



the
South Carolina
Governor's School
for the
Arts and Humanities

a public high school for the arts

2004-2005
Accountability Report

**ACCOUNTABILITY REPORT
TRANSMITTAL FORM**

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

DATE OF SUBMISSION: September 15, 2005

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**SC GOVERNOR’S SCHOOL FOR THE
ARTS & HUMANITIES
FY2004-05 ACCOUNTABILITY REPORT**

TABLE OF CONTENTS

SECTION I:	EXECUTIVE SUMMARY	5
	1. Mission and Values	9
	2. Major Achievements	9-16
	3. Key Strategic Goals.....	16-17
	4. Opportunities and Barriers.....	18
	5. Accountability Report Utilization	18
SECTION II:	BUSINESS OVERVIEW	19
	1. Number of Employees.....	19
	2. Operation Locations	19
	3. Expenditures/Appropriations Chart.....	19-20
	4. Major Program Areas Chart	21
	5. Key Customers	22
	6. Key Stakeholders	22
	7. Key Suppliers	22
	8. Organizational Structure	22-23
SECTION III:	ELEMENTS OF THE MALCOLM BALDRIGE AWARD CRITERIA.	24
	1. Leadership	24-25
	2. Strategic Planning Chart.....	26
	3. Customer Focus.....	27
	4. Measurements, Analysis & Knowledge Management	27-29
	5. Human Resource Focus	29
	6. Process Management	29
	7. Business Results	30
	7.1. Customer Service/School Technology	30-31
	7.1.1. Spam E-Mail Prevention	31-32
	7.2. Admissions, Recruiting, Outreach & Summer Programs	33
	7.2.1. Enrollment by Program.....	33-34
	7.2.2. Recruiting/Applications.....	34-35
	7.2.3. Summer Programs for Teachers.....	35-36
	7.3. Facility Management	36
	7.3.1. Residential High School Facility Maintenance	36-37
	7.3.2. Public Safety	37-38

7.4. Human Resource Results	38
7.4.1. Alternative Certification Renewal.....	38
7.4.2. Employee Activity and Wellness.....	38
7.4.3. Employee Performance Evaluations	38
7.4.4. Employee Retention	39
7.4.5. Equal Employment Opportunity	39
7.5. Legal Compliance/Arts & Academic Programs	39
7.5.1. School Report Card	39-42
7.5.2. Community Service/Service Learning	42
7.6. Institutional Advancement.....	43
7.6.1. Parents, Students, and Alumni	43
7.6.2. Development	43
7.6.3. Public Relations.....	44

SECTION I: EXECUTIVE SUMMARY

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.

MAJOR PROGRAMS AND SERVICES

Residential High School Program

The SCGSAH celebrated the graduation of its fifth class in May 2005. At the opening of the 2004-05 school year, the Residential High School registered 242 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*. Students who are exceptionally talented in these art areas and who maintain an overall “C” average or higher in their academic courses are eligible to apply. A majority of the students are juniors and seniors. While students in Creative Writing, Music, Drama, and Visual Arts apply during the tenth grade year, dance students have the option of auditioning in their eighth, ninth, or tenth grade year.

In addition to a two-year curriculum in the arts, SCGSAH students enroll in rigorous and challenging academic 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 and community service programs.

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) in 2004 upon completion of a comprehensive review conducted by teams of both entities.

The South Carolina Governor’s School is extremely proud of the significant arts and academics accomplishments of its high school students and faculty as outlined on pages 9-16 of this report.

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 Discovery Program, established in 2005, offers rising ninth graders the opportunity for concentrated study in one of four arts areas: Creative Writing, Drama, Music, or Visual Arts. In addition, Discovery students have the chance to explore other arts areas through elective workshops and masterclasses.

The Summer Dance Program is a five-week residential program consisting of intensive training based on the strictest interpretation of the Vaganova Method. Dance classes in classical and modern ballet are taught by leading instructors from around the world. Students need not be residents of South Carolina to attend this program. Applications are accepted from students in grades 6-11.

Summer Program for Arts Educators

The Teacher Institute 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 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.

Institutional Advancement

Institutional Advancement (IA) serves as the public relations and fundraising arm of the School. IA strives to build relationships with key constituents to increase visibility, awareness, and understanding of the School's mission, and ultimately to raise funds for financial support.

Public relations efforts include establishing and maintaining relationships with current and past parents, students, alumni, government entities, public and private schools and educational institutions. IA prepares and disseminates information to the media and actively partners with community organizations throughout the State, as well as with businesses, arts and education associations and other related organizations across South Carolina.

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.

Through presentations by CATS members and the Director of Community Service and Service Learning and partnering with the School’s Foundation, funding from private foundations have been obtained to operate and sustain approximately 97 percent of the School’s Community Service and Service Learning Projects and Programs.

1. 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 vision, the other core values are integrity, which demands accountability, and innovation which reflects excellence.

THE VISION

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

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

2. 2004-05 MAJOR ACHIEVEMENTS

In a ceremony held during commencement weekend in May 2005, 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.



Creative Writing Awards:

- National Scholastic Writing Awards, Gold
- National Scholastic Writing Awards, Silver
- National Scholastic Writing Awards, American Voices Nominee
- Nancy Thorp Poetry Contest, Winner, Runner-up and Honorable Mention
- Regional Scholastic Writing Awards, Gold
- Regional Scholastic Writing Awards, Silver
- Regional Scholastic Writing Awards, Certificate of Merit
- Regional Scholastic Writing Awards, General Writing Portfolio Scholarship
- Eaton Scholarship, Beloit College
- Published in Creative Connections
- Creative Connections, Top Ten
- New Play Premiere Award, Clemson University
- South Carolina Young Poet's Prize, First Runner-up and Third Place
- Published in Where We Are, What We See: The Best Young Academic Scholarship, USC-Columbia
- South Carolina Writer's Workshop, Second Prizes for Fiction and Poetry
- Bennington Poetry Contest, Top Ten
- National Foundation for the Arts Talent Search, Honorable Mention
- Capstone Scholar, USC-Columbia
- Split Pea Soup Poetry Contest, Top Twenty-five
- National Foundation for the Advancement of the Arts, Merit Award
- Mark Twain Non-resident Journalism Scholarship, University of Missouri-Columbia
- Finalist for Thomas Wolfe Scholarship
- Finalist for Robert C. Byrd Scholarship

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.



Dance Awards

- Youth American Grand Prix Regional Competition, Best Overall and Third Place Classical
- Youth American Grand Prix Finale in New York, Outstanding Artistry Award

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

- National Merit Finalist
- National Foundation for the Advancement in the Arts Merit Award
- Juilliard Scholarship
- Cornish College Arts Scholarship
- Who's Who Among American High School Students
- National Shakespeare Competition, Second Runner-up
- Andrew Carnegie Scholarship for Arts
- Otterbein Arts and Academics Scholarship
- Otterbein Presidential Scholarship

- Otterbein Talent Award
- Rutgers Outstanding Junior Award
- Hartt Arts Scholarship
- Converse Milliken Scholarship
- Brevard Scholarship
- Leadership Scholarship

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

- Music Teacher National Association-State Competition
- National Association of Teachers of Singing Regional Finalists
- Kennedy Center National Symphony Orchestra Summer Music Institute
- Carolina Youth Symphony, Senior Honors Concert
- All-State Orchestra
- Region Orchestra
- All-State Choir
- All-State Band
- Region Bands
- 2005 Piano Competition for Young Artists, Finalists

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

- 2005 Annual Upstate Art Exhibit (12 Students)
- 2005 Scholastic Art Awards
- Congressional Art Competition for High School Students
- Jeanet Dreskin Scholarship Award
- 2005 Visual Arts Department Purchase Award
- Lipscomb Family Foundation Award

SCHOOL-WIDE ACCOMPLISHMENTS

The South Carolina Governor's School for the Arts and Humanities:

- named by Newsweek Magazine the number one school in South Carolina and the 127th highest ranking school in the country, based on students taking Advanced Placement classes and exams;
- ranks in the top three public high schools in South Carolina with the highest average on the Scholastic Aptitude Test;
- accredited by the Accrediting Commission for Colleges and Pre-collegiate Arts Schools, the first public arts high school in America to receive this honor, and by the Southern Association of Colleges and Schools for its academic programs;
- graduated a total of 497 students in five graduating classes who have amassed \$43 million in scholarship offers from the finest colleges, universities, conservatories and art schools in America;
- received an \$80,000 matching grant from the Surdna Foundation for the School's Visiting Artist Program.
- was named one of the two most important school dance training programs in the world at the 2004 International Youth American Grand Prix Competition in New York City.

The 2005 graduating class of one hundred students:

- amassed \$9 million in scholarship offers from the finest colleges, universities, conservatories and arts schools in America;
- were honored to have sixteen students awarded Palmetto Fellows Scholarships;
- had two drama students and one dance student accepted to The Juilliard School; the dance student accepted a professional contract from the Boston Ballet.

FACULTY AND STAFF ACHIEVEMENTS

- The Chair of the Drama Department acted in Harold Pinter's "Betrayal" at the Warehouse Theatre in Greenville. He also directed and produced a stage reading of John Morrison's play, "The Shannon Doyle Incident" as part of the SCGSAH Summer Teacher's Institute. He attended the Fight Director's Canada National Stage Combat Workshop in Toronto and was certified in basic stage combat techniques.
- In her role as National Board Advisory and faculty member of Lawyers for Libraries, the Director of Library and Media Services attended advisory meetings in seven U.S. cities. She served as Chair of the National Advisory Board for "Book Links Magazine" and Chair of the 2005 Arbuthnot Lecture Committee of the American Library Association. She presented "Librarian as Self-Censor" at the 2005 American Library Association Conference held in Chicago. She published articles in "Book Links Magazine," "School Library Journal," "Publisher's Weekly," and "Book List Magazine." She was a featured guest speaker on ten national talk radio shows. She also served on the National Advisory Board for the National Coalition Against Censorship, as board member of the American Association of Library Services to Children, and as committee member of the Intellectual Freedom Committee of the American Library Association.
- The Chair of the Visual Arts Department was awarded a Surdna Foundation Grant to travel to Mexico where he viewed pre-Colombian art and monuments gathering images for his own work, which he completed at the foundry at San Miguel de Allende.
- The Chair of the Music Department performed the music of African-American composers with the Ritz Chamber Players at the Contemporary Music Festival 2005 at the Ohio State University School of Music. She also served as an adjudicator for the 2005 College Chamber Competition sponsored by Hendersonville Chamber Music open to students enrolled in colleges and universities in the region including North Carolina, South Carolina, Tennessee, and Georgia.
- The Chair of the Math and Science Department and a Science faculty member made three Standards on Saturday presentations to middle school teachers and a one-day presentation to elementary school teachers on teaching math and science standards through math, science, and language arts integration. They also worked for the State Department of Education evaluating middle school teachers in teaching math and science.
- A faculty member of the Creative Writing Department, after publishing several books of short stories, published two books in one year, his first novel entitled Novel, from Harcourt publishers and Why Dogs Chase Cars, a collection of stories from Algonquin books. He also published "Ode to Hangover Remedies," an essay in the Oxford American and in the Best Food Writing in American 2005 Anthology, and "Director's

Cut," a short story in *The Atlantic Monthly Summer Fiction* issue. Why Dogs Chase Cars was awarded the distinction as finalist for the Southeastern Booksellers Association Book of the Year. Both of his books received favorable reviews in the *New York Times Book Review*.

- A faculty member of the Math and Science Department took \$3000 worth of science supplies given by Faith Walk Ministry to Belmopan Baptist High School in Belize, Central America, where she assisted in the design and renovation of a classroom into a science lab. Her commitment to the project will continue with providing staff development for teachers and with further developing the science experiences for the Belizean students.
- A faculty member of the Visual Arts Department received a grant from the Institute of Cultural Inquiry in Los Angeles to collaborate with other artists on an art/book project to be published in 2006 and traveled to Norwich, England to work with the other artists from around the world.
- A faculty member of the Drama Department was listed in Who's Who Among American Teachers®. He was also mentioned in a list of the most influential theatre instructors in Young Arts Magazine. He directed "A Midsummer Night's Dream" for the Warehouse Theatre and "The Buddy Holly Story" for Centre Stage. He wrote and directed "Not Even a Mouse" for the South Carolina Children's Theatre. He adapted the script and directed "The Legend of Sleepy Hollow" for SCGSAH Outreach performances. He conducted master classes in improvisation, text analysis, and voice for the Warehouse Theatre Journeymen program. He performed in a stage reading of John Morrison's play, "The Shannon Doyle Incident" as part of the SCGSAH Summer Teacher's Institute. He also performed with The Distracted Glove Improv Theatre group. He designed sets for four professional productions throughout the state.
- The Director of Student Services and several residential life coordinators participated in the residential schools conference of the Network of Performing Arts Schools.
- The Director of Community Services was appointed to the S.C. Commission on National and Community Service by Governor Sanford.
- A faculty member of the Social Studies and World Languages Department received the Veterans of Foreign Wars' (VFW) State Teacher Award for grades 9-12. He also became an Alfred Lerner Fellow of the Jewish Foundation for the Righteous.
- A faculty member of the Math and Science Department presented "Einstein: Relativity and Relevance" at the annual Martha Hart Herbert Symposium. He also adjudicated the physics section of the Up-State Regional Science Fair.
- A faculty member of the Visual Arts Department exhibited his paintings in Cleveland, Ohio, at both a solo exhibition and a two-person show. Favorable reviews of the two-person show appeared in Angle Magazine. This summer he taught a landscape painting class at the Greenville County Museum of Art.
- Another faculty member of the Visual Arts Department served as a reader for the Advanced Placement Art History examination.
- A school counselor was appointed by the State Supreme Court to serve as the only non-lawyer or judge representing Licensed Professional Counselors, Social Workers, and Psychologists to serve on the Alternative Dispute Resolution Committee of the South Carolina Bar Association.

- The Director of Recruiting and Outreach served as project director for the Warehouse Theatre’s “This Wooden O” theatre outreach program, which was awarded a \$25,000 National Endowment for the Arts grant. She directed “The Bully Show” for South Carolina Children’s Theatre’s Know Way Outreach program. She performed in “Betrayal” for the Warehouse Theatre.
- Five faculty members became national board certified through the National Board for Professional Teaching Standards. Eight additional faculty members completed and submitted the requirements for national board certification.
- Several academic faculty members continued to serve as readers for advanced placement examinations in subjects including English, social studies, history, and chemistry.

3. KEY STRATEGIC GOALS

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 FY 2004-05 Program Strategies-Goal/Objectives:

Arts & Academics (Includes Library):

Goal: To continue to develop programs and train staff that will enhance and strength student achievement and behavior.

Objectives:

1. Maintain both ACCPAS and SACS accreditation.
2. Staff and faculty to provide statewide leadership.
3. Seek legislation to address NCLB relative to certification of teachers.
4. Continue to seek opportunities for international exchanges of faculty and artists.

Residential Life:

Goal: To develop a plan to improve the School’s residential life services and activities.

Objective:

1. To implement a plan of action to address staffing, training, and student discipline issues.

Admissions, Recruiting, Outreach & Summer Programs:

Goal: To determine target applicant pool for Residential High School and all Summer Programs. Develop and implement a recruitment plan.

Objectives:

1. Implement and build and/or change as necessary Summer Programs to address state and national recognition of students.
2. 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.
3. Determine target applicant pool for Residential High School and all Summer Programs based on review of data of previous five-year student enrollment.
4. Enhance relationships and increase awareness of School, its students, and its faculty and staff.

Administration & Facilities Management:

Goal: To continuously improve the School's residential facilities to fully address student, faculty and staff health and safety while providing classrooms that support academic and artistic excellence.

Objectives:

1. Develop and implement a school safety plan that fully addresses student, faculty, and staff health and safety to include extended periods of power outages during severe weather.
2. Develop a plan to continuously improve the current facilities so that classrooms support academic and artistic excellence.
3. Continue to disseminate the School's mission statement state wide.
4. Maintain both ACCPAS and SACS accreditation.
5. Develop a proposal that addresses the total needs for School technology.
 - a. Redesign SCGSAH website.
 - b. Implement an integrated database system to report and collect data.
 - c. Reinstate distance learning.
6. Seek legislation to address NCLB relative to certification of teachers.
7. Continue to restructure the School's administration to achieve maximum efficiency and effectiveness.
8. Enhance relationships and increase awareness of School, its students, and its faculty and staff.
9. Continue to seek opportunities for international exchanges of faculty and artists.

Institutional Advancement:

Goal: Re-define the responsibilities of Institutional Advancement.

Objectives:

1. Continue to disseminate the School's mission statement state wide.
2. Implement a SCGSAH Marketing Plan that addresses increasing other funding sources for the School.
3. Enhance relationships and increase awareness of School, its students, and its faculty and staff.

4. 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 SCGSAH programs has increased the demand for statewide services. Existing resources have allowed the School to accomplish measurable and observable results; however, the School's leadership continues to realign and reprioritize resources. Extensive changes in both administrative procedures and human resources have allowed the School to cope with past 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 sixth year since establishment of the Residential High School, the School's leadership has become increasingly aware of the critical need for quality facility maintenance that supports a healthy and safe environment for students, faculty and staff. The SCGSAH Administration struggles with realigning both financial and human resources in order to address immediate issues directly effecting residential life for our students and quality classrooms that support academic and artistic excellence.

5. 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, the School 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.

This report is also distributed to our customers and potential supporters in an effort to provide them as much information about the SCGSAH as possible. The report in its entirety is placed on the School website at www.scgsah.state.sc.us.

SECTION II: BUSINESS OVERVIEW

1. SCHOOL STAFFING

The School employs approximately 85 full time employees and 60 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.
- **President's Cabinet:**
The SCGSAH President's Cabinet, consisting of the President, the Dean and Vice President, and the other two Vice Presidents, 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, directors, and the Chair of the Faculty Council and two other faculty members, meets monthly to seek input and discuss any 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.

2. SCGSAH OPERATING LOCATIONS

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.

3. EXPENDITURES /APPROPRIATIONS

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

Base Budget Expenditures and Appropriations

Major Budget Categories	03-04 Actual Expenditures		04-05 Actual Expenditures		05-06 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$3,775,863	\$3,438,703	\$3,869,794	\$3,432,625	\$4,201,554	\$3,749,283
Other Operating	\$1,925,793	\$1,650,604	\$2,725,684	\$1,528,845	\$2,311,148	\$1,861,148
Special Items	\$	\$	\$	\$	\$	\$
Permanent Improvements	\$	\$	\$	\$	\$	\$
Case Services	\$	\$	\$	\$	\$	\$
Distributions to Subdivisions	\$	\$	\$	\$	\$	\$
Fringe Benefits	\$937,312	\$865,458	\$980,082	\$874,140	\$1,069,308	\$966,808
Non-recurring	\$	\$	\$	\$	\$	\$
Total	\$6,638,968	\$5,954,765	\$7,575,560	\$5,835,610	\$7,582,010	\$6,577,239

Other Expenditures

Sources of Funds	03-04 Actual Expenditures	04-05 Actual Expenditures
Supplemental Bills	\$	\$
Capital Reserve Funds	\$	\$
Lottery (Included in Total Funds Above)	\$	\$1,000,000

4. Major Program Areas

Program Number and Title	Major Program Area Purpose	FY 03-04 Budget Expenditures		FY 04-05 Budget Expenditures		Key Cross References for Financial Results*
		State:	Federal:	State:	Federal:	
H63.XIV Academic Programs	Required curriculum for SCGSAH Residential HS (SACS accredited)	State:	1,290,953.00	State:	1,396,996.00	Section III 7.1 - 7.6
		Federal:		Federal:		
		Other:	100,000.00	Other:	204,659.00	
		Total:	1,390,953.00	Total:	1,601,655.00	
		% of Total Budget:	21%	% of Total Budget:	21%	
H63.XIV Art Programs	Required curriculum in 5 art areas for SCGSAH Residential HS (ACCPAS accredited)	State:	1,163,066.00	State:	1,011,757.00	Section III 7.1 - 7.6
		Federal:		Federal:		
		Other:		Other:		
		Total:	1,163,066.00	Total:	1,011,757.00	
		% of Total Budget:	18%	% of Total Budget:	13%	
H63.XIV Residential Life	Provide a safe, healthy & family oriented life experience for students	State:	487,820.00	State:	490,200.00	Section III 7.3
		Federal:		Federal:		
		Other:		Other:		
		Total:	487,820.00	Total:	490,200.00	
		% of Total Budget:	7%	% of Total Budget:	7%	
H63.XIV Admissions Recruiting Outreach & Summer Programs	Ensure all eligible students are aware of the SCGSAH opportunity and have equal access	State:	400,000.00	State:	278,431.00	Section III 7.2
		Federal:		Federal:		
		Other:	448,409.00	Other:	343,750.00	
		Total:	848,409.00	Total:	622,181.00	
		% of Total Budget:	13%	% of Total Budget:	8%	
H63.XIV Admin & Facility Mgmt	Supports leadership, facility support and management, finance and budget, utilities and maintenance, School Security and Life Safety, HR, School Technology, and student performances	State:	2,310,920.00	State:	2,277,555.00	Section III 7.1, 7.3, 7.4 and 7.6
		Federal:		Federal:		
		Other:	232,121.00	Other:	232,121.00	
		Total:	2,543,041.00	Total:	2,509,676.00	
		% of Total Budget:	38%	% of Total Budget:	31%	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

FY 03-04 Library & Institutional Advancement FY 04-05 Lottery (Non-Recurring - Deferred Maintenance for Facility), Library, & Institutional Advancement

Remainder of Expenditures	State:	302,006.00	State:	318,744.00
	Federal:		Federal:	
	Other:	224,241.00	Other:	1,224,241.00
	Total:	526,247.00	Total:	1,542,985.00
	% of Total Budget:	8%	% of Total Budget:	20%

* Key Cross-References are a link to the Category 7 - Business Results.

5. & 6. KEY CUSTOMERS AND STAKEHOLDERS

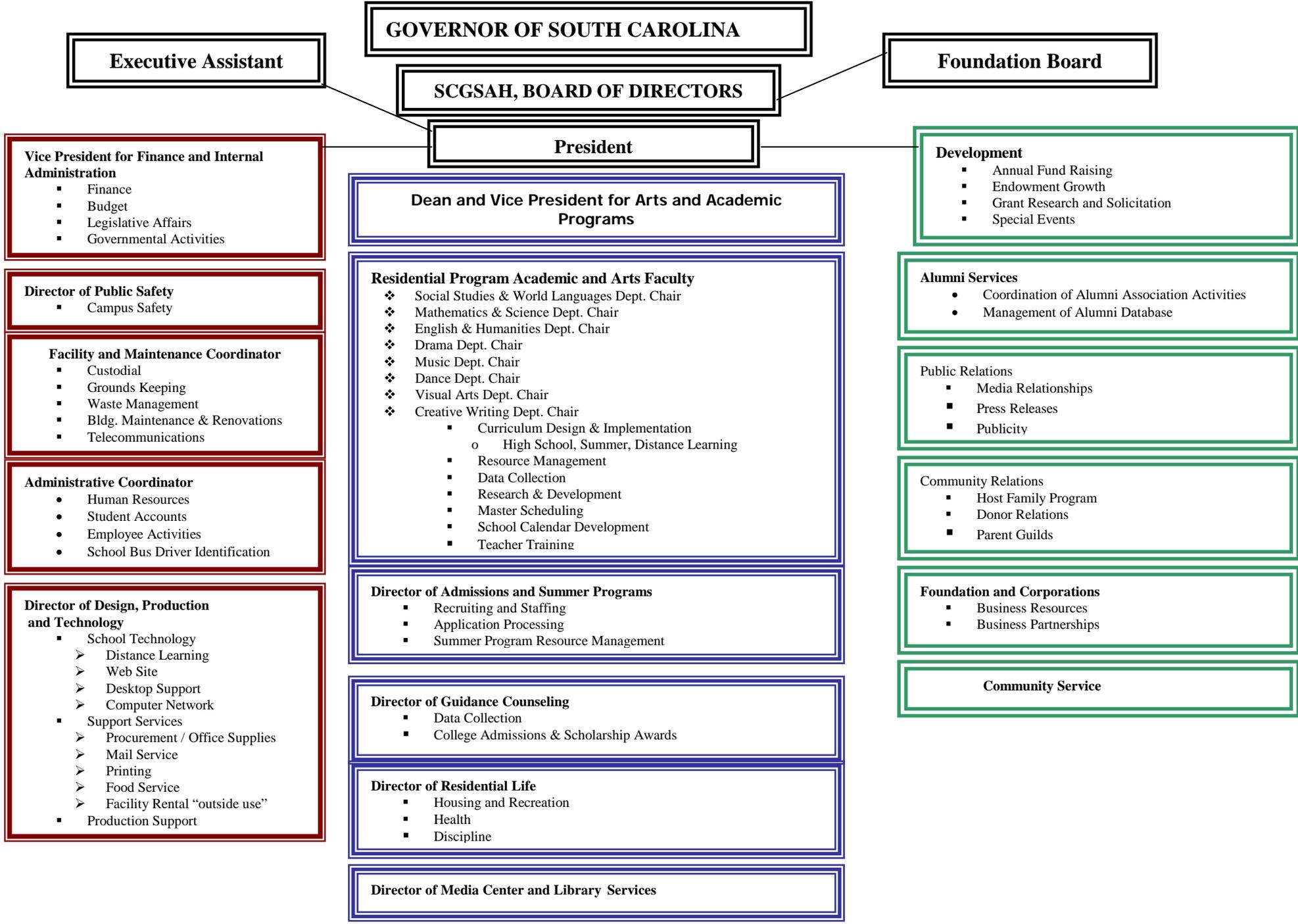
The SCGSAH serves several key customers and stakeholders. These include students, parents, and teachers, public and private schools and districts, governmental entities, businesses, and community and arts organizations.

7. 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.

8. ORGANIZATIONAL STRUCTURE

Administrative staff and faculty are employed at the SCGSAH for a total of 89.34 FTE. Permanent classroom teachers occupy 10-month full-time positions. The SCGSAH Residential High School requires employment of approximately 50 adjunct teachers to provide individual arts instruction, tutoring and mentoring, and substitute teaching as needed. The South Carolina Governor's School for the Arts and Humanities is organized (by function) as depicted in the chart, which follows on the next page.



SECTION III: MALCOLM BALDRIGE AWARD CRITERIA

1. LEADERSHIP

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. Dr. Beckie also served as both faculty and Chair for the Department of Music at Susquehanna University in Selingsrove, Pennsylvania.



In my second year as President of the Governor's School, we have accomplished many great things, but we still have much more we are capable of. My major activities during the past year consisted of:

- Attended legislative delegation meetings to inform and distribute information and materials.
- Presentation of the SCGSAH FY 2005-06 Annual Budget Request to both House Ways and Means and Senate Finance Committees. I am happy to report the School received full funding of our Request, and approved the amendment to the School's permanent legislation.
- Conducted weekly meetings with my Cabinet to address issues on a timely basis.
- Attended the School's community meetings, often speaking to students, faculty and staff, as needed.
- Presented to the State Board of Education to introduce the School's Director of Community Service and Service Learning. At this meeting, the School's program was recognized as one of 16 nationally recognized high schools for service learning.
- Presented before Greenville City Council, to update the members on the School and thank them personally for their support, especially for the Reedy River Falls Park, and the magnificent landscaping on the park side of the campus.
- Continued to serve on boards and attend meetings for organizations such as the Greenville Symphony, The South Carolina Arts Alliance Board, the Greater Greenville Forum, the Greenville Rotary Club, Greenville Sister Cities Board and the Greenville Chamber of Commerce.
- Met with civic and arts leaders to form partnerships.
- Hosted the monthly President's Luncheon on campus in order to cultivate activities for potential donors and GSA Foundation Board members.
- Attended the Arts Advocacy Day and luncheon with legislators and key arts advocates.
- Visited other arts schools across the country.
- Participated in the three SCGSAH auditions in Georgetown, Columbia, and Greenville.

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 comprehensive progress report at this retreat. Board members have the opportunity to discuss and evaluate the progress of the school's growth, and participate in planning for the upcoming new fiscal year.

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 three schools in the state with the highest average on the SAT, and named by Newsweek Magazine as the number one school in South Carolina and the 127th highest ranking school in the country, based on students taking advanced placement classes and exams. The curriculum, both academically and artistically, continues to receive state and national 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.

The day-to-day 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.

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.

2. STRATEGIC PLANNING CHART

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 04-05 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures*
XIV ARTS & ACADEMICS	<ol style="list-style-type: none"> 1. Maintain SACS and ACCPAS accreditation. 2. Provide statewide outreach and leadership. 	<ol style="list-style-type: none"> 1. Continue to develop programs and offer professional development to enhance student achievement. 2. Strengthen outreach and leadership opportunities through public relations. 	7.2, 7.5, 7.6
XIV ADMISSIONS, RECRUITING, OUTREACH, AND SUMMER PROGRAMS	<ol style="list-style-type: none"> 1. Develop School Recruitment Plan through identification of target applicant pool. 2. Enhance relationships and increase awareness of School, students, faculty, and staff. 	<ol style="list-style-type: none"> 1. Implement School Recruitment Plan through the Director of Recruiting and contracted Recruiters. 2. Expand Teacher Institute. 	7.2
XIV ADMIN & FACILITY MANAGEMENT	<ol style="list-style-type: none"> 1. Improve and maintain School facilities to address health and safety issues. 2. Enhance School Technologies. 	<ol style="list-style-type: none"> 1. Strengthen maintenance contracts and identify staffing to address janitorial, grounds-keeping, and security. 2. Implement School Technology Plan. 	7.1, 7.3
XIV INSTITUTIONAL ADVANCEMENT	<ol style="list-style-type: none"> 1. Re-define Institutional Advancement. 	<ol style="list-style-type: none"> 1. Disseminate School's mission statewide and implement Marketing Plan. 	7.6
* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.			

3. 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.

4. MEASUREMENT, ANALYSIS, & KNOWLEDGE MANAGEMENT

SCGSAH Access, Data Collection and Analysis:

The numbers for student applications, acceptances and enrollments have been steady over the past few years. During this past year; the President assigned the task to conduct a major review of recent trends and to assess current status in terms of where the SCGSAH needs to be in the next five years. Assessing trends in relation to the overall school effort and internal support systems, several essentials to the SCGSAH program surfaced as needing attention with recommendations for improvement. These included the following strategies:

- increase public awareness of the SCGSAH in general;
- increase direct contact with the traditional public schools and their teachers;
- increase recruitment and basic outreach to students and the education and arts communities.

In conjunction with the above, the SCGSAH studied trends in student applications, enrollments, student representation of county, gender, race, special needs, socio-economic status, arts disciplines, etc. over the past three year period and considered the areas of the state where few arts opportunities are available or were underserved. Findings concluded that improved and redirected recruitment efforts would have the greatest influence on advancing the school to where it should be in the next five years.

The new SCGSAH Recruitment Plan provides for a unified approach to recruiting students, using a team of area representatives who shall serve as primary SCGSAH contact in those areas. This approach was recommended to more directly meet the basic needs of schools, which include requests for presentations about the SCGSAH and its programs for students and teachers, informal discussions and technical assistance at school sites and similar requests. There will

always be a need for the SCGSAH to provide greater attention to the areas in the State where few arts opportunities are available and areas currently underserved where few or no applications have been received for the past few years. With assigned areas, the SCGSAH contracted recruiters will be able to focus attention on targeted schools, students, teachers and local arts and education communities.

Results and cost effectiveness of the SCGSAH Recruitment Plan will be assessed over a three-year “data-gathering” period, using the following criteria on which to measure success:

- 1) increase in applications from identified underserved areas;
- 2) increase in the pool of qualified applicants, in general;
- 3) increase in minority applicants;
- 4) impact on schools with few, or low ratings for, arts opportunities;
- 5) responsiveness of schools and students to area representative contact;
- 6) critique of the recruitment plan and staffing structure by the area representatives based on experience gained.

Promoting awareness of the SCGSAH and ensuring knowledge of the program offerings for students, as well as professional development programs for teachers, and serving schools in a more direct manner is expected to increase ability to identify additional extraordinarily gifted art students and heighten interest in the school.

The SCGSAH Recruitment Office has spent a great deal of time this past year upgrading its data base and identifying new components to support the data needs of the area representatives. Discussions are also underway relative to software enhancements and capabilities that support all offices in their data needs, especially where same or similar data is used for producing various types of analysis and studies.

Other enhancements for recruiting students for the SCGSAH are already taking place, such as the Teacher Institute Program, with plans to continue and expand, provided funding is available. The program has gained greater visibility as a professional development opportunity for all teachers statewide. The SCGSAH welcomed 18 teachers on campus in its first year of the program when it offered a visual arts intensive approved by the state for recertification and graduate credit. During the summer of 2005, the SCGSAH expanded its program through grant funding from the State Department of Education, and hosted 68 teachers on campus who participated in the four approved arts intensive offerings: creative writing, visual arts, and playwriting for high school teachers and music for elementary and middle school teachers. The demand was so great this past year that not all teachers who applied for the visual arts intensives could be served.

This program is a great opportunity for teachers to renew their skills as an artist and take that increased knowledge, skill and enthusiasm back to their classrooms to share with their students. It is expected that the hands-on experience on campus by teachers will have a positive affect on the students in their home schools and, therefore, add another dimension to the SCGSAH recruitment effort. Post course surveys provide every indication that interest in the Teacher Institute program will flourish. The SCGSAH is pursuing funding again to continue this program in 2006.

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

5. HUMAN RESOURCES FOCUS

Employees of the South Carolina Governor's School for the Arts and Humanities are knowledgeable, experienced, and enthusiastic professionals committed to institutional excellence. This dedication to quality and high standards of performance require human resources that communicate clearly and collaborate fully. To better serve the School's employees, an Exit Interview Survey and a Human Resources Customer Service Satisfaction Survey have been developed, the results of which will be reported in the 2005-06 Accountability Report. Other initiatives include the implementation of the Alternative Certificate Renewal Plan and the Employee Activity and Wellness Committee.

The leadership of the School assists their employees in developing their full potential by providing positive feedback, mentoring, a safe and comfortable work environment, training and professional development opportunities, recognition programs, and appropriate resources. Professional activity and community service is encouraged resulting in a broad range of activities that contribute to the institution's mission and forge partnerships within the community. As evidenced by the list of faculty and staff accomplishments as listed on pages 14-16, employees are supported in their participation in professional organizations, conferences, and collaborative meetings. Such collaboration and communication enhances employee knowledge and classroom teaching skills.

6. PROCESS MANAGEMENT

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

Policy Board of Directors – Bylaws:

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

Administrative School Policies and Procedures:

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

School Accreditation:

In 2004, 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).

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, legislative staff and other officials in the state seeking clarification and guidance on particular provisions of the legislation which present particular challenges for the non-traditional SCGSAH. During 2004-05, the SCGSAH requested as part of the Annual Budget Request for 2005-06, changes to the School's permanent legislation to address the provisions of the NCLB legislation. Through budget debate and committee action, the SCGSAH permanent legislation was amended to clarify the provisions relative to highly qualified determination for the School's classroom teachers.

7. BUSINESS RESULTS

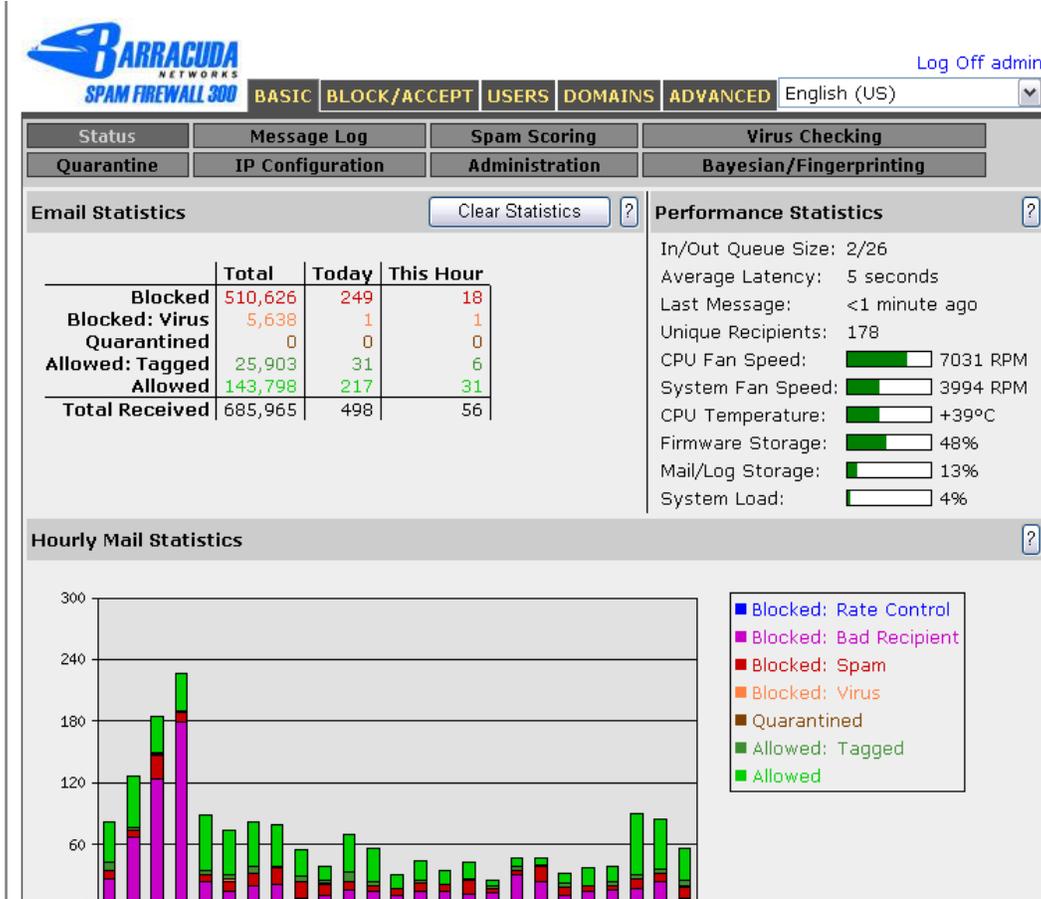
7.1. CUSTOMER SERVICE/SCHOOL TECHNOLOGY

The SCGSAH leadership believes that updating the School Technology component is essential to providing quality customer service to our students and their parents, faculty, and staff in order to meet the technological needs of the future. The following is a list of the major activities accomplished during the past reporting year.

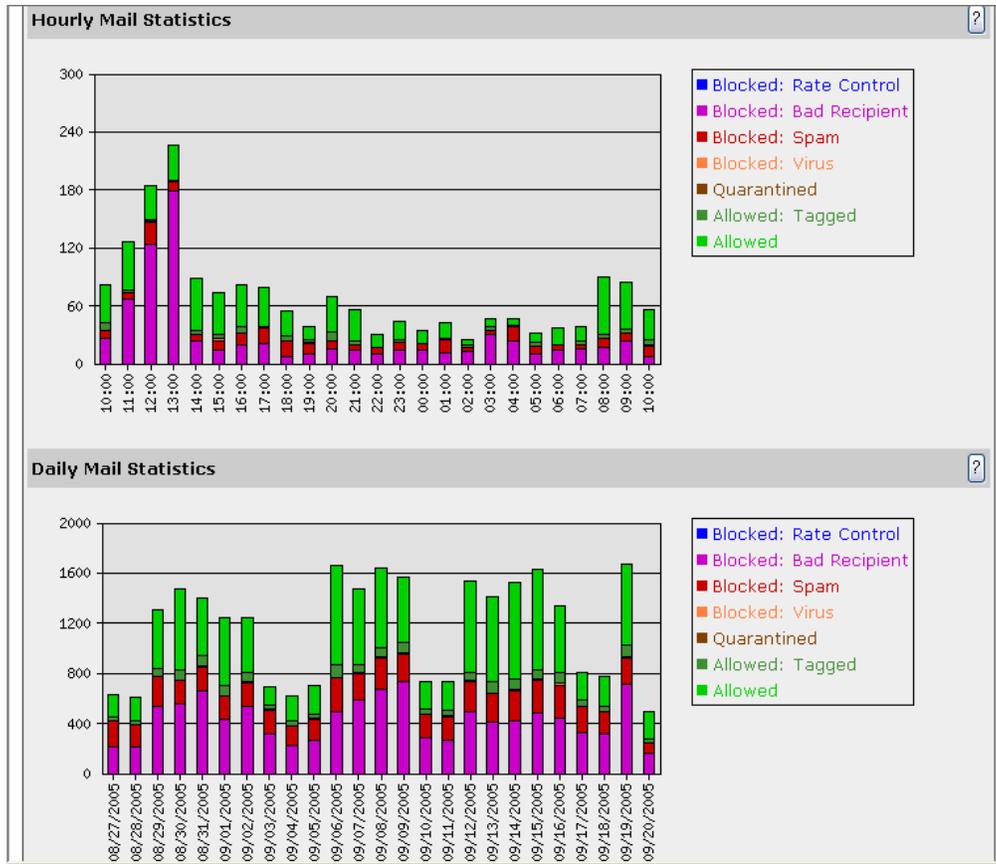
- Upgraded all network servers and improved Network data backups. Installed network management system to aide in faster network processing and decrease interruptions by 90 percent. The network management system allows monitoring of all network traffic, blocking of unwanted traffic caused by viruses on infected computers, and allows isolation of infected computers with viruses, Trojans, worms and other malicious computer codes.
- Upgraded software to most current version of Novell Netware.
- Replaced 65 percent of the existing desktop computers with new leased computers.
- Developed by design and implemented new SCGSAH web site.
- Upgraded classroom computer labs.

- Developed layout and data field outline for new student records data base for implementation in FY 2005-06.
- Added card access system to School residence hall to increase student safety.
- Increased surveillance cameras to entire campus perimeter to allow for monitoring of trespassers.

7.1.1. SPAM E-MAIL PREVENTION



This graph shows the total number of blocked unwanted e-mail messages (known as “spam”). Since the Barracuda Spam Firewall system was brought on-line in September of 2004. Over half a million of these e-mails have been blocked with 250 spam e-mails blocked. The Graph also shows that over five thousand virus infected e-mail messages have also been blocked.



These graphs further illustrate the robust performance of the Barracuda Spam Firewall System, showing both blocked and allowed e-mail messages within a 25 day window.

The “Bad Recipient” figures represent attempts by unwanted bulk e-mailers (“spammers”) to deliver to generic names, such as Tom or Sue at our e-mail domain (scgsah.state.sc.us). Such e-mail is also blocked, since the Barracuda Spam Firewall System verifies that the addressee on all e-mail actually exists.

7.2. ADMISSIONS, RECRUITING, OUTREACH AND SUMMER PROGRAMS

7.2.1. ENROLLMENT BY PROGRAM:

2005 HIGH SCHOOL ENROLLMENT (in Residence)

Art Area	Total
Creative Writing	24
7.17Dance	43
Drama	31
Music	87
Visual Arts	50
TOTALS	235

African Amer	33
Asian Amer	12
Hispanic	2
White	177
Other	11
Special Needs	1
Male	77
Female	158

Prior Year Enrollments:

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

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

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

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

7.2.2 RECRUITING/APPLICATIONS:

Applications received during FY 2004-05 were as listed below:

<u>SCGSAH Program</u>	<u>Applications</u>
Residential High School	224
Academy Summer Program	154
Discovery Summer Program	148
Dance Summer Program	52
Total Applications Received	578 (Up 12.5 % from previous year)

FY 2004-05 Applications Received by County:

<u>County</u>	<u>Applications</u>
Abbeville	0
Aiken	20
Allendale	0
Anderson	33
Bamberg	0
Barnwell	1
Beaufort	26
Berkeley	10
Calhoun	1
Charleston	11
Cherokee	5
Chester	1
Chesterfield	4
Clarendon	2
Colleton	9
Darlington	2
Dillon	0
Dorchester	13
Edgefield	0
Fairfield	1
Florence	9

Georgetown	4
Greenville	89
Greenwood	14
Hampton	10
Horry	25
Jasper	0
Kershaw	4
Lancaster	7
Laurens	3
Lee	0
Lexington	50
Marion	4
Marlboro	0
McCormick	0
Newberry	3
Oconee	18
Orangeburg	20
Pickens	17
Richland	47
Saluda	0
Spartanburg	50
Sumter	12
Union	2
Williamsburg	1
York	44
Out of State (Summer Dance)	6

7.2.3 SUMMER PROGRAM FOR TEACHERS:

First Year Teacher Institute, Summer 2004

Applications for this professional development program are based first on statewide geographic representation of applications, and then by space availability. In 2004, one Visual Arts intensive was offered to arts educators.

26 teacher applications were received; 20 were selected representing 20 school districts, as follows:

Anderson 2
 Barnwell 45
 Beaufort
 Colleton
 Cherokee
 Dorchester 2
 Florence 2 and 4
 Greenville

Greenwood
Lancaster
Lexington 1 and 2
Lexington/Richland 5
Marion 1
Newberry
Pickens
Richland 2
Sumter 2
Williamsburg

The 6 additional teachers who applied but could not participate due to space availability will be given priority consideration for the 2005 program. Plans for 2005 are to expand the program to include 4 intensives (creative writing, visual arts, music and playwriting) thereby increasing the opportunity for additional arts educators to participate.

7.3. FACILITY MANAGEMENT



7.3.1. THE SCGSAH RESIDENTIAL HIGH SCHOOL FACILITY MAINTENANCE

The campus facilities were designed and built as an environment that reflects the School's unique program. Its facilities were designed as an Italian Tuscan Village, a living learning environment

to support the artistic and academic standards for the School and students while ensuring their safety and security. Student housing is in close proximity to the arts, academic and technical facilities of the Residential High School.

Annually, the School procures various maintenance services and supplies. Operating as a State Agency, the SCGSAH is required to comply with State Procurement Code, policies and procedures of the Budget and Control Board, Office of Materials Management, and the State Department of Education. Facility maintenance services and supplies procured during 2004-05 include:

- Janitorial staff and supplies
- Grounds keeping materials and equipment
- Food services
- Equipment maintenance
- Classroom materials, supplies, and equipment
- Building repairs and renovations such as carpet replacement, gutter maintenance, elevator repair, HVAC maintenance, waste management, sprinkler system maintenance, window replacement, installation of new furniture, etc.
- Plumbing maintenance and supplies
- Electrical maintenance and supplies
- Numerous public safety additions as stated in section 7.3.2 below.

7.3.2. SCGSAH PUBLIC SAFETY

Strategies to increase campus safety during this reporting period were as follows:

- **Established single point of entry and/or exit and added barricades to rear entrance/exit;**
- **Established Administration Building as security desk check-in for all visitors to campus;**
- **Posted signage to discourage trespassers;**
- **Added card access to residence hall;**
- **Upgraded emergency life safety alarm system;**
- **Increased and enhanced usage of School identification card;**
- **Increased residential life staff;**
- **Increased communication to parents, students, faculty and staff;**
- **Performed SLED background checks on all School employees;**
- **Contracted with the Greenville County School District School Safety Plan Facilitator to guide staff in the update of the SCGSAH School Safety Plan;**
- **Developed a plan to increase security within the campus perimeter to include purchase and installation of surveillance cameras and increased security patrol;**
- **Developed a plan to move campus security function in-house as of July 1, 2005. Re-design Security to expand its responsibilities to Public Safety, responsible for the School Safety Plan, Life Safety to include the card access and fire alarm systems,**

distribution of first aide kits, student transportation, and CPR and defensive driver training.

7.4. HUMAN RESOURCE RESULTS

7.4.1. ALTERNATIVE CERTIFICATE RENEWAL PLAN FOR SCGSAH TEACHERS

The SCGSAH participated in the implementation of the Alternative Certificate Renewal Plan through the State Department of Education, Office of Teacher Certification. The purpose of the certificate renewal plan is to provide a mechanism that will enable educators to apply a broad range of relevant professional development activities toward their certificate renewal. The certificate renewal plan is intended to encourage educators to engage in meaningful, quality professional development activities that are directed toward promoting student achievement; ensure that educators are accountable for their continuous professional development; and be operationally efficient.

7.4.2 EMPLOYEE ACTIVITY AND WELLNESS

The SCGSAH participated in the implementation of an Employee Activity and Wellness Committee. The Committee's purpose is to increase employee morale and raise awareness of health and wellness issues that may affect employees. Its main goal is to create a fun and engaging work environment at the School. The committee will promote the orderly and efficient planning and management of various employee activities. A Sunshine Fund was created by employee donations for such flower giving occasions as employee weddings, adoptions or births to employees, extended employee illnesses, funerals of employees or employees' immediate family members, and donations to employees for catastrophic events such as fires, flooding, etc., and for employee birthday, get well, and congratulations cards. Activities of the committee included the United Way Campaign, the first Annual Employee Holiday Luncheon, the Health and Wellness Fair, the Fitness Challenge, and employee birthday recognition.

7.4.3. EMPLOYEE PERFORMANCE EVALUATION

Non-teaching faculty and staff employed by the SCGSAH are evaluated annually using the Employee Performance Management System mandated by state policies and procedures communicated through the State Department of Education and the Budget and Control Board, Office of Human Resources. All SCGSAH teaching faculty participated in the required planning stage and evaluation of the Teacher Performance Evaluation Program for establishment and review of their goal which had to address Instruction, Content, or Professional Development, with emphasis on the core teaching values defined by the faculty during the development of the program.

7.4.4. EMPLOYEE RETENTION

The Governor's School is committed to the retention of its highly capable and knowledgeable employees. Professional development opportunities, flexible work schedules, and open-door policies lend themselves to a dedicated staff. Two administrative support and one residential life staff retired or resigned during the reporting period for a 96% retention rate.

7.4.5. EQUAL EMPLOYMENT OPPORTUNITY

SCGSAH is committed to diversity in its recruitment efforts as reflected in the associated Equal Employment Opportunity table below. Following the ranking of Top Ten Status from the South Carolina Human Affairs Commission for the 2002/2003 federal fiscal year, the School ranked 8th in its percentage of goal attainment for state agencies with 15 to 100 full-time equivalencies for the 2003/2004 year. Human resource searches are open to all qualified applicants. Vacancies are advertised and posted through the School's fiscal agent, the State Department of Education. Various recruitment tools, such as communication with minority represented professional associations, are used to ensure a diverse applicant pool.

Level of Goal Attainment for 2003-2004:	87 percent
Level of Goal Attainment for 2002-2003:	95.5 percent

7.5 LEGAL COMPLIANCE/ARTS & ACADEMIC PROGRAMS

7.5.1. SCHOOL REPORT CARD

Pursuant to the SC Accountability Act of 1998, public school report cards were issued for the first time statewide in 2001. In each year since enactment through 2003-04, the SCGSAH has achieved a rating of Excellent for Absolute standards performance and a rating of Good for Improved performance.

The SCGSAH 2004-05 Report Card will be disseminated in November 2005. Following is a comparison of standards performance ratings over the past three reporting years.

REPORT CARD RATINGS FOR 2004-05

ABSOLUTE PERFORMANCE: EXCELLENT

IMPROVEMENT PERFORMANCE OVER PRIOR YEAR: EXCELLENT

**SCGSAH PERFORMANCE STANDARDS AND RATINGS:
REVIEW OF STANDARDS RATINGS FOR FYs 2003, 2004, 2005**

STANDARD	2003	2004	2005
Students <i>participating</i> in state and national Arts competitions, auditions, Portfolio review or other by senior year	Performance 98% Rating Excellent	<i>Performance</i> 98% Rating Excellent	Performance 100% Rating Excellent
Students <i>achieving recognition</i> in state and national arts competitions, auditions, portfolio review or other by senior year	Performance 94% Rating Excellent	Performance 93% Rating Excellent	Performance 94% Rating Excellent
Students enrolled in one or more Advanced Placement (AP) course by end of senior year	Performance 88% Rating Excellent 89 of 101 seniors	Performance 97% Rating Excellent 90 of 93 seniors	Performance 80% Rating Excellent 80 of 100 seniors
Advanced Placement exams taken With seniors scoring 3 or above	Performance 63% Rating Below 80 of 129 exams	Performance 78% Rating Good 177 of 227 exams	Performance 81% Rating Good 104 of 128 exams
SAT points scored above the National mean by seniors	Performance 85 pts above Rating Average SCGSAH Mean 1111 National Mean 1026	Performance 124 pts above Rating Excellent SCGSAH Mean 1150 National Mean 1026	Performance 120 pts above Rating Excellent SCGSAH Mean 1148 National Mean 1028

Seniors eligible for LIFE Scholarship	Performance 41%	Performance 45%	Performance 65%
	Rating Below 41 of 101 seniors	Rating Below 42 of 93 seniors	Rating Good 65 of 100 seniors
Seniors awarded scholarships, Including LIFE	Performance 99%	Performance 99%	Performance 98%
	Rating Excellent 100 Of 101 seniors	Rating Excellent 92 of 93 seniors	Rating Excellent 98 of 100 seniors

Indicators of Performance

Upon enactment of the Education Accountability Act (1998), the SC Education Oversight Committee conducted extensive research to identify indicators that impact on student and school performance. Schools are required to report data on the indicators in the School Profile section of the annual school report card. Following is a three-year comparison of the SCGSAH indicator data.

	2003	2004	2005
STUDENTS			
❖ Retention rate	0%	0%	0%
❖ Attendance rate	98%	98%	99.9%
❖ Students with disabilities other than speech	3%	0%	1 student
❖ Older than usual for grade	0%	0%	0%
❖ <i>OUT OF SCHOOL SUSPENSIONS OR EXPULSIONS FOR VIOLENT OR CRIMINAL OFFENSES</i>	4%	3%	7%
❖ Annual dropout rate	0%	0%	0%
❖ Scholarships/Total (<i>in millions</i>)	\$9.2	\$11.9	\$9.0
❖ Service Learning (<i>community/learning service combined</i>)	100%	100%	100%
❖ National Achievement Semifinalists/Finalists	1/0	1/0	3 / 3
❖ National Merit Semifinalists/Finalists	0/0	12/6	13 / 6
❖ College Freshman GPA (only in-state institutions)	NC	2002 2003 3.20 3.05	2004 3.45
TEACHERS			
❖ Teachers with advanced degrees	87%	91%	97%
❖ Continuing contract teachers	N/A ^a	N/A ^a	N/A ^a
❖ Percent of classes taught by highly qualified teachers	NC	NC	NA
❖ Teachers returning from previous year	96%	96%	95%
❖ Teacher attendance rate	96%	99%	97%
❖ Average teacher salary	\$46,690 ^b	\$47,001 ^b	\$49,441 ^b
❖ Professional development days/teacher	10 days	10 days	10

	❖ State/Nat'l Professional Activities	100%	100%	days 100%
	❖ National Board Certification			
	<i>Achieved Certification:</i>	1 teacher	2 teacher	6
results:	<i>Completed program, awaiting</i>	0 teacher	3 teachers	teachers 6 teachers

SCHOOL

	❖ President's years at the school (<i>Founding President retired 2004; new President selected</i>)*	9 yrs	1 yr*	2 yrs
	❖ Student-teacher ratio in core subjects	NR	24:1	28:1
	❖ Prime instructional time	98%	98%	96.8%
	❖ Dollars spent per pupil	\$20,091 ^c	20,981 ^c	\$20,989 ^c
	❖ Percent spent on teacher salaries	NR	NR	NR
	❖ Parents attending conferences	100%	100%	100%
	❖ SACS Accreditation	In process	In process	Accredited
	❖ ACCPAS-Accrediting Commission for Community & Pre-collegiate Arts Schools	In process	In process	Accredited
	❖ Participation School-wide Humanities Program (<i>faculty and students</i>)	100%	100%	100%
	❖ Public/Private Partnerships	Nat'l Model	Nat'l Model	Nat'l Model

a SDE calculation formula does not yield to school's instructional calendar, class schedule or dual curricula.

b Does not include \$7500 supplement paid for achievement of National Board Certification.

c Includes expenditures relating to instructional costs for the arts and academic programs, not residential life.

School Satisfaction Survey Results: 2004-05

	Students*	Teachers	Parents
Number of surveys returned	65	15	38
Satisfied with learning environment	96.9%	93.3%	97.3%
Satisfied with social and physical environment	95.4%	100.0%	89.5%
Satisfied with home-school relations	90.6%	93.3%	89.2%

*11th grade students were surveyed.

7.5.2. COMMUNITY SERVICE AND SERVICE LEARNING RESULTS

In 2004-05, a large percentage of students (97%) and faculty (60%) participated in numerous community service and service learning activities with a number of community agencies.

7.6. INSTITUTIONAL ADVANCEMENT

7.6.1. PARENTS, STUDENTS AND ALUMNI

- A primary tool for maintaining contact with alumni, parents, arts educators, corporations, foundations and individuals is the newsletter, Fanfare!
- Parents are grouped geographically into thirteen Parent Guilds. These guilds are organized to enhance communication between the parents and the school, foster better communications among parents and to provide a local support base to promote the School throughout the State.
- 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 2004-2005, nineteen families participated in hosting 31 students.
- Twenty-one students in the Residential High School served as Student Ambassadors during the 2004-2005 school year. These students were selected by the faculty at the end of their junior year, based on positive attitudes, academic achievement 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.
- Information from 290 alumni obtained through the 2004 survey has been added to the database and the School's web site.

7.6.2. DEVELOPMENT

- The School is proud of its strong relationships 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 increase awareness and understanding of both schools, and to thank and honor the members of the General Assembly for their support.
- Elected officials from city and county organizations visit and schedule meetings on the School campus.
- Representatives from state and local government entities are regularly invited to attend the Lunch with the President series to receive updates on the School.
- The School has ongoing partnerships with numerous in-state private and public colleges and universities.
- Visits to the campus are scheduled to enhance the understanding of the public school administrators and teachers of the opportunities available for their students.
- The School coordinates with the Governor's School for Science and Math to insure that all South Carolina students are aware of the possibilities of each school.
- 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.

7.6.3. Public Relations

- Institutional Advancement continues to disseminate information regarding the School to various media outlets including newspapers, broadcast and cable 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 magazine coverage included more than 200 feature articles on the Governor’s School while the School received more than 450 mentions in and out of South Carolina. The School also received coverage via the Associated Press, Dance Spirit, Greenville Magazine, Dramatics Magazine, Dance Magazine, SC Musician and the Greenville Art of Fine Living.
- Flyers and program ads were also included in the programs of the Peace Center for the Performing Arts, Newberry Opera House, Greenville Symphony Orchestra, Hilton Head Orchestra, Charleston Symphony Orchestra, Warehouse Theatre, Trustus Theatre, Greenville Little Theatre, Charleston Stage Company,
- The SCGSAH partnered with the GSSM to produce an ad for the 2005 State Chamber of Commerce yearbook that highlighted educational opportunities the two schools offer gifted students. The ad has also been utilized in other publicity efforts.
- 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 aired 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).
- Representatives from the Governor’s School participated in the “SCERN Business Review.”
- The Governor’s School was featured in the October 2004 issue of Southern Living Magazine.
- A brochure entitled “Creative Possibilities: Campus and Facilities” was designed to publicize the availability of the Governor’s School for outside groups.