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**ANNUAL ACCOUNTABILITY REPORT
FISCAL YEAR 2000-2001**



Submitted by

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

To

**THE HONORABLE JAMES H. HODGES
GOVERNOR OF SOUTH CAROLINA**

and

MEMBERS OF THE SOUTH CAROLINA GENERAL ASSEMBLY

AUGUST 31, 2001

**ACCOUNTABILITY REPORT
TRANSMITTAL FORM**

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

DATE OF SUBMISSION: August 31, 2001

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SECTION I: EXECUTIVE SUMMARY

HISTORICAL BACKGROUND

In October 1980, the South Carolina Governor’s School for the Arts and Humanities was established by Executive Order. In 1981, the South Carolina General Assembly provided funding through annual provisos to support a Governor’s School for the Arts as a State Honors Program. The initial funding enabled the School to provide an intensive Summer Honors Program of pre-professional arts instruction and experiences for students identified as exceptionally gifted in either *creative writing, dance, drama, music or the visual arts*. Additionally, the funds supported outreach efforts to provide arts education to rural and small districts, and later expanded to all areas both rural and urban as well as to recruit students into the program. The Program was also used to promote awareness and ensure access into the School. Further, the funding made it possible for the SCGSAH to partner with higher education institutions in providing a graduate studies program for training public school arts educators in the identification of students with arts giftedness or significant arts talent, curriculum development, and innovative arts education practices.

Enabling Legislation §59-50-10, SC Code of Laws, as amended
“There is established the South Carolina Governor’s School for the Arts and Humanities to provide training for exceptional artistically talented students and serve as a research and resource center for all students and teachers in South Carolina. The school is dedicated to serving talented students in South Carolina who show exceptional talent, promise, aptitude, and interest in creative writing, dance, music, theater, and the visual arts. This residential school shall provide intensive pre-professional and professional instruction in the arts and a strong academic and humanities program which will lead to a high school diploma and college credits.”

In 1994, the South Carolina General Assembly enacted legislation to expand the purpose and scope of the Governor’s School to provide for a year-round residential arts and academics high school and funds to support construction of facilities for housing and operations of the school and its programs. The legislation also officially named the school with a directive to also serve as a statewide research and resource center. The newly-constructed \$30-million campus, which is supported by both state and matching Foundation dollars, was dedicated on April 1, 2000. The SCGSAH graduated its inaugural class from the high school program in 2000-2001. The SCGSAH also serves as a statewide resource for all teachers and students in South Carolina.

SCGSAH MAJOR COMPONENTS →

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

ADMINISTRATION AND OPERATIONS

Statutory Authority

Governing Board of Directors [§ 59-50-20]

The 1994 legislation commissioned a Board of Directors to govern the SCGSAH composed of not more than fifteen (15) members, as follows:

- (1) one member from each congressional district, appointed by the Governor;
- (2) four members from the State at large, appointed by the Governor;
- (3) the Chairman of the Joint Legislative Committee on Cultural Affairs who serves ex officio;
- (4) the State Superintendent of Education who serves ex officio;
- (5) the Executive Director of the Commission on Higher Education who serves ex officio; and
- (6) two other members may be appointed at the discretion of the Governor and the chief administrative officer of the school if determined to be beneficial to the development of the school.

Terms of Office.

Members appointed by the Governor serve for terms of four years and until their successors are appointed and qualify, except that of those first appointed, the members representing the First, Second, and Third Congressional Districts and two at-large members serve for terms of two years and until their successors are appointed and qualify. Members receive mileage, subsistence, and per diem allowed by law for members of state boards, committees, and commissions.

In making the appointments, the Governor shall seek to obtain the most qualified persons from business, industry, and the educational and arts communities. The board of directors shall explore renovating or building appropriate facilities for the school.

Curriculum of Study [§59-50-30]

This Section details the parameters for an intense, advanced arts and academics curriculum of study, with Board approval.

Admissions; Criteria, Standards, Procedures [§59-50-40]

Defines eligibility for admissions, provides authority for the Board to approve admissions criteria, standards and procedures, and addresses equal admissions from each of the state's congressional districts.

Executive Director; Duties [§59-50-50]

The chief administrative officer of the school is the executive director, who is appointed by the board, serves at its pleasure, and administers all affairs of the school, subject to policies, regulations adopted by the board. The executive director or his designee serves as secretary of the board of directors and reports at all board meetings and annually to the board on the status of the school, its needs, and recommendations to carry the school forward to fulfill its mission.

Adoption of Policies and Regulations [§59-50-60]

Authorizes the Board to adopt policies and regulations to govern the operation and management of the school.

Endowment Fund [§59-50-70].

Directs the establishment and maintenance of an endowment fund.

MAJOR ACHIEVEMENTS 2000-01

The SCGSAH *Major Achievements* are reported here under subheadings as follows: Student Accomplishments (by arts disciplines areas), Scholastic Achievement, Service Learning/Community Service Achievements, Faculty Achievements, and School-wide Achievements.

STUDENT ACCOMPLISHMENTS

CREATIVE WRITING

- Fourteen SCGSAH students won top honors in the National Scholastic Writing Awards Competition, as follows: five students received Gold Awards and nine students received Silver Awards.
- Two students were semifinalists in the Dimensions in Education Today Regional Scholarship Competition.
- One hundred twenty-five students were selected winners in the National Foundation for Advancement in the Arts Contest. Of these students, two were also nominated as Presidential Scholars and will fly to Washington to meet with President Bush.
- Literary works by seven students were selected for publication by *Southern Voices*.
- Two students were awarded scholarships from the National Foundation of the Arts – “Arts Recognition and Talent Search” and nominated as Presidential Scholars.
- One student was selected to appear in an Anthology of National Scholastic Winners entitled “Best Young Writers in America”.
- Two students were invited to the University of North Carolina where their plays were given a staged reading by the Theatre Department of UNC/Charlotte.

DANCE

- One student represented the United States at the International Ballet Competition in Helsinki, Finland. The student given an award as the “Most promising young dancer”.
- The Dance Department’s Spring Performances were presented at the Peace Center in Greenville and at Coker College in Hartsville. Six world premiers were included in the program.
- Six students participated in the Unified Theatre Auditions (Chicago). Of these students, three received Merit Awards from the very selective National Arts Recognition and Talent Competition; and one received an Honorable Mention with a cash award.

DRAMA

- Plays written by two students received semi-finalists awards in the Blank Theatre (Los Angeles) Playwrights Festival.
- Three students were recognized by the National Foundation for the Advancement in the Arts in the “Arts Recognition and Talent Search”.
- SCGSAH Inaugural students, Department of Drama, were offered full, partial and other substantial scholarships in theatre and academics from prestigious higher education institutions and professional theatres including the following:
 - California Institute of the Arts
 - Southern Methodist University Meadows Conservatory
 - North Carolina School of the Arts
 - The Hartt School
 - Florida State University
 - Carnegie Mellons’s Acting Program
 - Sweetbriar College
 - Yale University
 - Virginia Tech
 - Webster University
 - Suny Purchase

MUSIC

- One student was featured as soloist with the Beaufort Orchestra and performed Alexander Glazounov’s *Saxophone Concerto in E-flat Major*.
- Seven string students were accepted into the Greenville Symphony’s Mentor program and performed in a concert in spring.
- The Carolina Youth Symphony presented its Senior Honors Concert and one student performed *La Femme a Barbe* by Bergman.
- SCGSAH students were among 26 entrants from across the state in the Annual Piano Festival of competitions, honors concerts, awards and special performances.
- The Wind Ensemble received the Concert Achievement Award from the SC Band Directors’ Association. Thirty-three students attended the Festival.
- Students won awards presented by the Carolina Youth Symphony, as follows:
 - Two students were co-recipients of the Cathryn Crouch Award for outstanding underclass musicians.
 - Two students were recipients of the Robin Scott Blackburn Award given for service and musicianship to underclassmen.
 - One student was one of five students who received an Outstanding Musical Contribution Award.
- One student was accepted to attend the Interlochen Arts Camp in Band (Trombone)
- One student was a winner in the All-State Solo Competition (Cello).
- One student won the Magellan String Quartet Competition (Viola).
- Four students were winners in the Southeastern Young Artist Competition (piano and saxophone).

- One student's performance of *The Hungarian Fantasy for Piano and Orchestra by Franz Liszt* in the Carolina Youth Symphony won the Fifteenth Annual Concerto Competition held at Furman University in Greenville.
- Sixteen students sang in the All-State Chorus at Winthrop College in Rock Hill.
- One cellist auditioned and selected to perform a concerto with the All-State Orchestra.
- All Advanced Placement theory students passed AP tests with top scores.
- Three pianists were selected through competition to perform major concerti with Symphony Orchestras.
- The SCGSAH Department of Music inaugural students were offered full, partial and other substantial scholarships at the following prestigious higher education institutions:
 - The University of South Carolina
 - Furman University
 - Converse College
 - Eastman School of Music
 - Georgia State University
 - Catholic University in Washington, D.C.

VISUAL ARTS

- One student's creation of an art therapy program for senior citizens and children won a distinguished finalist award as one of the state's top youth volunteers in the *Prudential Spirit of Community Awards Program*.
- One student was accepted at the Art Center College of Design in Pasadena, California with scholarships also to CalArts.
- Two students were accepted at Ringling School of Art and Design.
- One student was accepted with scholarship funding at Furman University, Greenville.
- One student was accepted at Columbus College of Art and Design
- One student was accepted at three schools: The University of the Arts in Philadelphia with a Presidential Scholarship; Maryland Institute College of Art in Baltimore; and The Cleveland Art Institute.
- One student was accepted at both Pratt Institute and Kansas City Art Institute.
- One student was accepted at Kansas City Art Institute.
- One student was accepted at Savannah College of Art and Design and at Atlanta College of Art.
- Two enrolled students and a former student earned gold key awards in the Scholastics Awards Competition for portfolio submissions.
- Five students had work accepted into the Annual Upstate High School Juried Art Exhibit sponsored by Greenville Technical College. Two students received Gold Awards and one student won a Silver Award for their exhibited works.

SCHOLASTIC ACHIEVEMENTS (Inaugural Class, 2000-01)

- 96% of students participated in state and national arts competition, auditions, portfolio reviews, etc. by their senior year; and 82% received recognition in one or more of those areas
- 67% of students enrolled in one or more advanced placement courses by end of their senior year
- 82% of seniors scored 3 or above on AP exams taken, as compared to 56% of students statewide and 60% students nationwide
- Seniors SAT Mean score was 1125 (351 points higher than the SAT statewide mean and 105 points higher than the SAT national mean)
- 65% of seniors were eligible for Life Scholarships
- 91% of seniors were awarded scholarships totaling \$5.6 million
- 95% Student Daily Attendance Rate
- 99% Admissions to College, Art School, Professional Companies
- Fourteen students named National Merit Semifinalists
- Five students named National Merit Finalists

SERVICE LEARNING AND COMMUNITY SERVICE

GOALS

To educate students about the needs of the community and the agencies that address those needs.

To provide opportunities for students to use their skills, talents and resources in addressing community needs.

To foster a sense of social responsibility as “humanity in action.”

To encourage students to understand their own value and worth and that of others.

To teach respect for one another.

MISSION

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

- C.A.T.S (Connecting Arts Through Service) volunteers hosted their annual Spring Fling for children of Camp Opportunity where the students provided stimulating workshops for every child in the Camp. Instruction across all five arts disciplines, with particular focus on “writing techniques.”
 - As a result of the C.A.T.S year long experience with Camp Opportunity, seven SCGSAH students have been invited to serve as counselors at Camp Opportunity’s summer camp at Camp Kanuga.
-
- Partner of the Year Award from Communities-in-Schools, Inc. (Greenville) for hosting workshops in dance and creative writing for at-risk children.
 - Continuation of “Wednesday Shifts” at Project Host, a local soup kitchen.
 - Teacher Cadet students volunteered for a year in local elementary and pre-school programs through Communities-in-Schools and First Steps.
 - The National Honor Society adopted the Life Skills Program of United Ministries for a service project and provided meals, childcare, and tutoring on an ongoing basis.
 - Students organized collections and drives for “not-for-profit” community organizations such as Place of Hope, United Ministries, Project Hose, Camp Opportunity and Within Reach.

- Ten students have undergone extensive training with the Mental Health Association of Greenville County and will contribute over 200 hours of time to Teen Line this spring.
- Facilitated opportunities for young children to observe a rehearsal of “Coppelia”, attend a Peace Center performance, and participate in a “lollipop” concert.
- Students worked more than 40 hours for the Children’s Party held at the Art Museum.
- 200+ students, staff and faculty participated in a school-wide service day to honor Martin Luther King, Jr. Day, which included reading of poems written by students.
- On-going Reedy River Clean-Up Project.

ADMINISTRATIVE STAFF AND FACULTY ACHIEVEMENTS

- 99% Teacher Daily Attendance.
- 88% Teachers with Advanced/Terminal Degrees.
- Eleven average Years Teacher Experience.
- Five Teachers and the Principal are participating in National Board for Professional Teaching Standards.
- 100% Teacher Participation in State and National Professional Activities.
- 100% Teachers Active as Literary, Visual, Performing Artists and Presenting Scholars
- One teacher has poetry forthcoming in the *Spoon River Poetry Review* from Illinois State and *Nimrod International* from the University of Tulsa.
- Another teacher has been awarded a grant from the Metropolitan Arts Council (Greenville) to create a film.
- Two teachers were featured in The State Newspaper artists’ profiles in an article about the Triennial Exhibition.
- A SCGSAH faculty member was one of 25 participants chosen from around the Nation to participate in the 2001 United States Institute of Peace Summer Institute for Secondary School Teachers on “International Peace, Security and Conflict Management”.
- Two teachers have been approved by the College Board as Advanced Placement readers.
- Principal has been selected as one of twenty teachers nationwide as a Mandel Fellow of intensive study and curriculum development.
- President selected as one of Greenville’s 25 most influential people.
- One Creative Writing faculty member currently has his book listed as number three on Amazon.com bestsellers list.
- The Governor’s School Librarian was named one of the five most influential 20th century Librarians in the State of Carolina.
- In a joint venture, the Chair of the Science Department and the Chair of the Math Department were awarded a \$15,000 Verizon grant to implement SMART (Science and Math in Art Requires Technology).
- Three Visual Arts Department faculty members were awarded the Scholastic Art and Writing Award of 2001.

SCGSAH SCHOOLWIDE ACHIEVEMENTS

- The SCGSAH Residential High School received the Elizabeth O’Neill Verner Award for “excellence in promoting the arts within the state of South Carolina.”
- School has been initially approved for accreditation by the Southern Association of Colleges and Schools (SACS).
- SCGSAH residential high school has applied for initial accreditation approval by the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS).
- The School hosted the 2000 National Conference on Governor’s Schools.
- SCGSAH hosted the Upstate Visual Arts (UVA) Art-in-the-Park Festival with 5100 persons in attendance.
- 100% of the faculty and students participated in a school-wide Humanities Program.
- SCGSAH Public/Private Partnerships serve as a national model.

Other accomplishments include a student winning a third place award in the environmental division of the Intel International Science and Engineering Fair (Greenville) for her project “The Release of Xenocstrogenic Compounds into Water Stored in Different Plastic Containers”.

Another student received a honorable mention recognition from the United States Institute of Peace for her essay entry in the annual national essay contest.

MISSION AND VALUES

THE MISSION

The South Carolina Governor's School for the Arts and Humanities is to serve the artistically talented high school students of South Carolina through programs of pre-professional instruction in an environment of artistic and academic excellence. The School is a resource for all teachers and students in South Carolina.

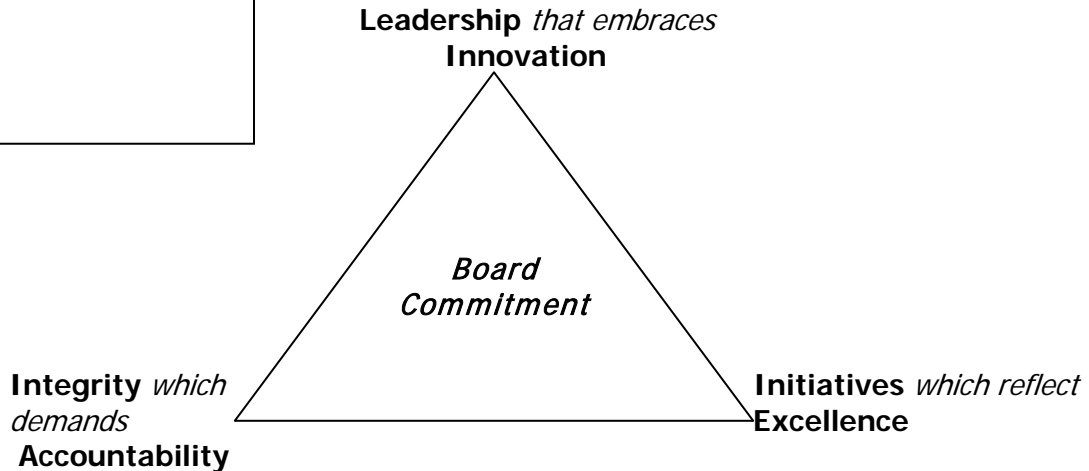
[Adopted by the Board of Directors on May 9, 1998]

THE VISION

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

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

The vision is one of shared values, with the commitment of the Board being central to the task. With a leadership style that embraces innovation, the other core values are integrity, which demands accountability, and initiatives which reflect excellence.



KEY STRATEGIC GOALS

Current and Future Years

FY 2001 and On-going

To equip, staff, and fully make operational the resources to accommodate a full student body.

To continue to design, develop, maintain and enhance programs and services that exalt the tradition of implementing exemplary high standards, quality and excellence executed with the highest possible levels of artistic and academic teaching and learning.

To have 100 percent of graduating seniors receive a higher education scholarship offer.

To continue to develop a management succession plan and put in place a maintenance program for the plan.

To continue to develop a plan for adequate facilities to accommodate student performances and residential life activities.

FY 2002

To develop an applicant pool of at least twice the size of the students to be accepted for each program.

On a continuing basis, have the Absolute Performance grades on the School Report Card “Excellent”.

Develop specific supplemental arts education programs with all schools rated “Unsatisfactory”.

Programs planned and available will be given to all arts teachers in the State. Professional Development and graduate studies will increase number of teachers participating by 100 percent.

The school curriculum will be enriched by nationally recognized guest artists.

To have a majority of leading South Carolina Legislators, business, academic and civic leaders visit the new campus.

Develop an alumni relations program that includes communications with all former students, their parents and grandparents with annual giving by alumni increasing by at least 15 percent each year.

FY 2003

To have distance learning classes with at least 50 percent of the public schools in South Carolina with a minimum of 20 hours per year per school instruction time.

At least 35 percent of the eligible faculty will be Nationally Board Certified, and at least 90 percent of the eligible remaining faculty will be in the process of becoming Nationally Certified.

Expand and enhance outreach programs and early identification of gifted students to include minorities so that at least 20 percent of students are minorities in the School, without reduction in the highest standards of excellence.

To have an endowment level of at least \$5 million and an annual giving level of at least \$500,000.

FY 2004

The School will be accredited by the Southern Association of Colleges and Schools.

The School will be accredited by the National Association of Schools of Music, Dance, Theatre and Visual Arts.

The School's leadership will write proposals and receive National grants for humanities, arts and academics.

OPPORTUNITIES AND BARRIERS

Through its strategic management plan, the South Carolina Governor's School for the Arts and Humanities has developed ambitious action steps designed for achieving and creating the highest quality arts education and for raising the bar for education in the arts and academics throughout the State of South Carolina. Increased awareness of the new Governor's School campus has increased the demand for statewide services. Existing resources have allowed the School to proceed in a clear direction that has produced measurable and observable results; however, strategies to bring about even greater statewide accomplishments will require additional state funding.

Concerted efforts to increase the School's applicant pool and enhance the Outreach Program will require additional operating dollars to cover travel and contractual obligations for qualified professionals. Adjunct classroom teachers, guest artist contractual fees and adequate facilities for student performances and classroom instruction are expensive. Additionally, interactive distance learning equipment and related expenses associated with providing these services on a statewide basis are costly. A State economic downturn has and will continue to affect the SCGSAH Foundation's ability to develop financial support for the School.

SECTION II: BUSINESS OVERVIEW

POLICY BOARD AND STANDING COMMITTEES

The SCGSAH Policy-making authority rests with the SCGSAH Board of Directors. The Board's prescribed role is facilitated by four Board committees appointed by the Board Chairman. These committees are: *Executive Committee, Program/Curriculum Committee, Long-Range Planning/Advancement Committee, and Finance and Development Committee.*

POLICY BOARD MEETING SCHEDULE

The SCGSAH Board of Directors meets quarterly. Board committees meet as appropriate to continue on-going activities and directives.

FOUNDATION BOARD

The SCGSAH Foundation Board functions with independent authority. The SCGSAH Board of Directors and the SCGSAH Foundation Board work collaboratively in establishing the agenda for each respective Board meeting.

PRESIDENT'S EXECUTIVE COUNCIL

The SCGSAH President, Dean and Executive Council meet weekly to discuss the School's programs, operations and administrative issues. Policy recommendations proposed by the President and Administration are submitted to the Board of Directors for response and formal action. The President and Administration adheres to state rules and regulations governing state agency administrative operations.

INTERNAL MANAGEMENT

An internal policy and procedures manual and State rules and regulations guide the day to day administrative and business operations.

SCGSAH LOCATION

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

KEY CUSTOMERS

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

KEY SUPPLIERS

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

EXPENDITURES / APPROPRIATIONS

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

Budget Expenditures and Appropriations

Major Budget Categories	99-00 Actual Expenditures		00-01 Actual Expenditures		01-02 Appropriation Act	
	Total Funds	State Funds	Total Funds	State Funds	Total Funds	State Funds
Personal Service	2,431,809	2,305,249	4,132,445	3,822,581	3,468,643	3,278,257
Other Operating	4,878,972	4,277,606	3,434,767	3,192,397	3,876,741	3,108,185
Fringe Benefits	492,061	464,619	871,002	822,444	724,158	678,329
Total	7,802,842	7,047,474	8,438,214	7,837,422	8,069,542	7,064,771

Special Notes:

- Nonrecurring appropriations have been included in state funding since these funds were given in-part for recurring other operating expenses and to fund the final stage of achieving full student capacity.
- Included in the total funding are revenues received from the SCGSAH Foundation and application and tuition fees for the Summer Programs.

MAJOR PROGRAMS AND SERVICES

THE CONSERVATORY

Pre-professional training in the Arts and challenging comprehensive Academic studies to include the Humanities

Residential High School Summer Programs

Residential High School Program

The newly constructed \$30-million campus was dedicated on April 1, 2000. The SCGSAH graduated its inaugural class from the high school program in 2000-2001.

The SCGSAH residential high school program served 232 artistically gifted high school students in 2000-01 through programs of pre-professional instruction in an environment of artistic and academic excellence. The residential high school accepts students majoring in one of five arts disciplines: *creative writing, dance, drama, music and visual arts*. A majority of the students are juniors and seniors. The dance program accepts exceptionally gifted dancers also in grades 9 and 10 because the nature of this arts discipline requires early training.

In addition to a two-year curriculum in the arts, SCGSAH students enroll in rigorous and challenging academics courses required by the state for a high school diploma. Students are awarded both a South Carolina High School Diploma and a South Carolina Governor's School for the Arts and Humanities Scholars Diploma. Students also engage in humanities lectures, journal writing, and service learning programs. The SCGSAH leadership, faculty, and staff are extremely proud of the significant arts and academics accomplishments of its high school students and faculty (*See Section I, subheading Scholastic Achievement of Students*).

The SCGSAH appreciates and enjoys the support of dedicated patrons, the leadership of the Board of Directors, and the tremendous participation of parents and guardians who are actively engaged in their children's education. The first SCGSAH School Improvement Council will be in place during school year 2001-02.

Summer Programs for Students

Honors Program is a five-week residential experience encompassing five arts disciplines: creative writing, dance, music (instrumental and vocal), theatre and visual arts for which current tenth and eleventh grade students are eligible.

Preparatory Dance Program is a five-week residential program with pre-professional training in both ballet and modern dance for middle school students. Current sixth, seventh and eighth grade students are eligible for this program and may attend for three years, if accepted through audition and interview.

The Academy is an intensive two-week residential arts program in creative writing, instrumental and vocal music, theatre and visual arts for ninth grade students from all South Carolina counties. The Academy, presently held at Converse College, prepares rising sophomores to compete for the Summer Honors Program.

Summer Program for Arts Educators

The Graduate Studies/Intern Program

This program provides the state's arts educators and schools' administrators with the opportunity to study gifted education in the arts, curriculum development, and innovative and best practices in creative writing, music, drama and visual arts. Elementary teachers are given the opportunity to study "Creative Dramatics for the Elementary Child". All teachers may use the school as a laboratory to observe best practices as master teachers provide exemplary differentiated and pre-professional training in the arts. Teachers may study technology applications in music, graphic arts and theatre design. These teachers earn three to six hours of graduate credit in gifted education and three hours in technology and curriculum development. This initiative is in concert with and satisfies State education requirements for all teachers.

THE RESEARCH AND RESOURCE CENTER

Arts teachers participate in graduate studies, gifted education in the arts; professional development on site and/or through interactive distance learning. The most significant and relevant research will be brought to the campus to share with all arts teachers and administrators through the State Department of Education.

INTERACTIVE DISTANCE LEARNING

Master classes, lectures, performances and artists programs will be available to all districts in the state to supplement and enhance arts education. Interactive distance learning programming from the new campus, transmitted across the state will insure that all students and teachers have access to the school's programs and services. (Some schools in the state where the need is the greatest cannot receive and send due to the lack of appropriate equipment.)

RECRUITMENT AND OUTREACH

Recruitment activities are continuous. In coordination with Outreach Workshops and in-school visits, presentations are made to schools across the state, targeting every county. A team of qualified professionals actively recruits students for both the Residential and Summer Programs. Through early recruitment initiatives, concentrated efforts are made to identify students who are potentially endowed with talent and have limited training in the arts and provide them with encouragement, support, and Outreach Workshops needed to help

them develop their potential talent. ***Outreach*** executed through Saturday workshops includes master classes taught by master teachers in the disciplines of creative writing, vocal and instrumental music, theatre, visual arts and dance at selected workshops. These sessions are held at central locations throughout the state to assist students, teachers and parents with the application process, audition procedures, audition preparation and compliance with the access plan. Special outreach sessions are held in areas of traditionally limited arts programs to help strengthen access opportunities for students in rural counties and small districts.

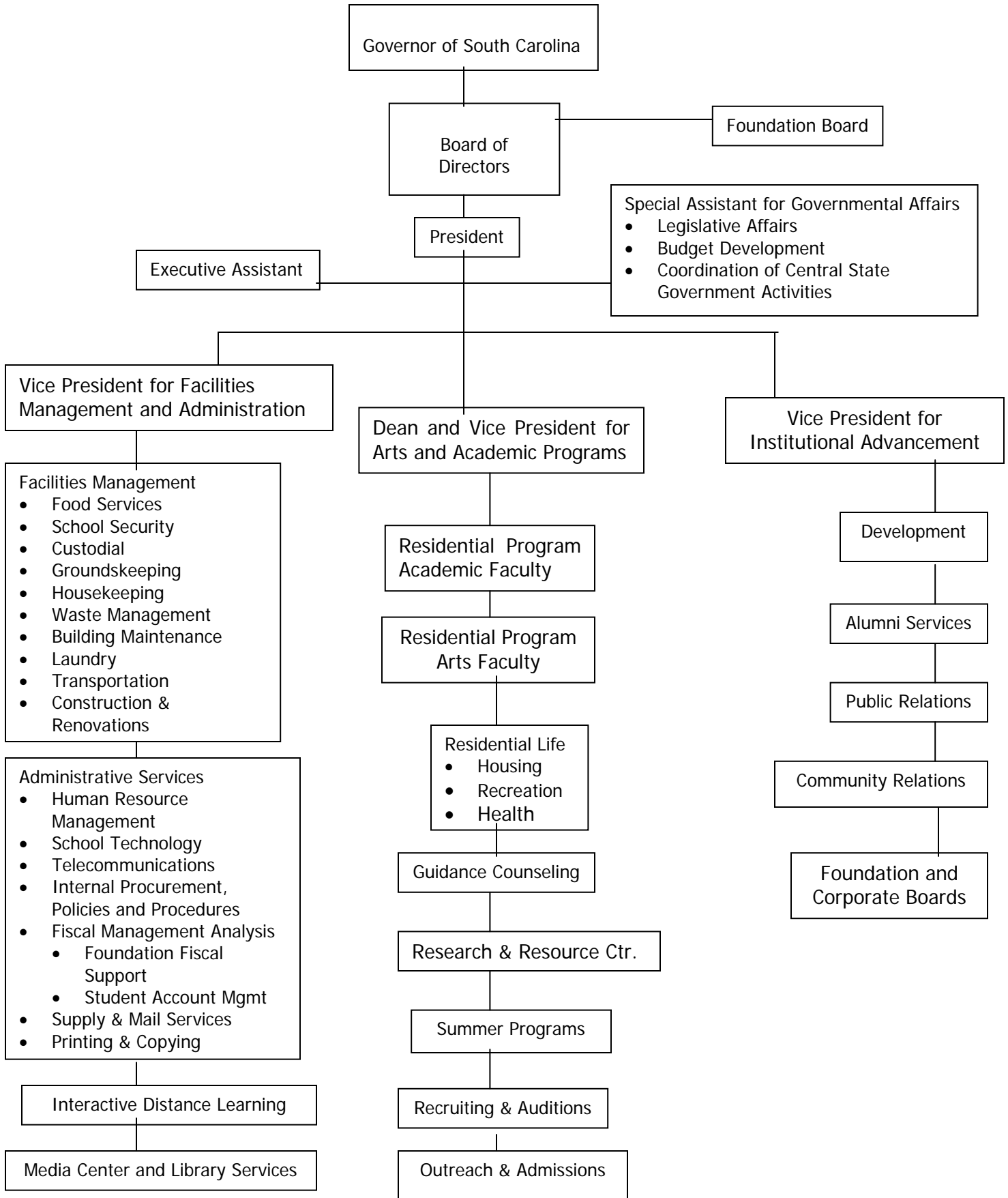
INSTITUTIONAL ADVANCEMENT

The purpose of Institutional Advancement is to build and maintain relationships with key publics of the SCGSAH. Institutional Advancement seeks to increase the visibility of the SCGSAH and enhance awareness and appreciation for the School and its mission. The South Carolina Governor’s School for the Arts and Humanities hosts meetings, open houses, tours, briefings and conferences on campus to allow people from varied organizations the opportunity to visit the School and learn of its offerings. These events continue to provide the public with a greater awareness, understanding and appreciation of the SCGSAH.

Institutional Advancement strives to build relationships by developing and utilizing volunteers in several special programs of the School. These include host families, student ambassadors, the Guild of the Governor’s School, the Alumni Association and parent organizations. The development component of Institutional Advancement seeks to establish endowment funds to ensure that the School is keeping on the cutting edge of excellence by supplementing greatest needs not met by other supporting entities.

ORGANIZATIONAL STRUCTURE

Administrative staff and faculty are employed at the SCGSAH for a total of 79.50 FTE. Permanent classroom teachers occupy either 10 or 12-month full-time positions. The Residential Program requires employment of approximately 50 adjunct teachers to provide individual arts instruction, tutoring and mentoring, and substitute teaching as needed. The South Carolina Governor’s School for the Arts and Humanities is organized (by function) as depicted in the chart, which follows on the next page.



SECTION III: MALCOLM BALDRIDGE AWARD CRITERIA

LEADERSHIP

The Board of Directors led the transition of the South Carolina Governor's School for the Arts and Humanities from its history of nationally renowned Summer Programs to an organization providing year-round arts education. The Board mandates that the School provide the highest quality pre-professional and professional training within an excellent high school academic setting. The SCGSAH leadership continues to diligently work to develop the School as a premier model for arts education.

The chief leadership of the School consists of the President, the Special Assistant to the President, the Dean and Vice President of Arts and Academics, the Vice President for Facilities Management and Administration, the Vice President of Institutional Advancement, the Principal of the School and the Director of Student Services. Additional leadership is provided by experienced consultants, Department Chairs, Directors of Distance Learning and Data Technology and Information and Human Resources. Faculty and support staff provide on-going information critical to the leadership as decisions are made regarding position, mission and direction of the School. The President's door is open to all personnel and students as the School, its programs and services are developed, revised and updated to better serve all constituencies

The overall direction of the Governor's School is set and communicated via the strategic management plan. "Charting the Future" is a collaboration of administration, faculty, staff, students, state officials, parents, teachers, and friends working with the Board of Directors in a quest for excellence in arts education. Operational plans outline specific action steps and measurable indicators of success.

Integrity is an established and communicated value of the School's leadership. The Board of Directors and the chief leadership of the School seek to model ethical behavior in the conduct of their daily responsibilities.

STRATEGIC PLANNING

The SCGSAH strategic plan "Charting the Future" was drafted by the School's leadership and staff, and then approved by the Board of Directors on June 23, 1998. The School's chief leadership is charged with the responsibility for developing operational plans for implementation of the strategic plan.

The strategic planning process involved establishment of the School's mission, vision statement, goals and objectives, and identification of specific strengths and challenges that would determine the success of the South Carolina Governor's School for the Arts and Humanities.

Once “Charting the Future” was complete, a summary document was shared with staff, customers, and stakeholders through numerous meetings, forums, and committees. “Charting the Future” was used as a continuous tool for communicating the School’s mission, vision, values and goals and objectives. Periodic updates are drafted as changes are identified.

CUSTOMER FOCUS

Key customers and stakeholders of the South Carolina Governor’s School for the Arts and Humanities include the School’s Board of Directors and the chief leadership, the Superintendent of Education, members of the General Assembly, the education communities, business and community leaders, and the students across South Carolina. These students, their parents and teachers are the School’s customers.

The School’s internal stakeholders are all of the permanent and temporary personnel employed by the School. The SCGSAH residential students are both stakeholders and customers. The requirements of the School’s customers and stakeholders are specified in the enabling legislation.

The Access Plan addresses the issue of access to the South Carolina Governor’s School for the Arts and Humanities. The Plan provides a guide to promoting fair and equal access in accordance with admission criteria and standards of excellence. The plan assures that as far as possible and without jeopardizing admission standards that an equal number of students shall be admitted from each of the state’s congressional districts. Several strategies are outlined such as targeted recruiting within each county, special outreach efforts in rural counties, and concerted efforts to identify students with potential and limited training. The Access Plan also addresses the expansion of the Teacher Intern Program, implementation of distance learning, and emphasis of the value of the Academy in preparing students in targeted counties for entrance into the Governor’s School.

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

The Access Plan proposes guidelines for recruitment, auditions, and the selection of students. Information relative to the SCGSAH application process is sent to school districts, private schools, superintendents, principals, and guidance counselors each year. Presentations to each are made to the extent that staff and time will allow.

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

INFORMATION AND ANALYSIS

SCGSAH ACCESS

Immediately following enactment of legislation enabling the SCGSAH residential high school, and statewide resource center components, the SCGSAH Administration developed a plan in response to the legislative requirement to address “access” issues. Strategies were developed and implemented across various programs that are now well established to ensure access that is representative of the state in terms of geographic congressional districts, rural counties and areas which typically have limited training. Other strategies which now have become ongoing programs to achieve fair and equal access include consideration for students with limited economic means, talent development, expansion of the Academy program for rising sophomores, distance learning, special outreach, and training qualified individuals as professional recruiters.

STRATEGIES AND TIMELINES

The access plan outlines very specific timelines for recruitment, auditions and selections of students. These timelines, which are designed to conform to an annual cycle, include strategic summer and fall activities. The activities include public awareness through various media news releases and related events, direct communication in person and in writing with the education community, fine arts centers, private studio teachers in dance, voice, piano, drama, etc., and the public, civic, community and faith organizations. Presentations, workshops, meetings and outreach activities are held to inform about the SCGSAH mission and goals, arts and academics programs, eligibility requirements, residential life, the faculty, and information on the application, audition and acceptance policies, processes and procedures. All of these types of activities are carried out from July through November each year. An internal management plan details the specific activities, timelines and staff persons responsible for implementation. Periodic progress reports and points of interest and findings are issued to the President and Dean for information and further analysis to shape decision-making.

DATA COLLECTIONS AND ANALYSES

With the first residential high school enrollment occurring in 1998 leading to graduation of the inaugural class in 2000-01, the SCGSAH has fairly sufficient ***geographic and demographic data*** to analyze information regarding student enrollment and representation. An analysis of this data leads to identification of over- and under-served geographic areas and student populations. Recruiters use this information to guide and construct their recruitment plans to ensure that more vigorous recruitment takes place in areas and student populations identified as underserved. An analysis of low numbers from one section of the state typically relates to awareness issues, lack of emphasis, or insufficient promotion. Analyses of course taking patterns and arts disciplines interests are tracked, as well as gender data. This data is equally important because of capacity space in terms of residential life and separation of males and females, and capacity of arts and academics classrooms. The SCGSAH must constantly be mindful of balance in these terms, which often poses a definite challenge; however, the SCGSAH Administration is confident that balance can be achieved without limiting admissions at least at this time since the school is still fairly new. The Administration is monitoring this carefully. Data on the national origin of our students is also monitored as another indicator of balance for racial composition purposes.

Student Achievement Data and Analysis. The SCGSAH tracks student performance on state and national achievement tests and utilizes that data to identify areas where more rigor is warranted in courses and in the overall curriculum or where motivation of the student needs particular attention. The Principal and Director of Guidance follow closely the SAT, Advanced Placement, and other testing results data for comparisons to the state and national student performance data and analyses for individual student progress and class placements.

PUBLIC REPORTING

School Report Card. The Education Accountability Act of 1998 requires an absolute performance rating on the first school report cards to be issued by all schools statewide in November 2001 and, thereafter, an overall improvement rating from year to year. This past year, the SCGSAH engaged a consultant to work year-long with the Administration to begin the process of identifying meaningful arts and academics achievement performance standards, ratings criteria and performance indicators to measure student progress more formally, and to be used for report card purposes. As required by the Accountability Act, the SCGSAH report card standards and ratings criteria calculations index were submitted to the SC Education Oversight Committee (EOC) for review and approval. With the EOC's approval of these components, the SCGSAH then developed the remaining performance indicators and school facts to be included on the report card. The final form report card will be finalized in 2001-02 when application of the ratings will be applied and the performance rating determined. *The arts and academic achievement data for the inaugural class of 2000-01 are reported in Section I, under subheading Scholastic Achievements.*

School Satisfaction Evaluation Data.

School climate and satisfaction are extremely important to the SCGSAH Board and Administration and, more important to the customers and stakeholders the SCGSAH serves. In 2000-01, the SCGSAH teachers and students participated in a statewide school satisfaction evaluation conducted by the State Department of Education. The three evaluation components focused on satisfaction with learning environment, social and physical environment, and home-school relations. The findings and results of the evaluation should be known in time to be published on the first school report card to be issued November 1, 2001. The SCGSAH will analyze and directly address the findings and results of this first evaluation. [Parents are to be included in the next statewide school satisfaction.]

Data and Analysis for Decision-Making

Essential data components used by the SCGSAH to guide improvements, advancements and adjustments in programs, policies and practices include the following:

SCGSAH academic and arts performance trends, findings, performance ratings;

SCGSAH experiences with staff, students and faculty;

Findings from research and literature reviews and analysis of those findings;

Experiences and guidance from master teachers and renown arts and education professionals here in South Carolina and throughout the nation;

Monitoring other states' arts and academics education programs, policies and delivery systems;

Professional growth and development opportunities for SCGSAH faculty and staff, and for teachers statewide; and

Addressing and adapting to current statewide education initiatives.

HUMAN RESOURCE FOCUS

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

The SCGSAH employs a total of 79.50 FTE. Permanent classroom teachers occupy either 10 or 12 month full-time positions. The Residential High School requires employment of approximately 50 adjunct teachers to provide private vocal and instrumental studio lessons, tutoring and mentoring, and substitute teaching as needed.

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

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

Teacher Evaluation/Professional Growth and Development

The SCGSAH worked toward adaptation of the State's Teacher Evaluation Model *ADEPT-Assisting, Developing, Evaluating Professional Teaching* to evaluate performance of its teaching faculty. SCGSAH teachers were provided a workshop on the components, models and expectations of ADEPT System, with demonstration of how ADEPT provides for a continuous professional development program for teachers. ADEPT will be implemented at the SCGSAH in 2001-02. A policy and procedures handbook is in progress to guide and facilitate implementation of the ADEPT System in conjunction with the State's Employee Performance Management System (EPMS). The Administration is soliciting advice and guidance from the State Department of Education on ADEPT, which represents the state system for evaluating

teachers, and from the State Office of Human Resources to ensure compliance with state personnel statutes and regulations.

In accordance with Proviso 1A.24 of the FY 2000 –2001 Appropriations Act, the salaries for SCGSAH instructional personnel with a state hire date prior to June 2, 2000 were adjusted to the salary schedule of the Greenville County School District.

Employee Performance Management System

Employees of the Governor’s School that are not covered under ADEPT are evaluated and reviewed annually using the Employee Performance Management System. Non-instructional personnel were given base pay cost of living and merit increases in accordance with the policies and procedures communicated by the Budget and Control Board, Office of Human Resources.

PROCESS MANAGEMENT

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

All public schools in the state that have video conferencing equipment were mailed full-color brochures relative to the School’s distance learning efforts. SCGSAH staff has made numerous school visitations to gather input as to potential interactive distance learning curriculum in the arts and humanities and also in the academic areas. Information gathering remains on-going for the purpose of designing special distance learning courses as interest and need are communicated.

Through technology, the School maintains both applicant and admissions data collection. Within available resources, the information obtained from this database is used to continuously improve student recruitment and selection activities as mandated by the Access Plan.

The State Department of Education serves as the fiscal agent for the School’s business operations. As a result, we are required to process and submit documentation for all administrative business functions in accordance with the Department’s established policies and procedures.

BUSINESS RESULTS

The South Carolina Governor's School for the Arts and Humanities continuously uses the strategic management plan and the established mission and objectives to monitor its accomplishments and results.

Business Operations:

For the 2000-01 school term, the SCGSAH Residential School successfully completed full implementation of the Program through expanding the high school to maximum capacity. This required all areas of the Residential High School, both administrative and program, to equip, staff, and fully make operational the resources to accommodate a full student body.

Legislatively mandated, each fiscal year the Governor's School is audited by the Budget and Control Board, State Auditor's Office. The audit for FY 2000-01 has not been conducted, but the audits for prior fiscal years have included no major findings as a result of administrative business operations processed through the fiscal agent.

Program:

For the 2000-01 school term, the SCGSAH Residential School successfully completed full implementation of the Program through expanding the high school to maximum capacity. This required the Residential High School to make operational all resources necessary to accommodate a full student body. The following enrollment information is available:

ENROLLMENT

<u>Arts Disciplines</u>	<u>Number</u>
Creative Writing	31
Dance	37
Drama	23
Music	87
Visual Arts	<u>54</u>
Total	232

<u>National Origin</u>	
African American	35
Asian American	9
Hispanic	4
White	178
Other	<u>6</u>
Total	232

<u>Gender</u>	
Male	84
Female	<u>148</u>
Total	232

For the 2000-01, the South Carolina Governor's School conducted special Outreach Workshops and recruitment presentations to strengthen access opportunities for students in rural counties and small districts. The Academy expanded the program that is now held at Converse College.

Distance Learning:

The Governor's School continues to conduct needs assessments and surveys to plan for full implementation of its Interactive Distance Learning Program. Two way interactive video presentations included:

- A master class to demonstrate the relationship that exists between art and science. The participating schools were all located in Aiken County.
- Conducting cello and saxophone lessons between USC and the School's Music Department.
- Coordination of a recruitment video conference between Aiken High School and the School's Drama Department.
- Coordination of a meeting to discuss and plan a state grant that would equip several middle schools in Aiken County School District with video conferencing equipment. SCGSAH would serve as a partner in this venture.
- Video production for student college and scholarship applications.
- The offering of two classes relative to International Day Celebration to the Governor's School for Science and Math in Hartsville. The SCGSAH in turn received calligraphy interactive distance learning instruction from the SCGSSM.

Institutional Advancement:

Parents, Students and Alumni:

The School maintains contact with parents, students, and alumni through the newsletter **FANFARE**, which the School publishes and mails quarterly.

A total of 52 host families were identified to provide supplemental family support.

The entire student body of the Inaugural Class served as student ambassadors. In-coming juniors of the Residential High School are trained for this designation in the following school term.

The SCGSAH annually hosts a **Parent's Weekend** which provides an opportunity for families to glean a greater familiarity with the School's programs, faculty, and classroom facilities and schedules.

Governmental Entities:

Relationships are continually being developed and supported with a large number of our state's governmental entities. The Governor's School enjoys excellent support, cooperation and assistance from the Governor's Office, the General Assembly, the Budget and Control Board, the State Department of Education, numerous Higher Education Institutions, Greenville City and County, and other state agencies and entities.

Public and Private Schools and Districts/Educational Institutions:

Frequent contact is made with public and private school administrators through meetings and correspondence, visits to schools, presentations to students, parents and teachers and other school officials. Institutional Advancement works closely with the School's Recruitment Office to ensure that public and private schools are kept up-to-date with all Governor's School program offerings, applications deadlines, and other key information.

The graduation of the Inaugural Class of the Residential Program provided an enormous opportunity for the School to develop key relationships with many educational institutions both in and out of state. **Over \$5.6 million in scholarship offerings were received by the Inaugural Class of the Residential High School.** As SCGSAH students continue their education at many major colleges, universities, and arts institutions, these entities will continue to learn more about the School; therefore, creating even greater opportunities for successful partnerships.

Public Relations:

Key events, tours, and conferences held on the Residential Campus were as follows:

- Horry County District Day
- Boys Choir of the Carolinas
- S.C. Alliance of Art Educators
- S.C. DHEC Board Meeting
- Art in the Park
- College Fair Exhibits and Appointments
- National Conference on Governor's Schools
- Leadership South Carolina Group
- 1000 Friends of South Carolina
- NAEA National Meeting
- S.C. Arts Commission

Media Relations:

Institutional Advancement continues to disseminate information regarding the School to various media outlets including newspapers, television and radio outlets, magazines and special publications. News releases, feature stories, pictures, footage and on-site coverage invitations are extended as deemed appropriate for each activity or event. Newspapers and magazines included more than 120 feature articles on the Governor's School and/or its staff, while the School received an excess of 250 mentions both in and out of South Carolina.