

Burlingame High School

1 Mangini Way
Burlingame, CA 94010
Chris Holleran, Principal

Burlingame High School is a four-year comprehensive public high school with the mission of being “dedicated to the preparation of academically and socially responsible students.” School goals include a focus on both academic preparation and social responsibility. Burlingame High School serves 1,355 students and has 77 credentialed teachers. Accredited by the Western Association of Schools and Colleges, the school operates on a semester system with a seven-period day. Graduation requirements for 2009 are 220 credits for all students.

- ◆ High school (grades 9–12)
- ◆ 63% White
- ◆ 15% Hispanic
- ◆ 14% Asian
- ◆ 6% Other
- ◆ 1% Black
- ◆ 1% Native American
- ◆ 5% Free or Reduced-Price Lunch
- ◆ 7% English Language Learners

In 2008, SAT/ACT scores were higher than the state average (Critical Reading 499, Math 516, Writing 498) and the national average (Critical Reading 502, Math 515, Writing 494). Students at Burlingame High School achieved a mean score of Critical Reading 527, Math 562, Writing 533 on the SAT. In 2008, 326 students took at least one AP exam in 13 subject areas and 62.2% of those students scored at least a 3 on one AP exam. College placement is strong, with 31% of the class of 2008 at two-year colleges and 67% at four-year colleges.

Taking a proactive approach to supporting struggling readers, Burlingame High School offers an ACCESS class to ninth graders. ACCESS stands for Academic Confidence Creates Equality and Success for All Students. The focus is on ways to promote academic success for struggling readers. The course helps students to develop the academic skills necessary to succeed in high school, including learning to read strategically, learning to take notes and think critically about texts, learning how to participate in an academic class, and developing the habits of an effective student.

At the end of eighth grade, before entering high school, all students in the district take the Gates-MacGinitie Comprehension Test. The district informs parents of student placement in the ACCESS class when students’ scores are below the ninth-grade reading level, and these students are also invited to enroll in a summer reading program. After the summer school intervention, students retake the Gates-MacGinitie and if their scores are still below grade level, they are placed in the ACCESS class. In the school year 2008–2009, there are more than 37 students who qualified for ACCESS, so there are two sections of the class. To monitor

student progress, students also take the Scholastic Reading Inventory in December, and retake the Gates-MacGinitie reading test in the spring to monitor comprehension, vocabulary, and miscue analysis. Informally, teacher Morgan Hallabrin also conducts formative assessments with her students to monitor their progress in reading, annotation, synthesizing, and paragraph writing about nonfiction texts.

Focusing on academic essentials, the ACCESS class curriculum includes time for daily reading, guest speakers such as toastmasters, academic essentials, conversations about reading, goal setting and academic planning, and use of a reading record. The core text for the class is the *Reader's Handbook – A Students Guide for Reading and Learning*. ACCESS is a class that is taken in addition to the regular English class.

Students are enrolled in the ACCESS class for one year, and if at the end of the year students still require additional support, teachers can recommend students for a sophomore reading intervention class. The school also provides support to students in algebra and biology and has a strong tutoring program with peer tutors and after-school tutor volunteers, which is coordinated through the library.

English teacher Jim Burke has created tools and templates for teachers to use for engaging students in text discussion. These note-taking organizers help students prepare for discussions by scaffolding their comprehension of the reading.