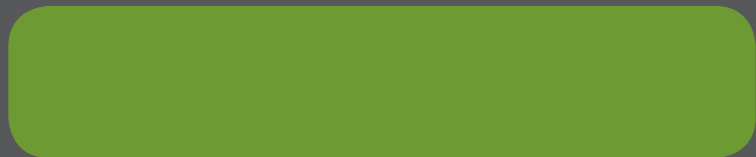


# Accountability Report



2011-2012

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





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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 Governor's School 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 2011-2012 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. In addition, SCGSAH has received the state's Palmetto Gold award for the 10th consecutive year.

Academically, the school is thriving. South Carolina's Department of Education recognized the school as a Summa Cum Laude-Distinguished Performance School for excellence in both ACT and SAT tests. With a composite score of 1692 on the SAT and 24.0 on the ACT, the school again ranked third among South Carolina public schools for achievement in these measurements, far surpassing the state composite scores of 1436 and 19.9, respectively. AP tests continue to demonstrate our rigor and student achievement, indicated by outstanding school scores, including passing rates of 90-100% in areas of Art History, English Literature, English Language/Composition, European History, and Music Theory.

Two students were selected as Presidential Scholars in the Arts, two of only 20 selected from all of the high school seniors in the country. They had the honor of visiting the White House as part of their special recognition. Once again, the school had three National Merit Scholarship Finalists. In a recent Newsweek Magazine survey, SCGSAH's academics earned it a ranking in the top 1% nationally for public high schools with students taking advanced coursework.

SCGSAH maintains its reputation as a national leader in student achievement. This year marks the highest number of Creative Writing finalists in school history in the National Foundation for the Advancement of the Arts (NFAA) YoungArts competition with students receiving a total of \$20,000 in scholarships. Creative Writers also received numerous awards from the Scholastic Art & Writing Awards competition, with one student winning the Gold Award which provides a \$10,000 scholarship. In addition, they received numerous honors in a variety of highly competitive contests, including the South Carolina Writers Workshop High School Competition, Nancy Thorpe Poetry Contest and Bennington College Young Writers Competition.

The Visual Arts students also excelled in local, regional, and national competitions with one student winning the national American Visions and Voices Medal in Printmaking in the Scholastic Art & Writing Awards competition. They were recognized in all eight categories in which they submitted work for the 22<sup>nd</sup> Annual Upstate High School Art Exhibition. In Region 1 of the Picasso Project, Visual Arts students won a majority of the awards, accepting one first place, two second places and two third places. Notably, one Visual Arts student was accepted to The Cooper Union for the Advancement of Science and Art, one of the most selective colleges in the country.

Drama students were strongly commended for superior work in competitions, as well as by acceptance into the country's leading university programs. One Drama student was a national finalist in the National Foundation for Advancement in the Arts (NFAA) YoungArts competition and two students (out of ten total) were selected for admission into Juilliard Drama, the most competitive college dramatic arts training program in the nation.

Dance students entered the prestigious Youth American Grand Prix competition, the world's largest student ballet scholarship competition, and several individual students won recognition. Dancers continue to win admission and scholarship opportunities from dance companies and collegiate programs around the country, including University of South Carolina, University of the Arts, Marymount-Manhattan College and Central Pennsylvania Youth Ballet.

Music students were selected for All State Band and Orchestra and performed with the Carolina Youth Symphony and the Greenville Symphony. Select ensembles and soloists performed in the Piccolo Spoleto Rising Stars event. Students attended prestigious summer study programs throughout the country and were accepted into exceptional music programs like The Eastman School of Music, University of South Carolina Honors College, and Oberlin Conservatory.

The academic and artistic achievements obtained by the students are a direct result of SCGSAH's outstanding faculty. The school continues to have the highest percentage of National Board Certified teachers of any school in the state. Instructor Rusty Godfrey was named both the state and national Outstanding Teacher of American History by the Daughters of the American Revolution. Creative Writing instructor George Singleton received the 2011 Hillsdale Award for Fiction. English instructor Mark Sibley-Jones earned recognition as one of "The Best 300 Professors" by The Princeton Review.

As part of the Humanities curriculum, the students explore how they can benefit their community, both as an artist and a citizen. For 2012, the school's students contributed 2000 volunteer hours to a variety of nonprofit organizations across the Upstate.

With a 100% graduation rate, the 2012 graduating class of 95 students collectively received more than \$25 million in schol-

arship offers. Every graduating senior received an offer of financial assistance to enroll in a college, university, or professional dance program.

These statistics demonstrate SCGSAH's remarkable accomplishments and continued growth.

Dr. Bruce Halverson, President  
Ross Robinson, Chair, School Improvement Council

### **I.3 Key Strategic Goals for Present and Future Years**

Management of the school is a collaborative effort between school administration and the Governor's School Board of Directors. The school is guided by a Five-Year Plan that was developed at a 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 the Five-Year Plan is to develop a national model, recognizing excellence in arts education through pre-professional training in a residential community environment, supported by the state of South Carolina. The goals and objectives for the 2008-2012 fiscal years include the following:

#### **Personnel**

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

**Objectives:**

- To enhance the hiring and evaluation practices
- To support initiatives implemented for faculty and staff professional development

#### **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 continue to build on the working relationship with the Governor's School for the Arts Foundation and establish expectations for both the School and Foundation.

**Objectives:**

- Identify areas of mutual support
- Identify areas of need for the school
- Provide information for public relations campaign

## 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:** To review the role of outreach for the school and develop a plan to meet this role.

**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 the Accrediting Commission for Community and Pre-Collegiate Arts Schools (ACCPAS) accreditation reviews.

**Objectives:**

- To start discussions with faculty and staff
- To identify coordinator

## I.4 Opportunities and Barriers

The Governor's School 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. The school has developed



strong relationships and/or partnerships with private and public schools, students, alumni, parents, patrons, vendors, and state government in order to reach goals and objectives.

President Bruce Halverson completed his fifth year of leadership at the school during FY 2011-2012. Along with the Interim Academic Dean and Vice President for Finance, these three senior administrators provide a resource of many years in senior educational leadership.

This leadership team works closely with the Executive Director 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, 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.

## **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. The Governor's School 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 and Services**

#### **Residential High School**

The nine-month public residential high school allows rising eleventh grade students to finish their last two years of high school (with the exception of dance, for which rising tenth through twelfth grade students 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 \$3,300 meal plan from Aramark Food Services (which can be defrayed by financial aid for those with need). The application fee for the residential high school is \$50. An application fee waiver form may be submitted in lieu of this charge.

#### **Summer Programs for Students**

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

## **Summer Discovery**

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

## **Summer Academy**

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

## **Summer Dance**

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

## **Teacher's Institute**

Since 2004, the South Carolina Governor's School for the Arts and Humanities has partnered with the State Department of Education and Arts in Basic Curriculum to provide meaningful and rigorous professional development opportunities for arts teachers throughout the state. These courses, the Arts Teacher as Artist Institutes, give practicing teachers the opportunity to re-connect with the art that inspired them to their profession while giving them concrete classroom strategies and exposure to new techniques. In 2012, 20 teachers from around South Carolina took the week-long course, many for graduate credit through USC-Upstate, the sponsoring secondary institution. This program continues to fulfill the school's mission to serve as a resource for educators and students throughout the state.

## **II.2 Key Customers and 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**

The Governor's School serves many key stakeholders, including: students; parents; teachers; public and private schools and districts; governmental entities; businesses; community and arts organizations.

## **II.4 Key Suppliers and Partners**

The school's 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 enhance the school's reputation as a premier model for arts education. This commitment is executed in collaboration with the Office of the Governor, the State Department of Education, the South Carolina Arts Commission, the South Carolina Educational Television, and the State Budget and Control Board.

## **II.5 Operation Locations**

The Governor's School campus is located at 15 University Street in downtown Greenville, South Carolina.

## **II.6 Employees/School Staffing**

The school currently employs approximately 77 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 68 part-time and 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**

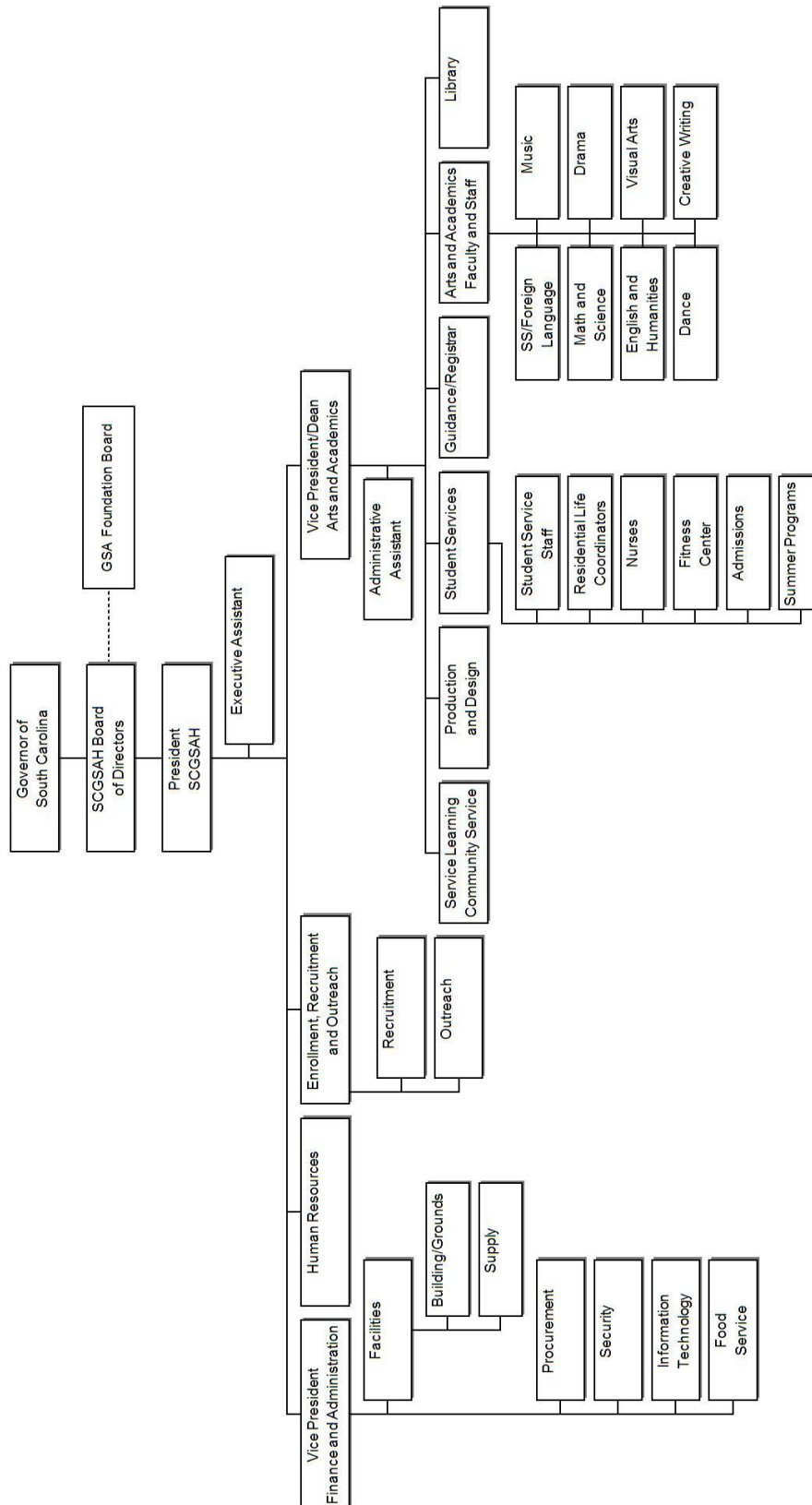
The Governor's School operates as a public high school and as a state agency and is responsible for maintaining regulatory compliance with both. As a state agency, the school is required to comply with State Procurement Code and with policies and procedures of the Budget and Control Board, Office of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

## **II.8 Performance Improvement System**

Non-teaching faculty and staff employed by school 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 Governor's School teaching faculty participated in the required planning stage and evaluation of the Teacher Performance Evaluation Program for establishment and review of their goals addressing 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

SC Governor's School for the Arts and Humanities



## II.10 Expenditures and Appropriations Chart

The Governor's School 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:

Accountability Report Appropriations/Expenditures Chart						
The Governor's School for the Arts and Humanities receives its appropriations as separate program (XIV) within the budget of the State Department of Education. The School's funding is detailed in the following Base Budget Expenditures and Appropriations Table II.11.a. General Funds include EIA funding.						
Base Budget Expenditures and Appropriations						
Major Budget Categories	FY 10-11 Actual Expenditures	FY 11-12 Actual Expenditures	FY 12-13 Appropriations Act			
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 3,116,948	\$ 2,920,568	\$ 3,468,746	\$ 3,345,837	\$ 5,058,809	\$ 4,606,538
Other Operating	\$ 1,749,619	\$ 1,449,352	\$ 2,099,382	\$ 1,751,621	\$ 1,331,826	\$ 881,826
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 932,380	\$ 907,412	\$ 1,008,346	\$ 994,755	\$ 1,595,588	\$ 1,493,088
Non-recurring						
<b>Total</b>	\$ 5,798,947	\$ 5,277,332	\$ 6,576,474	\$ 6,092,212	\$ 7,986,223	\$ 6,981,452
Note: The difference between the 2012-2013 Appropriations Act Total Funds and General Funds is \$1,004,771 which is a budget authorization for collection and expenditures of other funds such as summer program tuition, matriculation and residence hall fees. The School usually collects and spends no more than \$500,000 of these authorized						
Other Expenditures						
	Sources of Funds	FY 10-11 Actual Expenditures	FY 11-12 Actual Expenditures			
	Supplemental Bills	\$0	\$0			
	Capital Reserve Funds	\$0	\$ 155,611			
	Bonds	\$0	\$0			

## II.11 Major Program Areas Chart

Major Program Areas									
Program	Major Program Area	FY 10-11			FY 11-12			Key Cross	
Number	Purpose	Budget Expenditures			Budget Expenditures			References for	
and Title	(Brief)							Financial Results*	
H63.XIV Academic Programs	Required curriculum for SCGSAH Residential High School (SACS accredited)	State:	\$	1,084,368	State:	\$	1,705,961	Section III	
		Federal:			Federal:			7.1 - 7.5	
		Other:	\$	50,000	Other:	\$	56,000		
		Total:	\$	1,134,368	Total:	\$	1,761,961		
		% of Total Budget:		20%	% of Total Budget:		27%		
H63.XIV Art Programs	Required Curriculum in 5 art areas for SCGSAH Residential HS (ACCPAS accredited)	State:	\$	1,527,199	State:	\$	1,749,950	Section III	
		Federal:			Federal:			7.1 - 7.5	
		Other:	\$	75,000	Other:	\$	58,425		
		Total:	\$	1,602,199	Total:	\$	1,808,375		
		% of Total Budget:		28%	% of Total Budget:		27%		
H63.XIV Residential Life	Provide a safe, healthy, and family oriented life experience tor students	State:	\$	1,303,268	State:	\$	1,339,587	Section III	
		Federal:			Federal:			7.2	
		Other:	\$	75,000	Other:	\$	35,000		
		Total:	\$	1,378,268	Total:	\$	1,374,587		
		% of Total Budget:		24%	% of Total Budget:		21%		
H63.XIV Admissions , Recruiting, Outreach & Summer Programs	Ensure all eligible students are aware of the SCGSAH opportunity and have equal access	State:	\$	278,904	State:	\$	375,235	Section III	
		Federal:			Federal:			7.1	
		Other:	\$	312,615	Other:	\$	334,836		
		Total:	\$	591,519	Total:	\$	710,071		
		% of Total Budget:		10%	% of Total Budget:		11%		
H63.XIV Admin and Facility Mgmt	Supports leadership, facility support and management, finance and budget, utilities and maintenance, school security, HR, school information technology and student performances	State:	\$	853,534	State:	\$	742,697	Section III	
		Federal:			Federal:			7.1 - 7.5	
		Other:	\$	-	Other:	\$	-		
		Total:	\$	853,534	Total:	\$	742,697		
		% of Total Budget:		15%	% of Total Budget:		11%		
Below: List any programs not included above and show the remainder of expenditures by source of funds.									
	Remainder of Expenditures:	State:	\$	238,054	State:	\$	178,737		
	FY 10-11 and FY 11-12	Federal:			Federal:				
	Library and Institutional Advancement	Other:	\$	-	Other:	\$	-		
		Total:	\$	238,054	Total:	\$	178,737		
		% of Total Budget:		4%	% of Total Budget:		3%		
* 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: Elements of the Malcolm Baldrige Award Criteria**

### **III.1 Leadership**

#### **Board of Directors**

The Governor-appointed Board of Directors leads the Governor's School. The Board holds legislatively mandated quarterly meetings. The President of the school presents a yearly comprehensive progress report. Board members have the opportunity to discuss and evaluate the progress of the school's growth, and participate in planning for the upcoming new fiscal year. The school's 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 school's 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 luncheons with potential donors, and researches art schools around the country.

#### **President's Cabinet**

The President's Cabinet, consisting of the President, the Dean and Vice President for Academics, 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.

#### **Department Chairs and Faculty Council**

The broader administrative structure includes the Chair of the Faculty Council and the 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 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 Governor's School 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 2011-2012

<b>Program Number and Title</b>	<b>Supported Agency Strategic Planning Goal/Objective</b>	<b>Related FY 08-09 Key Agency Action Plan/ Initiative(s)</b>	<b>Key Cross References for Performance Measures*</b>
H63.XIV Academic Programs	To provide required curriculum for SCGSAH Residential High School students	Graduation of enrolled students in compliance with the Southern Association of Colleges and Schools (SACS) accreditation standards and requirements	Section III 7.1 - 7.5
H63.XIV Art Programs	To provide the required curriculum in the five art areas (Drama, Creative Writing, Music, Dance, and Visual Arts), for SCGSAH Residential High School students	Graduation of enrolled students in compliance with the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS) accreditation standards and requirements	Section III 7.1 - 7.5
H63.XIV Residential Life	To provide residential life supervision and assistance for all SCGSAH enrolled students	To provide a safe, healthy, and family oriented residential life experience for all SCGSAH enrolled students	Section III 7.2
H63.XIV Admissions, Recruiting, Outreach, & Summer Programs	To ensure that all eligible students across South Carolina are aware of and have equal access to the SCGSAH	Artistically talented high school students from across South Carolina will participate in pre-professional arts and academic instruction, and the school will serve as a resource for all teachers and students in the state	Section III 7.1
H63.XIV Administration & Facility Management	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 2007-08 that remained major initiatives in 2011-2012. 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 SC 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 or guardians of students are required to be legal residents of South Carolina. Enrollment 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, and Knowledge Management**

The quality of students applying for admission to the different programs at the school has improved. The administration 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, faculty and staff recruitment efforts emphasize contact with individuals from diverse backgrounds to ensure they are included in the candidate pool.

Annual facilities reviews are conducted to ensure their maximum and sustainable use. 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.

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

Finally, efforts are continuing to develop 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**

The Governor's School 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 the Governor's School 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 have become standard practice, and there is strong support for continuing education for the school's faculty and staff.

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 continues to review its bylaws and adopts technical and substantive amendments that it deems appropriate for efficient operations.

### Administrative School Policies & Procedures

The school 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 staff, faculty, students and parents. A manual is also available for public inspection. The school 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 Governor's School received full accreditation from 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 2012-2013.

## III.7 Results

### III.7.1 Results: Performance and 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 school's Report Card reflect as fully as any other measure on our adherence to that primary mission.

#### III.7.1.a Results: 2011-2012 School Report Card

The 2011-2012 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.

Art Area	Male	Female	Total	African American	Asian	Hispanic	Other	White
Creative Writing	5	21	26	4	2	0	1	19
Dance	5	29	34	5	0	0	4	25
Drama	13	17	30	6	0	2	3	19
Music	37	47	84	13	3	1	3	64
Visual Arts	13	34	47	3	2	1	7	34
<b>Totals</b>	73	148	221	31	7	4	18	161

**Residential High School Enrollment: 221**

**Absolute Rating:** Excellent

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

**Improvement Rating:** Good

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

## Performance Trends Over 5-Year Period

Year	Absolute Rating	Growth Rating
2011	Excellent	Good*
2010	Excellent	Good*
2009	Excellent	Excellent
2008	Excellent	Good*
2007	Excellent	Good*

State Objectives: Graduation Rate – Met

Student Attendance Rate - Met

*\* If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's improvement index for all students is a positive number, the school's Growth Rating will be elevated to Excellent.*

## Performance Ratings: Academic & Arts Achievement Standards

### PERFORMANCE RATINGS

#### Academic and Arts Achievement Standards

STANDARD	RATING	DETAILS
1) Students in State and National Arts Competitions, Auditions, Portfolio Review, or Other by Senior Year: <u>Participation 94%</u>	EXCELLENT Same as Prior Year	<u>% By Arts Disciplines</u> Creative Writing.....100% Dance.....100% Drama.....100% Music.....70% Visual Arts.....100%
2) Students in State and National Arts Competitions, Auditions, Portfolio Review, or Other by Senior Year: <u>Recognition 88.8%</u>	EXCELLENT Same as Prior Year	<u>% By Arts Disciplines</u> Creative Writing.....100% Dance.....100% Drama.....83% Music.....70% Visual Arts.....91%
3) Advanced Placement Exams Taken with Students Scoring 3 or Above: <u>77.9%</u>	GOOD Down from Prior Year	202 of 276 Exams
4) SAT Points Scored Above the National SAT Mean by Seniors: <u>135 Points Above</u> 13.3% Above	EXCELLENT Same as Prior Year	Chg from 2012 Prior Yr *School Mean1145..... Up 18 *National Mean1010..... Down 1 *State Mean .. 969..... Down 3
5) Seniors Awarded Scholarships, Including LIFE: <u>100%</u>	EXCELLENT Same as Prior Year	95 of 95 Seniors

\*Source: The College Board SAT, 2011-2012 (Critical Reading and Math were compiled for consistency for previous years.)

### **Definitions of School Rating Terms:**

**Excellent** – School performance substantially exceeds the standards for progress toward the 2011 SC Performance Goal.

**Good** – School performance exceeds the standards for progress toward the 2011 SC Performance Goal.

**Average** – School performance meets the standards for progress toward the 2011 SC Performance Goal.

**Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2011 SC Performance Goal.

**Unsatisfactory** – School performance fails to meet the standards for progress toward the 2011 SC Performance Goal.

### **III.7.1.b Results: Admissions**

Since its inception, the Governor’s School has worked to ensure that the student body is representative of the entire state and reflects its cultural and ethnic diversity. Area Representatives visited over 244 schools, district programs, and civic, education, and arts organizations in 2011-2012 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 observation. 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 increased in 2012 to a total of 1014, up from 956 in 2009, 948 in 2010, and 966 in 2011. Applications were received from 45 of the 46 South Carolina counties. There were no applications from Marion County.

### **III.7.1.c Results: Outreach**

The Governor’s School strives to be a model of excellence for the state of South Carolina. To that end, students and faculty reach out to the state’s teachers, schools, and arts organizations with artistic and academic workshops, performances, lectures, and other opportunities. Outreach in 2011-2012 included the following:

#### **Academics/Administration**

- ☐ School President Bruce Halverson serves on the boards of both Artisphere and the South Carolina Alliance for Arts Education.
- ☐ Dean Julie Allen presented two sessions for AP European History teachers at the AP Annual Conference in Orlando, FL.
- ☐ Dean Julie Allen served as Co-Chair of the AP European History Development Committee. This small group of secondary and collegiate faculty work together with the College Board and ETS to offer feedback on curriculum and to develop the annual AP test. As one of the three high school teachers on the committee, evaluated items to ensure that they were equitable and appropriate.
- ☐ Humanities Chair, Dr. Jennifer Thomas, gave a lecture/presentation series on humanities/arts connections for music majors studying in Arezzo (Tuscany), as part of Furman University’s Music in Italy Program.
- ☐ Dr. Jennifer Thomas presented on “Connections” at the meeting of the South Carolina Council of Teachers of English in January 2012. She shared lesson plans on interdisciplinary instruction (arts integration) in English curriculum and featured the school’s new humanities blog. Dr. Thomas’ presentation won the “best tie to conference theme” award.
- ☐ Mike Framer and Libby Higgins co-presented an integrated science, math, and art model lesson at the South Carolina Alliance for Arts Education’s annual arts integration conference as part of its STEM initiative.

- Rusty Godfrey conducted the 10th Annual World Religions Symposium for the school and inter-faith community in January 2012, and sponsored a Holocaust Remembrance Day program in April 2012.

### Library Services

- Michael Giller presented two separate workshops for the South Carolina Association of School Librarians. The first session was dedicated to integrating the Easybib database for citing research into the school curriculum; the second session discussed the fundamentals of intellectual freedom necessary for all school librarians.
- Michael Giller was the chair of the Intellectual Freedom Committee for the South Carolina Association of School Librarians.

### Creative Writing Department

- Senior Creative Writers (under the direction of department chair Scott Gould) traveled to Summit Drive Elementary school on three occasions to teach poetry to the 5<sup>th</sup> graders. Subsequently, the Creative Writing department published a chapbook of poems by the Summit Drive students.
- Creative Writing department summer faculty member Ashley Warlick coordinated the Emrys Foundation Reading Room, a year-long series of readings by regionally and nationally known writers.
- Senior Creative Writing students gave a public reading as part of the Emrys Foundation Reading Room Reading Room series.
- Senior Da'Shawn Mosley gave a reading at the Kappa Alpha Psi Fraternity's Southeastern Province's Student of the Year Competition in Charleston, SC.
- Creative Writing department summer faculty member Ashley Warlick served as an instructor for the Queens University low-residency MFA program.
- The Creative Writing Department hosted presentations and public readings by nationally known writers Michael Parker and Ellen Bryant Voigt.
- The Creative Writing department hosted poet A. Van Jordan for a public presentation to celebrate Martin Luther King Day.
- George Singleton presented a masterclass in creative writing at Western Carolina University.
- George Singleton gave a reading for the Decatur Book Festival.
- George Singleton gave a reading at the Fellowship of Southern Writers.

### Dance Department

- Dance students participated in performances of *The Nutcracker* around South Carolina and North Carolina, including Spartanburg Ballet Company, International Ballet Academy, and Ann Brodie's Carolina Ballet.
- Stanislav Issaev gave a master class/audition for the Bolshoi Ballet Academy held in Columbia SC. This event was supported by the U.S. Department of State, Bureau of Educational and Cultural Affairs, in cooperation with American Council for International Education.
- Stanislav Issaev taught a week of classes for the University of South Carolina's Dance Conservatory.

### Drama Department

- The Drama Department hosted Young Audience performances of *Doubt*, *Master Harold...* and *"The Boys,"* and *The Tempest* for middle and high school students. These included post performance discussions. Combined, the three performances were attended by over 300 students.
- Jayce Tromsness presented a lecture on the process of writing historical drama on August 11, 2011, for the Lunch and Learn program at Upstate History Museum.

- Jayce Tromsness hosted a Q&A discussion of his original play, *Lamplight & Shadow*, at the Peace Center following performances in November 2011.
- On November 30, 2011, Jayce Tromsness presented on design and design principles for Christ Church Upper School Drama students.
- In January 2012, Jayce Tromsness visited Summit Drive Elementary to conduct a workshop on Shakespeare for the Project Challenge G&T 3rd graders.
- In February 2012, Jayce Tromsness made three visits to Pickens Sr. High to conduct a series of voice, speech and dialect workshops for the advanced drama class.
- In March 2012, Jayce Tromsness visited Buena Vista Elementary to conduct a cooperative presentation/workshop on Shakespeare with the Warehouse Theatre's Wooden O program for 3rd-5th graders in the Project Challenge program.
- Jayce Tromsness co-presented and instructed at the Sterling Center (Charles Townes) school's Shakespeare festival. He conducted an intro and text analysis workshop, as well as created an edited version of *The Tempest*.
- Jayce Tromsness represented the school as instructor/director for Sterling School's Shakespeare Festival in May 2012.

## Music Department

- Euphoria Festival Chamber Music Ensembles  
Chamber music ensembles performed at Euphoria Festival in downtown Greenville for over 150 participants.
- Music Department Outreach Tour  
Fall Music Tour-Eighty-two music students and 6 faculty from the S.C. Governor's School for the Arts and Humanities traveled to Hilton Head to perform for public school audiences and present a public concert in Hilton Head. The music students performed 11 concerts in public schools in route and in Beaufort County, in addition to a free concert at the Arts Center of Coastal Carolina in Hilton Head.
- String Quartet performance at Greenville County Council Officer Ceremony  
Greenville City Hall.
- String Quartet performance for McKissick Book Club of Greenville.
- Concertato String Orchestra is featured performing group on the Winterclassics Series at Christ Church, Greenville.
- String Quartet performance at Christ Church Garden Tour Celebration.  
Home of Mary Johnston, Greenville, SC.
- Jazz Ensemble performance at Clemson University Visual Arts Exhibition. Clemson, SC.
- Jazz Ensemble performance at Artisphere Festival, Greenville, SC.
- Stephen Taylor presented guest recital for the Lake Junaluska Associates, Lake Junaluska Assembly, N.C., works of Haydn, Schumann, Debussy and Chopin. Open to the public.
- Stephen Taylor presented outreach event for the Rock Hill Piano Teachers Forum: information session about the SCGSAH; masterclass with area students.
- Host concert for the 51<sup>st</sup> Annual SCMTA Conference: solo work by Haydn on fortepiano; Schumann Fantasy Pieces with Amanda Cook. Smith Recital Hall.



- Stephen Taylor served as adjudicator, Charlotte Piano Teachers Forum Scholarship Auditions. Queens College, Charlotte, NC.
- Stephen Taylor served as adjudicator, South Carolina Federation of Music Clubs Northwestern District I, Greenville, SC.
- Stephen Taylor served as adjudicator: South Carolina Music Teachers Association, District X Piano Auditions, Florence, SC.
- Stephen Taylor performed as fortepiano soloist with Mahler Chamber Orchestra in work by Mozart. Conducted by Kedrick Armstrong. Smith Recital Hall. Open to the public.
- Upstate String Teacher Clinic

String area organized and hosted Upstate String Teacher workshop with guest clinician Dr. Robert Gillespie of Ohio State University. This event took place on campus and served over 40 teachers and student teachers. String orchestra students from Legacy Charter School participated in this clinic. Dr. Gillespie also travelled to Spartanburg District 6 Schools and led a clinic with over 80 middle school string students.

- Claire Bryant Residency

String area hosted cellist Claire Bryant for a two day residency that included technique workshops and performances. Collaborated with Blue Ridge High School Orchestra for outreach workshop involving Blue Ridge High School Orchestra students.

- Rock Hill Residency

Kathryn Dey served as guest clinician for Northwestern High School orchestra clinic. Also performed 4 solo concerts for over 150 Rock Hill elementary students.

- Greenville Music Club Recital

Kathryn Dey performed solo recital for 55 members of the Greenville Music Club.

- University of Tennessee Viola Conference Presentation

Kathryn Dey presented session at regional viola conference on physical exercises helpful to the violist.

- Rock Hill Outreach concert

Kathryn Dey organized outreach concert in Rock Hill, SC. 15 students from the Music Department travelled to Rock Hill and performed for over 175 audience members. Concert included collaboration with Visual Art Department.

- Christ Church Performance

Kathryn Dey performed solo recital for over 40 audience members at Christ Church. Collaborative project with David Turner, piano.

- Peter Slowik Residency

String area hosted Oberlin viola professor Peter Slowik for a two day residency involving workshops on and off campus. Mr. Slowik presented a clinic on vibrato skills to middle school string students at Beck Academy in Greenville County.

- SC ASTA Violin and Viola Clinic



String area organized and hosted annual state-wide clinic for pre-collegiate violin and viola players. Over 150 students and teachers participated in this one day campus event that included over 15 different sessions and performances.

☐ Greenville County Youth Orchestra Adjudicator

Kathryn Dey adjudicated scholarship competition for county youth orchestra

☐ Augusta Circle Elementary School visit

Kathryn Dey performed for 5<sup>th</sup> grade music students at ACE in Greenville County. Introduced violin family instruments and answered questions about life as a professional musician.

☐ Community Solo Recital

Kathryn Dey presented community solo recital in private home for over 30 audience members. Collaborative project with David Turner, piano.

Kathryn Dey coached high school musicians in county youth orchestra and performed alongside them at concert.

☐ Haiti Music Project

Kathryn Dey co-planned and implemented *Haiti Music Project* with Christ Church Director of Music David Turner. Collaborative project with Greenville Symphony Orchestra, Greenville County Schools and Christ Church Episcopal. Project included outreach performance and teaching activities in Greenville and Cange, Haiti. Travelled to Cange and performed alongside Cange Community Band (Fanfare). Residency also included instrumental master classes for elementary, middle and high school aged music students and adults.

☐ Mark Scatterday-Guest conductor and clinician, Mark Scatterday from the Eastman School of Music gave a presentation on Wind Conducting—"Artist as Entertainer" for area music educators, college students and conductors. This was followed by an open rehearsal for the same group of visitors and students.

☐ SCGSAH faculty member Kyra Zhang presented a master class for the clarinet and saxophone studio at Converse College

☐ Area students, teachers, and community members were invited to attend a master class and performance by Robert Young, Assistant Professor of Saxophone and Jazz at Wichita State University, and SCGSAH Alumnus.

☐ Area student and teachers were invited to a performance and master class by the Fischhoff medalist reed quintet, Arundo Donax.

☐ Dr. David Hamilton presented at the S.C. Music Educator's Conference in Charleston, SC, a talk on Brass Embouchures. This presentation was open to SCMEA members from South Carolina.

☐ Area students and teachers were invited to a performance and woodwind master class given by the Pen Trio.

☐ Area students and teacher were invited to attend an oboe and woodwind master class given by Mark Ostoich of the University of Cincinnati College-Conservatory of Music.

☐ In conjunction with the Greenville Public Library Exhibit "A Fine Romance" featuring Jewish songwriters and American Songs, SCGSAH faculty member Kyra Zhang presented a lecture and recital on an adaptation of Gershwin songs for solo clarinet by British composer Paul Harvey.

☐ SCGSAH faculty member Kyra Zhang presented a clarinet fundamentals workshop and performance for students at Hughes Academy in Greenville.

## Visual Arts

- A number of student works from the Traveling Student Exhibition were put on extended loan (two years) to Greenville County's Department of Social Services for their public areas in the County Square offices.
- Paul Yanko gave a presentation to the SCGSAH community about his studies in Australia made possible by his grant through the SURDNA Foundation.
- Paul Yanko presented a session on Aboriginal Art and Carlyn Tucker gave a talk titled "Making a Living in the Arts" as part of SCGSAH Family Weekend 2011.
- Paul Yanko spoke on his *Counterpoints* exhibition at Winthrop Art Gallery.
- Joe Thompson and Paul Yanko hosted a drawing workshop in the SCGSAH studios to attendees of the SCAEA statewide conference being held in Greenville. 15 teachers were in attendance for this session. On October 29, Mr. Thompson attended a lifelong learning discussion in the morning and was also asked to stand in for Dr. Ul-drick as keynote speaker for the awards ceremony that evening.
- Drawing workshops were given by Marty Epp-Carter and Carlyn Tucker to 30 students from Dutch Fork Middle School.
- The Visual Arts and Music departments presented music and art at Oakland Avenue Presbyterian Church in Rock Hill. Joe Thompson spoke and Visual Arts student Kotone Deguchi presented her work, which was included along with 20 pieces from our permanent collection.
- Carlyn Tucker and three of her students gave a photography workshop to students from the Gramling School Art Club. Seventeen students were split into two groups and participated in a lecture on the history of photography and a hands on lab in which they created their own photograms.
- The Visual Arts department hosted Rick and Laura Brown of Handhouse Studio as guest artists. While on campus, Handhouse gave two public lectures to visiting schools and arts educators and also spoke with Visual Arts students.
- Dana Howard gave a talk at the Clemson Arts Center on the History of Food in Art.
- Dana Howard was reappointed to the AP Art History Test Development Committee.
- The Visual Arts Department, with Paul Yanko representing, hosted Lakeview Middle School for an afternoon painting workshop. The workshop focused on creating expressive works reflecting what Paul had learned on a trip to Australia, funded by a grant from SURDNA.
- The Visual Arts department hosted Print Factory (including alums Will Burnip and Regis Lewis) on campus. While here, Print Factory gave a public evening lecture, spoke with Governor's School students, and did a public printing press demonstration in the SCGSAH courtyard. The demonstration involved hands-on printing on their portable press to make a free print for attendees; this demonstration was repeated during Greenville's 2012 Artisphere art festival weekend.

## III.7.1.d Results: Student Accomplishments

### Academics

**U.S. Presidential Scholars in the Arts:** Kamry Sadra-Briana Goodwin, Da'Shawn Kahili Mosley

**National Merit Finalists 2012:** Sarah Ruth Murray Rhu, Brock Bennett Robinson, Kelly Tsao

**National Achievement Finalists 2012:** Maya Colette Bradford, Kamry Sandra-Briana Goodwin

**National Merit Semi-Finalists for 2013:** Brian James Joye, Emily Amanda Knott

**Commended Students in the 2012 National Merit Program:** Aubrey G. Knight, Leah Paige Lierz, Virginia Taylor Seymour

**Outstanding Participant Referred to Colleges in the 2012 National Achievement Program:** Briana Delores Thompson

**College Board Scholars Awards AP Scholars with Honors:** Kamry Sadra-Briana Goodwin, Madeleine Mae Kent, Caleb Johnson Lewis, Virginia Taylor Seymour, Lee Bridges Stevens, Michael Thomas Zuch

**AP Scholars:** Jessie Caitlyn Barnett, Sarah Marie Cooke, Hannah Grace Dara, Kotone Deguchi, Suzanna Margaret Edwards, Stephen Rhett Jones, Jr., Brian Wayne Kinzie, Kody Allyson Kratzer, Anne Elizabeth Kunkle, Leah Paige Lierz, Kristen Michele Murdaugh, Sarah Ruth Murphy Rhu, Grace Ann Roberts, Brock Bennett Robinson

**Perfect SAT Score of 800 in Critical Reading:** Caleb Johnson Lewis-senior, Emily Claire Spearman-senior, Kelly Tsao-senior

**Perfect SAT Score of 800 in Writing:** Sarah Ruth Murphy Rhu-senior

**Perfect PSAT Score of 800 in Critical Reading:** Emily Amanda Knott-junior

**Academic Achievement State Awards Scholars 2012:** Kotone Deguchi, Anna Catherine George, Kamry Sadra-Briana Goodwin, Sarah McCain Grant, Lillian Riley Noël Ketcham, Brian Wayne Kinzie, Aubrey Grace Knight, Anna Rose Lauria, Caleb Johnson Lewis, Leah Paige Lierz, Lexi Jade Mathis, Kristen Michele Murdaugh, Grace Kate Odell, Mary Catherine Pflug, Dorothy Quincy Pierce, Sarah Ruth Murphy Rhu, Grace Ann Roberts, Brock Bennett Robinson, Aran Montare Savory, Virginia Taylor Seymour, Emily Claire Spearman, Kelly Tsao, Michael David Walker, Adam Hunter Wells, Sophia Margarette Wilttrout

**Palmetto Fellows Scholarship Recipients 2012:** Elizabeth Reid Davis, Kotone Deguchi, Suzanna Margaret Edwards, Anna Catherine George, Kamry Sadra-Briana Goodwin, Lillian Riley Noël, Brian Wayne Kinzie, Aubrey Grace Knight, Kody Allyson Kratzer, Anne Elizabeth Kunkle, Anna Rose Lauria, Caleb Johnson Lewis, Leah Paige Lierz, Daniel Adam Maltz, Kristen Michele Murdaugh, Grace Kate Odell, Mary Catherine Pflug, Sarah Ruth Murphy Rhu, Brock Bennett Robinson, Aran Montare Savory, Emily Claire Spearman, Lee Bridges Stevens, Kelly Tsao, Michael David Walker, Sophia Margarette Wilttrout

**Junior Marshals 2012:** Joseph Michael Herbst - Head Marshal, Eleeza Mei Tourigny - Head Marshall, Hagan Marie Capnerhurst, Marissa Nicole Lauyans, Allison Rose Cooke, Olivia Rose Wilusz, Sarah Marie Cooke, Anna Kristyn Dyches, Emily Amanda Knott, Cina Leigh Noel

**2011 United States Girls' National Representative:** Kristen Michele Murgaudh

**United States People to People Student Ambassador to Australia:** Kristen Michelle Murdaugh

**Palmetto Girls State Delegates Summer 2012:** Hagan Marie Capnerhurst, Sarah Marie Cooke, Tiffany Amelia Farr, Caroline Grace Merritt

**Palmetto Boys State Delegate Summer 2012:** Jeffrey Hunter Burgess, Thomas Boyd Richardson

**Bryn Mawr College President's Book Award:** Tiffany Amelia Farr

**Converse College Junior Fellows:** Lydia Wallace Barrett, Hagan Maree Capnerhurst, Allison Rose Cooke, Elizabeth Charlene Cureton, Virginia Taylor Seymour, Phoebe Helen Vint

**Chatman University:** Selene Desirée Means

**Furman University Scholars:** Sarah Marie Cooke, Anthony Joseph DeSantis, Deidre Alston Dishman, Dalton Rayce Fowler

**Lander University Junior Fellows:** Amanda Rose Burth, Richard Louis Fiorillo, Jr., Keelin Casey Sanz

**Presbyterian College Fellows:** Anna Kristyn Dykes, Joseph Michael Herbst, Emily Amanda Knott, Cina Leigh Noel, Eleeza Mei Tourigny, Olivia Rose Wilusz

**Randolph College Book Award:** Willie Lem Coleman III

**Rutgers University Book Award:** Alice Guerra Marcondes

**Salem College Alumnae Book Award:** Nandita Tatyana Harrison

**Swarthmore College Book Award:** Sarah Marie Cooke

**Upstate University of South Carolina Junior Scholars:** Julie Luisa Pacheco Cole, Kristina Nicole Osborne, Leigh Ellen Sabisch, Julie Rae Stewart

**Wellesley College Book Award:** Olivia Rose Wilusz

**Wofford College Scholars:** Hagan Maree Capnerhurst, Sarah Marie Cooke, Anna Kristyn Dykes, Joseph Michael Herbst, Emily Amanda Knott, Eleeza Mei Tourigny

**2012 SC Bar Law-Related Educated Citizen of the Year:** Virginia Taylor Seymour

**National History Day:** National Qualifiers: Jordan Alexander Merritt Messer, Julia Kathryn Opuszko, Sarah Michelle Schweitzer. State Qualifiers: Megan Christine Branham, Lois Eloise Carlisle, Deidre Alston Dishman, Nandita Tatyana Harrison, Brandon Lee Hooven, Nandita Narendra Karambelkar, Dylan Ross Magruder, Selene Desirée Means, Jordan Alexander Merritt Messer, Mary Katherine Moore, Julia Kathryn Opuszko, Sarah Michelle Schweitzer, Rachel Danielle Taylor, Abbey Marie Vidal

**National Honor Society Seniors:** Kedrick Terrell Armstrong, Jessie Caitlyn Barnett, Glennetta Burrell, Lauren Elizabeth Craine, Elizabeth Reid Davis, Vance Ashby Deatherage, Suzanna Margaret Edwards, Morgan Whitney Esarey, Anna Catherine George, Sarah Boyce Gladden, Kamry Sadra-Briana Goodwin, Sarah McCain Grant, Jasmin Leah Johnson, Stephen Rhett Jones, Jr., Madeleine Mae Kent, Lillian Riley Noël Ketcham, Brian Wayne Kinzie, Aubrey Grace Knight, Kody Allyson

Kratzer, Anne Elizabeth Kunkle, Caroline Marie Lancaster, Anna Rose Lauria, Siovean Miranda Lehner, Leah Paige Lierz, Daniel Adam Maltz, Alexander Kyle Mason, Lexi Jade Mathis, Kristen Michele Murdaugh, Emily Bacot Nason, Grace Kate Odell, Lauren Olivia Osborne, Mary Catherine Pflug, Dorothy Quincy Pierce, Anna Elaina Pittman, Celeste Lynn Pompeii, Derek Allen Priester, Sarah Ruth Murphy Rhu, Grace Ann Roberts, Osman Kadeem Sabari III

## **Creative Writing**

Over the course of their careers at the Governor's School, members of the class of 2012 won 37 Region-at-Large Gold Key Awards and 14 National Citations from the Scholastic Art & Writing Awards, including a \$10,000 portfolio prize. Their class also includes a record five national finalists in the YoungArts competition (sponsored by the National Foundation for Advancement in the Arts) and a pair of U.S. Presidential Scholars in the Arts (two of twenty in the country).

### **Maya Bradford**

#### **2012**

Scholastic Writing Awards, National Gold Medal, Personal Essay/Memoir  
 Scholastic Writing Awards, Region-At-Large Gold Key, Personal Essay/Memoir  
 Scholastic Writing Awards, Region-At-Large Silver Key, Writing Portfolio, Personal Essay/Memoir, Poetry  
 Scholastic Writing Awards, Region-At-Large Honorable Mention, Personal Essay/Memoir  
 Honorable Mention (short story), YoungArts Competition/National Foundation for Advancement in the Arts (\$250)

#### **2011**

Finalist, Nancy Thorp Poetry Prize (Hollins University)  
 Scholastic Writing Awards, Region-At-Large Gold Key, Short Story  
 SC Writers Workshop High School Competition, 1st Place, Nonfiction  
 SC Writers Workshop High School Competition, Honorable Mention, Poetry

### **Boyce Gladden**

#### **2012**

Scholastic Writing Awards, National Gold Medal, Personal Essay/Memoir  
 Scholastic Writing Awards, Region-At-Large Gold Keys, Poetry, Personal Essay/Memoir (2)  
 Scholastic Writing Awards, Region-At-Large Silver Key, Personal Essay/Memoir (2)  
 Scholastic Writing Awards, Region-At-Large Honorable Mention, Short Story

#### **2011**

Honorable Mention, Nancy Thorp Poetry Prize (Hollins University)  
 Honorable Mention, Leonard L. Milberg Princeton Poetry Prize  
 Scholastic Writing Awards, Region-At-Large Gold Key, Poetry  
 SC Writers Workshop High School Competition, 2nd Place, Nonfiction

### **Kamry Goodwin**

#### **2012**

2012 U.S. Presidential Scholar in the Arts  
 Scholastic Writing Awards, National Gold Medal, Personal Essay/Memoir  
 Scholastic Writing Awards, Region-At-Large Gold Key, Personal Essay/Memoir  
 Scholastic Writing Awards, Region-At-Large Silver Keys, Writing Portfolio, Poetry (2)  
 Scholastic Writing Awards, Region-At-Large Honorable Mention, Poetry  
 National Finalist (short story), YoungArts Competition/National Foundation  
 for Advancement in the Arts  
 First Place, Poetry, Bennington College Young Writers Competition

#### **2011**

Honorable Mention, Nancy Thorp Poetry Prize (Hollins University)

### **Aubrey Knight**

#### **2012**

Scholastic Writing Awards, National Silver Medal with Distinction, Writing Portfolio  
 Scholastic Writing Awards, Region-At-Large Gold Keys, Writing Portfolio, Poetry  
 Scholastic Writing Awards, Region-At-Large Silver Keys, Personal Essay/Memoir, Short Story

Scholastic Writing Awards, Region-At-Large Honorable Mention, Personal Essay/Memoir

**2011**

Scholastic Writing Awards, Region-At-Large Gold Key, Short Story

**Leah Lierz**

**2012**

Scholastic Writing Awards, National Gold Medal, Writing Portfolio (\$10,000)

Scholastic Writing Awards, Region-At-Large Gold Key, Writing Portfolio

Scholastic Writing Awards, Region-At-Large Silver Key, Poetry

Scholastic Writing Awards, Region-At-Large Honorable Mention, Short Story

**2011**

Finalist & Honorable Mention, Nancy Thorp Poetry Prize (Hollins University)

**Da'Shawn Mosley**

**2012**

2012 U.S. Presidential Scholar in the Arts

Scholastic Writing Awards, Region-At-Large Gold Keys, Humor, Personal Essay/Memoir

Scholastic Writing Awards, Region-At-Large Honorable Mentions, Personal Essay/Memoir, Writing Portfolio

National Finalist (creative nonfiction), YoungArts Competition/National Foundation  
for Advancement in the Arts (\$5,000 award)

Honorable Mention (poetry), YoungArts Competition/National Foundation for Advancement in the Arts (\$250)

**2011**

Scholastic Writing Awards, National Silver Medal, Poetry

Scholastic Writing Awards, Region-At-Large Gold Key, Poetry

**Emily Nason**

**2012**

Scholastic Writing Awards, National Gold Medal, Poetry

Scholastic Writing Awards Novel Competition, National Silver Medal

Scholastic Writing Awards, National Silver Medal, Short Story

Scholastic Writing Awards, Region-At-Large Gold Keys, Poetry, Short Story, Humor (2)

Scholastic Writing Awards, Region-At-Large Silver Keys, Poetry, Humor (2), Short Story (5)

Scholastic Writing Awards, Region-At-Large Honorable Mention, Humor

National Semifinalist, 2012 U.S. Presidential Scholar in the Arts

National Finalist (poetry), YoungArts Competition/National Foundation for Advancement in the Arts (\$5,000 award)

Honorable Mention (creative nonfiction), YoungArts Competition/National Foundation  
for Advancement in the Arts (\$250)

Merit Award (fiction), YoungArts Competition/National Foundation for Advancement in the Arts

2nd Place (Fiction) & Honorable Mention (Creative Nonfiction), Columbia College Chicago Young Authors Competition

**2011**

Runner-Up, Patricia Grodd Poetry Prize (Poem published in Kenyon Review)

Runner-Up, Nancy Thorp Poetry Prize (Hollins University/Poem to be published in Cargoes)

Scholastic Writing Awards, Region-At-Large Gold Key, Poetry

SC Writers Workshop High School Competition, Honorable Mention, Nonfiction

**Quincy Pierce**

**2012**

Scholastic Writing Awards, National Silver Medal, Humor

Scholastic Writing Awards, Region-At-Large Gold Key, Humor

Scholastic Writing Awards, Region-At-Large Silver Keys, Poetry, Personal Essay/Memoir (2)

Scholastic Writing Awards, Region-At-Large Honorable Mention, Writing Portfolio

Merit Award, YoungArts Competition/National Foundation for Advancement in the Arts

**2011**

Finalist, Nancy Thorp Poetry Prize (Hollins University)

Scholastic Writing Awards, Region-At-Large Gold Key, Short Story



**Anna Pittman**

**2012**

Scholastic Writing Awards, National Gold Medal, Short Story  
Scholastic Writing Awards, Region-At-Large Gold Keys, Personal Essay/Memoir, Short Story  
Scholastic Writing Awards, Region-At-Large Silver Keys, Personal Essay/Memoir (2)  
First Place, Nonfiction, Bennington College Young Writers Competition (\$500)  
Finalist, World Poetry Movement's Bill Murray Fan Poem Contest

**2011**

Scholastic Writing Awards, National Gold Medal, Poetry  
Finalist & Honorable Mention, Nancy Thorp Poetry Prize (Hollins University)  
Scholastic Writing Awards, Region-At-Large Gold Key, Poetry  
Honorable Mention, Leonard L. Milberg Princeton Poetry Prize  
Selected to attend Princeton University Creative Arts & Humanities Symposium

**Ryan Radtke**

Scholastic Writing Awards, Region-At-Large Honorable Mention, Poetry

**Sarah Rhu**

**2012**

Scholastic Writing Awards, National Gold Medal, Personal Essay/Memoir  
Scholastic Writing Awards, National Gold Medal, "Best In Grade" Personal Essay/Memoir (\$500)  
Scholastic Writing Awards, National Gold Medal, Poetry  
Scholastic Writing Awards, American Voices Medal, Poetry  
Scholastic Writing Awards, Region-At-Large Gold Key, Personal Essay/Memoir, Poetry  
Scholastic Writing Awards, Region-At-Large Honorable Mention, Writing Portfolio  
National Semifinalist, U.S. Presidential Scholar in the Arts  
National Finalist (poetry), YoungArts Competition/National Foundation for Advancement in the Arts (\$5,000 award)  
Honorable Mention (creative nonfiction), YoungArts Competition/National Foundation  
for Advancement in the Arts (\$250)

**2011**

1st Place, Leonard L. Milberg Princeton Poetry Prize (\$500)  
Scholastic Writing Awards, Region-At-Large Gold Key, Poetry  
Scholastic Writing Awards, Region-At-Large Gold Key, Short Story

**Sophia Wiltrout**

**2012**

Scholastic Writing Awards Novel Competition, National Gold Medal  
Scholastic Writing Awards, National Gold Medal, Personal Essay/Memoir  
Scholastic Writing Awards, Region-At-Large Gold Keys, Poetry, Personal Essay/Memoir  
Scholastic Writing Awards, Region-At-Large Silver Keys, Writing Portfolio, Humor, Poetry (2)  
Scholastic Writing Awards, Region-At-Large Honorable Mention, Humor  
National Finalist (creative nonfiction), YoungArts Competition/National Foundation for Advancement in the Arts (\$?)  
Honorable Mention (poetry), YoungArts Competition/National Foundation for Advancement in the Arts (\$250)  
2nd Place and Honorable Mention (Creative Nonfiction), Columbia College Chicago Young Authors Competition

**2011**

3rd Place, Leonard L. Milberg Princeton Poetry Prize (\$100)  
Finalist & Honorable Mention, Nancy Thorp Poetry Prize (Hollins University)  
Scholastic Writing Awards, Region-At-Large Gold Key, Short Story  
SC Writers Workshop High School Competition: Honorable Mention Poetry

## Dance

Over the course of their careers at the Governor's School, dance students have the opportunity to utilize their training in classical ballet and contemporary dance in the Youth America Grand Prix competition, the world's largest student ballet scholarship competition.

Through highly competitive auditions, dance students have won admission and scholarship opportunities from dance companies and collegiate programs around the country, including:

Alvin Ailey School of American Dance Theatre • American Musical and Dramatic Academy • Ballet West • Bolshoi Academy Exchange Program • Boston Conservatory • Dominican University (Lines Ballet) • Dutch National Ballet • Florida State University BFA Program • Joffrey Ballet • Houston Ballet • Kirov Academy • Nevada Ballet • North Carolina Dance Theatre • Oklahoma City University VFA Program • Orlando Ballet • Pittsburgh Ballet • Point Park University Dance Program • SUNY Purchase BFA Program • University of the Arts • University of South Carolina BFA Program

This year, dance students were awarded many scholarships for both artistic and academic performance. Following is a list of institutions offering scholarships to dance students and the schools they have chosen to attend:

### Lauren Craine

Greenville Music Club, Texas Christian University, College of Charleston, University of Georgia, and Wofford College. Attending University of Georgia.

### Jazmine Daniel

Coker College, University of North Carolina-Greensboro, University of South Carolina. Attending University of North Carolina-Greensboro.

### Sarah McCain Grant

Life Scholarship, Clemson University, College of Charleston, Indiana University, North Carolina State University, University of Georgia, The George Washington University. Attending North Carolina State University.

### Lena Jake

Arcadia University, College of Charleston, Montclair University. Attending Arcadia University.

### Caroline Lancaster

Life Scholarship, Clemson University, Furman University. Attending Furman University.

### Hannah Long

Attending University of Mississippi.

### Anna Lauria

Barnard University, College of Charleston, Colorado College, Emory University, Indiana University, Scripps University, Tulane University. Undecided.

### Candace Martin

Marymount-Manhattan College, University of South Carolina. Attending Marymount-Manhattan College.

### Jessica Mangum

Concordia University, University of South Carolina-Beaufort. Attending University of South Carolina-Beaufort.

### Cam Melton

University of North Carolina-Greensboro, University of South Carolina, University of the Arts. Attending University of the Arts.

### Matt Osborne

Coker College, Winthrop University. Attending Coker College.

**Celeste Pompeii**

College of Charleston, Clemson University, University of South Carolina. Attending University of South Carolina.

**Hannah Schmucker**

College of Charleston, Converse College, University of South Carolina, Winthrop University. Attending Winthrop University.

**Drama**

In Drama, we are committed to the overall development of the individual student. Achievement comes in the form of artistic breakthroughs, academic scholarship, and the steady, almost imperceptible deepening of the actors' understanding of the art within them. The artist as citizen is a central part of our teaching, and we make every effort to reach out to our community and share our work. This year, Studio 4 seniors presented three plays with rich social significance: "Master Harold" ...and the Boys by South African playwright Athol Fugard, Doubt, by John Patrick Shanley, and Shakespeare's The Tempest. Each of these productions was offered to our community free of charge, and most performances were filled to capacity. We also partnered with our Enrollment and Outreach Department to present each play to area middle and high schools in special Friday Theatre for Young Audience performances. These performances were followed by talk-back discussions with our student actors and the production team.

In another community effort, the entire Drama Department participated in the Susan Komen Race for the Cure 5K for the fifth consecutive year. Our team, The East Bumble Tech Fighting Cannoli's, was one of the largest and certainly the loudest in the event, and every actor finished the 5k run to combat breast cancer. Some seniors took as much as ten minutes off of last year's times. We were a strong part of the Upstate Komen chapter's bar-setting fundraising efforts.

In February, nine of our twelve Drama seniors journeyed to the Unified Theatre Auditions in Chicago to compete for coveted spots in the nation's finest conservatory and university theatre programs. This year turned out to be the most competitive on record. Yet, of the nine actors we took to Chicago, every single one was awarded a merit scholarship to one of the top theatre schools in the country. Students were heavily recruited by the University of North Carolina School of the Arts, Carnegie Mellon University, Rutgers' Mason Gross School of the Arts, the Guthrie Theatre Professional Actor Training Program, Southern Methodist University's Meadows School of the Arts, the University of Utah, Cal Arts, The University of Michigan, Fordham, and Montclair State University. Two more students were accepted to the famed Juilliard Drama Division, becoming the ninth and tenth SCGSAH Drama actors to be so honored since 2003 and making our department the nation's leader in this distinction. For the students choosing a Liberal Arts education beyond SCGSAH, there were acceptances and scholarship offers to Vassar, Fordham, Georgetown, Sarah Lawrence, and USC Honors College.

For the second year in a row a Drama senior was selected as finalist by the National Foundation for Advancement in the Arts as part of their YoungArts competition. The competition is the most respected of its kind in America, and out of nearly 2000 Theatre auditions a mere 20 are invited to Arts Week in Miami, where they take classes from master teachers and compete for scholarships. On the strength of his monologues from The Dutchman and The Comedy of Errors, Wonza Johnson became the third Drama student to receive this honor, along with Nicole Beharie (2003) and Jessica Miller (2011). Wonza was one of the silver medalists that week in Miami, and won a scholarship of \$5000. Following the competition, he was nominated as a Presidential Scholar in the Arts and achieved semi-finalist status.

Below are highlights of the scholarships earned by the twelve students of the graduating Drama class.

**Daniel Davila.** Coastal Carolina Theatre Performance Award, Montclair State Artistic Scholarship, Pace University Incentive Award. Attending Montclair State University, majoring in Theatre.

**Sasha Davis.** Meadows School of the Arts Scholar, SMU Opportunity Award, Oglethorpe University Presidential Scholar. Attending Southern Methodist University's Meadows School of the Arts, majoring in Theatre.

**Quintarius Jackson.** University of North Carolina School of the Arts Acting Scholarship, Cal Arts Artistic Merit Scholarship. Attending the University of North Carolina School of the Arts, majoring in Drama.

**Jasminn Johnson.** Juilliard Drama Division Artistic Merit Award, Fordham University Artistic Merit Award. Attending The Juilliard School, majoring in Drama.



**Wonza Johnson.** Juilliard Alumni Arts Scholarship, Carnegie Mellon University Artistic Merit Award, University of North Carolina Keenan Excellence Arts Award (full scholarship), Michigan University Arts Merit Grant. Attending The University of Michigan, majoring in Musical Theatre.

**Riley Ketcham.** Fordham University Artistic Merit Award, Winthrop University Academic Merit Award. Attending Winthrop University, majoring in Theatre.

**Caleb Lewis.** Attending Georgetown University, double-majoring in Government and Theatre.

**Lauren Osborne.** Fordham University Theatre Scholarship, University of North Carolina Acting Scholarship. Attending Fordham University, majoring in Theatre.

**Grace Ann Roberts.** Fordham University Theatre Scholarship, Presidential Scholar at Oglethorpe University, Helen Hayes Theatre Scholar, and Capstone Scholar at the University of South Carolina. Attending the University of South Carolina Honors College, majoring in Theatre.

**Brock Robinson.** National Merit Scholar Finalist, Presidential Scholar and Grinnell Scholar at Sarah Lawrence College, Hampshire College Presidential Scholar. Attending Sarah Lawrence College, majoring in Theatre and/or Art History.

**Aran Savory.** National Merit Scholar Finalist, Full Academic/Arts Scholarship to Fordham University, Presidential Scholar at Sarah Lawrence. Attending Vassar, majoring in Theatre.

**Isaac Young.** Southern Methodist University Arts and Academic Merit Scholarships, Otterbein Arts and Academic Scholarships. Attending Southern Methodist University's Meadows School of the Arts, majoring in Theatre.

## Music

**All State Band:** Kedrick Armstrong, Norman Davis, Morgan Esarey, Brian Kinzie, Anne Kunkle, Kadeem Sabari, Michael Zuch

**All State Jazz Band:** Kadeem Sabari

**All State Choir:** Joseph Tan

**All State Orchestra:** Kadeem Sabari

**Region Band:** Glennetta Burrell, Ashley Cannone, Vance Deatherage, Brian Kinzie, Rachel Lambert, Morgan Esarey, Anne Kunkle

**South Carolina Youth Wind Symphony:** Kedrick Armstrong, Kadeem Sabari

**American High School Honors Performance Series at Carnegie Hall:** Kedrick Armstrong

**Carolina Youth Symphony Concerto Competition:** Daniel Maltz, Third Place

**Clemson University Concerto/Aria Young Artist Competition:** Grayson Mills, Finalist

**Music Teachers National Association Solo Competitions, State Level:** Hannah Dara, Honorable Mention; Stephen Jones, Participant; Douglas Temples, Participant

**Classical Singer Competition, National Level:** Grayson Mills, Third Place

**National Association for Teachers of Singing, State Competition:**

Jessie Barnett: First Place, Classical; First Place, Musical Theater

Taryn Wetherington: First Place, Classical

Grayson Mills: First Place Musical Theater; First Place, Classical

Adam Wells: First Place, Classical; First Place, Musical Theater

Alexander Mason: Regional Finalist, Musical Theater; Regional Finalist, Classical

Jonathan Jackson: Regional Finalist, Musical Theater

**Young Arts:** Jessie Barnett, Merit Award Winner in Classical Voice

**Schmidt Youth Vocal Competition:** Alexander Mason, Second Place

**National Federation of Music Clubs at Converse College 2011:** Joseph Tan, Superior Rating in Musical Theater

**University of South Carolina Summer Conservatory:** Anne Kunkle, Michael Zuch

**Csehy Summer School of Music:** Michael Zuch

**Sewanee Summer Music Festival:** Douglas Temples

**National Symphony Orchestra Summer Music Institute:** Hannah Dara

**Interlochen Arts Academy Emerson Scholarship:** Hannah Dara

**Brevard Music Center:** Kedrick Armstrong, Norman Davis, Grace Odell, Derek Priester

**Vocal Arts Summer Program at DePauw University:** Kristen Murdaugh

**Juilliard in Aiken Master Classes:** Jessie Barnett, Alexander Mason, Grayson Mills, Kristen Murdaugh, Grace Odell, Adam Wells, Taryn Wetherington

**Liszt Fest, Brevard Philharmonic Orchestra:** Grace Odell

**S.C. Music Educators' Association Memorial Scholarship:** Hannah Dara

**Greenville Music Club Vocal Scholarship:** Jessie Barnett, Alexander Mason, Grayson Mills

**Crescent Music Club Scholarship:** Grayson Mills

**Fountain Inn Music Club Scholarship:** Hannah Dara

**Berea College Pinnacle Scholar of Excellence Award in Music:** Joseph Tan

**Elective Solo Recitalists:** Daniel Maltz, Lexi Mathis, Grace Odell, Derek Priester

**Senior Showcase Winners 2012:** Kedrick Armstrong • Jessie Barnett • Norman Davis • Hannah Dara • Stephen Jones • Anne Kunkle • Alex Mason • Grayson Mills • Josephine Moe • Grace Odell • Douglas Temples • Adam Wells • Taryn Wetherington • Michael Zuch

**Piccolo Spoleto "Rising Star Series":** Grace Odell, Kyle Schober, Josephine Moe, Derek Priester, Hannah Dara, Stephen Jones

## Visual Arts

There are several significant competitions that we participate in each year which distinguish our program regionally and nationally. They are The Scholastic Art Awards, which is a national competition with the highest level of participation from around the country, the Greenville Tech Upstate High School Art Exhibition, a very competitive regional competition, and The Picasso Project, a state-wide art contest to benefit The Children's Trust of South Carolina.

One notable aspect of our curriculum is that we enter these competitions as an integral part of the course work, rather than as an objective on their own, and we are always proud of the success of our students.

### Scholastic Art Awards 2012:

Libby Davis, Printmaking, Gold Key

Libby Davis, Sculpture, Certificate of Merit

Logan Helmers, Jewelry, Certificate of Merit

Logan Helmers, Sculpture, Certificate of Merit

Mary Catherine. Pflug, Design: Silver Key

Mary Catherine. Pflug, Sculpture, Certificate of Merit

Virginia Seymour, Sculpture, Certificate of Merit

Lee Stevens, Sculpture, Certificate of Merit

Kelly Tsao, Printmaking, American Vision Medal

Kelly Tsao, Sculpture Gold Key

Michael Walker, Photography, Certificate of Merit

**SC Department of Natural Resources Reel Art Awards:** Eleeza Tourigny, 3rd Place, Grades 10-12

### The Picasso Project - 2012 Region 1

Libby Davis, 1st Place

Suzanna Edwards, 2nd Place

Lee Stevens, 3rd Place

Macy Ruple, 3rd Place Photography

Michael Walker, 2nd Place Photography

### The Picasso Project – 2012 Statewide Awards

Libby Davis, 1st Place • Michael Walker, 1st Place Photography

### Converse College 2012 Young Women in Art Competition:

Suzanna Edwards, 1st Place, Painting

Alisha Gaillard, 1st Place, Printmaking

Logan Helmers, 1st Place, Sculpture

Ella Bergdoll-Oberhammer, 2nd Place, Photography  
The 22nd Annual Upstate  
High School Art Competition  
Caroline Absher, 1st Place, Painting  
Haley Durham, 3rd Place, Metals/Jewelry  
Logan Helmers, Honorable Mention, Metals/Jewelry  
Charis Jackson-Barrios, 3rd Place, Illustration  
Siovean Lehner, 1st Place, Computer Animation  
Daniel Ruroede, 1st Place, Printmaking  
Daniel Ruroede, Honorable Mention, Ceramics  
Virginia Seymour, Honorable Mention, 3D/Sculpture  
Virginia Seymour, 2nd Place, Metals/Jewelry  
Michael Walker, 1st Place, Design & Color  
Al Owens, Honorable Mention, Ceramics

**South Carolina Schools Photography Competition 2012:** Caroline Absher • Selene Means • Abbey Vidal

**Jeanet Dreskin Scholarship Award:** Micheal Walker

**Lipscomb Family Foundation Award:** Lee Stevens

**Chevalier Jackson Tucker Award:** Macy Ruple

**Visual Arts Purchase Award:** Libby Davis

### III.7.1.e Faculty and Staff Accomplishments

In keeping with the school's mission to provide an environment of excellence, Governor's School faculty and staff were honored and served as leaders in the arts regionally and nationally throughout the 2010-2011 school year, including the following:

- Creative Writing instructor George Singleton published his eighth book, **Stray Decorum**. Eleven stories, all previously published in journals like *The Atlantic*, *Oxford American*, and *The Georgia Review*, in which George Singleton brings small-town South Carolina alive.
- Visual Arts instructor Paul Yanko exhibited work in Abstract Art in South Carolina: 1949-2012 at the South Carolina State Museum in Columbia, SC.
- The Visual Arts faculty was included in the 2012 Spring Exhibition at Milliken Art Gallery in Lander at Converse University.
- Visual Arts instructor Paul Yanko featured in "By Turns," a two-person exhibit at the Hampton III Gallery in Greenville, SC.
- Visual Arts instructor Mary Epp-Carter is included in an Upstate Printmakers exhibit at Coastal Carolina University and in *Re-Think Ink*, the Mixit Print Studio 25th Anniversary Portfolio which has just been acquired by the Boston Public Library.
- Visual Arts instructor Marty Epp-Carter was represented in two exhibitions Shifting Plates: South Carolina Printmakers of the Upstate at the Metropolitan Arts Council and Fits and Starts, a solo show at Centre Stage in Greenville.
- Visual Arts Chair Joe Thompson and instructor Paul Yanko presented a drawing workshop at the SCAEA Convention that was well received.
- Drama instructor Jayce Tromsness had a production of *The Merchant of Venice* at the Warehouse Theatre.
- Drama instructor Jayce Tromsness co-taught a two-day intensive workshop on Shakespeare with USC's Robert Richmond (formerly the principle director for the Aquila Theatre Co.)
- Drama instructor Jayce Tromsness was commissioned by the Warehouse Theatre as their playwright-in-residence to create an adaptation of *Humphry, Albert, and the Flying Machine* by Kathryn Lasky, author of *The Guardians of Ga-hool*. WHT has been granted permission by Ms. Lasky to have Tromsness adapt this story based on *Sleeping Beauty* and *Bernoulli*, the physicist who determined the theory of lift and fathered the field of aerodynamics.

- Three SCGSAH faculty members, Visual Arts Paul Yanko, Music Robert O'Brien and Creative Writing Mamie Morgan, received a Fellowship from the Surdna Arts Teachers Fellowship Program.

### Academics/Administration

- School President Bruce Halverson made presentations throughout the state on behalf of the Governor's School.
- Bruce Halverson serves on the boards of both Artisphere and the South Carolina Alliance for Arts Educators, and he is a member of the accrediting commission of ACCPAS (Accrediting Commission for Community and Pre-collegiate Art Schools).
- Dean Julie Allen was re-appointed to the College Board's AP European History Development Committee. The committee advises on course curriculum and develops test questions for the AP test administered annually to approximately 100,000 students.
- Dean Julie Allen served as a Question Leader at the annual AP European History reading. Question leaders are responsible for developing standards and overseeing the scoring of students' free response essays on the AP exam.
- English instructor Mark Sibley-Jones name one of the four best literature professors in the United States, according to *The Best 300 Professors* by *The Princeton Review* and [RateMyProfessors.com](http://RateMyProfessors.com). He is one of 16 professors recognized in South Carolina.
- Director of Guidance Services Lela McKnight serves as a member of the University of South Carolina Inaugural College Advisory Board and conducted a community workshop this summer on college planning.
- John Warner, Vice President Finance and Administration, serves on the Boards of the Greenville Symphony Association and the Greenville Tech Foundation. Mr. Warner also serves on the Board of SC Launch, a collaboration with South Carolina Research Authority.
- Social Studies and World Languages Department Chair Rusty Godfrey named national Outstanding Teacher of American History by the Daughters of the American Revolution (DAR), following his state recognition. He was the first winner to be recognized from South Carolina.
- Social Studies and World Languages Department Chair Rusty Godfrey continued a project begun as part of the school's Martin Luther King Spirit of Service Week to assist the American Legion Post 3's War Museum in cataloguing and organizing their collection.
- Rusty Godfrey, with assistance from students in the International Relations Club, sponsored a World Religions Symposium on campus during the fall in order to encourage greater awareness among people of different cultures and faiths. Presenters included a focus upon the role of the arts in their respective faiths.
- The Student Services staff sponsored a food drive in which the faculty, staff, and students of SCGSAH donated 476 pounds of non-perishable food products to the Harvest Hope
- The SCGSAH brings a mix of rising 7th and 8th graders from high poverty community centers and more traditional programs in Greenville together for the Ignite Program, three one-week sessions of intensive arts exploration and training, on our campus. This exciting program exposes young students to a world of creativity beyond their prior experience and ignites their passion for the arts. It helps these children develop discipline, collaborative skills and a sense of accomplishment often in unexplored areas.

## III.7.2 Customer Satisfaction

### III.7.2.a Customer Satisfaction: Guest Artists

The school continues to build relationships with and invite well-established American and international artists to enhance the students' experience.

#### Music

Robert Young and Rajung Yang • Rudolf Golez, piano • Arundo Donax Reed Quintet (Ashley Booher) • Woodwind Chamber Pen Trio (Phil Paglialonga), woodwinds • Marjean Olson, piano • Ara Gregorian, violin • Peter Slowik, viola • Eugene Barban, piano • Mark Ostoich, oboe • Doug Horwine, jazz sax • Michael Alexander, Sinfonia Conductor • Zhu Wang, piano • Lewis Nielson • Bonne Action • Kelley Anderson, guitar

#### Drama

Travis Ballenger, acting • Cecil O'Neal, acting • David Rambo, playwright • Arlene Hutton (Beth Lincks), playwright

### **Dance**

Marina Levasheva, character (folk) dance • Andrea Pell, ballet

### **Visual Arts**

Rick & Laura Brown, HandsHouse Studio, sculptor/designer • Will Burnip/Print Factory, print maker

### **Creative Writing**

Michael Parker, fiction/nonfiction • Ellen Voigt, poet/essayist • Jennifer Homans, writer/dancer • A. Van Jordan, writer

## **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, the Governor's School 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 2011-2012 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 and Security**

The Governor's School utilized 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
- ☐ Access throughout campus is secured with a card access control system
- ☐ Utilization of emergency life safety alarm system
- ☐ 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 repositioning surveillance cameras and enhanced security patrol
- ☐ Added four emergency call boxes throughout campus.
- ☐ Currently utilizing a visitor check-in system that screens for past criminal conduct for all campus visitors.
- ☐ Improved emergency response notification with a mass notification system and through enhancements to our
- ☐ Internal intercom system.
- ☐ Replaced all resident hall door locks with constant lock devices.

### **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**

The Governor's School 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 Governor's School 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.

#### **Employee Performance Evaluation**

Non-teaching faculty and staff employed by the school 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 Governor's School 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**

The Governor's School is committed to the retention of its highly capable and knowledgeable employees. Professional development opportunities, flexible work schedules, and open-door policies lend themselves to a dedicated staff.



### **Equal Employment Opportunity**

The Governor's School 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.<sup>38</sup> South Carolina Governor's School for the Arts and Humanities

## **III.7.5 Community Support**

The Governor's School 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 at the Governor's School 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. Community Service and Service Learning programs at the Governor's School endeavor to not simply encourage volunteerism, but lay the groundwork for a lifelong habit of service. The program works to educate students about the needs of the community and the agencies that address those needs, and to provide opportunities for students to use their skills, talents, and resources to address these needs. Youth voice is an active component of service, and Governor's School students take pride in not only participating in, but often designing service projects. Service-learning activities are also tied directly to the school's curriculum.

During the 2011-12 school year, 64% of the student body volunteered for service activities outside the classroom, and 100% provided service for the MLK All-School Service Day. In all, students, faculty, and staff contributed over 2000 hours of service to the community. Below are highlights from these activities.

- This was the 8th year students planned and executed Rock Stars, an after school program for elementary-aged youth in the after school program at the Sterling Hope Community Center and YMCA of Greenville. Over 25 Governor's School students served as mentors to 28 children from the Sterling Community. Students designed and led arts enrichment lesson plans in all five arts disciplines. This partnership not only benefitted the Sterling Hope students through sustained arts exposure and encouragement, but introduced Governor's School students to program and lesson planning and development, and provided them an opportunity to articulate their developing skills to a younger audience. This year, as Sterling's arts programming at the center continued to develop, students from the Governor's School also attended a Sterling student art show at the center, and provided logistical support, as well as a string quartet for entertainment during the event.
- Students served as volunteers for The Reedy River Run, running a water station for the event which benefitted Meals on Wheels.
- For the second year in a row, Spanish IV students, under the guidance of instructor Janice Boyles and the Service Learning Coordinator, as part of a year-long service learning partnership, traveled monthly to Summit Drive Elementary School to teach English as a Second Language K-2 students language development through arts enrichment.
- Student Ambassadors and CATS Members from the Governor's School served as evaluators for a Greenville County elementary school's entries for the PTA's national art contest, Reflections.
- Over 100 students volunteered in the children's area of Artisphere, Greenville's regional art festival. Students volunteered nearly 700 hours of their time to plan, refine, and oversee craft projects used in the festival's Kidsphere. This was the sixth year students took a leadership role in this area. Their participation was sponsored by the Governor's School for the Arts Foundation.
- 68 students attended a volunteer training session for Safe Harbor, a shelter for families affected by domestic violence. Throughout the school year, SCGSAH students volunteered weekly at the shelter, providing childcare and arts enrichment activities through a partnership with student services.

- A service-learning project designed by Visual Arts faculty Dana Howard and Paul Yanko took students into the Safe Harbor shelter to provide decorative designs on residence hall doors. The students and faculty worked in collaboration with Safe Harbor staff, and the students learned about the organization's work while building practical skills involved in working with a design client.
- CATS planned and implemented the third annual MLK Spirit of Service Week, a school-wide event which incorporated service and issues awareness events throughout academic curricula, as well as through extracurricular activities. CATS students conducted a pet food drive for Meals on Wheels as part of MLK Spirit of Service Week, raised funds for Charity: Water, Greenville Humane Society, and Falling Whistles.
- SCGSAH re-instituted an MLK All-School Service Event. 200 students and 20 faculty and staff members spent three hours on the morning of January 21 volunteering at area organizations and learning about the non-profits' missions, constituencies, and strategies for serving the community. Partnering organizations included: Meals on Wheels, the Warehouse Theatre, the American Legion War Museum, Governor's School for the Arts Foundation, Harvest Hope Food Bank, Greenville Free Medical Clinic, Sterling Community Center, Greenville Symphony Orchestra, United Ministries' "Our Eyes Were Opened," Greenville Forward, Metropolitan Arts Council/Artisphere, SCGSAH Facilities Department, Ronald McDonald House, Safe Harbor, YWCA, and Upstate Forever. SCGSAH students, faculty, and staff provided a total of 550 hours of service to the community that morning.
- Visual Arts students, in another service learning project, created a temporary art installation with visiting SURDNA artist Pam Longobardi, in collaboration with Joe Thompson and other Visual Arts faculty. This piece was constructed of discarded plastic objects, transformed into a sculpture which hung over the Reed River in Falls Park. The Visual Arts Department worked with Greenville Parks and Recreation and the Public Art Committee to complete the project, which focused on the effects of discarded plastic in the waterways.
- 44 seniors completed service requirements for a Connecting Arts Through Service graduation cord. These students participated in a minimum of five CATS planning sessions throughout the year, and volunteered their time for a minimum of three service projects.
- A group of students created a Whistler's Society which raises awareness of war atrocities in the Democratic Republic of Congo. These students, meeting regularly during breakfast, coordinated campus displays, a film screening and cell-phone-free day. The student-led National Business Association, advised by Norman Belk, raised funds for this organization as well as for the Greenville Literacy Association.
- Three "river clean" days, cosponsored by Service Learning, the HiPe Club, and Student Services, took 45 students to sites both on the Reedy River and other waterways to help pick up trash and debris, and aid with landscaping projects.

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