

**South Carolina Governor's School for the Arts and Humanities
2007.2008 Accountability Report**

TRANSMITTAL FORM

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| Agency Name: | South Carolina Governor's School for the Arts and Humanities (SCGSAH) |
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| Agency Director: | Dr. Bruce R. Halverson, President |
| Agency Contact Person: | Charles Tillotson, Vice President of Finance |
| Agency Contact's Telephone Number: | 864.282.3738 |

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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 2007-2008 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 and third in the state on the ACT test with a composite score of 26.1, far surpassing the state average of 19.9 and the national average of 21.1 on this exam. The SCGSAH received the state's Palmetto Gold award for the seventh consecutive year and continues to have a 100% graduation rate, with every student continuing to a post-secondary school or performance company, and every student receiving some level of financial assistance to continue their education. The SCGSAH had an additional faculty member earn National Board Certification, bringing the school's total to 34%, 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 19 National Scholastic Awards, including one of five \$10,000 scholarships for portfolios awarded nationally, and two were named as finalists in the National Foundation for Advancement in the Arts writing competition. A third of the dancers chosen by the Youth America Grand Prix Southeast Regional Dance Competition (4 of 12) selected to perform at the national level were Governor's School dancers. Drama students won five awards in the National Foundation for Advancement in the Arts. Visual Artists won eight Scholastic Art Awards and a National Foundation for Advancement in the Arts award. And a music student was invited to participate in the Aloha International Piano Festival where he won second place.

Additional student honors include a Presidential Scholar in the Arts (one of 20 nationwide), seven National Merit Finalists, two National Achievement Finalists, and one Governor's Citizenship Award.

The 2008 graduating class (109 students) collectively received over \$14.6 million in scholarship offers. This brings the total scholarship offers to approximately \$79.1 million offered to the 794 students who have graduated from the residential high school. SCGSAH hosted its fifth Teachers' 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. 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

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South Carolina. The goals and objectives set for the 2007-2008 fiscal year include the following:

Personnel

Goal: To review reporting relationships, position descriptions, and evaluations/assessment practices and reaffirm or make changes.

Objective:

- To implement timetable for each aspect of the review

Diversity

Goal: To strengthen recruitment by developing a plan for contacting specific individuals and institutions with influence in minority communities.

Objectives:

- Analyze geographic patterns for minority population in the state
- Identify potential contacts
- Arrange contacts/meetings

GSA Foundation:

Goal: To clarify the working relationship with the Governor's School Foundation for the Arts and establish expectations for both the School and Foundation.

Objectives:

- Identify areas of mutual support
- Identify areas of need for the school
- Establish regular contact
- Move Foundation back to campus

Government

Goal: To develop and implement a plan to enhance relationships with key government employees and elected officials.

Objectives:

- Identify individuals who may have positive relationships with Foundation and School Board members
- Identify individuals who care about the school
- Meet individuals and seek support
- Maintain contact with individuals

Facilities

Goal: To review the use of facilities and develop plans to meet the space requirements for the next 1 to 5 years and 5 to 10 years.

Objectives:

- Gather information on present use of facilities
- Seek projections on future use of facilities
- Analyze information for potential costs and usage

Outreach

Goal: Review the role of outreach for the School and develop a plan to meet this role.

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Objectives:

- Identify purpose of outreach related to recruitment, cultivation, support, and reputation
- Develop goals for each of the above.
- Identify sources of financial support
- Create cohesive approach with School and Foundation

Accreditation

Goal: To prepare for and complete the Southern Association of Colleges and Schools accreditation review.

Objectives:

- Prepare for review
- Complete visit
- Receive renewal of accreditation

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 2007-2008 school year, a new President began his tenure and a new Vice President for Finance and Administration started during the previous year. Along with the academic dean, the three senior administrators provide a resource of many years in senior educational leadership.

This leadership team works closely with the new President of the GSA Foundation and a new era of mutual support has been established and promises success in the challenging area of seeking support from the many constituencies interested in the school

The School has made progress in increasing the number of minority applicants to the School, but faces a challenge to convert these applications to enrollment in an increasingly competitive arena. Minority representation continues to be strong in the staff of the school, but with a continuing residential faculty there are few if any positions available for recruitment. However, when there are faculty openings, there is a focused and active recruitment plan in place to emphasize the need and desire for minority candidates. Women are well represented in all areas of the school. In the summer programs, where there is a turnover of faculty, there has been a continuing effort to increase minority representation and now every program has one or more minority faculty members. The principal of the summer programs is African-American. We continue our commitment to build a school population that is representative of our state.

The state's budget crisis did not directly impact the 2007-2008 school year, but influenced this year's planning for the next, 2008-09, school year. During the spring the

legislature passed a 1% reduction of the budget, provided a 1% raise for staff, and it is clear that more difficult financial challenges will be part of the 2008-09 school year.

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 posted on the school's website and 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

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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.
- 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; and 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, 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 currently employs approximately 86 permanent full-time employees, including both faculty and staff. Of these, classroom teachers and some residential life staff are 10-month employees. In addition, the residential high school employs approximately 78 temporary employees who serve in various capacities, such as adjunct faculty, tutors, substitute teachers, student services personnel, and support staff. The school's adjunct faculty, who teach individual music lessons and specific arts-related courses, are critical to the mission of the school.

II.7 REGULATORY ENVIRONMENT

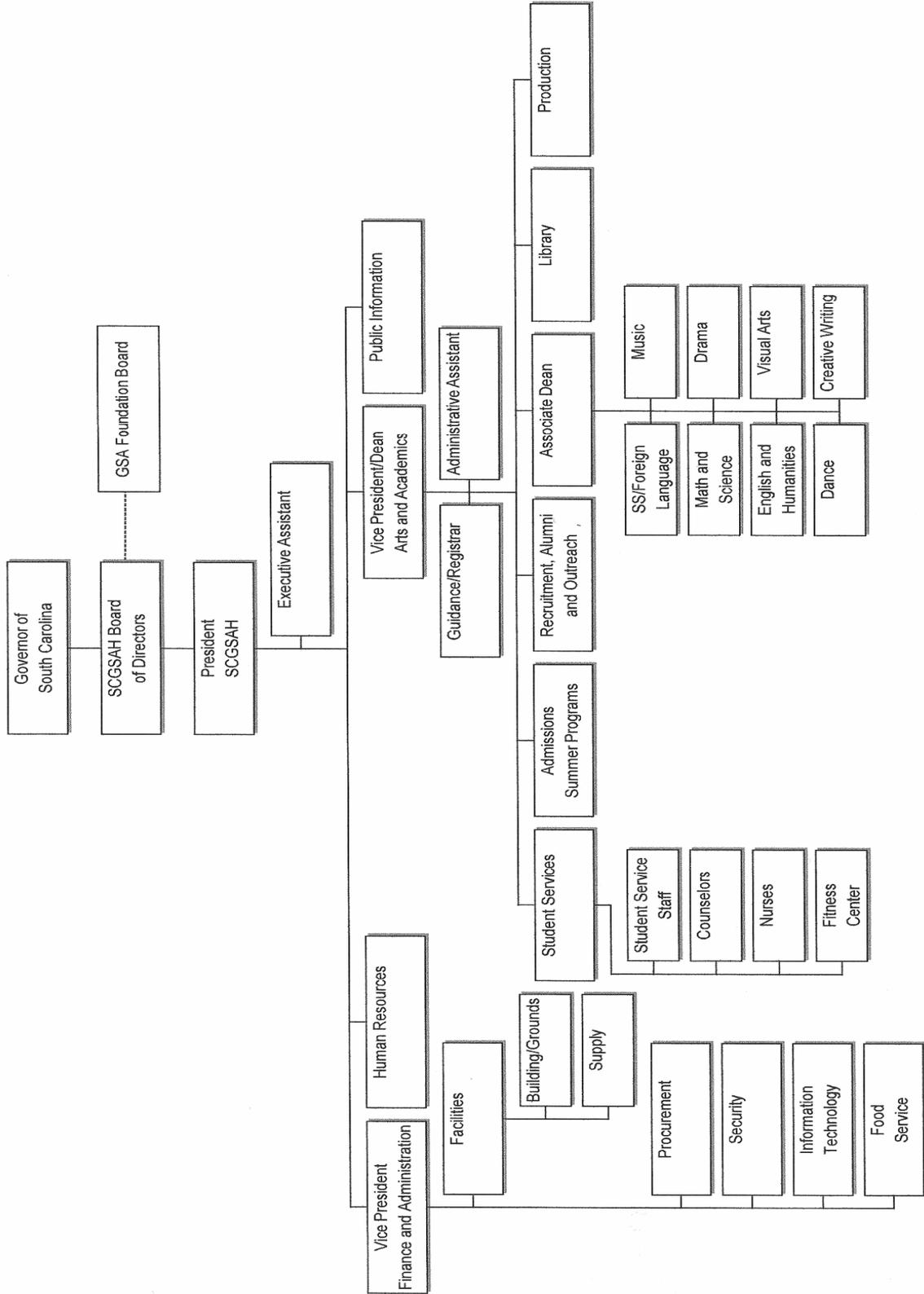
SCGSAH operates as a public high school and as a state agency, and is responsible for maintaining regulatory compliance with both. As a state agency, SCGSAH is required to comply with State Procurement Code, policies and procedures of the Budget and Control Board, Office of Materials Management and the State Department of Education.

II.8 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 goals 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.9 ORGANIZATION CHART

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II.10 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 | 06-07 Actual Expenditures | | 07-08 Actual Expenditures | | 08-09 Appropriations Act | |
|-------------------------------|---------------------------|--------------------|---------------------------|--------------------|--------------------------|--------------------|
| | Total Funds | General Funds | Total Funds | General Funds | Total Funds | General Funds |
| Personal Service | \$4,694,633 | \$4,032,139 | \$4,762,398 | \$4,173,364 | \$ 4,596,386 | \$4,144,115 |
| Other Operating | \$1,843,543 | \$1,647,647 | \$2,092,643 | \$1,936,232 | \$2,317,819 | \$1,867,819 |
| Special Items | \$ | \$ | \$ | \$ | \$ | \$ |
| Permanent Improvements | \$ | \$ | \$ | \$ | \$ | \$ |
| Case Services | \$ | \$ | \$ | \$ | \$ | \$ |
| Distributions to Subdivisions | \$ | \$ | \$ | \$ | \$ | \$ |
| Fringe Benefits | \$1,230,286 | \$1,091,699 | \$1,393,187 | \$1,210,720 | \$1,376,100 | \$1,273,600 |
| Non-recurring | \$ | \$ | \$ | \$ | \$ | \$ |
| Total | \$7,768,462 | \$6,771,485 | \$8,248,228 | \$7,320,316 | \$8,290,305 | \$7,285,534 |

OTHER EXPENDITURES

| Sources of Funds | 06-07 Actual Expenditures | 07-08 Actual Expenditures |
|-------------------------|---------------------------|---------------------------|
| Supplemental Bills | \$ | \$ |
| Capital Reserve Funds | \$417,535 | \$397,160 |
| Lottery (Carry forward) | \$108,726 | \$ 0 |

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II.11 MAJOR PROGRAM AREAS CHART

| Program Number and Title | Major Program Area Purpose (Brief) | FY 06-07 Budget Expenditures | | FY 07-08 Budget Expenditures | | Key Cross Ref. Financial Results* |
|--|---|------------------------------|-----------|------------------------------|--------------------|-----------------------------------|
| | | State: | | State: | | |
| H63.XIV Academic Programs | Required curriculum for SCGSAH Residential HS (SACS accredited) | State: | 1,710,471 | State: | 1,768,500 | Section III |
| | | Federal: | | Federal: | | 7.1 - 7.5 |
| | | Other: | 25,000 | Other: | 25,000 | |
| | | Total: | 1,735,471 | Total: | 1,793,500 | |
| | | % of Total Budget: | | 22% | % of Total Budget: | 22% |
| H63. XIV Art Programs | Required curriculum in 5 art areas for SCGSAH Residential HS (ACCPAS accredited) | State: | 1,044,997 | State: | 1,092,000 | Section III |
| | | Federal: | | Federal: | | 7.1 - 7.5 |
| | | Other: | 50,000 | Other: | 50,000 | |
| | | Total: | 1,094,997 | Total: | 1,142,000 | |
| | | % of Total Budget: | | 14% | % of Total Budget: | 14% |
| H63. XIV Residential Life | Provide a safe, healthy & family oriented life experience for students | State: | 815,000 | State: | 888,950 | Section III |
| | | Federal: | | Federal: | | 7.2 |
| | | Other: | 50,000 | Other: | 50,000 | |
| | | Total: | 865,000 | Total: | 938,950 | |
| | | % of Total Budget: | | 9% | % of Total Budget: | 11% |
| 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: | 465,000 | Section III |
| | | Federal: | | Federal: | | 7.1 |
| | | Other: | 379,771 | Other: | 379,771 | |
| | | Total: | 679,771 | Total: | 844,771 | |
| | | % of Total Budget: | | 11% | % of Total Budget: | 10% |
| 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: | 2,785,268 | Section III |
| | | Federal: | | Federal: | | 7.1-7.5 |
| | | Other: | 250,000 | Other: | 250,000 | |
| | | Total: | 2,989,154 | Total: | 3,035,268 | |
| | | % of Total Budget: | | 38% | % of Total Budget: | 37% |

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

FY 06-07 and FY 07-08 Library, & Institutional Advancement

| Remainder of Expenditures: | FY 06-07 | FY 07-08 |
|----------------------------|----------|----------|
| State: | 199,190 | 205,500 |
| Federal: | | |
| Other: | 250,000 | 250,000 |
| Total: | 449,190 | 455,500 |
| % of Total Budget: | 6% | 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

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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

| III.2a STRATEGIC PLANNING CHART 2007-2008 | | | |
|--|---|---|---|
| Program Number and Title | Supported Agency Strategic Planning Goal/Objective | Related FY 07-08 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 |

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| 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.

Using the Strategic Planning Goals as a foundation, the school has identified three major goals underscored in 2007-2008 that are major initiatives in 2008-2009. They are:

1. To create a community representative of the population of South Carolina and where diversity thrives.
2. To ensure that all school faculty and staff have the context, knowledge, skills, and accountability to help all students to achieve.
3. To build a strong and continuing foundation of support for the Governor’s School for the Arts and Humanities.

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

The results of the previous year's reconfigured approach to recruiting students significantly improved the number of students applying for admission to the different programs at the school. Now, the new administration has implemented an in-depth analysis of the student recruitment area in order to maximum efficiency, measure results of initiatives, and ensure that students from diverse backgrounds are fully represented. In addition, an analysis of faculty and staff recruitment efforts is in process in order to ensure contact with individuals from diverse backgrounds are included in the candidate pool.

There is a facilities study in progress in order to ensure maximum and sustainable use of facilities and the administration will use this information for future planning. There is a continuing review of faculty effectiveness measured, in part, by the students' test scores, college acceptances, and competitive activities related to a student's major art area.

A study of the needs of the school's residential life specialists living in student housing has been completed and a dormitory/apartment remodeling project is moving into the construction phase that will meet the needs as expressed in this study.

The Governor's School for the Arts Foundation Board, along with the Board of Directors of the Governor's School, has started discussions on working jointly at various times in order to create more opportunity for the students.

Finally, new efforts are underway to develop continuing contacts with the School's residential alumni. By gathering current information and measuring the success of these alumni, the School can gain information on the direct benefits of the educational experience offered to these alumni and apply this information to benefit the present day students.

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 WORKFORCE 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 2006-2007. 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 2008, the SCGSAH received full accreditation from both the Southern Association of Colleges and Schools (SACS). The Accrediting Commission for Community and Pre-collegiate Arts Schools (ACCPAS) was approved in 2004 and renewal will be sought in 2009.

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 - 2007-2008 SCHOOL REPORT CARD

The 2007-2008 school report card is embargoed at the time of Accountability Report submission. This report will be provided to the Budget and Control board once it is available for release.

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 325 schools, district programs, and civic, educational and arts organizations to inform students, educators, parents and other key constituents about the Governor's School. 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, to 750 in 2007, and then to 995 in 2008. At least one application was received from each of the 46 counties in 2008. 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 2007-2008 included the following:

- School faculty members, together with SCETV, collaborated to create an online ITV Recertification Course in which Language Arts, Mathematics, Social Studies and Science classrooms are used to present an introduction to arts integration. The course content progresses from a brief history of arts integration and its rationale through an overview of unique languages of the five areas of the arts (Creative Writing, Dance, Drama, Music and the Visual Arts). Included are suggested resources teachers can use to integrate these five art areas into their classroom from initial arts integration to the fully-infused curriculum.
- The school is hosting its fifth Teachers' Institute this summer, welcoming teachers from across the state on campus to participate in arts intensives that earn them recertification and/or graduate credits.
- Spanish students and faculty member Janice Boyles participated in Hispanic Heritage Month.
- Dean Sharon Kazez presented at the South Carolina Alliance for Arts Educators conference.
- Drama Department chair Daniel Murray, together with strings faculty member Kathryn Dey conducted an *Acting for Strings* workshop for students at Beck Middle School.
- Dana Howard gave a lecture for "Symphony 101" with the Greenville Symphony Guild.

Creative Writing

- The South Carolina Sparks Creative Writing Program provided a group of 14 students from League Middle School with the opportunity to receive eight weeks of instruction and mentoring in Creative Writing by senior Creative Writing students. The interactive program included readings by professional writers and a final reception and reading by the League students.
- Students from Whitlock Junior High and Tanglewood Middle School visited with the Creative Writing department for a reading with Surdna guest artist Daniel Wallace. They also toured the school and participated in an information/question and answer session.
- Students from Scott's Branch High School visited the school for a reading with Surdna guest artist David Shields. They also toured the school and participated in an information/question and answer session.
- Students from Lugoff-Elgin and Berea High Schools visited with the Creative Writing department for a reading with Surdna guest artist Susan Orlean. They also toured the school and participated in an information/question and answer session.

Drama

- Drama faculty member Jayce Tromsness made a presentation to teachers from 11 districts at South Point High School on professional development day.
- Students from White Knoll and Berea High Schools attended a matinee performance/panel discussion of *The Shadow Box*, written by Michael Christofer, directed by Dan Murray and performed by Governor's School students. They also toured the school and participated in an information/question and answer session.
- Students from the Phyllis Wheatley Center, Whitlock Junior High, the Boys Home of the South and Tanglewood Middle School attended the school's *I Have a Dream* performance and reception with Surdna guest artist Andre DeShields.
- Drama faculty member Jayce Tromsness conducted a Shakespeare workshop with the Trustus Theatre's apprentice company.
- Drama faculty members conducted three workshops with the Boys and Girls Club of the Upstate, on Shakespeare and on movement.
- Drama faculty members conducted workshops at a statewide theatre conference.
- Students from Andrew Jackson and Irmo High Schools attended matinee performances/panel discussions of *The Women of Lockerbie*, written by Deborah Brevoort, directed by Jayce Tromsness and performed by Governor's School students. They also toured the school and participated in an information/question and answer session.

Music

- The Music Department's 2007 Outreach Tour reached thousands of students this past December when students and faculty members from the Music Department visited public schools throughout Greenwood, Newberry, Saluda, Lexington, Kershaw, Fairfield and Richland counties, where they performed and visited with students.

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- Piano faculty Dr. Stephen Taylor presented to the Aiken Music teachers Association. He also serves as Archivist for the South Carolina Music Teachers Association.
- Music faculty Nancy Smith serves as Keyboard Player for the S.C. Children's Theater in Greenville, SC.
- Community pianists were invited to participate in a master class with Surdna guest artist Eugene Barban.
- Community cellists were invited to participate in a master class with Surdna guest artist Zuill Bailey.
- Strings faculty member Kathryn Dey conducted workshops with students from Beck Middle School, and presented a master class at Converse College in Spartanburg.
- Students from Greenville Middle School attended a Governor's School music student performance at Christ Church.
- Students from ARMES, League Academy and Wade Hampton High School participated in a master class with Surdna guest artist Victoria Chiang. They also toured the school and participated in an information/question and answer session.
- Governor's School and Greenville High School string students performed together in a concert on the Governor's School campus. They also toured the school and participated in an information/question and answer session.
- The Governor's School Concertato String Orchestra performed for students at Jesse Boyd Elementary School.
- Suzuki strings students participated in a workshop and performance with Governor's School string students.

Visual Arts

- Students from three Spartanburg county elementary schools, as part of a new partnership with the Boys and Girls Club of the Upstate, visited the Governor's School campus, toured and participated in printmaking, painting, and ceramics projects, assisted by Visual Arts faculty and students.
- Students from Estill Middle and High Schools participated in a printmaking workshop with guest artists Marty Epp-Carter and Visual Arts faculty member Paul Yanko.
- Visual Arts faculty members Paul Yanko and Joe Thompson gave a presentation at the South Carolina Alliance for Arts Educators conference.
- Visual Arts faculty members Joe Thompson and Sharon Campbell conducted a workshop at the Amen Arts Center in Sumter.

III.7.1.d RESULTS - STUDENT ACCOMPLISHMENTS

CREATIVE WRITING STUDENTS

- Tori Cole (Columbia, Richland Northeast High School) won one of the five \$10,000 National Scholastic Writing Awards for her creative nonfiction portfolio.

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- Two creative writing students, Allen Butt (Beaufort, Beaufort Academy) and Mary Murphy (Simpsonville, Mauldin High School), were chosen among 22 finalists in the National Foundation for Advancement in the Arts (NFAA) competition. They each received an all-expenses-paid trip to Miami for youngARTS 2008 where Allen won \$3000 and Mary won \$5000, each for their creative nonfiction work.
- Additional NFAA award winners this year are:
 - Tori Cole (Columbia, Richland Northeast High School) - Honorable Mention
 - Caroline McTeer (Early Branch, Wade Hampton High School) - Merit Award
 - Katie Smith - High School Ten-Page Screenplay Contest, Honorable Mention
- The following students won Gold Awards from the National Scholastic Writing Competition
 - Sammi Bryan (Anderson, Christ Church Episcopal School) - Personal Essay/Memoir
 - Allen Butt (Beaufort, Beaufort Academy) - Short Story
 - Sarah Carnick (Simpsonville, Hillcrest High School) - one for Poetry and one for Humor
 - Matt Casedonte (Anderson, T.L. Hanna High School) - Poetry
 - Andrew Durbin (Simpsonville, Mauldin High School) - Short Short Story
 - Cassie Falk (Mullins, Mullins High School) - Personal Essay/Memoir
 - Mary Murphy (Simpsonville, Mauldin High School) - Scriptwriting
- The following students won Silver Portfolio Awards from the National Scholastic Writing Competition
 - Kelsey Allagood (Westminster, West Oak High School) - Non-fiction Portfolio
 - Cody Buchanan (Belton, Palmetto High School) - Non-fiction Portfolio
 - Allen Butt (Beaufort, Beaufort Academy) 2 - one for General Writing Portfolio, one for Non-fiction Portfolio
 - Andrew Durbin (Simpsonville, Mauldin High School) - General Writing Portfolio
 - Megan Hicks (Pelion, Pelion High School) 2 - one for Non-Fiction Portfolio, one for General Writing Portfolio
 - Jessica Jernigan (Seneca, Seneca High School) - Non-fiction Portfolio
 - Margaret Sands(Murrells Inlet, Waccamaw High School) - General Writing Portfolio
- The following students won Silver Awards from the National Scholastic Writing Competition
 - Allen Butt (Beaufort, Beaufort Academy) - Short Story
 - Isaiah Swanson(Easley, Easley High School) - Personal Essay/Memoir
- The following students won awards in the South Carolina Writers Workshop High School Competition
 - Jon Ott, Jr. (Rowesville, Brachville High School) - 1st Place Fiction
 - Sammi Bryan (Anderson, Christ Church Episcopal School) - 1st Place Non-fiction
 - Taylor Davidson 1st Place Poetry and 2nd Place Non-fiction
 - Maggie Creech (Rock Hill, Northwestern High School) - Honorable Mention Fiction
 - Hannah Jarrett (Chapin, Chapin High School) - Honorable Mention Poetry
 - Mike Roberts (Greenville, Mauldin High School) - Honorable Mention Poetry
- The following creative writing students were awarded a total of 68 Regional At-Large Gold Key Awards from the Scholastic Writing competition this year:
 - Seniors:
 - Kelsey Allagood (Westminster, West Oak High School)
 - Celeste Brewer (Greenville, J.L. Mann Academy)
 - Cody Buchanan (Belton, Palmetto High School)
 - Allen Butt (Beaufort, Beaufort Academy)

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- Tori Cole (Columbia, Richland Northeast High School)
- Nick Condatore (Seneca, Seneca High School)
- Sarah Carnick (Simpsonville, Hillcrest High School)
- Matt Casedonte (Anderson, T.L. Hanna High School)
- Andrew Durbin (Simpsonville, Mauldin High School)
- Cassie Falk (Mullins, Mullins High School)
- Megan Hicks (Pelion, Pelion High School)
- Hannah Jarrett (Chapin, Chapin High School)
- Jessica Jernigan (Seneca, Seneca High School)
- Bekah LaTour (Clemson, D.W. Daniel High School)
- Caroline McTeer (Early Branch, Wade Hampton High School)
- Mary Jean Murphy (Simpsonville, Mauldin High School)
- Margaret Sands (Murrells Inlet, Waccamaw High School)
- Katie Smith (Anderson, T.L. Hanna High School)
- Isaiah Swanson (Easley, Easley High School)

Juniors:

- Jacob Borchardt (Lexington, Lexington High School)
- Sammi Bryan (Anderson, Christ Church Episcopal School)
- Maggie Creech (Rock Hill, Northwestern High School)
- John Ott (Rowesville, Brachville High School)
- Michael Roberts (Greenville, Mauldin High School)
- Shelby Switzer (Columbia, Richland Northeast High School)
- Lauren Taylor (Inman, Chapman High School)

DANCE STUDENTS

- A third (four of 12) of the finalists in the 2008 Youth America Grand Prix Southeast Regional Dance Competition that have been selected to move on to the national competition in New York this April are Governor's School dancers. They are:
 - Michael Agudelo (Spartanburg, Harid Conservatory)
 - Elena Bello (Conway, Carolina Forest High School)
 - Caleb Roberts (Hartsville, C.J. Roberts Academy)
 - Jonathan Spigner (Greenville, Home schooled)
- Jonathan Spigner also won the region's silver medals in both classic and contemporary dance at the 2008 Youth America Grand Prix Southeast Regional Dance Competition.

DRAMA STUDENTS

- Five Drama students have won National Foundation for the Advancement in the Arts (NFAA) Awards (the most the school has won in one year). They are:
 - Mary Tilden (Columbia, Dreher High School) - Honorable Mention (top 5% out of over 1500 applicants nationwide)
 - Emily Ussery (Tega Cay, Fort Mill High School) - Honorable Mention (top 5% out of over 1500 applicants nationwide)
 - Stephen Cook (Greenville, Riverside High School) - Merit Award (top 10% nationwide)
 - Sarah Mullis (Columbia, Irmo High School) - Merit Award (top 10% nationwide)

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- William Smith (Greenville, J.L. Mann Academy) - Merit Award (top 10% nationwide)
- Drama senior Sarah Mullis (Columbia, Irmo High School) won the English Speaking Union's Regional Shakespeare Competition. This is the fourth time a Governor's School student has won this competition.
- Drama seniors performed in the following productions this year:
 - "The Women of Lockerbie" by Deborah Brevoort
 - "The Shadow Box" by Michael Cristofer
 - "Our Town" by Thornton Wilder

MUSIC STUDENTS

- Clarinetist Andy Jacobi (Clemson, D.W. Daniel High School), was named winner of the Greater Anderson Musical Arts Consortium Concerto Competition earlier this year (which includes both college and high school students). He performed Premier Rapsodie for Clarinet by Claude Debussy and had the honor of performing the same piece with the GAMAC Orchestra.
- Margaret Gould, violin (Greenville, Greenville High School) and Audrey Cook, cello (Greenville, Christ Church Episcopal School) were selected as two of the five finalists in the GAMAC Competition.
- DJ Cheek, viola (Easley, Pickens High School) and Margaret Gould, violin (Greenville, Greenville High School) were two of 120 students selected nationally for the American String Teachers Association's 2008 High School Honors Orchestra.
- Benjamin Watkins, piano (Hodges, The McCallie School) was invited to participate in the Aloha International Piano Festival and Competition in Kailua, Hawaii where he won second place.
- Caroline Beckman, bassoon (Easley, Easley High School) and Yvonne Kao, flute (Greer, Riverside High School) were selected as Senior Solo Competition Winners by the Carolina Youth Symphony.
- Marcus Shields (Columbia, Hammond School) won 1st place in the Classical Singer Competition. Caroline Alexander (Lexington, Lexington High School) and Kati Lear (Mt. Pleasant, Charleston School of the Arts) also placed in this competition.
- Kristine Kruta, cello (Simpsonville, J.L.Mann Academy) and Ben Chen, clarinet (Simpsonville, Mauldin High School) were selected as finalists in the Clemson University Orchestra's Concerto Competition. Ben received Honorable Mention in the event.
- Allen Fitzpatrick, viola (Rock Hill, Northwestern High School) received Honorable Mention in the Senior Strings category at the 21st annual Young Artists Competition sponsored by the Charlotte Symphony's Youth Festival.
- Aaron Price (Georgetown, Georgetown High School) was awarded the Emerson Scholarship for the Interlochen Summer Program. One student from each of the 52 states is chosen for this honor each year.
- The following students were selected to attend the National Symphony Orchestra's Summer Music Institute (approximately 70 students are chosen nation-wide):
 - Margaret Gould, violin (Greenville, Greenville High School)
 - DJ Cheek, viola (Easley, Pickens High School)
 - Andrew Smith, horn (Columbia, Socastee High School)

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- The following students placed in the inaugural USC-Aiken Young Artist Vocal Competition sponsored by Masterworks Choral and Aiken Opera Society:
 - Caroline Alexander (Lexington, Lexington High School) - 1st place
 - Garrett Campbell (West Columbia, Airport High School) - 2nd
 - The following students were selected to participate in the All-State Band:
 - Jarrod Mabrey, clarinet (Moore, James F. Byrnes High School)
 - Ami Pulaski, trumpet (Varnville, Wade Hampton High School)
 - Nicolas Quattrocchi, clarinet (Little River, North Myrtle Beach High School)
 - Terrence Sanders, tuba (Aiken, Silver Bluff High School)
 - Elaine Sebring, trumpet (Lexington, Pelion High School)
 - Annie Teague, flute (West Union, Walhalla High School)
 - Hillary Bolt, flute (Anderson, T.L.Hanna High School)
 - Ben Chen, clarinet (Simpsonville, Mauldin High School)
 - Josh Dieringer, viola (Greer, Riverside High School)
 - Anna Nelson, clarinet (Aiken, Augusta Prep Day School)
 - Malynn Berry, clarinet (Batesburg, Batesburg-Leesville High School)
 - Aaron Price, horn (Georgetown, Georgetown High School)
 - Chris Sparace, tuba (Pendleton, Pendleton High School)
 - Colin Whelehan, trombone (Greenville, Greenville High School)
 - The following students were selected to participate in the All-State Orchestra:
 - Allen Fitzpatrick, viola (Easley, Pickens High School)
 - Jarrod Mabrey, clarinet (Moore, James F. Byrnes High School)
 - Terrence Sanders, tuba (Aiken, Silver Bluff High School)
 - Elaine Sebring, trumpet (Lexington, Pelion High School)
 - The following students were selected to participate in the Region Band:
 - Seth Adams, percussion (Summerville, Stratford High School)
 - Elizabeth Butler, oboe (Greenwood, Greenwood High School)
 - Kristiana Johnston, clarinet (Columbia, Pelion High School)
 - Yvonne Kao, flute (Greer, Riverside High School)
 - Kayla Stevens, oboe (Sumter, Sumter High School)
 - Hannah Marsh, horn (Cheraw, Cheraw High School)
 - SJ Holcombe, oboe (Easley, Easley High School)
 - Brittany Bradfute, bassoon (Simpsonville, Christ Church Episcopal School)
 - Jehle-Phillips Franke, horn (Gaston, Swansea High School)
 - Spencer Chipman, saxophone (Aiken, Aiken High School)
 - Daniel Miller, clarinet (Summerville, Summerville High School)
 - The following students were selected to participate in the Upstate West Region Orchestra:
 - Allen Fitzpatrick, viola (Rock Hill, Northwestern High School)
 - Nicholas Capps, violin (Liberty, Easley High School)
 - Linda Chen, violin (Lexington, Lexington High School)
 - Carrie Frey, violin (Clinton, Clinton High School)
 - Meghan Jackson, violin (Moncks Corner, Berkeley High School)
 - Audrey Cook, cello (Greenville, Christ Church Episcopal School)
 - Nick Gerald, cello (Taylors, Wade Hampton High School)
 - Anne Lewis, violin (Florence, West Florence High School)
 - Haley Zdybel, cello (Myrtle Beach, Horry County Scholars Academy)
 - Allie Tennant, violin (Myrtle Beach, Carolina Forest High School)
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- DJ Cheek, viola (Easley, Pickens High School)
- Josh Dieringer, viola (Greer, Riverside High School)
- The following vocal students won awards in the National Association of Teachers of Singing Competitions
 - Aaron Cooker (Sumter, Crestwood High School), category winner
 - Caroline Alexander (Lexington, Lexington High School), category winner
 - Marcus Shields (Columbia, Hammond School), regionals
 - James Williams (Sumter, Crestwood High School), regionals
 - Garrett Campbell (West Columbia, Airport High School), regionals
 - Kati Lear (Mt. Pleasant, Charleston School of the Arts), regionals
- The following students won awards in the Music Teachers National Association's State Senior Performance Competition:
 - Andrew Smith, horn (Columbia, Socastee High School) - 1st place, Brass
 - Aaron Price, horn (Georgetown, Georgetown High School) 2nd place, Brass
 - Ami Pulaski, trumpet (Varnville, Wade Hampton High School) - Honorable Mention, Brass
 - Margaret Gould, violin (Greenville, Greenville High School) - 2nd place, Strings
 - DJ Cheek, viola (Easley, Pickens High School) - Honorable Mention, Strings
 - Audrey Cook, cello (Greenville, Christ Church Episcopal School) - Honorable Mention, Strings
 - Ben Chen, clarinet (Simpsonville, Mauldin High School) - 2nd place, Woodwinds
 - Andrew Jacobi, clarinet (Clemson, D.W. Daniel High School) - Honorable Mention, Woodwinds
- Andrew Jacobi, clarinet (Clemson, D.W. Daniel High School) was the concerto winner in the Greenville County Youth Orchestra Honors Competition.
- DJ Cheek, viola (Easley, Pickens High School) received a South Carolina Music Educator's Association Scholarship Award. He was also selected as a substitute violist for the Greenville Symphony Orchestra.

VISUAL ARTS STUDENTS

- The following visual arts students were honored by the Scholastic Art and Writing Awards:
 - Seth Berry (Batesburg, Batesburg-Leesville High School) - Silver Key Jewelry Design, Honorable Mention Printmaking and Honorable Mention Sculpture
 - Emily Connell (Rock Hill, South Pointe High School) - Honorable Mention Ceramics
 - Sarah Barnes (Pendleton, Pendleton High School) - Honorable Mention Ceramics, Honorable Mention Sculpture
 - Chelsea Granger (Simpsonville, Mauldin High School) - Silver Key Printmaking
 - Faye Simmonds (Salley, South Aiken High School)- Honorable Mention Jewelry Design
 - Ryan Revell (Round O, South Aiken High School) - Honorable Mention Sculpture
- Ryan Revell (Round O, South Aiken High School) received an Honorable Mention award in photography from the National Foundation for the Advancement in the Arts (NFAA) Young Arts Competition.
- The following students won awards in the 2008 Young Women in Art Exhibition at Converse College:

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- Amy Bergeron (Bluffton, Hilton Head Prep) - Aquatint Etching - Best of Show
- Allison Brown (Greer, Riverside High School) - 1st Place, Ceramics
- EllenBess Gable (Greenwood, Greenwood High School) - Third Place, Printmaking
- Sarah Barnes (Pendleton, Pendleton High School) - Honorable Mention, Photography
- The following students won awards in the 2008 Annual Upstate High School Art Exhibition
 - EllenBess Gable (Greenwood, Greenwood High School) - 1st Place Metals, 2nd Place Printmaking, Honorable Mention Painting
 - Emily Harris (Fort Mill, Fort Mill High School) - 1st Place Promotional Design
 - Denzel Mattison (Greenville, Greenville Tech Charter School) - 2nd Place Promotional Design
 - Ryan Revell (Round O, South Aiken High School) - 1st Place Photography
 - Joshua Goodwin (Goose Creek, Goose Creek High School) - 2nd Place Photography
 - Seth Berry (Batesburg, Batesburg-Leesville High School) - 1st Place Printmaking
 - Allison Brown (Greer, Riverside High School) - 2nd Place Sculpture, 2nd Place Ceramics
- The following students won awards in the Picasso Project
 - EllenBess Gable (Greenwood, Greenwood High School) - State-wide Winner, Printmaking
 - Chelsea Granger (Simpsonville, Mauldin High School) - State-wide Winner, Printmaking
 - Emily Connell (Rock Hill, South Pointe High School) - Regional Winner, Printmaking
 - Trent Barnes (Seneca, West Oak High School) - Regional Winner, Printmaking
 - Amy Bergeron (Bluffton, Hilton Head Prep) - Regional Winner, Printmaking
 - Seth Berry (Batesburg, Batesburg-Leesville High School) - Regional Winner, Printmaking
- The following students won awards in the National K-12 Ceramic Exhibition, Held by the National Council on Education for the Ceramic Arts (NCECA)
 - Emily Connell (Rock Hill, South Pointe High School) received the Marvin and Ingrid Mahan Foundation Scholarship Award
 - Sarah Barnes (Pendleton, Pendleton High School) received an Outstanding Achievement Award and the Edward Orton Junior Ceramics Foundation Award

ACADEMICS

- Creative writing senior Mary Murphy (Simpsonville, Mauldin High School) was named a Presidential Scholar in the Arts - one of only 20 students nation-wide.
- The Class of 2008 (109 students) was awarded over \$14.6 million in scholarship offers from organizations and institutions throughout the country. They have been accepted to and have plans to attend the following schools this fall, as well as many of the fine schools in our state and beyond: Yale, Harvard, Northwestern, The Cooper Union, Princeton, and Boston and Oberlin Conservatories.
- Seven Governor's School students were chosen as finalists by the National Merit Scholarship Program – they represent less than one percent of U.S high school seniors, and include the highest scoring entrant in the state:
 - Celeste Brewer - Creative Writing Student (Greenville, J.L. Mann Academy)

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- Allen Butt - Creative Writing Student (Beaufort, Beaufort Academy)
- Matthew Casedonte - Creative Writing Student (Anderson, T.L. Hanna High School)
- Chloe Davis - Dance Student (Greenville, Governor's School)
- Jamie Ferguson - Drama Student (Landrum, Polk County High School)
- Lauren Koch - Drama Student (Anderson, T.L. Hanna High School)
- Benjamin Watkins - Piano Student (Hodges, The McCallie School)
- Two Governor's School students were chosen as finalists by the National Achievement Scholarship Program – they are two of only 1600 Black American high school seniors designated in the 44th annual competition:
 - Trenton Barnes - Visual Arts Student (Seneca, West Oak High School)
 - William Smith - Drama Student (Greenville, J.L. Mann Academy)
- Governor's School Advanced Placement scores compared to national averages:
 - AP Music Theory: The National Average of passing scores is 63% - Governor's School's is 96%
 - AP Art History: The National Average of passing scores is 61% - Governor's School's is 82%
 - AP English Language: The National Average of passing scores is 59% - Governor's School's is 86%
 - AP European History: The National Average of passing scores is 66% - Governor's School's is 100%
- Seniors Colin Whelehan (Greenville, Greenville High School) and T.J. Hu (Clemson, D.W. Daniel High School) qualified to participate in the 26th annual American Invitational Mathematics Examination (AIME).
- Three Governor's School students qualified to compete in the National History Day Competition in Maryland (of over 9000 South Carolina students that entered, these three students are among just about two dozen students representing our state at nationals):
 - A.J. Brannum, Dance Student (Columbia, Richland Northeast High School)
 - John Ott, Creative Writing Student (Rowesville, Brachville High School)
 - Kyndra Mack, Drama Student (Holly Hill, Lake Marion High School)

III.7.1.e RESULTS - FACULTY & STAFF

In keeping with the school's mission to provide an environment of excellence, SCGSAH faculty and staff were honored and served as leaders in the arts nationally and regionally throughout the 2007-2008 school year, including the following:

- Creative Writing faculty member George Singleton had short stories published in three anthologies: *Surreal South*, *Southern Fried Farce* and *Who Can Save Us Now?* His short stories were also featured in *The Georgia Review*, *Shenandoah*, *Redivider*, *The Cincinnati Review*, *River Styx*, *Mid-American Review*, *Kenyon Review*, *Ninth Letter*, *Virginia Quarterly Review* and online at *Esquire.com*.
- Violist and strings teacher Kathryn Dey was named South Carolina Orchestra Director of the Year by the South Carolina Chapter of American String Teachers Association. She was also invited to perform as a guest artist in Charleston Musicfest at the College of Charleston, the Swannanoa Chamber Music Festival at Warren Wilson College in North Carolina. She served on the Faculty of the Eastman School

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- of Music Viola Workshop in Rochester, NY, as Clinician for East Carolina University Youth Orchestra Chamber Music in Workshop, Greenville, NC.
- Visual Arts faculty member John Benjamin Gilliam received a 2008 Surdna Art Teachers Fellowship and a Craft Fellows grant from the SC Arts Commission to go to Ireland for two weeks in July to study with renowned Silversmith Brian Clarke. The fellowship was awarded in the crafts category and recognizes artistic achievement. He also exhibited his work at the Southern Highlands Crafts Guild Exhibition in Washington, DC and his was featured in "500 Knives," edited by Martha Le Van, Lark Books.
 - Drama Department chair Daniel Murray played leading roles in the Warehouse Theatre's productions, *Sight Unseen* by David Margulies and *Frankie and Johnny in the Claire de Lune*, by Terrance McNally. He acted in two plays (*Pandas* by Megan Gogerty and *Self Destruction Opera* by David Jacobi) during WordBRIDGE, a playwriting festival at Clemson University. He choreographed stage violence for the University of Georgia's production of William Shakespeare's *A Midsummer Night's Dream* and co-presented an *Acting for Strings Players* workshop at the American Strings Teachers Association National Conference in Albuquerque, New Mexico.
 - Visual Arts faculty member Axel Forrester was selected to receive a \$5000 Fellowship from the Surdna Arts Teachers Fellowship Program. She used the funds to participate in an internship at the Institute of Cultural Inquiry in Italy, which focused on collaborative, media-based art-making. She was also awarded the Indie Grits Film Festival Helen Hill Award and two grants awarded through the SC Arts Commission. She participated in three exhibitions, "Traumbagger" in association with Artisphere, Greenville, "888" and "Pleased to Meet You," both in association with the Caffeine Group of Greenville.
 - Music faculty Kyra Zhang won the position and served as Bass Clarinet with the Western Piedmont Symphony in Hickory, NC. She also served as Second Clarinet in the Hendersonville Symphony Orchestra and performed Principal Clarinet with Greater Anderson Musical Arts Consortium Orchestra and the Asheville Symphony Orchestra.
 - Dr. Michael Farmer was recognized by STAR (Strategies for Teacher Advancement & Renewal). This program recognizes and rewards outstanding veteran SC teachers.
 - Technical Director Matt Leckenbusch was designated one of *Greenville Magazine's* Best and Brightest Under 35. He also served as Lighting Designer for Ballet Artisphere and Greenville Ballet's *The Nutcracker*.
 - Math and Sciences Chair Libby Higgins served as an Advisory Assembly Representative for the South Carolina Teachers of Mathematics.
 - Library Director Norman Belk completed his one-year appointment term on the Government Relations Committee of the Association of College and Research Libraries. He remains a member of the Arts Section of the College and Research Libraries, and serves on the section's Planning Committee for the March 2009 Association of College and Research Libraries Conference in Seattle, Washington. He was also one of two school librarians selected to participate in the revision of the "S-3" Curriculum Support Document for Social Studies Teachers, an initiative of the South Carolina State Department of Education, for which he presented to two groups of Social Studies teachers in day-long workshops on the methods of inquiry into DISCUS databases and the use of ETV Streamline SC in PowerPoint presentations.

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- Visual Arts faculty member Carlyn Tucker exhibited her work in the second annual Art Teachers Invitational Exhibition at Columbia College, Columbia. She also served on the SC Alliance for the Arts Panel in Charleston.
- Visual Arts faculty members Joe Thompson and Paul Yanko presented a drawing workshop at the SCAEA conference in Charleston. Lectures: Artist talk at Winthrop University.
- Visual Arts faculty member Paul Yanko exhibited his work in the 7x7 exhibition, sponsored by the Metropolitan Arts Council in August of 2007, and in a Solo Exhibition at the Greenville County Museum of Art in April of 2008. His work was selected for a permanent Contemporary Carolina Collection at the MUSC Ashley Towers Building in Charleston. "Pleased to Meet You" Exhibition, Caffeine Group, sponsored by The Metropolitan Arts Council, Greenville SC. Group Exhibition at Marji Gallery, in Santa Fe, NM.
- Visual Arts instructor Katya Cohen was recognized by the National Scholastic Art and Writing Awards organization for as "an outstanding educator whose dedication, commitment, and guidance are represented by student work selected for national honors.
- Music Department chair David Hamilton was invited to serve as Guest Conductor for the Limestone College Wind Ensemble in Gaffney, SC and Conductor and Clinician at North Greenville University Band Day in Tigerville, SC.
- The Dean and Vice President for Arts and Academics represents the school and arts education by serving on numerous Boards of Directors, including the Board of Governors, The Greater Greenville Chamber of Commerce Executive Board, The South Carolina Arts Alliance Steering Committee, The SC Arts in Basic Curriculum ABC Project, The Emrys Foundation, The South Carolina District Arts Coordinators (Chair from 2004-2007) and The South Carolina Alliance for Arts Education. Additionally, she was invited to meetings in New York, along with other arts leaders from across the country, by the Jack Kent Cooke Foundation and the Surdna Foundation to discuss strategies for increasing access to the arts for students in underrepresented populations.
- Visual Arts instructor Alice Ballard's work was selected as part of the Masterpieces of Southern Craft and Traditional Art, a two-year traveling exhibition that will travel to an art center in each of the nine states represented by the Southern Arts Federation from 2008-2010, funded by the NEA. (Only 30 contemporary craftspeople were selected from the nine-state region represented by the SAF). She also had installations of her work commissioned by the Umstead Hotel in Carey, NC, the Duke Integrated Center for Medicine in Raleigh, NC, and the Mandarin Oriental Hotel in Boston, MA. Images of her work were included in the Lark Books Publication, "Handbuilding in Clay" by Amber Shay.

III.7.2 CUSTOMER SATISFACTION

The following chart includes survey evaluation results from students, teachers and parents at the end of the 2008 school year.

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EVALUATIONS BY STUDENTS, TEACHERS & PARENTS

| | Students* | Teachers | Parents |
|--|-----------|----------|---------|
| Number of surveys returned | 95 | 20 | 24 |
| Satisfied with learning environment | 95.7% | 85% | 95.7% |
| Satisfied with social and physical environment | 94.7% | 100% | 95.8% |
| Satisfied with home-school relations | 92.6% | 100% | 79.2% |

*11th grade students and parents were surveyed.

III.7.2.a CUSTOMER SATISFACTION – GUEST ARTISTS

Thanks to a grant from the Surdna Foundation several guest artists were invited to visit 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. 2007-2008 guest artists included:

Creative Writing

- Susan Orlean, Novelist
- David Shields, Novelist
- Daniel Wallace, Novelist

Dance

- Viktor Plotnikov, Choreographer

Drama

- Andre DeShields, Actor and Director
- Mary Gutzi, Actor
- David Strathairn, Actor

Music

- Zuill Bailey, Cello
- Eugene Barban, Piano
- Victoria Chiang, Viola with Michael Yui, Accompanist
- Myra Cordell, Soprano
- Nicolas Duchamp, Flute
- Donna Lee, Piano
- Duo Runedako: Ruth Neville and Dan Koppleman, Keyboards
- John Pickett, Piano

Visual Arts

- Matt Gilbert, Alumnus (VA '01)
- Brett Hunter, Sculptor
- Elaine Quave, Alumna, Ceramics, Sculpture and Photography

In addition to the Surdna visitors, the School also hosted visiting artist Kathleen Turner.

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 a 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 2007-2008 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
- 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 WORKFORCE 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, historically black colleges and selected community organizations are used to ensure a diverse applicant pool.

III.7.5 COMMUNITY SUPPORT

SCGSAH was named a National Service Learning School in 2002 by The Corporation for National and Community Service. The Governor's School continues to honor the commitment selected schools made to further the concept of service and service-learning and to serve as a mentor to all schools and teachers seeking input in service-learning. 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:

- It was the 5th year students planned and executed Rock Stars, an after school program for at-risk elementary-aged youth. This was a second year partnership with the Sterling Hope Center and the YMCA of Greenville and the fifth year for Rock Stars. Over 50 SCGSAH students served as mentors to 25 children from the Sterling Community instructing them in life skills and art enrichment.
- Students worked with Art in the Park as instructors for the children's art area and participated in continuing Reedy River Clean-Up days throughout the year.
- Students participated in United Ministries Walk for the Homeless and served as hosts for volunteers for The Reedy River Run, facilitating packet stuffing as well as manning water stations for the event. Excellence in service for this event was recognized by the Greenville Track Club who donated a monetary gift in honor of CATS to the service program.
- Creative Writing Seniors under the guidance of Creative Writing Department Chair Scott Gould and the Service Learning Director, in conjunction with the Liberty Fellows program and League Middle School, participated in the Sparks program, a program designed to pair creative writers with middle schools students to teach the fundamentals of poetry. Students had eight workshop sessions on the SCGSAH campus culminating with a reading in Sakas Theatre which was open to families and to the public. Students also published a booklet of their selected works.
- Drama students who were in the cast of The Shadow Box partnered with The McCall Hospice House to learn about hospice care and to discover ways they might meet some of the needs of hospice patients. These students, through CATS, proposed a collection of items to be packed in comfort bags for hospice patients. They collected and delivered 30 bags to the McCall House. They also invited staff and board members of The McCall House to the fall production of The Shadow Box.
- Over 50 students worked during their spring break in the children's area of Artisphere. They partnered with the Heller Group Volunteers from Furman University to plan, refine and oversee craft projects used in the festival's Kidsphere. This was the third year students took a leadership role in this area.
- CATS students worked with Greenville Animal Rescue to redesign their coloring book that is used to teach young children about animal rescue.
- CATS and the SCGSAH hosted the third annual Community Center Spelling Bee in Smith Recital Hall. Spelling bee finalists from eight community centers competed. Families and friends of contestants were invited. CATS members served as greeters and

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helped facilitate the event. They also provided a light supper and reception for participants on the Loggia.

- Six students were recognized during the 2008 graduation weekend for their service participation. They each received the Presidential Service Bronze Award for completing over 100 hours of service.