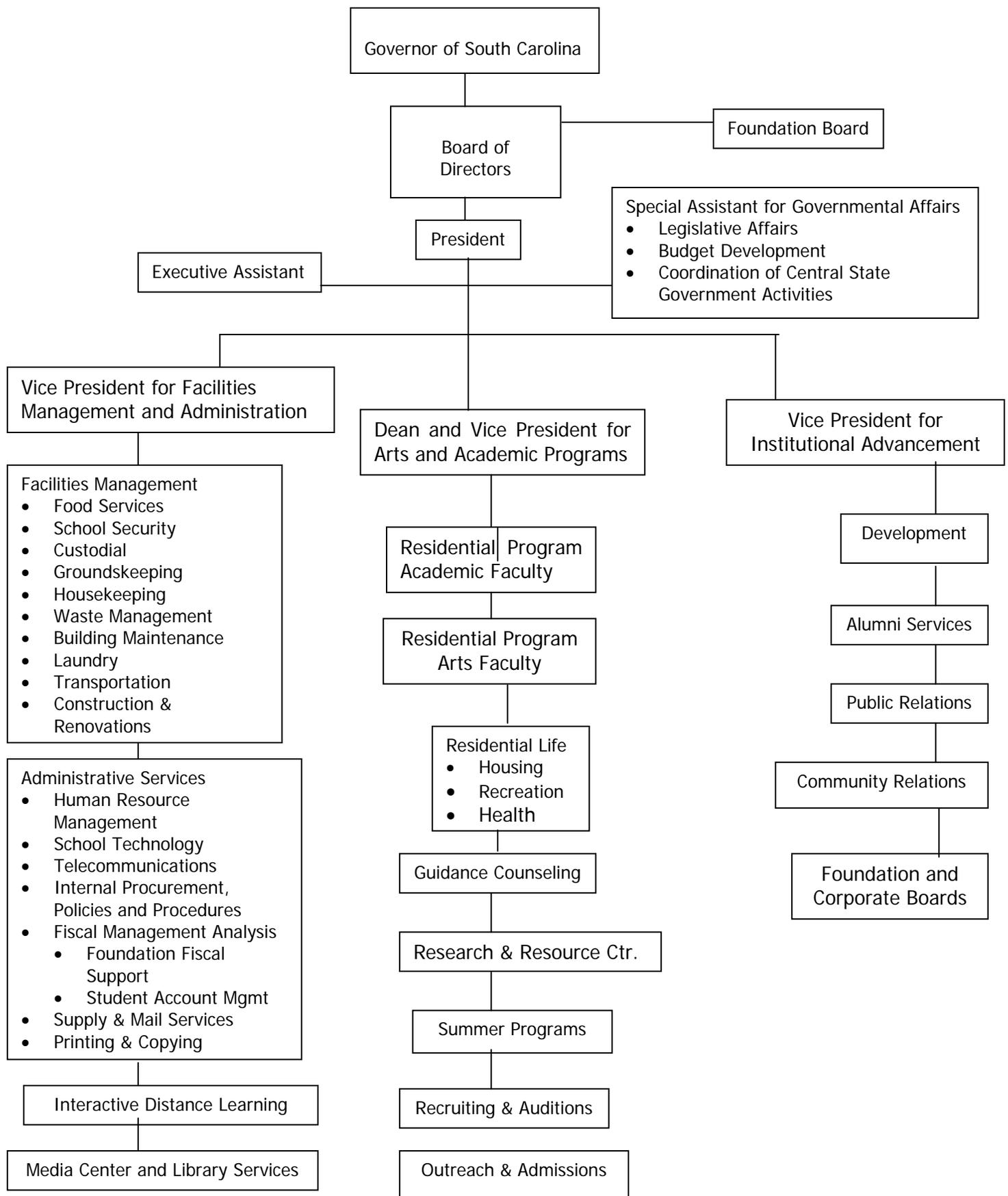
INSTITUTIONAL ADVANCEMENT

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

Institutional Advancement strives to build relationships by developing and utilizing volunteers in several special programs of the School. These include host families, student ambassadors, the Guild of the Governor's School, the Alumni Association and parent organizations. The development component of Institutional Advancement seeks to establish endowment funds to ensure that the School is keeping on the cutting edge of excellence by supplementing greatest needs not met by other supporting entities.

ORGANIZATIONAL STRUCTURE

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



SECTION III: MALCOLM BALDRIDGE AWARD CRITERIA

LEADERSHIP

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

The chief leadership of the School consists of the President, the Special Assistant to the President, the Dean and Vice President of Arts and Academics, the Vice President for Facilities Management and Administration, the Vice President of Institutional Advancement, the Principal of the School and the Director of Student Services. Additional leadership is provided by experienced consultants, 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 overall direction of the Governor's School is set and communicated via the strategic management plan. "Charting the Future" is a collaboration of administration, faculty, staff, students, state officials, parents, teachers, and friends working with the Board of Directors in a quest for excellence in arts education. Operational plans outline specific action steps and measurable indicators of success.

Integrity is an established and communicated value of the School's leadership. The Board of Directors and the chief leadership of the School seek to model ethical behavior in the conduct of their daily responsibilities.

The Founding President announced her retirement to be effective June 30, 2003. To that end, a search committee is conducting a national search to identify prospective candidates for the Presidency.

STRATEGIC PLANNING

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

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

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

The SCGSAH leadership elected to delay updating the strategic plan until after a successor to the President has been identified in 2003.

CUSTOMER FOCUS

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

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

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

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

The Access Plan proposes guidelines for recruitment, auditions, and the selection of students. Information relative to the SCGSAH application process is sent to school districts, private schools, superintendents, principals, and guidance counselors each year. Presentations to each are made to the extent that staff and time will allow.

The Board of Directors and the School's leadership are committed to articulating the role and value of the Arts in society. A continuous and concerted effort is made to build positive

relationships with the citizens of South Carolina by being responsive to requests, complaints, inquiries, and by meeting with numerous groups on a regular basis and providing speakers and performing students and faculty as appropriate.

INFORMATION AND ANALYSIS

SCGSAH ACCESS

Immediately following enactment of legislation enabling the SCGSAH residential high school, and statewide resource center components, the SCGSAH Administration developed a plan in response to the legislative requirement to address “access” issues. Strategies were developed and implemented across various programs that are now well established to ensure access that is representative of the state in terms of geographic congressional districts, rural counties and areas which typically have limited training. Other strategies which now have become ongoing programs to achieve fair and equal access include consideration for students with limited economic means, talent development, expansion of the Academy program for rising sophomores, distance learning, special outreach, and training qualified individuals as professional recruiters.

STRATEGIES AND TIMELINES

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

DATA COLLECTIONS AND ANALYSES

With the first residential high school enrollment occurring in 1998 leading to graduation of the inaugural class in 2000-01 and the class of 2001-02, the Governor’s School has fairly sufficient **geographic and demographic data** to analyze information regarding student enrollment and representation. An analysis of this data leads to identification of over- and under-served geographic areas and student populations. Recruiters use this information to guide and construct their recruitment plans to ensure that more vigorous recruitment takes place in areas and student populations identified as underserved. An analysis of low numbers from one section of the state typically relates to awareness issues, lack of emphasis, or insufficient promotion. Analyses of course taking patterns and arts disciplines interests are tracked, as well as gender data. This data is equally important because of capacity space in terms of residential life and separation of males and females, and capacity of arts and academics classrooms. The SCGSAH must constantly be

mindful of balance in these terms, which often poses a definite challenge; however, the SCGSAH Administration is confident that balance can be achieved without limiting admissions at least at this time since the school is still fairly new. The Administration is monitoring this carefully. Data on the national origin of our students is also monitored as another indicator of balance for racial composition purposes.

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

Data and Analysis for Decision-Making

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

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

SCGSAH experiences with staff, students and faculty;

Findings from research and literature reviews and analysis of those findings;

PUBLIC REPORTING

School Report Card

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

The level of achievement of the arts and academic standards by the 2001 graduating class earned the school an overall rating of Excellent (absolute performance grade) on its first report card. Those academic and arts achievements were highlighted in the school's 2000-01 Accountability Report. The level of achievement of the standards by the following year's graduating class in 2001-02 again earned the school an overall Excellent rating for absolute performance. These achievements are highlighted in this report under Section 1, Major Accomplishments. The 2002 school report card will be officially distributed in late fall, 2002. Although the school has maintained an Excellent rating for absolute performance in both years, a comparison of

performance from 2001 to 2002 results in a less than desired overall improvement rate. The administration is currently analyzing the report card data to identify factors and strategies that can influence the improvement rate.

School Satisfaction Evaluation Data

In 2000-01, the SCGSAH teachers and students participated in a statewide school satisfaction evaluation conducted by the State Department of Education (SDE). The evaluation focused on satisfaction with learning environment, social and physical environment, and home-school relations. The evaluation findings are currently under review by the school's administration. The SDE conducted a similar survey to parents for the first time during this school year. The SCGSAH anticipates those results from the SDE in fall 2002.

HUMAN RESOURCE FOCUS

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

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

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

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

Teacher Evaluation/Professional Growth and Development

During this report period, the SCGSAH finalized development of its teacher evaluation program: ***T-PEP-Teacher-Performance Evaluation Program***. The Administration adopted administrative policies and a program manual to govern implementation of the program, with endorsement by the Board of Directors. T-PEP, which will be fully implemented in 2002-03, incorporates components of the state's Employee Performance Management System (EPMS) and

the state's ADEPT System. The T-PEP components include: *Fulfillment of specific job functions aligned with success criteria; Goal-setting and achievement of the goal(s), which must address Instruction, Content and Professional Development with emphasis on the defined core teaching values; and Demonstration of supportive professional behaviors.* The teaching faculty will receive T-PEP orientation and begin goal development at the beginning of the 2002-03 school year.

Employee Performance Management System

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

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

In accordance with Proviso 1A.24 of the FY 2001-2002 Appropriations Act, the salaries for SCGSAH teaching faculty (instructional personnel) with a state hire date prior to June 2, 2001 were adjusted to the salary schedule of the Greenville County School District. Non-instructional personnel were given base pay cost of living and merit increases in accordance with the policies and procedures communicated by the Budget and Control Board, Office of Human Resources.

PROCESS MANAGEMENT

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

All public schools in the state that have video conferencing equipment were mailed full-color brochures relative to the School's distance learning efforts. SCGSAH staff has made numerous school visitations to gather input as to potential interactive distance learning curriculum in the arts and humanities and also in the academic areas. Information gathering remains on-going for the purpose of designing special distance learning courses as interest and need are communicated.

Through technology, the School maintains both applicant and admissions data collection. Within available resources, the information obtained from this database is used to continuously improve student recruitment and selection activities as mandated by the Access Plan.

The State Department of Education serves as the fiscal agent for the School's business operations. As a result, we are required to process and submit documentation for all administrative business functions in accordance with the Department's established policies and procedures.

BUSINESS RESULTS

The South Carolina Governor's School for the Arts and Humanities continuously uses the strategic management plan and the established mission and objectives to monitor its accomplishments and results.

Business Operations:

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

Legislatively mandated, each fiscal year the Governor's School is audited by the Budget and Control Board, State Auditor's Office. The audit for FY 2000-01 has not been conducted, but the audits for prior fiscal years have included no major findings as a result of administrative business operations processed through the fiscal agent.

Program:

For the 2001-02 SCGSAH Residential School term, the following enrollment information is available:

ENROLLMENT

<u>Arts Disciplines</u>	<u>Number</u>
Creative Writing	23
Dance	38
Drama	29
Music	95
Visual Arts	<u>46</u>
Total	231

<u>National Origin</u>	
African American	41
Asian American	7
Hispanic	1
White	174
Other	<u>8</u>
Total	231

<u>Gender</u>	
Male	88
Female	<u>143</u>
Total	231

For the 2001-02, the South Carolina Governor's School continued to conduct Outreach Workshops and recruitment presentations to strengthen access opportunities for students in rural counties and small districts.

Distance Learning:

The Governor's School continues to conduct needs assessments and surveys to plan the activities of its Interactive Distance Learning Program. Two way interactive video presentations during FY 2001-02 included:

- A class on portraiture and landscaping to Dixie High School.
- Conducting cello and saxophone lessons between USC and the School's Music Department.
- Coordination of conferences between SCGSAH Admissions staff and faculty and various school districts across the state for the purpose of recruiting.
- A master class on play writing to Berkeley and Stratford High Schools. Conducted play writing workshops through distance learning with Dreher High School in March 2002. T
- Video production for student college and scholarship applications.
- The offering of a class on Improvisational Theatre to a drama class at Ninety Six by the SCGSAH Drama Department. Classes in Voice and Diction were also offered to several other public high schools.
- A series of classes developed by the Music Department to teach the roles of various instruments in an orchestra for elementary schools.
- The development of a master class in visual arts to be broadcast via ETV.

Institutional Advancement:

Institutional Advancement has the responsibility for designing and implementing the public relations strategic plan and for working with the Foundation in all fund-raising efforts.

Public relations efforts include building and maintaining relationships with parents, students, alumni, government entities, public and private schools and districts and educational institutions. Institutional Advancement communicates information to media statewide and is actively involved with creating partnerships with community organizations as well as with business, arts and education communities and other organizations across South Carolina.

Institutional Advancement is responsible for the Parent Guilds, the Alumni Association and the Host Families Program. It also provides numerous services to the departments of the School.

Parents, Students and Alumni:

- The School maintains contact with parents, students and alumni through the newsletter, *Fanfare*, with a circulation of 15,000. The School publishes and mails this newsletter three times a year.

- A monthly newsletter, *Parents and Partners*, covers issues dealing with academics and residential life for the Residential School.
- A **Host Family Program**, that links residential students from all areas of the state with local families for weekend outings, church services, etc. In 2001-2002, twenty-seven families participated, hosting 86 students.
- Thirteen seniors in the Residential High School served as **Student Ambassadors**. These students were selected at the end of their junior year, based on their academic standing, leadership skills, and interest in service.
- SCGSAH hosts a **Parent's Weekend** annually in the fall. Parents of the Residential High School attend classes and have an opportunity for an open forum with faculty and staff. They receive information, which gives them a greater understanding of the programs, facilities, schedules, regulations and needs that parents can provide.
- An **Open House** is held each spring for incoming juniors (and freshman or sophomores in the dance program) in the Residential High School. The students and parents are given a tour of the school, meet with faculty and receive an orientation covering topics of policy and procedures-i.e. Expectations in the arts and academic studies, medical requirements and security.
- A *Cultural Calendar* is mailed to schools, donors, parents and other interested parties during the Residential High School year.
- Each June a detailed insert is included in *The Greenville News* on the opening weekend of the Summer Honors program. This includes a description of the curriculum, schedules, information about the faculty and a calendar of events.
- In May, a survey was mailed to 3,600 alumni to gather information to update the alumni database. A letter was included with the survey announcing the development of an **Alumni Association**.

Government Entities:

- Relationships continue to be developed with the Governor's Office, the General Assembly, the Budget and Control Board and the State Department of Education.
- A breakfast to thank and honor the General Assembly was held in January.
- Partnerships with numerous State and Private Colleges have been developed.
- Elected officials from city and county organizations visit and schedule meetings on the School campus.
- Representatives from state and local governmental entities attend the monthly Lunch with the President to receive updates on the School.
- The South Carolina Arts Commission's members were invited to have a meeting on the new School Campus.

Public and Private Schools and Districts/Educational Institutions:

- Frequent contact is made with public and private school administrators through mailings and correspondence.
- Local Advisory Groups of educators, parents and students have been established in Beaufort County, Hilton Head and Aiken.
- Visits have been coordinated with the SCGSAH Admissions staff to ensure Public School administrators and teachers are current on the opportunities available to their students.
- The Aiken County GATEWAY Program was recognized for its long relationship with the SCGSAH.
- The Northwestern High School, the Charleston County School of the Arts and McCormick County were recognized for their outstanding efforts on behalf of quality arts education and their artistic scholars.

Public Relations:

Approximately 60 groups were hosted on campus. Key events, tours and conferences included:

- Emrys Foundation
- Greenville Music Club
- S.C. Arts Commission
- S.C. Realtors
- Golden Strip Leadership
- Upstate Visual Artists
- Colonial Dames
- Greenville Tech. Life Enrichment Center
- Historic Greenville Foundation
- S.C. Chamber of Commerce High Performance Partners
- Garden Clubs of America Zone VIII
- Greenville Symphony
- PEO Chapter R
- The Nature Conservancy of South Carolina
- S.C. Grand Lodge Masons
- Foothills Newcomers
- Daughters of the American Revolution
- S.C. Children's Theatre
- Art in the Park
- Music Retreats
- South Carolina Band Directors Festival

Media Relations

- Institutional Advancement continues to disseminate information regarding the School to various media outlets including newspapers, television and radio outlets, magazines and special publications.
- News releases, feature stories, pictures, footage and on-site coverage invitations are extended locally, nationally and internationally as deemed appropriate for each activity and event.
- Newspapers and magazines included more than 120 feature articles on the Governor's and/or its staff, while the School received an excess of 400 mentions both in and out of South Carolina including coverage in The New York Times and on CNN International.
- Erwin Penland Advertising Agency agreed to partner with the School to create a marketing and public relations plan. Their pro bono work will strengthen the message, provide consistency of materials and extend the outreach to targeted markets in South Carolina.