

**South Carolina Governor's School for the Arts and Humanities
2005-2006 Accountability Report**

TRANSMITTAL FORM

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SECTION I: EXECUTIVE SUMMARY

I.1 MISSION and VALUES

The mission of 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.

In terms of the SCGSAH environment, we value:

THE WHOLE CHILD. As a residential living and learning environment, we recognize responsibility to meet the needs of the whole child in a safe, supportive, creative environment.

MUTUAL RESPECT. We seek to create and sustain a diverse community characterized by respectful challenges and civility.

COLLABORATION. Teaching and learning should be collaborative.

In terms of student characteristics, we value:

RESPONSIBILITY. Students share the responsibility for their learning.

INTELLECTUAL CURIOSITY. Students are best prepared to meet life's challenges by becoming critical and creative thinkers and problem solvers.

GROWTH. The school seeks to provide a solid foundation for continued artistic and academic development.

SERVICE LEARNING. Students benefit from extending what they learn in the classroom to the arena of the larger community.

In terms of teaching and learning, we value:

ARTISTS, SCHOLARS, TEACHERS, MENTORS. Students learn best with artists/scholars/teachers as role models and mentors, in an open exchange of ideas and a passion for the area of study. Since this mentoring relationship best meets the demands of artistically gifted students, we will strive to foster it by maintaining optimal class sizes (appropriate to subject area).

INNOVATIVE CURRICULUM. The nature of the school's curriculum and students' demands means instruction, evaluation, and assessment that are often original.

INDIVIDUALIZED INSTRUCTION. Teaching should reflect each student's unique needs through a differentiated curriculum.

PROGRAM INTEGRATION. An integrated relationship connects all programs. The arts, academics and humanities enrich each other and are best learned in a mutually supportive atmosphere.

LEADERSHIP. The SCGSAH serves as a resource throughout the state by collaborating on curriculum design, instruction, and other forms of professional development for educators.

I.2 MAJOR 2005-2006 ACHIEVEMENTS

Proud of many accomplishments, SCGSAH is the only fully accredited public arts high school in the country, having achieved national accreditation by both ACCPAS and SACS. This year, the school ranked third among the top ten schools in the state with highest SAT scores, led the world in Advanced Placement scores with the widest segment of the student population scoring three or higher on the AP Music Theory exam (schools with less than 300 students in grades 10-12), had six faculty members earn National Board Certification last year (bringing the school's total to 12 Nationally Board Certified teachers), and received the state's Palmetto Gold award for the fifth consecutive year.

Students and faculty members received several national, state and regional competition awards, among them: Creative Writing—3 National Scholastic Gold Awards, including a \$10,000 Scholarship for creative non-fiction portfolio; Dance—Youth America Grand Prix Outstanding Teacher Award; Drama—First place in South Carolina and top ten in the National Shakespeare Competition; Music—Grand Champion Ensemble at the American String Teacher Association's National Orchestral Festival; and Visual Arts—The American Visions Gold Award from Scholastics.

Further, as one of the school's many statewide outreach missions, Humanities and Academics teachers participated in the Governor's School panel presentation of The Mozart Approach, a multi-disciplinary arts-integrated workshop for educators, providing lesson plan strategies for all grade levels. Other exemplary professional development activities included an art teacher who was awarded a Surdna grant to study in Mexico, two faculty members served as readers for AP exams and one faculty member served as the Document Based Question Leader for the AP European History exam. Another faculty member was selected to participate in the National Endowment Humanities Seminar in Vienna.

The 2006 graduating class collectively received over \$11 million in scholarship offers. This brings the total scholarship offers to approximately \$55 million offered to the 590 graduates of SCGSAH's residential high school since 2001. SCGSAH hosted its third Teacher Institute this past summer, welcoming teachers from across the state on campus to participate in one of four arts intensives, which earn them recertification and/or graduate credits.

I.3 KEY STRATEGIC GOALS FOR PRESENT & FUTURE YEARS

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 administrative staff and the Board of Directors. Contributions of ideas and recommendations for this strategic plan are received from administrative staff, faculty, campus-wide committees, guilds and friends of the school. The ultimate goal of SCGSAH's Five-Year Plan is to develop a national model, recognizing excellence in arts education through pre-professional training in a residential community environment, supported by the state of South Carolina. The goals and objectives set for the 2005-2006 fiscal year included the following:

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Arts & Academics (includes Library)

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

- Maintain both ACCPAS and SACS accreditation
- Staff and faculty to provide statewide leadership
- Seek legislation to address NCLB relative to certification of teachers
- 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:

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

Admissions, Outreach & Summer Programs

Goal: To determine target applicant pool for Residential High School and all Summer Programs and use it to develop and implement recruiting plans. Objectives:

- Implement and build and/or change as necessary 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 Residential High School and all Summer Programs by analyzing data from enrollment over the past five years
- Enhance relationships and increase awareness of the school, its students, alumni, faculty and staff

Institutional Advancement

Goal: Redefine the responsibilities of Institutional Advancement. Objectives:

- Continue to disseminate the school's mission statement statewide
- Implement a marketing plan to increase other funding sources for the school
- Enhance relationships and increase awareness of the school, its students, faculty and staff

I.4 OPPORTUNITIES & BARRIERS

SCGSAH 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. SCGSAH has developed strong relationships and/or partnerships with private and public schools, students, alumni, parents, patrons, vendors and state government in order to reach the school's goals and objectives.

Operating both as a public high school and a state agency continues to challenge the school's leadership, faculty and staff with regard to coordinating and communicating the necessary requirements to be in compliance with both.

Increased awareness of SCGSAH programs has increased the demand for statewide services. Existing resources have allowed the school to accomplish measurable and observable results;

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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 administration to achieve maximum efficiency and effectiveness.

As the Residential High School operated in its seventh year, school leadership became increasingly aware of the critical need for quality facility maintenance to support a healthy and safe environment for students, faculty and staff. SCGSAH struggles with realigning both financial and human resources in order to address immediate issues that directly affect residential life for students and quality classrooms to support academic and artistic excellence. Fiscal year 2005-2006 saw dramatic increases in fuel prices that caused all expenditures for utilities, classroom supplies, facilities maintenance and capital projects to rise significantly.

I.5 HOW THE ACCOUNTABILITY REPORT IS USED TO IMPROVE ORGANIZATIONAL PERFORMANCE

The information contained in the Annual Accountability Report is used to guide the decisions of the school's leadership in relation to targeting potential areas in need of improvement. SCGSAH 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 students, faculty and staff. The report is distributed to customers and potential supporters in an effort to provide them with as much information as possible.

SECTION II: ORGANIZATIONAL PROFILE

II.1 MAIN PRODUCTS & SERVICES

Residential High School

SCGSAH is a nine-month public residential high school for the artistically talented high school students of South Carolina. Students concentrate on their skills in a supportive environment of artistic and academic excellence. Arts concentrations include Creative Writing, Dance, Drama, Music and Visual Arts, and are instructed by faculty who are practicing, professional artists themselves. In addition to rigorous pre-professional arts training, students receive an intense and innovative academic education that fosters connections to the arts while meeting all the requirements necessary for a South Carolina high school diploma.

Summer Programs for Students

Summer students live in the campus community and experience the challenges and rewards of intensive arts training. The summer faculty is made up of artists who are dedicated to nurturing creative potential. While learning discipline and craft from instructors who are practicing artists, they also form bonds with emerging artists from all the art areas, and from all over the state, in a supportive and engaging environment. Summer programs for students are:

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Summer Discovery

Discovery is a two-week program for rising ninth graders interested in concentrating on Creative Writing, Drama, Music or Visual Arts. While they work intensely in their art area, students are also exposed to the other art areas with opportunities to attend performances and guest lectures.

Summer Academy

Academy is a two-week program for rising tenth graders who desire intensive training in Creative Writing, Drama, Music or Visual Arts. The non-traditional curriculum incorporates studio work, self-directed studies, performance, field trips, lectures and presentations by faculty and guest artists.

Summer Dance

Summer Dance is an intensive five-week program for rising seventh to twelfth grade dancers. The classically-based ballet program is based on the strictest interpretation of the Vaganova technique and taught by world-renowned instructors. Through complex exercise training in both classical ballet and modern dance, students are taught a conscious approach to every movement.

Summer Teacher's Institute

Through a partnership with the State Department of Education, teachers from across South Carolina attend these institutes, earning recertification hours or graduate credits. Master teachers design curricula that immerse these teachers in the creative process, while providing them with concrete classroom strategies and inspiration. The Arts Teachers for Artists institutes have served over 130 elementary, middle and high school teachers since 2004. In 2005 and 2006, institutes were offered in Creative Writing, Drama, Music and Visual Arts.

II.2 KEY CUSTOMERS & THEIR EXPECTATIONS

- The Residential High School's key customers are the artistically talented high school students of South Carolina. They expect to excel artistically and academically through pre-professional training in a supportive, residential community of artistic and academic excellence.
- Key customers of Summer Programs are the artistically talented middle and high school students of South Carolina. They expect to excel artistically through pre-professional training in a supportive, residential artistic community.
- Key customers of the Summer Teacher's Institute are the elementary, middle and high school teachers of South Carolina. They expect to earn recertification hours or graduate credits while learning concrete classroom strategies and finding inspiration in a supportive, residential artistic community.

II.3 KEY STAKEHOLDERS

SCGSAH serves many key stakeholders, including: students; parents; teachers; public and private schools and districts; governmental entities; businesses; community and arts organizations.

II.4 KEY SUPPLIERS & PARTNERS

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.

II.5 OPERATION LOCATIONS

The SCGSAH Campus is located at 15 University Street in downtown Greenville, SC. A satellite office is located at 228 Blatt Building on State House grounds in Columbia, SC.

II.6 EMPLOYEES/SCHOOL STAFFING

The school employs approximately 85 full time employees and 60 adjunct faculty and temporary personnel. Administrative staff and faculty are employed for a total of 89.34 FTE. Permanent classroom teachers occupy 10-month full-time positions. The Residential High School requires employment of approximately 23 adjunct teachers to provide individual arts instruction, tutoring, mentoring and substitute teaching as needed.

II.7 REGULATORY ENVIRONMENT

SCGSAH operates as a public high school and as a state agency, and is responsible for maintaining regulatory compliance with both. As a state agency, 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.

II.8 KEY STRATEGIC CHALLENGES

Goal: To continuously build awareness of the school and to 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:

- 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
- Develop a plan to continuously improve the current facilities so that classrooms support academic and artistic excellence
- Continue to disseminate the school's mission statement statewide
- Maintain both ACCPAS and SACS accreditation
- Develop a proposal that addresses the total needs for School technology
 - Redesign SCGSAH web site
 - Implement an integrated database system to report and collect data
 - Reinstate distance learning

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- Seek legislation to address NCLB relative to certification of teachers
- Continue to restructure the school's administration to achieve maximum efficiency and effectiveness
- Enhance relationships and increase awareness of the school, its students, faculty and staff
- Continue to seek opportunities for international exchanges of faculty and artists

II.9 PERFORMANCE IMPROVEMENT SYSTEM

Non-teaching faculty and staff employed by 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.

II.10 ORGANIZATION CHART

See the SCGSAH Organizational Chart II.10 on the next page, 10.

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II.10 2005-06 ORGANIZATION CHART

SCGSAH BOARD OF DIRECTORS

President
Executive Assistant

Vice President for Finance and Internal Administration

- Finance
- Budget
- Legislative Affairs
- Governmental Activities

Facility Manager

- Custodial
- Grounds Keeping
- Administrative Procurement
- Bldg. Maintenance & Renovations
- Telecommunications

Human Resource Manager

- Human Resources
- Student Accounts
- Employee Activities
- Staff Development

Director of Design, Production and Technology

- Chair, Public Relations Committee
 - Promotional Materials
- School Technology
 - Web Site
 - Distance Learning
- Printing / Graphic Art
- Alumni Data Base
- Food Service
- Facility Rental "outside"

Dean and Vice President for Arts and Academic Programs

- Curriculum Design & Implementation
- High School, Summer, Distance Learning Program Development
- Resource Management and Textbook Inventory
- Data Collection
- Research & Development
- Master Scheduling
- School Calendar Development

Residential Program Academic and Arts Faculty

- Social Studies & World Languages Dept. Chair
- Mathematics & Science Dept. Chair
- English & Humanities Dept. Chair
- Drama Dept. Chair
- Music Dept. Chair
- Dance Dept. Chair
- Visual Arts Dept. Chair
- Creative Writing Dept. Chair

Director of Guidance Counseling

- Data Collection
- College Admissions & Scholarship Awards

Director of Student Services

- Housing and Recreation
- Health
- Discipline
- Host Family Program

Director of Media Center and Library Services

Director of Recruiting

- Recruiting and Staffing
- Outreach
- Admissions and Financial Aid
- Summer Program Resource Management
- Parent Guilds

Marketing

- PR Committee
- School Image
- Branding

Public Relations

- Media Relationships
- Press Releases
- Publicity
- Promotional Materials

Community Relations

- Building Relationships
- Partnering
- Memberships
 - Professional Affiliations
 - Arts Organizations
 - Educational Organizations

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II.11 EXPENDITURES & APPROPRIATIONS

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 Base Budget Expenditures & Appropriations Table II.11.a:

BASE BUDGET EXPENDITURES & APPROPRIATIONS TABLE II.11.a

Major Budget Categories	04-05 Actual Expenditures		05-06 Actual Expenditures		06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$3,869,794	\$3,432,625	\$4,480,488	\$4,083,297	\$ 4,319,965	\$3,867,694
Other Operating	\$2,725,684	\$1,528,845	\$2,058,594	\$1,820,926	\$2,311,148	\$1,861,148
Special Items	\$	\$	\$	\$	\$	\$
Permanent Improvements	\$	\$	\$	\$	\$	\$
Case Services	\$	\$	\$	\$	\$	\$
Distributions to Subdivisions	\$	\$	\$	\$	\$	\$
Fringe Benefits	\$980,082	\$874,140	\$1,091,507	\$990,870	\$1,109,586	\$1,007,086
Non-recurring	\$	\$	\$	\$	\$	\$
Total	\$7,575,560	\$5,835,610	\$7,630,589	\$6,895,093	\$7,740,699	\$6,735,928

OTHER EXPENDITURES

Sources of Funds	04-05 Actual Expenditures	05-06 Actual Expenditures
Supplemental Bills	\$	\$
Capital Reserve Funds	\$	\$775,000
Lottery (Carry forward)	\$	\$193,282

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II.12 MAJOR PROGRAM AREAS CHART

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures		FY 05-06 Budget Expenditures		Key Cross Ref. Financial Results*
		State:	Federal:	State:	Federal:	
H63.XIV Academic Programs	Required curriculum for SCGSAH Residential HS (SACS accredited)	State:	1,396,996.00	State:	1,197,308.00	Section III
		Federal:		Federal:		7.1 - 7.5
		Other:	204,659.00	Other:	25,000.00	
		Total:	1,601,655.00	Total:	1,222,308.00	
		% of Total Budget:		21%	% of Total Budget:	
H63. XIV Art Programs	Required curriculum in 5 art areas for SCGSAH Residential HS (ACCPAS accredited)	State:	1,011,757.00	State:	1,086,757.00	Section III
		Federal:		Federal:		7.1 - 7.5
		Other:		Other:	50,000.00	
		Total:	1,011,757.00	Total:	1,136,757.00	
		% of Total Budget:		13%	% of Total Budget:	
H63. XIV Residential Life	Provide a safe, healthy & family oriented life experience for students	State:	490,200.00	State:	815,000.00	Section III
		Federal:		Federal:		7.2
		Other:		Other:	50,000.00	
		Total:	490,200.00	Total:	865,000.00	
		% of Total Budget:		7%	% of Total Budget:	
H63.XIV Admissions, Recruiting, Outreach & Summer Programs	Ensure all eligible students are aware of the SCGSAH opportunity and have equal access	State:	278,431.00	State:	300,000.00	Section III
		Federal:		Federal:		7.1
		Other:	343,750.00	Other:	379,771.00	
		Total:	622,181.00	Total:	679,771.00	
		% of Total Budget:		8%	% of Total Budget:	
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:	2,277,555.00	State:	2,739,154.00	Section III
		Federal:		Federal:		7.1-7.5
		Other:	232,121.00	Other:	250,000.00	
		Total:	2,509,676.00	Total:	2,989,154.00	
		% of Total Budget:		31%	% of Total Budget:	

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

FY 04-05 and FY 05-06 Library, & Institutional Advancement

Remainder of Expenditures:	State:	Federal:	Other:	Total:	% of Total Budget:
	318,744.00			318,744.00	
		439,020.00		439,020.00	
			250,000.00	250,000.00	
	1,224,241.00			1,224,241.00	
			250,000.00	250,000.00	
	1,542,985.00			1,542,985.00	
			250,000.00	250,000.00	
				689,020.00	
				689,020.00	
					20%
					9%

* 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.

SECTION III: MALCOLM BALDRIGE AWARD CRITERIA ELEMENTS

III.1 LEADERSHIP

Board of Directors

The Governor-appointed Board of Directors leads SCGSAH. The Board holds legislatively mandated quarterly meetings culminating with an Annual Board Retreat. The President of 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 SCGSAH Policy-making authority rests with the 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. Board committees meet as appropriate to continue on-going activities and directives.

President

The day-to-day leadership of the school is guided by the President, who serves as the Chief Executive Officer. The President presents the SCGSAH Annual Budget Request to both House Ways and Means and Senate Finance Committees, attends legislative events, builds and maintains strong partnerships with civic and arts organizations, hosts monthly luncheons with potential donors, and researches and visits art schools around the country.

President's Cabinet

The President's Cabinet, consisting of the President, the Dean and Vice President, and the Vice President for Finance and Administration, 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, 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 need to be addressed.

Faculty Council

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. Faculty Council meets regularly to discuss current issues and ideas for school improvement.

School Improvement Council

The School Improvement Council (SIC) opens lines of communication with a geographically diverse group of parents and businesspeople dedicated to bettering the school. The SIC's goals include: developing an annual school report to the parents and constituents of the school to provide information on the school's progress in meeting the school and district goals and objectives; providing advice on the use of school incentive grant awards; and serving as liaisons

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between the school, school organizations and community by collecting and disseminating information about school improvement.

Parent Guilds

The statewide network of Parent Guilds exists to support the school as well as open the lines of communication between the school and parents. Regional Parent Guilds offer many opportunities for parents to be involved in activities and their child's educational experience. Guilds serve a threefold purpose: to encourage communication between parents; to facilitate communication between parents and school personnel; and to increase statewide awareness of the school.

Student Council

The Student Council meets regularly to discuss current school issues. Co-presidents report to the Dean with ideas for improvements.

Community Meetings

The entire SCGSAH community is invited to regular community meetings to make announcements and to share achievements and/or concerns.

III.2 STRATEGIC PLANNING – See CHART III.2a on the next page, 15.

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III.2a STRATEGIC PLANNING CHART 2005-2006			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 05-06 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures*
H63. XIV Academic Programs	To provide required curriculum for SCGSAH Residential High School students.	Graduation of enrolled students in compliance with the Southern Association of Colleges and Schools (SACS) accreditation standards and requirements.	Section III 7.1 - 7.5
H63. XIV Art Programs	To provide the required curriculum in the five art areas (Drama, Creative Writing, Music, Dance, and Visual Arts), for SCGSAH Residential High School students.	Graduation of enrolled students in compliance with the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS) accreditation standards and requirements.	Section III 7.1 - 7.5
H63. XIV Residential Life	To provide residential life supervision and assistance for all SCGSAH enrolled students.	To provide a safe, healthy, and family oriented residential life experience for all SCGSAH enrolled students.	Section III 7.2
H63. XIV Admissions Recruiting, Outreach, & Summer Programs	To ensure that all eligible students across South Carolina are aware of, and have equal access to the SCGSAH.	Artistically talented high school students from across South Carolina will participate in pre-professional arts and academic instruction, and the School will serve as a resource for all teachers and students in the State.	Section III 7.1
H63. XIV Admin & Facility Mgmt	To provide school leadership, facility support and management, public safety, SCGSAH finance and budget responsibilities, policy development and implementation, human resource management, technology and distance learning management, and student performance production and design support.	Compliance with all state and federal policies and procedures while also making every effort to ensure exemplary customer service both internally and externally.	Section III 7.1-7.5
*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.			

III.3 CUSTOMER FOCUS

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. Admissions and Outreach is constantly in search of potential students. Through ongoing relationship building with students, parents, teachers, arts and community organizations throughout the state, focus on the customer continues to evolve.

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, inquiries, and by meeting with numerous groups on a regular basis and providing speakers and performing students and faculty as appropriate.

III.4 MEASUREMENT, ANALYSIS & KNOWLEDGE MANAGEMENT

SCGSAH Access, Data Collection & 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 SCGSAH needs to be in the next five years. Assessing trends in relation to overall school effort and internal support systems, several essentials to SCGSAH programs surfaced as needing attention with recommendations for improvement. These strategies included:

- Increase public awareness of 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, SCGSAH studied trends in student applications, enrollments, student representation of county, gender, race, special needs, socio-economic status, arts disciplines, etc. over the last 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 Admissions and Outreach Plan provides for a unified approach to recruiting students, using a team of area representatives who serve as primary SCGSAH contacts in those areas. This approach is designed to more directly meet the basic needs of schools, which include requests for presentations and informal discussions about the SCGSAH with students, parents and teachers. There will always be a need for 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, SCGSAH contracted recruiters will be able to focus attention on targeted schools, students, teachers and local arts and education communities.

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Results and cost-effectiveness of SCGSAH's Admissions and Outreach Plan will be assessed over a three-year "data-gathering" period, using the following criteria on which to measure success:

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

Promoting awareness of SCGSAH to ensure knowledge of the opportunity 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.

SCGSAH's Admissions and Outreach Office has spent a great deal of time this past year upgrading its database and identifying new components to support the data needs of 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.

More enhancements for building awareness and recruiting students for SCGSAH are already taking place, such as the Teacher Institute Program, with plans to continue and expand, provided funding is available. Building relationships with teachers across the state is one of the most important aspects of awareness as they can identify potential and encourage students to apply. The program has gained visibility as a professional development opportunity for all teachers statewide. 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. SCGSAH is set to continue this program the summer of 2007.

Student Achievement Data & Analysis

SCGSAH tracks student performance on state and national achievement tests and utilizes that data to identify areas where more intensity is warranted in courses and in the overall curriculum or where motivation of the student needs particular attention. The Dean and the Director of Guidance

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follow closely the SAT, Advanced Placement, and other testing results for comparison and analysis with state and national student performance data.

III.5 HUMAN RESOURCES FOCUS

Employees of SCGSAH 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, Exit Interviews will be implemented in 2006-07. Other initiatives include the implementation of the Alternative Certificate Renewal Plan for the school's faculty and the Employee Activity 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 detailed in Section III.7, all employees are supported in their participation in professional organizations, conferences, and collaborative meetings. Such collaboration and communication enhances employee knowledge and classroom teaching skills.

III.6 PROCESS MANAGEMENT

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 & Procedures

SCGSAH completed the development of its 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 SCGSAH staff, faculty, students and parents. A manual is also available for public inspection. SCGSAH continues to publish student, faculty and guidance 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 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

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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 faculty.

III.7 RESULTS

III.7.1 RESULTS - PERFORMANCE & MISSION ACCOMPLISHMENT

III.7.1.a RESULTS - 2005-2006 SCHOOL REPORT CARD

ENROLLMENT – 226

RESIDENTIAL HIGH SCHOOL ENROLLMENT

Art Area	Male	Female	Total*	African American	Asian	Hispanic	Other	White
Creative Writing	6	20	26	6	3	1	2	14
Dance	9	28	37	6	0	2	1	28
Drama	9	22	31	2	0	0	1	28
Music	45	40	85	12	5	2	2	64
Visual Arts	11	36	47	4	0	3	1	39
TOTALS	80	146	226	30	8	8	7	173

ABSOLUTE RATING – EXCELLENT

The school's performance substantially exceeded the standards for progress toward the 2010SC Performance Goal.

IMPROVEMENT RATING – EXCELLENT

The school's performance substantially exceeded the standards for progress toward the 2010SC Performance Goal.

PERFORMANCE TRENDS OVER 5-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Excellent	Excellent	Yes
2006	Excellent	Excellent	Yes
STATE OBJECTIVES: Graduation Rate - Met Student Attendance Rate - Met			

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PERFORMANCE RATINGS - ACADEMIC & ARTS ACHIEVEMENT STANDARDS

Standard	Rating	Details												
1) Students in State and National Arts Competitions, Auditions, Portfolio Review or Other by Senior Year : <u>Participation 99.2 %</u>	EXCELLENT (Same as Prior Year)	<u>% By Arts Disciplines</u> Creative Writing 100% Dance 100% Drama 100% Music 96 % Visual Arts 100%												
2) Students in State and National Arts Competitions, Auditions, Portfolio Review, or Other by Senior Year: <u>Recognition 95 %</u>	EXCELLENT (Same as Prior Year)	<u>% By Arts Disciplines</u> Creative Writing 100 % Dance 100 % Drama 83 % Music 95 % Visual Arts 97%												
3) Advanced Placement Exams Taken with Seniors Scoring 3 or Above: <u>82%</u>	GOOD (Same as Prior Year)	143 of 174 Exams												
4) SAT Points Scored Above the National SAT Mean by Seniors: <u>113 Points Above</u> 11.1 % Above	EXCELLENT (Same as Prior Year)	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>2005</u></th> <th style="text-align: right;"></th> <th style="text-align: right;"><u>Chg from Prior Yr</u></th> </tr> </thead> <tbody> <tr> <td>School Mean</td> <td style="text-align: right;">1134</td> <td style="text-align: right;">-12</td> </tr> <tr> <td>*National Mean</td> <td style="text-align: right;">1021</td> <td style="text-align: right;">-7</td> </tr> <tr> <td>*State Mean</td> <td style="text-align: right;">985</td> <td style="text-align: right;">-8</td> </tr> </tbody> </table>	<u>2005</u>		<u>Chg from Prior Yr</u>	School Mean	1134	-12	*National Mean	1021	-7	*State Mean	985	-8
<u>2005</u>		<u>Chg from Prior Yr</u>												
School Mean	1134	-12												
*National Mean	1021	-7												
*State Mean	985	-8												
5) Seniors Awarded Scholarships, Including LIFE <u>99%</u>	EXCELLENT (Same as Prior Year)	92 of 93 Seniors												

*Source: The College Board SAT, 2004-05

**Additional High School criteria: HSAP passing rate – 100%; EOCEP Alg. I passing rate – 100% (2 of 2 students); Eng. I passing rate – 50% (1 of 2 students); Biology I passing rate – 90% (9 of 10 students)

Definitions of School Rating Terms:

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.

Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.

Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

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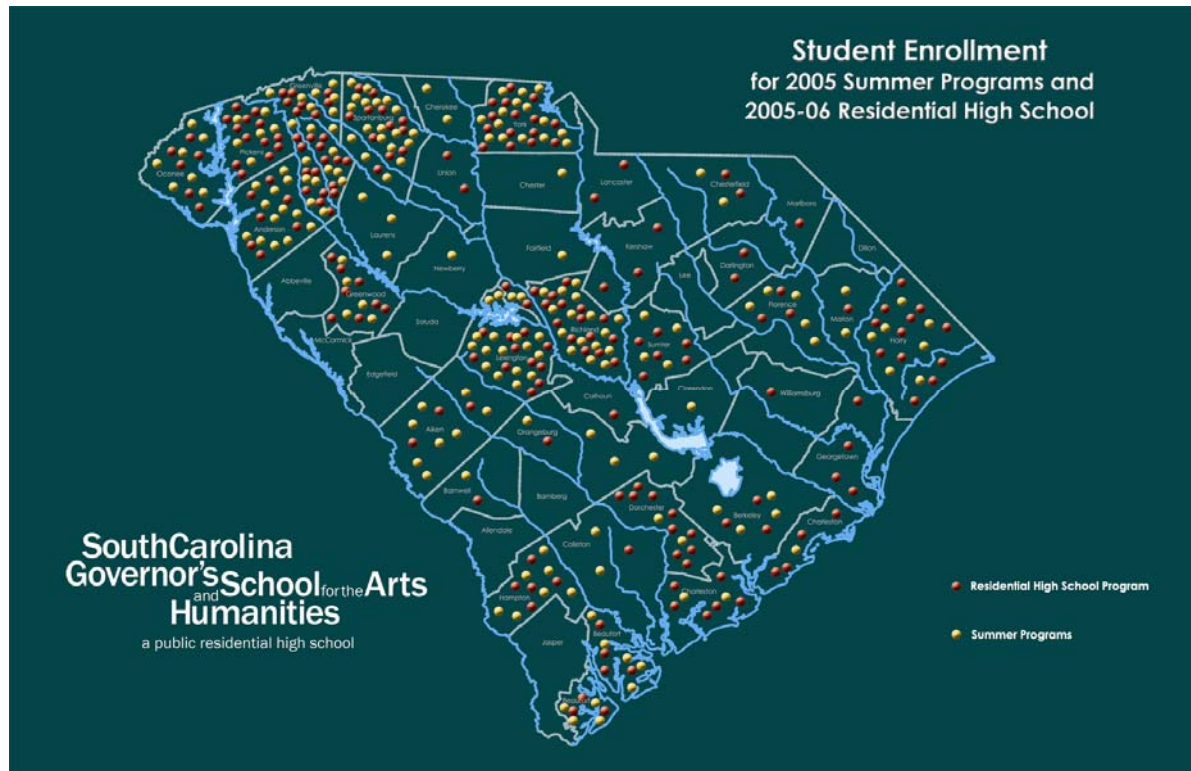
III.7.1.b RESULTS – ADMISSIONS

Since inception, SCGSAH has strived to ensure that the student body be representative of the entire state and reflect its cultural and ethnic diversity. Area representatives visited over 200 schools to share information. In addition, outreach programs, student shadowing opportunities and campus tours are just a few of the activities available to potential students. In addition, an annual 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 event. Special efforts are made to identify students with artistic potential who reside in rural areas that may not offer arts instruction

Applications received increased from 578 in 2005, to 688 in 2006. Six counties that did not submit applications in 2005 submitted in 2006. Applications were not received from only 4 counties statewide. The recruitment timetable for this year addresses the need to ensure that students in those counties have information and access.

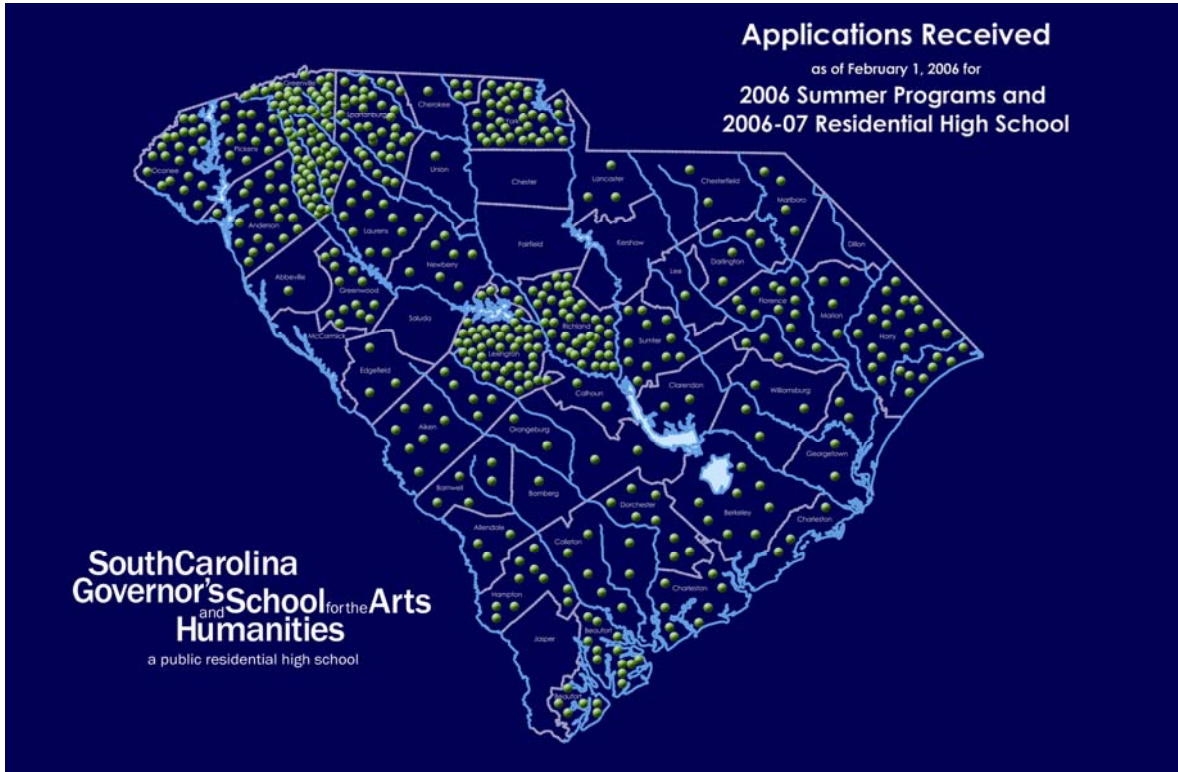
The following three Maps A, B and C show Enrollment and Applications coverage throughout the state for 2005-2006.

MAP A

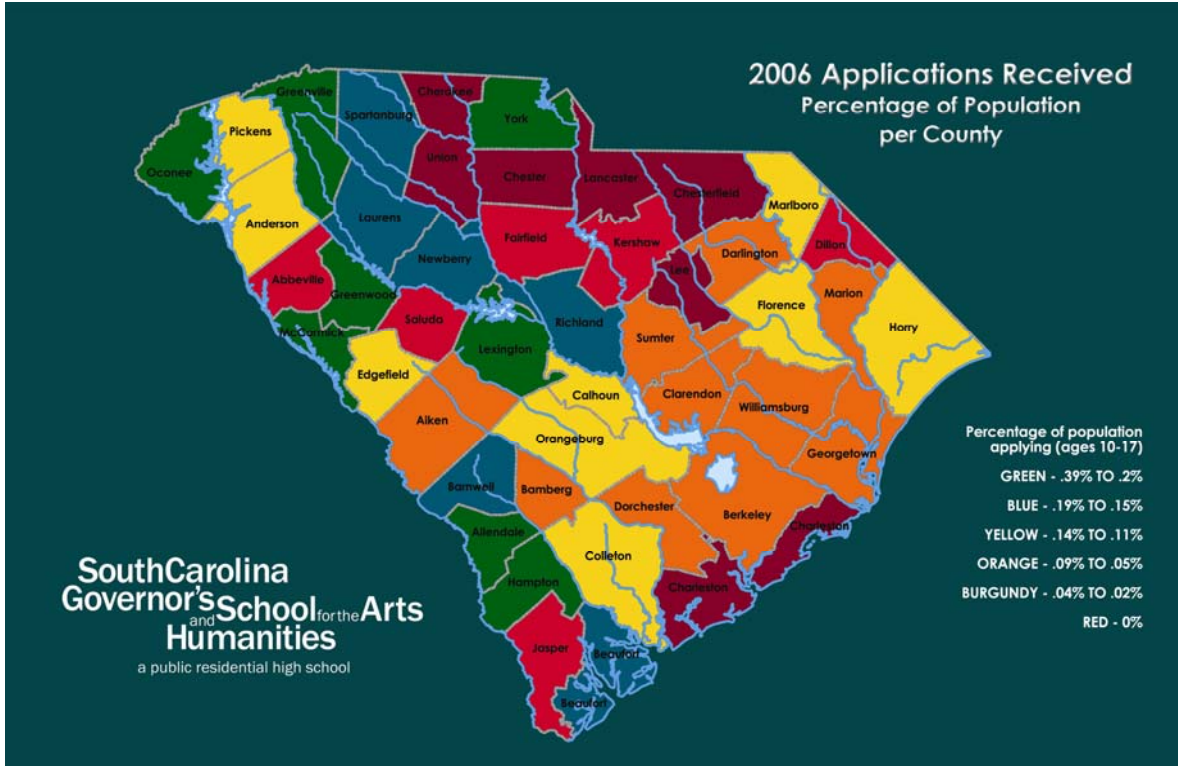


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MAP B



MAP C



III.7.1.c RESULTS - OUTREACH

As SCGSAH strives to be a model of excellence for the state of South Carolina, students and faculty reach out to the state's teachers, schools, students and arts organizations with artistic and academic workshops, performances, lectures and other opportunities. Outreach in 2005-2006 included the following:

CREATIVE WRITING

- Summit Drive Elementary, Greenville County - 3 part writing project with elementary school students in conjunction with the school, and local architect's association
- Greenville Technical Charter High School, Greenville County - conducted 4 days of writing workshops as part of Arts Intersession
- Richland County - Creative writing students and creative writing faculty present public readings at the SC Book Festival
- Greenville County - workshop on the media and persuasive writing, for Junior AP English students at Greenville High School

DANCE

- Youth American Grand Prix Regional Competition held on the Governor's School campus

DRAMA

- Trustus Theatre Apprentice Company, Columbia - Shakespeare Workshop for students from Lexington and Richland County Schools
- Shannon Forest School, Greenville County - stage combat workshop and choreographed fighting for the school production of *A Midsummer Night's Dream*
- South Carolina Theatre Conference, Aiken - Senior Drama Class performs its fall production of *The Importance of Being Earnest* for statewide theatre conference; Single Sword combat workshop for high school and college students and educators
- Richland County - Acting/Audition workshop for Blythewood High School students.
- Greenville County - Shakespeare workshop for over 200 JL Mann High School students

MUSIC

- SC Alliance for Arts Educators Arts Integration Conference, Columbia - panel presentation of *The Mozart Approach*, a multi-disciplinary, arts-integrated workshop for educators, providing lesson plan strategies for all grade levels.
- York and Chester Counties - Outreach Tour, student ensembles in multiple performances at Chester Park Elementary School, Northwestern High School (performance attended by students from Northwestern, Rawlinson Middle School, Sullivan Middle School, and Castle Heights Middle School), Harold C. Johnson Middle School, South Pointe High School, and a public performance in Rock Hill
- Pickens County - curricular consultation at RC Edwards Middle School.
- Spartanburg County - workshop with junior high choir; Governor's School Cantus Chamber Choir performs at the school
- Greenville County - 4 lectures on the life and music of Amadeus Mozart at the Coffee Underground
- Richland County - Student music performance at Trinity Cathedral, participation in the Columbia Mozart festival; Concertato and the Cantus Chamber Choir. Audience included

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student groups from Keenan High School and Lower Richland High School. (broadcast on SC Educational Radio)

- Greenville County - presentation to over 150 Christ Church School students celebrating Mozart's birthday
- Greenville County - Faculty participation in LOLLIPOPS educational performance, through the Greenville Symphony, for area students
- Greenville County - Faculty and strings students work with Greenville Middle School music students for three collaborative rehearsals, culminating in a Side-by-Side performance featuring Governor's School Concertato String Ensemble and Greenville Middle Students
- Greenville - Concertato String Orchestra performed at Christ Episcopal Church as part of their Winterclassics concert series
- Governor's School Campus - in cooperation with the Greenville Symphony Piano Guild, coordinated and held piano competition for young artists
- Greenville County - worked with string students at Riverside, Eastside and Greenville High Schools, offering sessions on violin technique, and assistance with orchestra repertoire and ensemble skills
- Anderson County - Concertato Strings Orchestra performed at Palmetto Middle School in Williamston for over 250 Anderson District One strings students and teachers
- Greenville County - presentation on the life and work of the Chevalier de St. Georges at Beck Academy and Hughes Middle School
- Greenville County - 140 students visit the SCGSAH campus in conjunction with the Renaissance Club; students attend presentations on Visual Arts and Music
- Anderson County - Vocal students perform Opera Scenes at Sue Cleveland Elementary School in Piedmont
- SCGSAH Campus - hosted Choral Music Symposium with guest artist James Jordan, participating choirs from South Aiken High, Spartanburg High, and Chapman High School (Spartanburg County). Workshop was open to teachers from SC schools
- Sumter County - The Vocal Ensemble, performs at the Sumter Opera House
- Charleston - Student performances at Piccolo Spoleto, strings and vocal ensemble

VISUAL ARTS

- SC Alliance for Arts Educators Arts Integration Conference, Columbia - faculty panel presentation of *The Mozart Approach*, a multi-disciplinary, arts-integrated workshop for educators, providing lesson plan strategies for all grade levels
- Dillon County - workshops for students at Dillon High School, including a slide presentation and 2-D design project
- Hampton County - art history workshops and information sessions for students at North District Middle School in Varnville and Wade Hampton High School
- Clarendon County - drawing workshops with Manning Junior High School students. These students travel to Greenville, and visit the SCGSAH campus for tours and workshops
- Pickens County - graphic design students design poster and tickets for the DW Daniel High School Jazz Dance
- Charleston County - SCGSAH traveling exhibit of student work displayed at Charleston County Public Library
- SCGSAH Campus - presentation to the Rock Stars after school program about Visual Arts Anatomy Project

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ENGLISH & HUMANITIES

- SC Alliance for Arts Educators Arts Integration Conference, Columbia - faculty participation in *The Mozart Approach* development and presentation
- Richland County - Richland District One planning session for Mozart Festival in Columbia, providing teachers from throughout the district with lesson plans and strategies for integrating a Mozart unit throughout the curriculum
- Greenville - 4 lectures on the Life and Music of Amadeus Mozart

SOCIAL STUDIES & WORLD LANGUAGES

- Greenville County - Teacher Cadet class presents an adaptation of the children's book, *The Honest to Goodness Truth* to students at Stone Academy
- World Religions Symposium, open to the public on the SCGSAH campus
- Greenville County - Teacher cadets at Overbrook Child Development Center, Blythe Academy and Hughes Middle School students as field experience, assisting in classrooms and teaching short lessons on music, art and drama

MATH & SCIENCES

- Greenville County - workshop to the Greenville County Science Teachers Association, on connections between the Arts and Sciences
- Statewide conference - two presentations at the South Carolina Science Council conference, entitled "Technology, Art, and Physics," and "Biology, Chemistry and Art" Both workshops demonstrated techniques in integrating the arts in the math and science classroom
- hosted a student teacher from Clemson University
- Greenville - SCGSAH hosted an invitational cross country track meet in Cleveland Park
- Furman University - presented at the Furman University Science Education Leadership Institute, for teachers from over 40 SC schools: "How the Tools of Science can Extend Your Perceptual Awareness"
- Furman University - presentation at Western Carolina Academy of Science Conference, "Correlations of chemical properties of metals and application in jewelry making in the visual arts"

III.7.1.d RESULTS - STUDENT ACCOMPLISHMENTS

Artistic and academic excellence prevailed for the graduating class of 2006. In addition to collectively receiving over \$11 million in scholarship offers, SCGSAH celebrated the following student achievements:

CREATIVE WRITING

- 3 Scholastic Writing National Competition Gold Awards
- 5 Scholastic Writing National Competition Silver Awards
- 16 Scholastic Writing, At-Large Gold Key Awards
- 5 SC Writer's Workshop Literary Awards
- 3 SC Young Poet's Prizes
- 8 Scholastic Writing Regional Awards
- 2 National Foundation for Advancement in the Arts Awards

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DANCE

Youth America Grand Prix Regional Competition:

- First Place Ensembles
- Second Place Senior Contemporary
- 2 Second Place Senior Classical
- Third Place Senior Classical
- Third Place Junior Contemporary

DRAMA

- National Shakespeare Competition Winner (South Carolina)
- National Shakespeare Competition Finalist (Top 10 Nationally)
- Juilliard Drama Division Merit Scholarship
- Guthrie Theatre Program Merit Scholarships
- 3 Guthrie Theatre Program Merit Awards
- Royal Academy of Dramatic Arts Merit Scholarship
- UNC at Chapel Hill Grant
- Ithaca College Academic Award
- College of Charleston Presidential Scholarship
- College of Charleston Theatre Scholarship
- 2 Who's Who Among American High School Students
- 4 LIFE Scholarships
- National Foundation for Advancement in the Arts Honorable Mention
- 3 Southern Methodist University Merit Awards
- 3 Rutgers Merit Awards
- Boston University Merit Award
- Rutgers Alumni Club Scholarship
- Winthrop Trustees Scholar
- 3 Palmetto Fellows Scholars
- NYU Merit Award
- National Merit Finalist
- Erskin Scholar
- Acceptance to Boston University Theatre Program
- USC Merit Awards
- National Merit Scholarship
- Acceptance to Royal Scottish Academy of Dramatic Art (One of four Americans)
- NYU Gallatin Scholarship
- Marymount Academic Excellence Award
- Guilford College Achievement Award
- Palmetto Fellows Scholar
- National Merit Commendation
- 2 Broadway Theatre Project
- 3 Otterbein College Merit Awards
- University of Miami Theatre Arts Award
- Guilford Merit Award
- Johnson and Wales Merit Award
- Loyola Scholars Award
- Palmetto Scholarship

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- College of Charleston Academic Scholarship
- Loyola University Dean's Scholarship
- Presbyterian College Belk Scholarship
- National Guard Scholarship
- Second Runner-up in National Shakespeare Competition Trial
- North Carolina School of the Arts Merit Award
- Tulane University Academic Scholarship
- Loyola University Academic Scholarship
- Otterbein College Merit Award

MUSIC

- Music Teacher National Association
- 4 State Competition Awards
- 2 Regional Competition Awards
- National Association of Teachers of Singing
- 7 Regional Finalists in Classical Voice
- 3 Regional Finalists in Music Theater
- 3 Honors Recital
- 1 Carolina Youth Symphony, Senior Honors Concert
- 1 Greenville County Youth Orchestra
- 1 Hilton Head Youth Orchestra
- 2 All-State Orchestra
- 8 All-State Band
- 3 All-State Jazz Band
- 4 Region Bands
- 1 2006 Piano Competition for Young Artists, Second Place and Audience Favorite
- 1 Third Place and Mozart Prize
- 9 Members of Grand Champion Ensemble in the American String Teacher Association National Orchestra Festival

VISUAL ARTS

- 11 Awards in the 2006 Annual High School Upstate Art Exhibit
- 8 Scholastic Art Awards 2006
- Congressional Art Competition for High School Students, 2nd Place

SCHOOL-WIDE STUDENT ACHIEVEMENTS

- President's Scholars Semi-finalist 2006
- 46 National Honor Society Members
- 1st place ranking in SC on the 2006 American Mathematics Contest AMC 12B
- The Governor's Citizenship Award
- 4 National Merit Finalists 2006
- National Achievement Finalist 2006
- 3 National Achievement Scholarship Program
- High Performers on 2007 PSAT
- 7 National Merit High Performers
- 4 Commended Students in the 2006 National Merit Program
- 2 Perfect SAT Critical Reading Score of 800

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- 1 Perfect SAT Writing Score of 800
- 1 Perfect SAT Math Score of 800
- 1 Perfect SAT Subject Test Scores of 800
- 1 Swarthmore College Book Award
- 1 Bryn Mawr College Book Award
- 1 Rutgers University Book Award
- 7 Academic Achievement Award Scholars
- 2 Palmetto Girls State
- 3 Palmetto Boys State
- 2 Furman Scholars
- 1 2006 Golden Palmetto All-State Leadership Team
- 1 College of Charleston Cistern Scholar
- 4 Converse College Scholars
- 1 2006 Rutgers University Award
- 1 Loyola University Scholar
- 1 Principal Leadership Award
- 1 No. 1 Ranked Congress (Senate) Debater in the Nation
- 4 Presbyterian College Junior Academic Achievement Award
- 5 Erskine Fellows
- 1 Wofford Gift Scholar
- 11 Palmetto Fellows Scholarship
- 2 National History Day District Award Winners
- 2 American Invitational Mathematics Exam 2006

III.7.1.e RESULTS - FACULTY & STAFF

In keeping with the school's mission to provide an environment of excellence, SCGSAH's faculty and staff were honored and served as leaders in the arts nationally and regionally throughout the 2005-2006 fiscal year, including the following:

- The chair of the Creative Writing department received a Surdna Arts Teacher Fellowship for a research project in Serra Pistoiese, Italy. He served as a faculty member for the Writing In Place Conference, sponsored by the Hub City organization in Spartanburg, SC. He also completed his Master of Fine Arts in Writing from Warren Wilson College.
- A Creative Writing faculty member published his new collection of stories, *Drowning in Gruel* from Harcourt Publishers. He also had a story selected for the 2006 edition of Algonquin's *New Stories from the South*
- The chair of the Dance department received the Outstanding Teacher Award at the Regional Youth America Grand Prix
- The Dean presented numerous workshops, including at the National Conference for the Arts Education Partnership, the South Carolina Alliance for Arts Education Arts Integration Conference, at the SDE Workforce Development Conference, the Greenville Music Clubs, in District 5 (for Lexington/Richland faculty), in Dorchester County, and for parents of children with cancer. She also organized and held at the Governor's School a state-supported two-day institute for Arts Coordinators from throughout the state.
- The Director of Guidance Services was honored for her outstanding contributions to education and as a Civic Leader by the Rainbow Push Coalition, a National Organization whose mission is to create strong communities.

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- Strings faculty member was awarded a Surdna Foundation Arts Teacher Fellowship for further study on viola, as well as National Board Certification in Music
- 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.
- A music faculty member was awarded the Collen Kirkland Award from the Southeastern Division of the American Choral Director’s Association. This award recognizes the work of emerging choral conductors. He also received a Doctor of Musical Arts degree from the Louisiana State University in Baton Rouge, LA.
- 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
- Visual Arts faculty members held several exhibitions of their work, including:
 - “Crafts National” at the Lancaster Museum of Arts, Lancaster, PA
 - “Small Monuments” at Bowling Green University, Bowling Green, OH
 - Greenville Technical College

III.7.2 CUSTOMER SATISFACTION

The following chart includes survey evaluation results from students, teachers and parents at the end of the 2006 school year.

EVALUATIONS BY STUDENTS, TEACHERS & PARENTS			
	Students*	Teachers	Parents
Number of surveys returned	68	23	23
Satisfied with learning environment	100%	86.9%	100%
Satisfied with social and physical environment	98.5%	95.6%	83.3%
Satisfied with home-school relations	93.9%	100%	95.7%

*11th grade students were surveyed.

III.7.2.a CUSTOMER SATISFACTION - SCHOOL TECHNOLOGY

SCGSAH's 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 major activities accomplished during the past reporting year:

Computer Network

- Network servers
 - Replaced four Compaq backup power supplies purchased in 1999
 - Dedicated a server to backup function and installed state of the art backup software
- Maintained network operating system by applying latest service packs and software patches
- Installed new 220W backup power supply unit for core switching equipment
- Installed new core switch and replaced eight legacy switches in the wiring closets across the campus
 - Increased network speed and cut response time
 - Allows more effective monitoring of traffic and analysis of usage patterns
 - Allows future implementation of VLAN technology to separate functional computing areas for more precise management of school resources
- Installed new computer "appliance" to allow for content filtering

Computer labs

- Replaced all PCs in the library and adjoining computer classroom
- Replaced Creative Writing PCs

Desktop Computers

- Replaced all PCs for Residential Life Advisors and front desk
- Renewed Microsoft School license agreement
- Configured all computers to run automatic updates from intranet
- Installed Anti-Spy Ware software on all desktops

Website

- Improved functionality of website
- Implemented SQL (system query language) for data management and collection via website

School Data

- Installed zone integration server to allow use of SASI data for other applications, such as tighter integration with the student health center. Formerly, the two areas had been unable to share data. We are continuing to research other possible uses for this service to streamline similar data needs.

Implemented "Smart Classroom" technology

- Installed SmartBoards in two classrooms
- Specified, ordered and installed equipment to allow teachers to bring nearly any materials and media to the classroom and present them visually and aurally (CDs, DVDs, video tape, laptops, printed materials are examples of suitable media)
- SmartBoard technology permits interactive use of these instructional materials. Teachers and students may annotate and manipulate the images on the SmartBoard in a variety of creative ways.

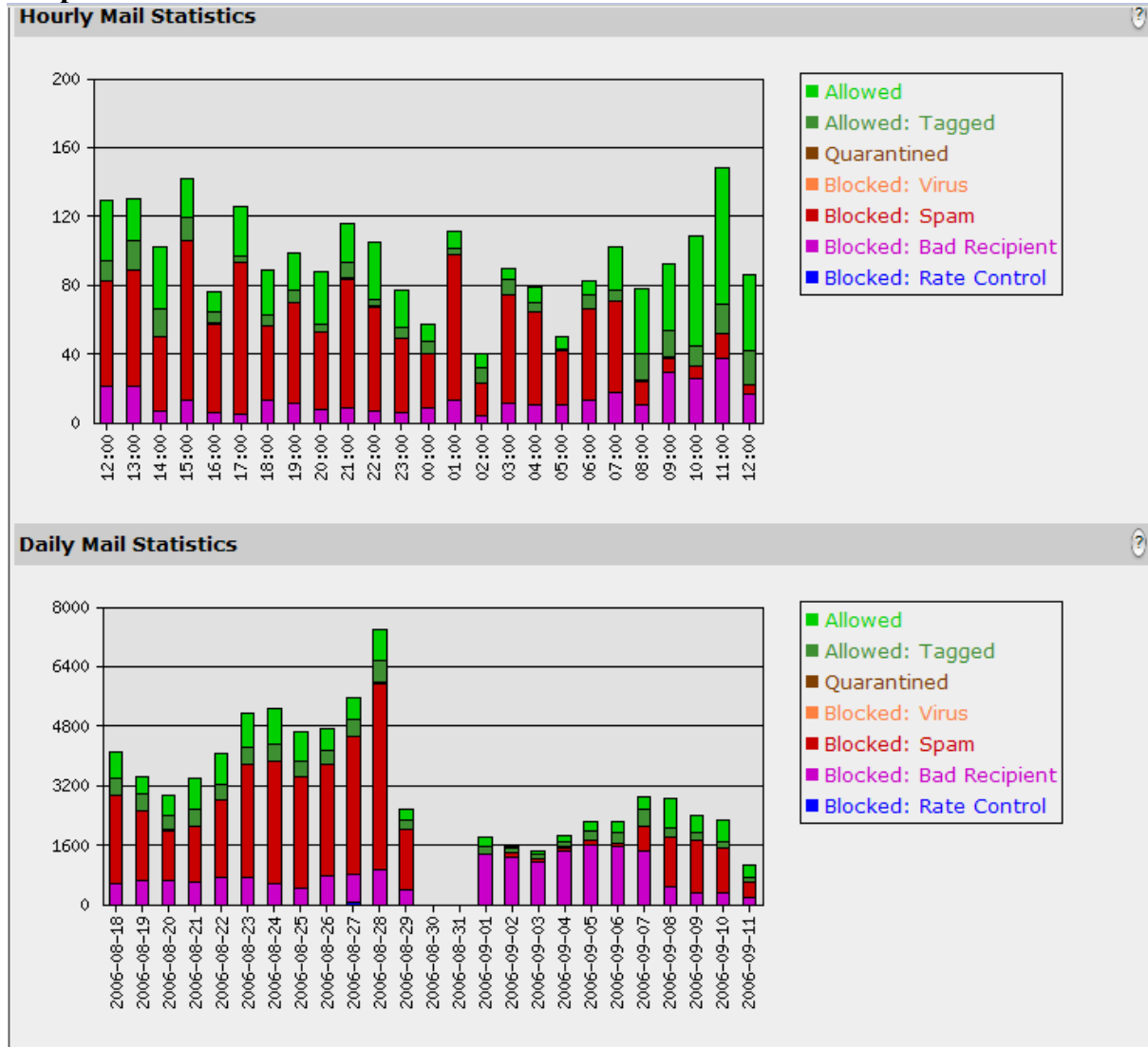
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- High quality audio equipment is also part of the “Smart Classroom” technology, including amplified speakers permanently installed in the classroom

SPAM E-Mail Prevention

The following two charts represent the effectiveness of our e-mail “spam” (unwanted e-mail) blocker. The first set of data shows total blocked “junk” e-mail since inception, and the second chart shows recent information on blocked “spam”. The following graphs, 7.2.a1 and 7.2.a2 further illustrate the robust performance of the Barracuda Spam Firewall System.

Graph 7.2.a1

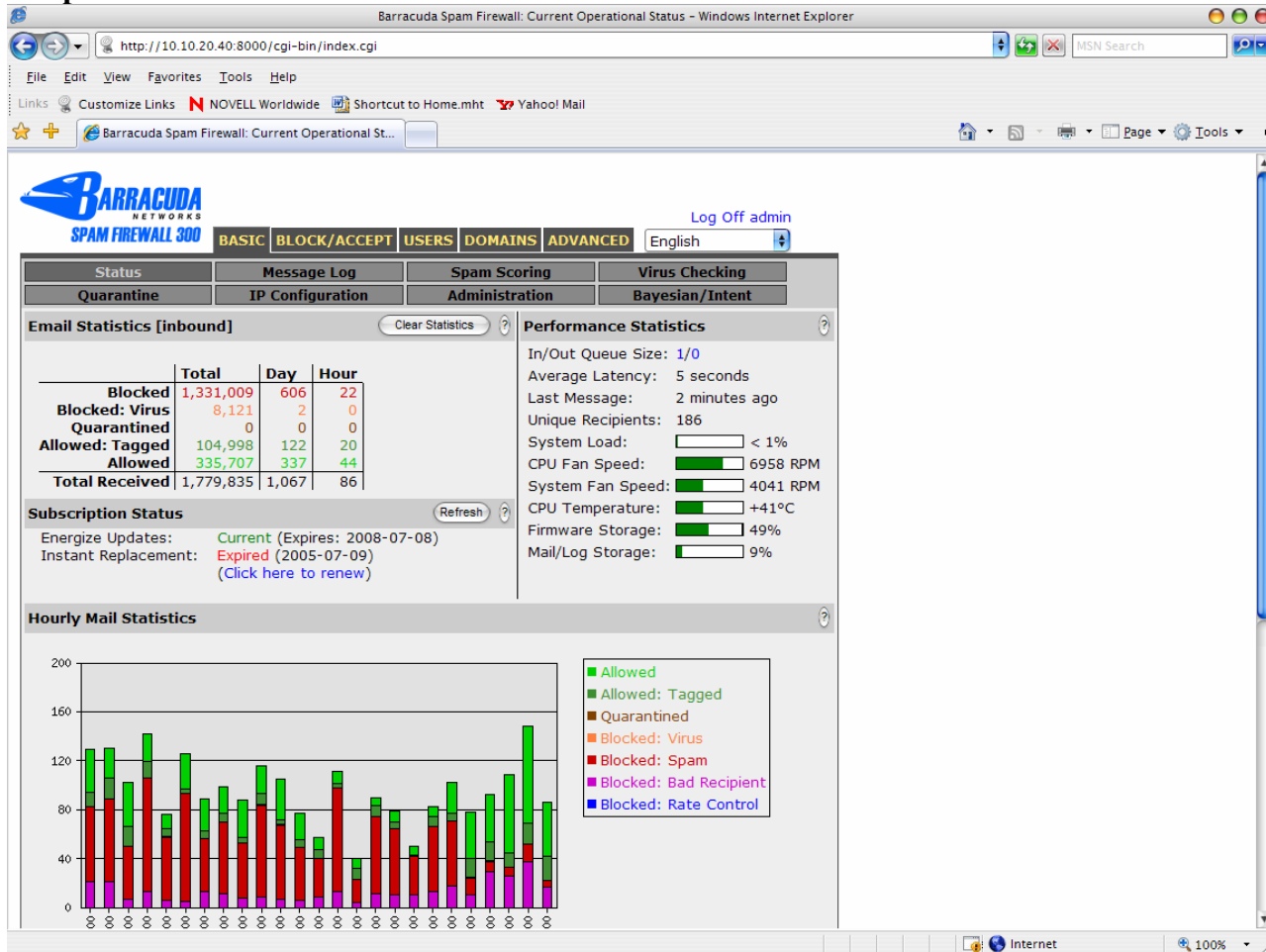


Serial #BAR-SF-15403
Firmware v3.3.03.026

Spam/Virus Protection By BARRACUDA

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Graph 7.2.a2



III.7.2.b CUSTOMER SATISFACTION - 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. Annually, the school procures various maintenance services and supplies. Operating as a state agency, 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 2005-06 included:

- Janitorial staff and supplies
- Grounds keeping staff, materials, and equipment
- Food services through Aramark, Inc.
- Equipment lease and maintenance, to include School technology
- Classroom materials, supplies, and equipment
- Building repairs and renovations such as painting and carpet replacement, gutter maintenance, elevator repair, HVAC maintenance, waste management, sprinkler system maintenance, window replacement, installation of new furniture, etc.
- Plumbing maintenance and supplies

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- Electrical maintenance and supplies
- Pest control service
- Waste Management and recycling services
- Lease cars and vehicle maintenance
- Operation of postal center
- Lease copiers and maintenance
- Provided generator maintenance for emergency lighting
- Security equipment maintenance.

III.7.2.c CUSTOMER SATISFACTION – PUBLIC SAFETY & SECURITY

SCGSAH established the following strategies to increase campus safety and security:

- In-house Public Safety and Security team, and established the Administration Building as the single point of entry and/or exit for all visitors
- Posted signage to discourage trespassers
- Continued to utilize card access in residence hall
- Utilization of emergency life safety alarm system
- Enhanced usage of School identification card
- Hired additional residential life staff
- Increased communication to parents, students, faculty and staff
- Performed SLED background checks on applicants prior to offer of employment
- Increased security within the campus perimeter through surveillance cameras and increased security patrol

III.7.3 FINANCIAL PERFORMANCE LEVELS

Key measures of financial performance include compliance with the Statewide Accounting and Reporting System, compliance with the South Carolina Procurement Code, closing of each fiscal year in the black, and completion of an annual audit by the State Auditor's Office with no major findings.

III 7.4 HUMAN RESOURCES RESULTS

Alternative Certificate Renewal Plan for Teachers

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.

Employee Activity

SCGSAH participated in the implementation of an Employee Activity 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

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environment at the school. The committee promotes the orderly and efficient planning and management of various employee activities. A Sunshine Fund was created through 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 birthdays, get well, and congratulations.

Employee Performance Evaluation

Non-teaching faculty and staff employed by 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.

Employee Retention

SCGSAH 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.

Equal Employment Opportunity

SCGSAH is committed to diversity in its recruitment efforts. 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.

III.7.5 COMMUNITY SUPPORT

SCGSAH is one of only 16 Service Learning Schools in the country. The Community Service Program operates within the Residential High School. The CATS Club (Connecting Arts Through Service) is a student run organization. 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 also tied directly to the school's curriculum, this year:

- Was the second full year planning and executing Rock Stars, an afterschool program for at risk elementary aged children from nearby Southernside neighborhood. Over fifty students served as tutors/mentors in academics and art enrichment. Partnership with Within Reach.
- Served as hosts and speakers for The SC Commission on National and Community Service in April where they presented "Best Practices in Community Service/Service-Learning at The SCGSAH"
- Students filled a weekly shift at Project Host Soup Kitchen for the sixth year

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- CATS members provided over 500 hours of service in one weekend for Artisphere's Children's Area. They staffed and executed all children events in The Children's Tent for the three day event.
- Thirty-five students participated in a day of training on "Becoming Effective Tutors and Mentors" presented by the SC Department of Education