

# ANNUAL ACCOUNTABILITY REPORT FISCAL YEAR 2003-2004



*Submitted by*

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

*To*

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

*and*

**MEMBERS OF THE SOUTH CAROLINA GENERAL ASSEMBLY**

**ACCOUNTABILITY REPORT  
TRANSMITTAL FORM**

**AGENCY NAME:** South Carolina Governor's School  
for the Arts and Humanities

**DATE OF SUBMISSION:** September 15, 2004

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# TABLE OF CONTENTS

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<b>SECTION I:</b>	<b>EXECUTIVE SUMMARY.....1</b>
<b>SECTION II:</b>	<b>BUSINESS OVERVIEW.....14</b>
<b>SECTION III:</b>	<b>ELEMENTS OF THE MALCOLM BALDRIGE AWARD CRITERIA.....21</b>
	<i>1. Leadership</i>
	<i>2. Strategic Planning</i>
	<i>3. Customer Focus</i>
	<i>4. Information and Analysis</i>
	<i>5. Human Resource Focus</i>
	<i>6. Process Management</i>
	<i>7. Business Results</i>
	<b>8. Institutional Advancement</b>

## **SECTION I: EXECUTIVE SUMMARY**

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### **HISTORICAL BACKGROUND**

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

**SCGSAH COMPONENTS →**

**THE CONSERVATORY**

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

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

### ***Residential High School Program***

The SCGSAH celebrated the graduation of its fourth class in 2003-04. The residential high school program served 221 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 programs accept exceptionally gifted dancers also in grade 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.

During this reporting period, the South Carolina Governor's School for the Arts and Humanities received full accreditation from both the Southern Association of Colleges and Schools (SACS) and the Accrediting Commission for Community and Pre-collegiate Arts Schools (ACCPAS).

### ***Summer Programs for Students***

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

**The Honors Program**, established in 1981, is a five-week residential program of intensive, pre-professional training in creative writing, dance, drama, music) instrumental and vocal) and visual arts. The curriculum includes master classes, studio work, individual and ensemble studies, seminars, and workshops, as well as self-directed studies and projects for rising juniors and seniors from through-out South Carolina.

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

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

#### **Teacher Institutes**

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. Teachers from across the State of South Carolina may use the school as a laboratory to observe best practices as master teachers provide exemplary differentiated and pre-professional training in the arts.

### **Recruitment and Outreach**

From inception, the South Carolina Governor's School for the Arts and Humanities has strived to ensure that the student body be representative of the entire State and reflect its cultural and ethnic diversity. School visits, outreach programs, student shadowing opportunities, and campus tours are just a few of the activities available to potential students. Special efforts are made to identify students with artistic potential who reside in rural areas that may not offer arts instruction.

The primary purpose of the Outreach Program is to insure that all eligible students are aware of and have equal access to the Governor's School and its programs. Outreach activities are held throughout the State, as well as on the SCGSAH campus, to help identify potentially gifted students and further develop their potential by providing training, encouragement and support.

The SCGSAH Open Doors Event offers prospective students, along with interested parents and teachers, the opportunity to experience the School first-hand through tours, clinics and class observations. Students, parents, and teachers from across the State attend this annual fall event.

## 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.*

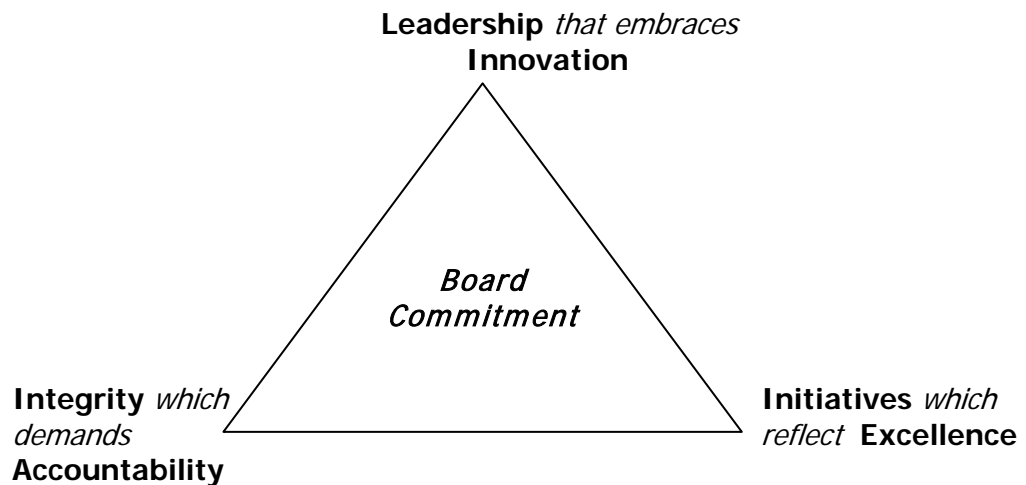
*[Adopted by the Board of Directors on May 9, 1998]*

The vision 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.

**THE VISION**

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

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



### KEY STRATEGIC GOALS

- Expand the applicant pool for all SCGSAH programs.
- To develop a plan of action to address the health and safety of the School's residential students, to include updating the School's facility maintenance activities.
- Develop and implement strategies to address the major recommendations of the SACS and ACCPAS accreditation review teams.
- Expand the applicant pool
- Continue to serve as a statewide resource for both students and teachers.
- Increase faculty and staff participation in professional development activities.

The new President and the SCGSAH Board of Directors, developed a Five-Year Plan which is presented in detail on page 22.



## **OPPORTUNITIES AND BARRIERS**

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

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

Increased awareness of the new Governor's School campus has increased the demand for statewide services. Existing resources have allowed the School to accomplish measurable and observable results; however, as a result of cumulative budget reductions and the continuing decline in state revenues, the leadership of the School continues to realign and reprioritize available resources. Extensive changes in both administrative procedures and human resources have allowed the School to cope with the budget reductions without relinquishing the quality of the arts and academic programs. The leadership of the School continues to restructure the School's administration to achieve maximum efficiency and effectiveness.

Operating in the fifth year since establishment of the Residential High School, we have become increasingly aware of the critical need for quality facility maintenance that supports a healthy and safe environment for students, faculty and staff, especially during severe weather and extended periods of power outages. The SCGSAH Administration was charged with realigning both financial and employee resources in order to address immediate issues directly effecting residential life.

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## **2003-04 MAJOR ACHIEVEMENTS**

In a ceremony held during commencement weekend in May 2004, the SCGSAH celebrated student achievement. The school honors both the intangible accomplishments of the year such as sense of community, personal growth, learning to respond to change and challenges, and the concrete accomplishments signified by awards, certificates, and recognition.

### **STUDENT ACCOMPLISHMENTS BY ART AREA**

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

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



<i>Creative Writing Awards:</i>	<i>Number of Awardees</i>
National Foundation for the Arts Talent Search	3 Honorable Mentions
National Scholastic Writing Awards Competition	4 Gold, 4 Silver, 1 American Voices
Regional Scholastic Writing Award	2 Gold, 1 Honorable Mention, 1 American Voices Nominee
Princeton University High School Poetry Contest	1 Honorable Mention
Southern Voices Writing Awards	1 Flannery O'Connor Gold Award
UNCC Dramatic Script Award, Scholastic	2 Students
Discover Card Tribute Award in Art	1 Student
Young Emrys Poetry Contest	First Place
Clemson University New Play Premier Awards	3 Students

***DANCE DEPARTMENT:***

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



<i>Dance Awards</i>	<i>Number of Awardees</i>
Youth America Grand Prix Regional Competition	Regional Grand Prix and Scholarship to ABT Second Place Classical Senior Division Third Place Classical Junior Division
Youth American Grand Prix, Finale (New York)	Grand Prix and Contract to ABT 1 Student Recognized for Outstanding Performance 1 Student Placed as top six Senior Finalists

***DRAMA DEPARTMENT:***

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



***Drama Awards & Scholarships***

***Number of Awardees***

SMU Merit, SMU Arts Scholarship	1 Student
SMU Scholar Award	1 Student
Otterbein Theatre Award	1 Student
Otterbein Amons/Thomas Award	1 Student
Otterbein President's Scholar	1 Student
Otterbein Merit	1 Student
Roosevelt Performing Arts Grant	1 Student
Clemson National Merit Finalist	1 Student
Clemson Academic	1 Student
USC Honors University Scholar	1 Student
USC Honors Leiber Award	1 Student
USC Honors Carolina Scholars	1 Student
USC Palmetto Scholar	1 Student
USC Academic Scholarship	1 Student
SMU Arts/Academic	1 Student
Guilford Incentive Award	1 Student
Coastal Carolina Performing Arts	1 Student
Coastal Carolina Merit	1 Student
College of Charleston Academic	1 Student
Rutgers Merit	1 Student
Furman Scholar	1 Student
Boston University Merit	1 Student

***MUSIC DEPARTMENT:***

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



***Music Awards***

***Number of Awardees***

Music Teacher National Association State Competition Honorable Mentions	3 Winners, 1 Second Place, 3
Regional Competition	1 Winner, 1 Third Place
National Association of Teachers of Singing Regional Finalists	4 Students
All-State Orchestra	1 Student
All-State Jazz Band	1 Student
All-State Band	1 Student
Region Band	5 Students
Northwestern High School Jazz Festival Outstanding Soloists	4 Students
Emerson Scholarship to Interlochen Arts Academy	1 Student
Limestone College Concerto Competition	1 Student

***VISUAL ARTS DEPARTMENT:***

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



***Visual Arts Awards***

2004 Annual Upstate Art Exhibit  
Third Place,

Second National Student Metals Exhibition  
Honorable Mention,

Scholastic Art Awards 2004

Congressional Art Competition

Jeanet Dreskin Scholarship

2004 Visual Arts Department Purchase Award

***Number of Awardees***

1 First Place, 5 Second Place, 2

6 Honorable Mentions

First Place Wearable Objects, 1

1 Juror’s Recognition

3 Honorable Mentions

2 Congressional Recognitions

1 Student

1 Student

## SCHOOL-WIDE STUDENT ACCOMPLISHMENTS

<i>Award Title</i>	<i>Number of Awardees</i>
The Governor's Citizenship Award	1 Student
Commended Students in the 2004 National Merit	6 Students
Commended Student in 2004 National Achievement	1 Student
2004 National Merit Finalists	6 Students
Perfect SAT Verbal Score of 800	2 Students
Perfect SAT Subject II Score of 800	2 Students
Archibald Rutledge Scholarship Program Finalist	1 Student
Bryn Mawr College Book Award	1 Student
Robert C. Byrd Scholarship Recipients	2 Students
National Youth Leadership Conference Representative	1 Student
Next Step Magazine Super Teen	1 Student
Junior Marshals 2004	10 Students
Academic Achievement Award Scholars	19 Students
Palmetto Girls State	5 Students
Furman Scholars	5 Students
Converse College Scholarships	4 Students
Rutgers University Award	1 Student
Birch Telecom Competition Rocks! Scholarship Program and Essay Contest	1 Student

**SCHOOL-WIDE STUDENT ACCOMPLISHMENTS  
(CONTINUED)**

Presbyterian College Junior Academic Achievement	4 Students
Erskine Fellows	4 Students
Erskine College, The Presidential Scholarship	1 Student
University of South Carolina	
Governor's School Valedictorian Scholar	1 Student
University Scholars	16 Students
Thornwell Scholars	2 Students
Carolina Scholar	1 Student
Bev Whitten Scholarship	1 Student
2003 Piano Competition for Young Artists	
Rushing Foundation	First Place Winner
Palmetto Fellows Scholarships	19 Students
National History Day District Winners	5 Students
District Federal Reserve Essay Contest	Second Place
Student Ambassadors	19 Students
President's Volunteer Service Awards	7 Students
Connecting Arts Through Service Volunteer Organization	28 Students
National Honor Society	48 Students
National Honor Society Officers	4 Students
AP Scholar with Honor	1 Student
AP Scholars	3 Students

## FACULTY AND STAFF ACHIEVEMENTS

- A faculty member of the Music Department performed nine music concerts, last concert was held at Carneige Hall.
- A faculty member of the Creative Writing Department published another book called “Why Dogs Chase Cars”, and received the Gold Apple National Writing Teacher of the Year Award from Scholastic.
- The Chair of the Dance Department was selected by the Youth America Grand Prix Regional Competition as “Outstanding Teacher”.
- The Chair of the Mathematics and Science Department attended a national meeting to learn how to integrate math, science and the arts more effectively in the classroom. The Chair and faculty member also integrated technology and geometer’s sketchpad into each subject.
- A faculty member of the Drama Department directed a professional production of “On The Verge” at the Warehouse Theatre, and was commissioned by the South Carolina Childrens’ Theatre to write an original Christmas play for the 2004-05 season.
- The Chair of the Drama Department played Biff in the Warehouse Theatre production of “Death of a Salesman”.
- A faculty member of the Visual Arts Department participated in the American Craft Council “Spotlight 2003 Exhibition”, and also had a 3-D design project photographed and published for the book “Beginning Sculpture”.
- A faculty member of the School’s Math and Science Department was the recipient of the Vernier Technology Award for the creative use of computer technology to demonstrate the relevance of science in the arts. The same faculty member also formed an InvenTeam with seven SCGSAH students to study noise pollution in downtown Greenville.
- The Chair of the English and Humanities Department participated in the National Endowment for the Humanities Institute “Mozart’s German Operas in Context”. The same faculty member has submitted her portfolio and completed the assessment for National Board Certification in Language Arts.
- A faculty member of the English and Humanities Department developed a lesson plan on a work of Chinese literature published by Indiana University’s Center for East Asian Studies. She also participated in a six-week seminar on Dante’s “Divine Comedy in Siena, Italy.
- A faculty member of the Math and Science Department was an Advanced Placement-Chemistry Exam Reader at Clemson University.
- The SCGSAH faculty member in Social Studies completed the process for National Board Certification and is awaiting the results. He also successfully participated in the National History Day contest.
- The Director of the Media Center and Library Services was selected as one of two librarians to serve on the faculty for Lawyers for Libraries. The Director also served as Chair of the Arbuthnot Honor Lecture.
- The School’s Library Manager published book reviews for “School Library Journal”, and also served on the South Carolina Library Association membership committee.



## SERVICE LEARNING AND COMMUNITY SERVICE

### GOALS

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

### MISSION

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

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

## ACCOUNTABILITY REPORT UTILIZATION

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

## **SECTION II: BUSINESS OVERVIEW**

- **School Staffing:**  
The School employs more than 70 full time employees and approximately 0 adjunct faculty and temporary personnel.
- **Policy Board and Standing Committees:**  
The SCGSAH Policy-making authority rests with the SCGSAH Board of Directors. The Board's prescribed role is facilitated by four Board committees appointed by the Board Chairman. These committees are: Executive Committee, Program/Curriculum Committee, Long-Range Planning/Advancement Committee, and Finance and Development Committee.
- **Policy Board Meeting Schedule:**  
The SCGSAH Board of Directors meets quarterly. Board committees meet as appropriate to continue on-going activities and directives.
- **Foundation Board:**  
The SCGSAH Foundation Board functions with independent authority. The SCGSAH Board of Directors and the SCGSAH Foundation Board work collaboratively to address School priorities and requirements.
- **President's Cabinet:**  
The SCGSAH President's Cabinet meets weekly to discuss the School's programs, operations and administrative issues. Policy recommendations proposed by the Cabinet are submitted to the Board of Directors for response and formal action.
- **President's Council:**  
The President's Council, which is made up of the Cabinet members and the Director of Admissions and Summer Programs, the Director of Residential Life, and the Chair of the Faculty Council, meet monthly to seek input and discuss any additional issues that may need to be addressed.
- **Internal Management:**  
An internal policy and procedures manual and State rules and regulations guide the administrative business operations of the School.

### **SCGSAH LOCATION**

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

## **EXPENDITURES /APPROPRIATIONS**

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

Major Budget Categories	02-03 Actual Expenditures		03-04 Actual Expenditures		04-05 Appropriation Act	
	Total Funds	State Funds	Total Funds	State Funds	Total Funds	State Funds
Personal Service	3,923,242	3,342,538	3,775,863	3,438,703	3,896,963	3,444,692
Other Operating	2,251,850	2,066,502	1,925,793	1,650,604	2,086,148	1,636,148
Fringe Benefits	919,373	825,626	937,312	865,458	795,343	692,843
<b>Total</b>	<b>7,094,465</b>	<b>6,234,666</b>	<b>6,638,968</b>	<b>5,954,765</b>	<b>6,778,454</b>	<b>5,773,683</b>

### **Budget Expenditures and Appropriations**

Special Notes:

- Included in the total funding are earmarked revenues received from the SCGSAH Foundation and application and tuition fees for the Summer Programs.

## **KEY CUSTOMERS AND STAKEHOLDERS**

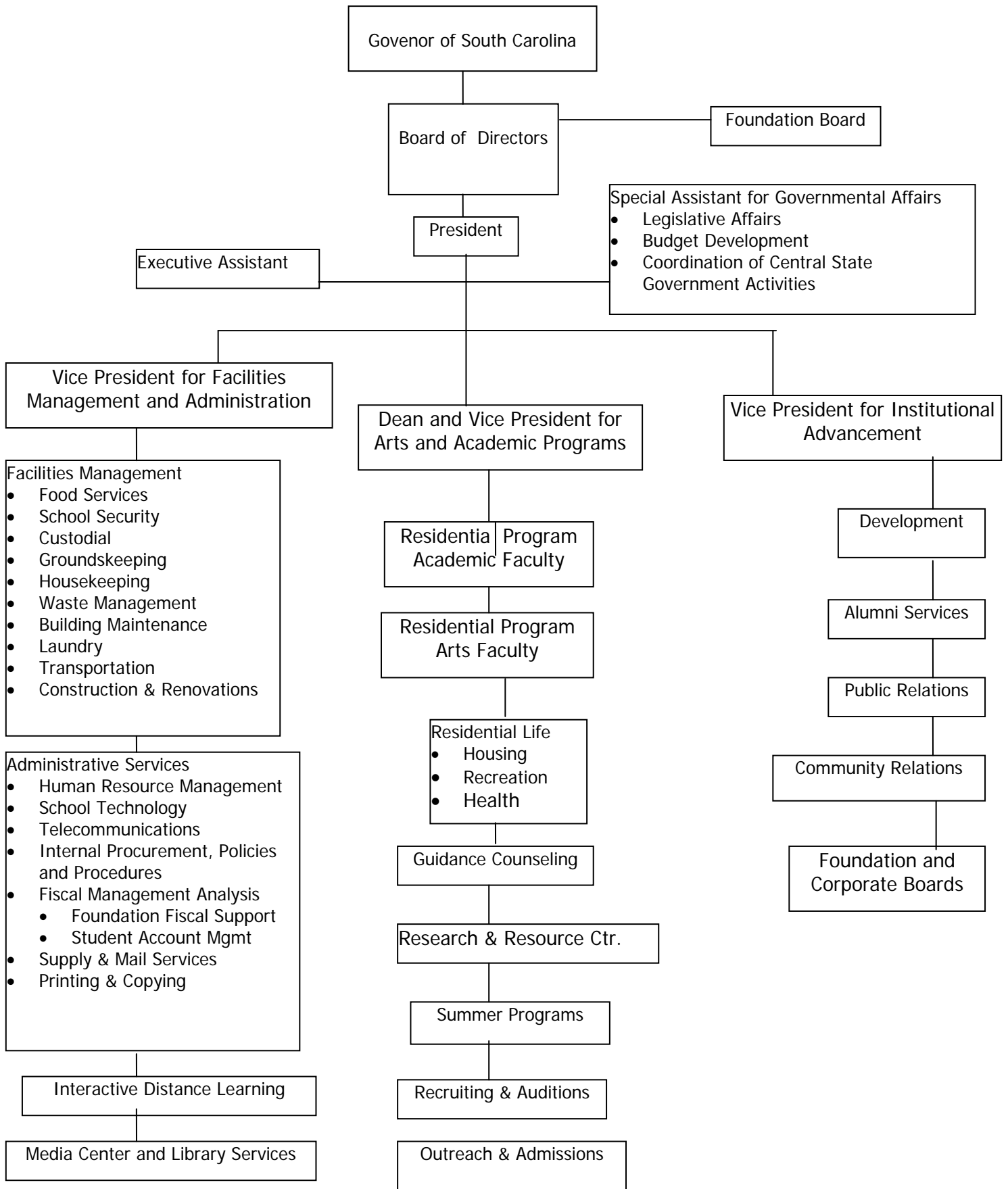
The SCGSAH serves several key customers and stakeholders. These include students, parents, and teachers, public and private schools and districts, governmental entities, businesses, and community and arts organizations.

## **KEY SUPPLIERS**

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

## **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 SCGSAH Year-Round Programs require employment of approximately 50 adjunct teachers to provide individual arts instruction, tutoring and mentoring, and substitute teaching as needed. The South Carolina Governor's School for the Arts and Humanities is organized (by function) as depicted in the chart, which follows on the next page.



## **SECTION III: MALCOLM BALDRIGE AWARD CRITERIA**

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### **NEW PRESIDENT FOR THE SCGSAH**

Donald W. Beckie came to the School on July 1, 2003, from the School of Music at the University of Redlands. The new President has achieved a Doctor of Music in Applied Woodwinds and Art History from Indiana University. Other professional experience includes serving as Dean of the School of Fine Arts at Texas Wesleyan University in Fort Worth, Texas, and Chair and faculty for the Pennsylvania Governor's School for the Arts. Doctor Beckie also served as both faculty and Chair for the Department of Music at Susquehanna University in Selinsgrove, Pennsylvania.



### **LEADERSHIP**

The Board of Directors continues to lead the South Carolina Governor's School for the Arts and Humanities through strong leadership and legislatively mandated quarterly meetings culminating with an Annual Board Retreat. The President of the SCGSAH presents a yearly summative progress report at this retreat. Board members have the opportunity to discuss and evaluate the progress of the school's growth. The school continues to provide high quality pre-professional and professional training within the context of a residential public high school of outstanding reputation. Currently ranked in the top four schools in the state for SAT scores, the curriculum both academically and artistically has received recognition and accreditation from both the Southern Association of Colleges and Schools (SACS) and the Accrediting Commission for Community and Pre-collegiate Arts Schools (ACCPAS) as an exemplary national model of excellence.

At this date, leadership of the School is guided by the President who serves as the Chief Executive Officer who works at the discretion of the Board of Directors. The administrative structure includes the Dean and Vice President of Arts and Academics, the Vice President of Institutional Advancement, and Vice President of Finance and Administration. Assisting with implementing the various administrative functions are Directors whose leadership responsibilities include the Office of Admissions and Summer Programs, Office of Residential Life, the Library and Media Center, and the Office of Guidance and Student Services. In addition several nationally recognized consultants assist with providing guidance and technical administrative support.

The broader administrative structure includes the Chair of the Faculty Council and eight Department Chairs, including Creative Writing, Dance, Drama, Music and Visual Arts, Science and Mathematics, Social Studies and Foreign Languages, and Humanities and English. Additional administrative assistance comes from the School Improvement Council and the state network of the Parent Guilds.

## **STRATEGIC PLANNING**

Management of the school is a collaborative effort with the administration working in conjunction with the SCGSAH Board of Directors. The School is guided by a Five-Year Plan that is developed at an Annual Board Retreat involving the administrative staff and School Board of Directors. Contributions of ideas and recommendations for this strategic plan are received from all of the administrative staff, faculty, campus-wide committees, guilds and friends of the School. The goal of the SCGSAH Five-Year Plan is to develop a national model recognizing excellence in arts education through a pre-professional, residential, public high school supported by the State of South Carolina.

### **SCGSAH Five-Year Plan**

#### **FY 2004-05**

- To develop a plan of action to improve the School's residential facilities and student health and safety that will address extended periods of severe weather and power outages.
- Continue to disseminate the School's mission statement across the campus.
- Implement program reviews and evaluations for consideration of future restructuring needs.
- Implement and build Summer Programs to address state and national recognition of students.
- Expand the Teacher Institute Program that is critical to recruiting, outreach, and enabling the School to serve as a state and national resource for arts educators.
- Determine target applicant pool for High School based on review of data of previous five-year student enrollment.
- Develop a proposal that addresses the total needs for School technology. Implement a technology system to report and collect data.
- Staff and faculty to provide statewide leadership.
- Draft proposal to fund a performing art center for the School.
- Reinstate distance learning.
- Re-design of the SCGSAH web site.
- Seek legislative exemption from NCLB relative to certification of teachers.
- Implement a SCGSAH Marketing Plan that addresses increasing other funding sources for the School.
- Re-defining the responsibilities of Institutional Advancement.
- Continue to restructure the School's administration to achieve maximum efficiency and effectiveness.
- Enhance relationships and increase awareness of School, its students, and its faculty and staff. Conduct First Annual Symposium to build relationships with secondary schools.
- Continue to develop programs and train staff that will enhance and strengthen student achievement and behavior.
- Continue to seek opportunities for international exchanges of faculty and artists.

### **FY 2005-06**

- Monitor, evaluate, and update Marketing Plan.
- Modify distance learning initiatives as needed.
- Continue to improve facilities and safety.
- Continue to enhance relationships and increase awareness.
- Continue to improve data collection systems.
- Continue to provide quality training to students, faculty and staff.
- Update School technology plan and implement as resources are available.
- Continue program reviews and evaluations.

### **SCGSAH Five-Year Plan (Cont.)**

### **FY 2006-07**

- Monitor the School's Marketing Plan. Continue to seek other funding sources for the School.
- Continue to improve facilities and safety.
- Set enrollment goals for Summer Programs based on benchmark data.
- Facilitate and continue training to targeted school districts who are seeking arts and academic integration models.
- Update School technology plan and implement changes as resources are available.
- Continue program reviews and evaluations.

### **FY 2007-08**

- Continue to monitor, evaluate, and update the School's Marketing Plan.
- Update School technology plan as resources are available.
- Continue program reviews and evaluations.
- Continue to improve facilities and safety.

### **FY 2008-09**

- Students and faculty to serve as a model of excellence.
- Reach state and national prominence as accredited pre-professional public high school.
- Update School technology plan as resources are available.
- Continue to improve facilities and safety.
- Summer Programs recognized as model for student and teacher arts instruction.
- Successful completion of five-year ACCPAS and SACS review.
- Continue to monitor, evaluate, and update the School's Marketing Plan. Successful identification of other sources of funds to the School, accomplished by increasing donations to the SCGSAH Foundation and by increasing grant applications made on behalf of the School.

## **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.

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

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

## **INFORMATION AND ANALYSIS**

### **SCGSAH Access**

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.

### **Data Collection and Analyses**

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



balance can be achieved without limiting admissions. Data on the national origin of our students is also monitored as another indicator of balance for racial composition.

**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 Dean 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.

**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 School profile and performance indicators for the prior three years are presented on the following page.

***SCGSAH PROFILE - PERFORMANCE INDICATORS***

SCHOOL	2002	2003	2004
❖ Dollars spent per student	20,573 <sup>(a)</sup>	20,091 <sup>(a)</sup>	20,981 <sup>(a)</sup>
❖ Student-teacher ratio	27:1	30:1	
❖ Student-teacher ratio in Core Subjects			24:6
❖ Prime instructional time	99%	98%	98%
❖ Accrediting Commission for Community & Pre-collegiate Arts Schools (ACCPAS)	In Process	In Process	Accredited
❖ SACS Accreditation	In Process	In Process	Accredited
<b>STUDENTS</b>			
❖ Attendance rate	96%	98%	98%
❖ Scholarships/Total ( <i>in millions</i> )	\$7.6	\$9.2	\$11.9
❖ Retention Rate	0%	0%	0%
<b>TEACHERS</b>			
❖ Professional development days per teacher	10	10	10
❖ Attendance rate	94%	96%	99%
❖ Advanced degrees	88%	87%	91%
❖ Continuing contracts	NA	NA	NA
❖ Out of Field Permits	0%	0%	0%
❖ Returning From Previous Year	85% ( <i>simple avg</i> )	96% ( <i>per formula</i> )	97% ( <i>per formula</i> )
❖ Average Salary	\$46,060	\$46,690 <sup>(c)</sup>	\$47,001 <sup>(c)</sup>
❖ Participate State/Nat'l Professional Activities	100%	100%	100%
❖ National Board Certification: Achieved Certification / Awaiting Results	2/2 teachers NR	1/0 teachers NR	2/3 teacher NR
❖ Active Literary, Visual, Performing Artists and Presenting Scholars			
❖ Average years teaching experience	14 yrs	16 yrs	14.5 yrs
<b>SCHOOL FACTS</b>			
❖ Annual dropout rate	0%	0%	0%
❖ Spent on teacher salaries	NR	NR	NR
❖ President's years at the school and programs	8 <sup>(d)</sup>	9 years <sup>(d)</sup>	1 years <sup>(d)</sup>

❖		100%	100%	100%
❖	Parents attending conferences			
❖	Participation School-wide Humanities Program ( <i>faculty and students</i> )		100%	100%
❖	Public/Private Partnerships	Nat'l Model	Nat'l Model	Nat'l Model
<b>STUDENTS</b>				
❖	Older than usual for grade	0%	0%	0%
❖	Suspended or expelled	4%	4%	
❖	Out of school suspensions or expulsions for violent or criminal crimes			3%
❖	Students with disabilities other than speech	2%	3%	0%
❖	Service learning	74%	76%	85%
❖	Community service	100%	100%	100%
❖	National Achievement Semifinalists/Finalists	0/0	1/0	1/0
❖	National Merit Semifinalists/Finalists	8/3	0/0	12/6
❖	College Freshman year GPA (in-state institutions only)	3.3 GPR/01	3.2 GPR/02	3.05 GPR/03
❖	Admissions to conservatory, college, art school, professional company	Class NR	class NR	class NR

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

## HUMAN RESOURCES FOCUS

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

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

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

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

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

*Development*, with emphasis on the core teaching values defined by the faculty during development of the program.

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

### **Employee Performance Management System**

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

## **PROCESS MANAGEMENT**

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

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

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

### **Administration and School Policies and Procedures**

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

### **School Accreditation**

During this reporting period, the SCGSAH received full accreditation from both the Southern Association of Colleges and Schools (SACS) and the Accrediting Commission for Community and Pre-collegiate Arts Schools (ACCPAS).

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

The SCGSAH has studied the NCLB legislation in terms of implications and timelines for the SCGSAH, and for South Carolina schools, in general. This past year, the SCGSAH consulted with State Department of Education staff and other officials in the state seeking clarification and guidance on particular provisions of that legislation which present particular challenges for the non-traditional SCGSAH. In 2005, the SCGSAH Administration will continue its study of the legislative provisions and recommend to the Policy Board of Directors strategies for addressing and implementing the provisions of the legislation.

**BUSINESS RESULTS**

**Administrative Business Operations:**

The leadership of the School continues to realign and reprioritize current staffing and available financial resources in order to provide quality facility maintenance that supports a healthy and safe environment for students, faculty and staff.

Legislatively mandated, each fiscal year the Governor’s School is audited by the Budget and Control Board, State Auditor’s Office and the Materials Management Office.

**Program:**

**2004 HIGH SCHOOL ENROLLMENT (in Residence)**

Art Area	Total
Creative Writing	22
Dance	37
Drama	24
Music	86
Visual Arts	52
TOTALS	221

African Amer	36
Asian Amer	13
Hispanic	2
White	162
Other	8
Special Needs	0
Male	72
Female	149

Special Needs: 0% (No speech impaired special needs students enrolled)

**Prior Enrollments:**

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

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

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

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

### 2002 HIGH SCHOOL ENROLLMENT (in Residence)

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

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

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

### 2001 HIGH SCHOOL ENROLLMENT (in Residence)

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

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

### **Annual School Report Card**

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

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

As seen in the tables that follow, the SCGSAH achieved a rating of Excellent in absolute performance for each year since establishment. For the past three years, the SCGSAH has earned an overall improvement rating of Good, as based on the State provision which enables a rating of Good if the school achieved a rating of Excellent for absolute performance in two subsequent years.

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

	ABSOLUTE RATING <i>Given school year</i>	IMPROVEMENT RATING <i>One year to the next</i>
2000-2001	Excellent	First year reporting
2001-2002	Excellent	Good
2002-2003	Excellent	Good
2003-2004	Excellent	Good

**SCGSAH ACHIEVEMENT STANDARDS AND RATINGS FY 2002-2004**

<b>STANDARD</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>Students <i>participating</i> in state and national Arts competitions, auditions, Portfolio review or other by senior year</b>	<b>Performance</b> 98%  <b>Rating</b> Excellent	<b>Performance</b> 98%  <b>Rating</b> Excellent	<b>Performance</b> 98%  <b>Rating</b> Excellent
<b>Students <i>achieving recognition</i> in state and national arts competitions, auditions, portfolio review or other by senior year</b>	<b>Performance</b> 89%  <b>Rating</b> Excellent	<b>Performance</b> 94%  <b>Rating</b> Excellent	<b>Performance</b> 93%  <b>Rating</b> Excellent
<b>Students enrolled in one or more Advanced Placement (AP) course by end of senior year</b>	<b>Performance</b> 80%  <b>Rating</b> Excellent	<b>Performance</b> 88%  <b>Rating</b> Excellent 89 of 101 seniors	<b>Performance</b> 97%  <b>Rating</b> Excellent 90 of 93 seniors
<b>Advanced Placement exams taken With seniors scoring 3 or above</b>	<b>Performance</b> 80%  <b>Rating</b> Good	<b>Performance</b> 63%  <b>Rating</b> Below 80 of 129 exams	<b>Performance</b> 78%  <b>Rating</b> Good 177 of 227 exams
<b>SAT points scored above the National mean by seniors</b>	<b>Performance</b> 86 pts above  <b>Rating</b> Average  SCGSAH Mean 1106 National Mean 1020 State Mean 981	<b>Performance</b> 85 pts above  <b>Rating</b> Average  SCGSAH Mean 1111 National Mean 1026 State Mean 989	<b>Performance</b> 124 pts above  <b>Rating</b> Excellent  SCGSAH Mean 1150 National Mean 1026 State Mean 1009
<b>Seniors eligible for LIFE Scholarship</b>	<b>Performance</b> 53%  <b>Rating</b> Average	<b>Performance</b> 41%  <b>Rating</b> Below 41 of 101 seniors	<b>Performance</b> 45%  <b>Rating</b> Below 42 of 93 seniors
<b>Seniors awarded scholarships, Including LIFE</b>	<b>Performance</b> 97%  <b>Rating</b> Excellent	<b>Performance</b> 99%  <b>Rating</b> Excellent 100 Of 101 seniors	<b>Performance</b> 99%  <b>Rating</b> Excellent 92 of 93 seniors

*Review and Analysis of Report Card Standards.* Using the prior years of performance trend data, the SCGSAH Administration will conduct a comprehensive review and analysis of the standards and performance data next year and will recommend to the Policy Board on appropriateness and rigor for continued use or modifications to the standards.

**Evaluations By Students, Teachers, And Parents**

	Students	Teachers	Parents
Number of surveys returned	103	20	56
Satisfied with learning environment	98%	100%	98.2%
Satisfied with social and physical environment	96.1%	100%	96.5%
Satisfied with home-school relations	90.3%	90%	89.1%
<i>Grade level surveyed</i>	<i>Grade 11</i>		

**INSTITUTIONAL ADVANCEMENT**

**Introduction:**

Institutional Advancement builds relationships with key constituents of the SCGSAH as it works to increase the visibility, awareness and understanding of the School and its mission. The South Carolina Governor’s School for the Arts and Humanities hosts meetings, open houses, tours and events on campus to provide opportunities for various groups to learn more about its programs and opportunities.

Institutional Advancement utilizes volunteers in numerous special programs of the School, including the Host Family Program, Parent Guilds, Student Ambassadors, and Alumni Association and special events.

Institutional Advancement also seeks endowment gifts to ensure that the School remains on the cutting edge of excellence and to supplement the greatest needs not met by other supporting entities. Institutional Advancement works with the volunteers of the GSA Foundation in all fund-raising efforts.

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

**Parents, Students and Alumni:**



- The School maintains contact with alumni, parents, arts educators, corporations, foundations and individuals through the newsletter, *Fanfare*, with a circulation of 7,500. This newsletter is posted on the School's web page [www.scgsah.state.sc.us](http://www.scgsah.state.sc.us) to enhance its accessibility throughout the state.
- Thirteen **Parent Guilds** support the School in multiple ways. Organized by geographic region, each guild coordinates specific activities to recruit, raise funds and promote and publicize the School. The Parent Guilds host events to thank local teachers who encouraged students to attend the School and promote the sale of SCGSAH license plates, decals and magnets to benefit the School.
- The **Host Family Program** links residential students from all areas of the state with local families for weekend outings, church services, and family activities. In the 2002-2003 school year, eighteen families participated in hosting 59 students.
- Nineteen students in the Residential High School served as **Student Ambassadors**. These students were selected at the end of their junior year, based on their positive attitudes, academic success and ability to articulate the programs of the School. These students lead tours; assist with Open Doors and Open House; and help to host donors, elected officials, parents and prospective students.
- SCGSAH held the **Open Doors Program** in September. The SCGSAH opened its doors to prospective students, their families and teachers to introduce them to the opportunities at the School.
- A survey was mailed to the 290 **alumni** who had responded to the 2000 and 2002 surveys. This information will be combined with information gleaned from the 2000 and 2002 surveys and used as the basis for the Alumni section of the new website. A separate page has been created for the news of each decade of alumni so they will have easy access to updates on their classmates.
- The School **website** was redesigned and is updated regularly.

### **Government Entities:**

- Relationships continue to develop with the Governor's Office, the General Assembly, the Budget and Control Board and the State Department of Education.
- In March a **joint legislative appreciation breakfast** was held with the Governor's School for Science and Math to thank and honor the members of the General Assembly.
- **Elected officials** from city and county organizations visit and schedule meetings on the School campus.

- Representatives from **state and local government entities** attend the Lunch with the President to receive updates on the School.
- School representatives met with ten **legislative delegations** to update them on the school's recent accreditation by ACCPAS and SACS as well as the success of the students and faculty.

### **Public and Private Schools and Districts/Educational Institutions:**

- Partnerships have been developed with numerous **state and private colleges** including Clemson, Columbia College, Converse College, Furman, S. C State, University of South Carolina and Wofford.
- Frequent contact is made with **public and private school administrators** through mailings and correspondence.
- Educators were invited to attend the **Open Doors Program** in the fall.
- Eighteen Visual Arts instructors participated in the “**The Arts Educators as an Artist**” **workshop**, a five-day intensive professional development opportunity held on the Governor's School campus.
- Visits have been coordinated with the SCGSAH Admissions staff to enhance the understanding of the public school administrators and teachers on the opportunities available for their students.

### **Development:**

Institutional Advancement works with the Governor's School for the Arts Foundation, Inc. to secure endowment funds to provide for programs and facilities not funded by other entities. Together they focus on building relationships with individuals, corporations and foundations.

The statewide Foundation hosted two galas to raise funds for scholarships for artistically talented students who cannot afford the tuition for the Summer Programs and the residential high school students who need assistance with the new food services fee. The Foundation also hosted the second Founders' Event, which was highlighted by student performances and presentations to the Richard Riley and the late Arthur Magill.

Local supporters hosted cultivation events in Hilton Head, Florence, Summerville, Myrtle Beach, Greenwood, and other locations around the state to increase the awareness of the School and its programs.

### **Public Relations:**

Institutional Advancement continues to disseminate information regarding the School to various media outlets including newspapers, television and radio outlets, magazines and special publications.

- Local, state and national contacts publicize news releases, feature stories, pictures, and on-site coverage as deemed appropriate for each activity and event.
- Newspapers and magazines included more than 165 feature articles on the Governor’s School while the School received more than 380 mentions in and out of South Carolina. The School also received coverage via the Associated Press.
- Television Coverage – Local stations WYFF (NBC) Greenville; WSPA (CBS) Spartanburg; WHNS (FOX) Greenville/Spartanburg and WIS (NBC) Columbia reported on campus events. In addition, WYFF did several live broadcasts from the campus.
- Radio Coverage – Public Service Announcements of upcoming SCGSAH events were broadcast in the upstate as well as on S. C. Educational Radio Network statewide (Arts Daily).
- The School partnered with SCETV to launch its first digital broadcast service, the South Carolina Channel, from the SCGSAH campus.
- Representatives from the Governor’s School participated in the SCETV “Walter Edgar’s Journal” program and the SCERN “Speaking of Schools.”
- The new School President spoke at the SC Music Association Conference, SC Arts Alliance, the ABC Arts Project, and numerous other statewide organizations.
- SCGSAH is in the third year of partnership with Erwin-Penland Advertising to create and implement a marketing and public relations plan. Their pro bono work strengthened the message, provided consistency of materials and extended the outreach to targeted markets in South Carolina.
- The School hosted approximately numerous groups on campus, including the following:
  - Leadership Greenville
  - Art in the Park
  - S. C. Arts Education Association
  - Greenville City Police
  - Emrys Foundation
  - Youth America Grand Prix
  - Caldwell Banker Caine Realtors
  - Elementary and Middle School Groups
  - Church Groups