

**South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report**

TRANSMITTAL FORM

Agency Name:	South Carolina Governor's School for the Arts and Humanities (SCGSAH)
Date of Submission:	September 14, 2007
Agency Director:	Dr. Bruce R. Halverson, President
Agency Contact Person:	Charles E. Tillotson
Agency Contact's Telephone Number:	864.282.3738

**South Carolina Governor’s School for the Arts and Humanities
2006.2007 Accountability Report**

TABLE OF CONTENTS

SECTION I: EXECUTIVE SUMMARY.....3

- I.1 Mission & Values3
- I.2 Major 2006-2007 Achievements.....4
- I.3 Key Strategic Goals.....4
- I.4 Opportunities & Barriers.....5
- I.5 Accountability Report Utilization.....6

SECTION II: ORGANIZATIONAL PROFILE.....6

- II.1 Main Products & Services.....6
- II.2 Key Customers & their Expectations.....7
- II.3 Key Stakeholders.....8
- II.4 Key Suppliers & Partners.....8
- II.5 Operational Locations.....8
- II.6 Employees.....8
- II.7 Regulatory Environment.....8
- II.8 Key Strategic Challenges.....9
- II.9 Performance Improvement System.....9
- II.10 Organization Chart.....10
- II.11 Expenditures/Appropriations Chart.....11
- II.12 Major Program Areas Chart.....12

SECTION III: ELEMENTS OF THE MALCOLM BALDRIGE AWARD CRITERIA.....13

- III.1 Leadership.....13
- III.2 Strategic Planning Chart.....15
- III.3 Customer Focus.....16
- III.4 Measurements, Analysis & Knowledge Management.....16
- III.5 Human Resource Focus.....18
- III.6 Process Management.....18
- III.7 Results.....19
 - III.7.1 Performance & Mission Accomplishment
 - III.7.1.a Results - School Report Card19
 - III.7.1.b Results - Admissions21
 - III.7.1.c Results - Outreach21
 - III.7.1.d Results - Student Accomplishments.....23
 - III.7.1.e Results - Faculty & Staff Accomplishments.....25
 - III.7.2 Customer Satisfaction.....27
 - III.7.2.a Guest Artists..... 27
 - III.7.2.b Facility Maintenance..... 28
 - III.7.2.c Public Safety & Security.....28
 - III.7.3 Financial Performance..... 29
 - III.7.4 Human Resources Results.....29
 - III.7.5 Community Support.....30

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, sciences, 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 2006-2007 ACHIEVEMENTS

Proud of many accomplishments, the South Carolina Governor's School for the Arts and Humanities (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 the highest SAT scores, led the nation for the second year in a row 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), received the state's Palmetto Gold award for the sixth consecutive year and had one additional faculty member earn National Board Certification, bringing the school's total to 37%, the highest level in the state. Nationally, less than 2% of teachers have earned this status.

The school continues to lead the nation in awards and achievements on many levels. This year, creative writers received 14 National Scholastic Gold Awards, more than any other school in the nation, including two of five \$10,000 scholarships for portfolios; two musicians were chosen from a national pool by *From the Top*, a non-profit organization best known for its hit National Public Radio program featuring America's best young classical musicians. These students each received \$10,000 to use toward his music; two dancers were selected to perform at the national level for the Youth America Grand Prix; of the eight females selected to The Juilliard School's drama division, two are SCGSAH drama students, solidifying once again our school's place as having more students in their prestigious program than any other school in the world; and the Scholastic Art Awards' Gold Key-American Visions Awards (the highest honors) were given to two of our visual artists.

Additional student honors include one National Merit Finalist, one National Achievement Finalist and the Governor's Citizenship Award.

The 2007 graduating class (93 students) collectively received over \$9.5 million in scholarship offers. This brings the total scholarship offers to approximately \$64.5 million offered to the 685 students who have graduated from the residential high school. SCGSAH hosted its fourth Teachers' Institute this past summer, welcoming teachers from across the state on campus to participate in one of three arts intensives, which earn them recertification and/or graduate credits. The SCGSAH continues to demonstrate remarkable accomplishments and continued growth.

I.3 KEY STRATEGIC GOALS FOR PRESENT & FUTURE YEARS

Management of the school is a collaborative effort between school administration and the SCGSAH Board of Directors. The school is guided by a Five-Year Plan that was developed at an annual board retreat involving administrative staff and the Board of Directors. Administrative staff, faculty, campus-wide committees, guilds, and friends of the school all contributed recommendations. 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 2006-2007 fiscal year include the following:

**South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report**

Arts & Academics (includes Library)

Goal: To continue to develop programs and staff in ways that will enhance and strengthen student achievement and behavior. Objectives:

- Maintain both ACCPAS and SACS accreditation.
- Provide statewide leadership in arts education through staff and faculty.
- 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.
- To complete programming plans for reconfiguration of the residence hall.

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 Teachers' Institute which 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

Institutional Advancement

Goal: Strengthen 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.

During the 2006-2007 school year, both the President and Vice President for Finance announced their respective retirements. With both positions filled, the school's administration will be moving into a new era of senior leadership in the fall of 2007.

SCGSAH has also recognized the need to more fully develop its working relationship with the GSA Foundation in order to increase the school's capacity to provide scholarship support for both the residential and summer programs. New leadership at the Foundation shares the School's enthusiasm for building on past successes.

SCGSAH continues to work diligently with school districts (especially those in high poverty areas of the state) to highlight opportunities in the residential program as well as participation in summer programs. A prime focus for the school in the coming year involves a full review of its role in distribution of arts education resources throughout the state. A study group has begun exploring the School's role in the state's virtual learning efforts.

Barring any unforeseen budget challenges, the school operates on a solid financial base. The Governor's Office and the State Legislature have been very supportive of both Governor's School operations, in terms of operating and capital support.

Finally, SCGSAH has placed special emphasis on its efforts to emphasize diversity in all of its forms on campus. We persist in our focus on building a staff and student body that as much as possible reflects the demographics and rich tapestry of backgrounds that is South Carolina.

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, 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

The nine-month public residential high school allows rising eleventh graders to finish their last two years of high school (with the exception of dance, for which rising ninth-eleventh graders may apply) while also concentrating on one of five art areas: Creative Writing, Dance, Drama, Music or Visual Arts. Total enrollment is limited to 242 students to allow for individualized instruction. 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. There is no tuition to attend, although students are responsible for a \$250 residence hall processing fee and a \$150 matriculation fee. They must also purchase an annual \$3,000* meal plan from Aramark Food Services. The application fee for the residential high school is \$50*. An application fee waiver form may be submitted in lieu of this charge.

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:

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 Teachers' 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 200 elementary, middle and high school teachers since 2004. Institutes have been 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.

**South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report**

- 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 89 full time employees and 73 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 29 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

Objectives: To continue to:

- Improve the current facilities so that classrooms support academic and artistic excellence
- Disseminate the school's mission statement statewide
- Maintain both ACCPAS and SACS accreditation
- Partner with the state to assist in development of virtual learning resources.
- Restructure the school's administration to achieve maximum efficiency and effectiveness
- Enhance relationships around the state, and increase awareness of the school, its students, faculty and staff
- 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.

II.10 ORGANIZATION CHART

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

Organization Chart: 2006-2007

SCGSAH Board of Directors

President Executive Assistant

<u>VP for Finance and Internal Administration</u>	<u>Human Resources Director</u>	<u>VP/Dean for Arts and Academic Programs</u>	<u>Director of Public Information</u>	<u>Director of Admissions and Outreach</u>
Finance	Human Resources	Curriculum Design	Public Relations	Admissions/Financial Aid
Budget	Employee Activities	- Res High School	Community Relations	Outreach
Procurement	Staff Development	- Summer Programs	Marketing	Student Recruiting
Legislative Affairs		- Distance Learning		Summer Program mgmt
Facilities Management		- Teacher's Institute		Parent Guilds
Food Service		Academic and Arts Faculty		Alumni Programs
Information Technology		Guidance Counseling		
		Library and Media Services		
		Residential Life programs		
		Security		
		Production and Design		

**South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report**

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	05-06 Actual Expenditures		06-07 Actual Expenditures		07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$4,480,488	\$4,083,297	\$4,694,633	\$4,032,139	\$ 4,319,965	\$3,867,694
Other Operating	\$2,058,594	\$1,820,926	\$1,843,543	\$1,647,647	\$2,780,438	\$2,330,438
Special Items	\$	\$	\$	\$	\$	\$
Permanent Improvements	\$	\$	\$	\$	\$	\$
Case Services	\$	\$	\$	\$	\$	\$
Distributions to Subdivisions	\$	\$	\$	\$	\$	\$
Fringe Benefits	\$1,091,507	\$990,870	\$1,230,286	\$1,091,699	\$1,109,586	\$1,007,086
Non-recurring	\$	\$	\$	\$	\$	\$
Total	\$7,630,589	\$6,895,093	\$7,768,462	\$6,771,485	\$8,209,989	\$7,205,218

OTHER EXPENDITURES

Sources of Funds	05-06 Actual Expenditures	06-07 Actual Expenditures
Supplemental Bills	\$	\$
Capital Reserve Funds	\$775,000	\$417,535
Lottery (Carry forward)	\$80,658	\$108,726

**South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report**

II.12 MAJOR PROGRAM AREAS CHART

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures		FY 06-07 Budget Expenditures		Key Cross Ref. Financial Results*
		State:		State:		
H63.XIV Academic Programs	Required curriculum for SCGSAH Residential HS (SACS accredited)	State:	1,197,308	State:	1,710,471	Section III
		Federal:		Federal:		7.1 - 7.5
		Other:	25,000	Other:	25,000	
		Total:	1,222,308	Total:	1,735,471	
		% of Total Budget:		16%	% of Total Budget:	22%
H63. XIV Art Programs	Required curriculum in 5 art areas for SCGSAH Residential HS (ACCPAS accredited)	State:	1,086,757	State:	1,044,997	Section III
		Federal:		Federal:		7.1 - 7.5
		Other:	50,000	Other:	50,000	
		Total:	1,136,757	Total:	1,094,997	
		% of Total Budget:		15%	% of Total Budget:	14%
H63. XIV Residential Life	Provide a safe, healthy & family oriented life experience for students	State:	815,000	State:	645,109	Section III
		Federal:		Federal:		7.2
		Other:	50,000	Other:	50,000	
		Total:	865,000	Total:	695,109	
		% of Total Budget:		12%	% of Total Budget:	9%
H63.XIV Admissions, Recruiting, Outreach & Summer Programs	Ensure all eligible students are aware of the SCGSAH opportunity and have equal access	State:	300,000	State:	444,237	Section III
		Federal:		Federal:		7.1
		Other:	379,771	Other:	379,771	
		Total:	679,771	Total:	824,008	
		% of Total Budget:		9%	% of Total Budget:	11%
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:	2,739,154	State:	2,691,924	Section III
		Federal:		Federal:		7.1-7.5
		Other:	250,000	Other:	250,000	
		Total:	2,989,154	Total:	2,941,924	
		% of Total Budget:		39%	% of Total Budget:	38%

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

FY 05-06 and FY 06-07 Library, & Institutional Advancement

Remainder of Expenditures:	FY 05-06	FY 06-07
State:	439,020	199,190
Federal:		
Other:	250,000	250,000
Total:	689,020	449,190
% of Total Budget:	9%	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.

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

South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report

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.

**South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report**

III.2a STRATEGIC PLANNING CHART 2006-2007			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 06-07 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.

South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report

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 around the state should ensure that prospective students and their teachers have a greater knowledge of our program offerings. That awareness should improve the School's ability to identify exceptionally gifted students and heighten overall 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 2004 (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 2007, over 120 teachers on campus 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 ongoing program provides 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 indefinitely.

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 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 were 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

Board of Directors – Bylaws

The 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).

III.7 RESULTS

III.7.1 RESULTS - PERFORMANCE & MISSION ACCOMPLISHMENT

The core reason for our school's existence 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. **Annual results from the SCGSAH Report Card reflect as fully as any other measure on our adherence to that primary mission.**

III.7.1.a RESULTS - 2006-2007 SCHOOL REPORT CARD

ENROLLMENT – 231

RESIDENTIAL HIGH SCHOOL ENROLLMENT

Art Area	Male	Female	Total	African American	Asian	Hispanic	Other	White
Creative Writing	9	26	35	4	1	1	2	27
Dance	9	32	41	5	0	2	1	33
Drama	8	21	29	2	0	0	2	25
Music	39	38	77	12	3	1	5	56
Visual Arts	15	34	49	5	0	2	3	39
TOTALS	80	151	231	28	4	6	13	180

ABSOLUTE RATING – EXCELLENT

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

IMPROVEMENT RATING – Good

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
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Excellent	Excellent	Yes
2006	Excellent	Excellent	Yes
2007	Excellent	Good	Yes
STATE OBJECTIVES:		Graduation Rate - Met Student Attendance Rate - Met	

Note: In years 2003-2004 and in 2007, Improvement could not be rated any higher than "Good," as the school has been rated "Excellent" for Absolute achievement for both the current and previous years.

**South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report**

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 98.8 %</u>	EXCELLENT (Same as Prior Year)	<u>% By Arts Disciplines</u> Creative Writing 100% Dance 100% Drama 100% Music 94 % 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 92 % Music 91 % Visual Arts 92%															
3) Advanced Placement Exams Taken with Seniors Scoring 3 or Above: <u>96%</u>	EXCELLENT (Same as Prior Year)	158 of 164 Exams															
4) SAT Points Scored Above the National SAT Mean by Seniors: <u>90 Points Above</u> 8.8 % Above	GOOD (Down from Prior Year)	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%;"></th> <th style="width: 25%; text-align: center;">Chg from Prior Yr</th> </tr> </thead> <tbody> <tr> <td><u>2006</u></td> <td></td> <td></td> </tr> <tr> <td>School Mean</td> <td style="text-align: right;">1107</td> <td style="text-align: right;">-27</td> </tr> <tr> <td>*National Mean</td> <td style="text-align: right;">1017</td> <td style="text-align: right;">- 4</td> </tr> <tr> <td>*State Mean</td> <td style="text-align: right;">984</td> <td style="text-align: right;">- 1</td> </tr> </tbody> </table>			Chg from Prior Yr	<u>2006</u>			School Mean	1107	-27	*National Mean	1017	- 4	*State Mean	984	- 1
		Chg from Prior Yr															
<u>2006</u>																	
School Mean	1107	-27															
*National Mean	1017	- 4															
*State Mean	984	- 1															
5) Seniors Awarded Scholarships, Including LIFE <u>99%</u>	EXCELLENT (Same as Prior Year)	94 of 95 Seniors															

*Source: The College Board SAT, 2005-06

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.

III.7.1.b RESULTS – ADMISSIONS

Since inception, SCGSAH has worked hard to ensure that the student body be representative of the entire state and reflect its cultural and ethnic diversity. Area Representatives visited over 330 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, and then to 751 in 2007. Only two counties did not submit applications in 2007. The recruitment timetable continues to address the need to ensure that students in all counties have information and access.

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 2006-2007 included the following:

CREATIVE WRITING

- Summit Drive Elementary, Greenville County – ongoing writing project with elementary school students in conjunction with the school, and local architect's association
- McCracken Junior High School, Spartanburg County – 4 master classes with middle school students.
- Greenville County – Creative writing faculty, and guest poet Van Jordan conduct reading and panel discussion for Berea High School students

DANCE

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

DRAMA

- Trustus Theatre Apprentice Company, Columbia – Playmaking Workshop for students from Lexington and Richland County Schools
- Greenville County – series of workshops for students and the public on Shakespeare, at the Warehouse Theatre
- Fairfield County – workshop on Improvisation for the Actor for Fairfield High School students
- Statewide – adjudication for Oratory Competition for Jack and Jill North and South Carolina Cluster meeting

South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report

- Greenville County – daytime performance of *The Crucible* for Greenville and Berea High School students, arts-integrated panel discussion

MUSIC

- Richland County – performance by piano students and faculty at USC School of Music and Hammond School
- Beaufort, Jasper, Berkeley, Richland, Dorchester Counties – Music Outreach Tour, student ensemble performances at Bluffton High School, Hilton Head High School, Beaufort High School, Battery Creek High School, Ridgeland High School, Hanahan High School, Lower Richland High School, and Dubose Middle School, with a public performance in Beaufort County
- Pickens County – strings and winds student performance at Pickens County Museum
- Spartanburg County – performance and workshop at Whitlock Junior High School
- Oconee County – Walhalla Middle School students attend music recital
- Greenville County – workshops with strings students from Hughes and Beck Middle Schools
- Richland County – performance and workshop at Ridge View High School
- Greenville County – Side by side performance with area Suzuki students
- Laurens County – strings students and faculty professional development workshop for Laurens District 55 strings teachers
- Greenville – strings students, faculty, and alumnus workshops for League and Greenville Middle Schools
- Greenville County – On-campus workshop and master class for Powdersville Middle School students
- Statewide – strings students and faculty performance at SC Music Educators' Association Convention

VISUAL ARTS

- Chester County – traveling exhibit on display at Chester County Arts Council
- York County – traveling exhibit on display at Come See Me Festival
- Greenville County – art history faculty Symphony 101 lecture on the cultural context of Bizet's *Carmen*

ALL ARTS DEPARTMENTS

- Greenville County – class sessions/ workshops for Furman University Learning in Retirement students

ENGLISH & HUMANITIES

- Greenville County – panel discussion on the cultural context of *The Crucible* for Greenville and Berea High School students

SOCIAL STUDIES & WORLD LANGUAGES

- Statewide – session on teaching AP European History Essay writing at SC Teachers Conference at Clemson University
- World Religions Symposium, open to the public on the SCGSAH campus

**South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report**

MATH & SCIENCES

- Greenville County – workshop to the Greenville County Science Teachers Association, on Arts and Science
- Statewide conference – three presentations at the South Carolina Science Council conference
- Statewide – paper presentation on arts-integration to SC Teachers of Mathematics annual meeting

LIBRARY

- Statewide conference – poster session on SCGSAH Banned Books week at SC Library Association Conference

DEAN'S OFFICE

- Statewide conference – presentation on arts integration to SC teachers
- Spartanburg County – Arts Assessment Workshop for District 6 educators
- Spartanburg County – Leadership Spartanburg Education day panelist
- Statewide – State Department of Education Best Practice Workshop for 120 educators

III.7.1.d RESULTS - STUDENT ACCOMPLISHMENTS

CREATIVE WRITING

- 14 National Scholastic Writing Awards, more than any other school in the nation.
- 2 National Scholastic Portfolio Awards (\$10,000 scholarship - 5 awarded nationally)
- 34 Regional-at-Large Gold Keys Scholastic Awards
- Winners: Bennington Young Writers Competition (Nonfiction and Fiction), Archibald Rutledge Scholarship, S.C. Young Poet's Contest, Southern Voices Competition (Fiction and Nonfiction), Patricia Grodd Poetry Prize for Young Writers (Kenyon Review)
- 4 National Foundation for Advancement in the Arts Awards

DANCE

- Seniors Sara Ann Caton (Spartanburg) and Manuelita Navarro (Conway) were both selected to perform at the national level for the Youth America Grand Prix. Each dancer received a diploma of achievement.
- Senior BJ Randolph (Greenville) won third prize in the Dance Quest Competition.
- The Dance Department currently has former students contracted and dancing professionally in the following companies:
 - New York City Ballet
 - American Ballet Theatre
 - San Francisco Ballet
 - Boston Ballet
 - Miami City Ballet

**South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report**

- Joffrey Ballet
- San Jose Ballet
- Pennsylvania Ballet
- Cincinnati Ballet
- Louisville Ballet
- American Repertory Ballet

DRAMA

- Two drama seniors (Danielle Brooks, Simpsonville and Erin Dailey, Beaufort) have been accepted to The Juilliard School's Drama Division. Juilliard sees over 1200 auditions each year, calls a select group for an initial callback, culls it to 40 whom they invite to New York for a third look, and finally selects a class of eight women and ten men.
- The Juilliard School's Drama Division currently has more graduates from our school than any other school in the nation.
- Ashley Montondo (Senior, Lexington), was chosen among the top ten in the nation in the English Speaking Union's National Shakespeare Competition. She won first place in the regional competition.
- Drama Senior Danielle Brooks (Simpsonville) was awarded a week-long internship with *Bravo on the Set* in New York. She was one of fifteen winners in their National Essay Contest.
- Danielle Brooks was also recognized with a Merit Award by the National Foundation for Advancement in the Arts (NFAA), along with senior Anna Trammell.
- Nicole Borysowicz (Senior, Mt. Pleasant) won the state-wide NATS Musical Theater contest.

MUSIC

- Music students ranked first in the nation in AP Music Theory, for a school of our size.
- Two current music Seniors (Daquise Montgomery, Simpsonville and Nicholas Graham, Spartanburg) were chosen from a national pool by *From the Top*, a non-profit organization best known for its hit National Public Radio program featuring America's best young classical musicians. Nicholas performed clarinet in Carnegie Hall in October and Daquise performed flute in Boston's Jordon Hall in March. Each student received a \$10,000 to use toward their music.
- Trumpeter Anna Alber (Senior, Irmo), won the Music Teachers' National Association State Competition for brass as well as an Honorable Mention in the Regional competition.
- David Hunt (Senior, Seneca) won first place for composition in the Music Teachers' National Association State Competition.
- Michael Thomas (Senior, Sumter) was a regional finalist in the National Association of Teachers of Singing competition.
- Senior Kristen Jasek (Simpsonville) won the Ruth Young Piano Scholarship Competition.

South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report

- Violinist Maggie Gould (Junior, Greenville) was named the winner for the Carolina Youth Symphony Concert Competition and performed the Mendelssohn Violin Concerto with that orchestra in May.

VISUAL ARTS

- The Scholastic Art and Writing Awards' Gold Key-American Visions Awards (the highest honors) were given to Jack Perry (Senior, Hilton Head) for printmaking and Eliza Dunaway (Senior, Camden) for drawing. Five additional seniors in our program won Honorable Mentions at this level.
- Michelle Strick (Senior, Blythewood) won the Upstate Visual Arts Art in the Park Post Competition.
- Three Visual Arts Seniors, James Murray (Greeleyville), Ashley Herron (Irmo), and Marie Provence (Eastover) won Honorable Mentions in the National Utrecht Art Supplies Portrait Contest.
- Ashley Herron won Best in Show in the Regional Picasso Project competition. Jack Perry was a regional winner.

ACADEMICS

- Elizabeth Robinson (Music Senior, Greenville) is a National Merit Finalist.
- Temnete Sebhatu (Creative Writing Senior, Rock Hill) is a National Achievement Finalist.
- Rachel Inman (Visual Arts Senior) received the Governor's Citizenship Award.
- The Social Studies Department had three students win qualify for the National History Day competition – each won at the state level.
- Jessica Roberts (Dance Senior, Simpsonville) won a local Voice of Democracy essay contest sponsored by the Veterans of Foreign Wars. She won first place at the local VFW post level, and then also placed first at the district level. Stephanie King (Dance Junior, Greer) was 1st runner up.
- Erin Weeks (Creative Writing Senior, Summerville) is a National Merit Scholarship Corporation Candidate for Special Scholarship.
- Nicholas Graham (Senior Clarinetist, Spartanburg) is a National Achievement Outstanding Participant in the High Performers on 2008 PSAT.
- Two students were honored by the National Hispanic Recognition Program 2007.
- One of our students received perfect SAT scores in each of the following categories: Critical Reading, Writing and Subject Test, as well as one Highest PSAT selection index in the junior class.
- The school boasts five AP scholars, one also with Honors and one also with Distinction.

III.7.1.e RESULTS - FACULTY & STAFF ACCOMPLISHMENTS

In keeping with the school's mission to provide an environment of excellence, SCGSAH's faculty and staff were honored and served as leaders nationally and regionally throughout the 2006-2007 fiscal year, including the following:

South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report

- Both full-time Creative Writing faculty members, Scott Gould and George Singleton, were recognized by the National Scholastic Writing Awards with National Gold Apple Teaching Awards.
- Scott Gould, chair of the Creative Writing department received a Surdna Arts Teacher Fellowship for a research project in Serra Pistoiese, Italy. He also taught writing workshops for the Emrys Foundation and the Hub City Writers Project.
- Dance department chair Stanislav Issaev was a guest teacher at the Marat Daukayev Ballet Theatre and School.
- Drama department chair Daniel Murray played lead roles in the Warehouse Theatre's *Frozen*, as well as in the North Carolina Shakespeare Festival's *Romeo and Juliet* and *The Taming of the Shrew*.
- Drama faculty member Jayce Tromsness directed a production of *Julius Caesar* that toured middle and high schools throughout South Carolina as part of The Warehouse Theatre's This Wooden O, the only program in the state recognized by the National Endowment for the Arts' Shakespeare in American Communities Initiative. He also directed a production of *Inspecting Carol* at the Warehouse Theatre and performed throughout the year with the Distracted Globe Theatre Company.
- Drama faculty member Dan Day adapted, directed and designed the set for the Kitchen Dog Theatre's production of *Woyzeck* in Dallas, TX.
- Vocal Coach and Music Theory instructor Nancy Smith, served as a reader for the Advanced Placement Music Theory exam in Lincoln, Nebraska.
- Violist and String Orchestra director Katie Dey was awarded an Arts Teacher Fellowship grant from the Surdna Foundation to attend Magic Mountain Music Farm in Morris, NY. She studied and performed works by Lillian Fuchs and Georges Enesco.
- Choral Director and Music Theory instructor Ryan Hebert served as adjudicator for the American Choral Director's Association National Undergraduate Conducting Competition held in Miami, Florida.
- The National Scholastic Art Awards honored printmaking teacher Katya Cohen for exemplary teaching.
- Visual Arts faculty member Carlyn Tucker was invited by Maryland Institute College of Art to their "Teacher Fly In". The program was for ten high school level teachers from throughout the country.
- Visual Arts faculty member Paul Yanko exhibited his work in a group show at the Upstairs Gallery in Tryon, North Carolina.
- Department Chair Joe Thompson taught sculpture at the University of Georgia's Cortona Program in Italy during the fall 2006 semester.
- Michael Giller, Assistant Director of the Library, was nominated for and won the 2007 Intellectual Freedom Award from the South Carolina Association of School Librarians for his exceptional service to the Banned Books Week project held annually at the SCGSAH.
- Academic faculty members served as Advanced Placement Readers: Rusty Godfrey for AP United States History and Joni Jordan for AP Chemistry.
- Social Studies teacher Julie Allen served as the Document Based Question Leader at AP European History Reading and is a member of the College Board Test Development Committee for European History.

**South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report**

- Faculty members Libby Higgins, Mike Farmer, and Dana Howard received a grant to develop and implement a Continuing Education Course on Arts Integration Across the High School Curriculum through SC ETV.
- Math department chair Libby Higgins served on the SCCTM (South Carolina Council for Teachers of Mathematics) Advisory Board.
- Outreach and Recruitment Director Anne Tromsness starred in the one-woman show, *Bad Dates* at The Warehouse Theatre and designed the curriculum for The Warehouse Theatre's This Wooden O, the only program in the state recognized by the National Endowment for the Arts' Shakespeare in American Communities Initiative.
- Dean Sharon Kazee oversaw the curriculum documents undergoing revision/development in all music areas for the State Department of Education (these are Scope and Sequence documents, including strings, band, choral, and general music). She also served as a panelist for Leadership Spartanburg and presented a session on the importance of the arts in all of the EEDA (Education and Economic Development Act) strands for high school curricula at the Education and Business Summit sponsored by the State Department of Education.

III.7.2 CUSTOMER SATISFACTION

The following chart includes survey evaluation results from students, teachers and parents at the end of the 2007 school year.

EVALUATIONS BY STUDENTS, TEACHERS & PARENTS			
	Students*	Teachers	Parents
Number of surveys returned	81	12	25
Satisfied with learning environment	92.5%	50%	96%
Satisfied with social and physical environment	96.3%	100%	100%
Satisfied with home-school relations	93.9%	91.6%	88%

*11th grade students and parents were surveyed.

III.7.2.a CUSTOMER SATISFACTION – GUEST ARTISTS

Thanks to a grant from the Surdna Foundation, the artists below visited the school to work with students this school year. The school continues to build relationships with and invite well-established national and international artists to build upon students' experience.

- Dr. Alan Lightman (professor at MIT, international best-selling novelist, physicist and essayist)
- Pulitzer prize-winning poet, Jorie Graham
- Visual and performing artist, Joyce Scott
- Pianists Marina Lomazov and Joseph Rackers
- Dava Sobel (former NY Times Science writer)
- Award-winning poet A. Van Jordan

South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report

- New York art critic, Jerry Saltz
- World-renowned dance choreographer, Viktor Kabaniaev

In addition to the Surdna visitors, the school also hosted an acting mini-workshop featuring motion picture and theater actor Michael York.

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 provided during 2006-07 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
- 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

South Carolina Governor's School for the Arts and Humanities
2006.2007 Accountability Report

- 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 participates in 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

The SCGSAH Employee Activity 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 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

The SCGSAH has been named a National Service Learning Leader School by the Corporation for National and Community Service and continues to answer the call to adopt service-learning as a strategy for helping our students develop a sense of responsibility as active citizens. The Community Service/Service-Learning 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 third 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" program.)
- 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 seventh year.
- 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 – "KIDSPHERE" - 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.