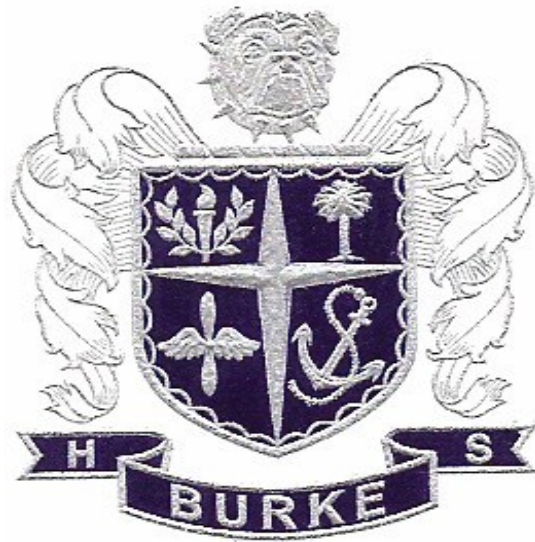


Burke High School
Annual
School Improvement Council
“Report to the Parents”
2016-2017



244 President St
Charleston, SC 29403
(843) 579-4815
<http://burke.ccsdschools.com>

Mrs. Cheryl Swinton, Executive Principal
Mr. Kim Wilson, Executive Director for Secondary Learning
Dr. Gerrita Postlewait, Superintendent

MISSION STATEMENT

The mission of Burke High School is to foster independent and responsible lifelong learning so that upon graduation, students will enter college, the military, or the workforce with the necessary skills to compete with peers and become positive members of society.

Destination Graduation...College and Career Ready!!!

Purpose of the Report

“This report is issued by the Burke High School Improvement Council (BHSIC) in accordance with South Carolina law to share information on the school's progress in meeting various goals and objectives, the work of the school administration, faculty, students and the BHSIC, and other accomplishments during the school year.”

ACKNOWLEDGMENT

Special recognition goes to all of the administrators, faculty, and volunteers who assisted in the compilation of this information to share a snapshot of BURKE and its wonderful people. Thank you to the members of the School Improvement Council for their dedication and continued work to make Burke an even better school serving the Charleston community.

Bulldog Proud!



Bulldog Strong!!

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Dr. Barbara D. Dilligard, Editor



Burke High School

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Gerrita Postlewait, Ed.D.
Superintendent of Schools

Kim Wilson
Associate Superintendent

Cheryl Swinton
Executive Principal

May 3, 2017

Dear Burke High School Parents and Guardians,

Please join me in celebrating the outstanding accomplishments of our students during the 2016-17 school year. I am excited about this Annual Report as it chronicles the exceptional work of our teachers and students.

Upon arrival at Burke High School, I became keenly aware of the dedicated teachers along with the intellectual potential of our talented students. Therefore, our curriculum and related activities are all geared to build academic success as you will view in this report.

We are grateful for your support and cherish the relationships we have built with you, the immediate and extended families of our school community. Lastly, we look forward to the continuation of shared efforts to develop skills our students need to become more competitive citizens.

Sincerely,

Cheryl F. Swinton
Executive Principal



WHO ARE WE?

Hail Dear “New” Burke School

Burke High School, a comprehensive high school located in downtown Charleston, serves 330 students in grades 9-12 residing in the community and surrounding areas of Charleston County. The school receives Title I funding and is designated as a partial magnet for its Advanced Placement Academy and Lowcountry Tech Academy. Burke High School offers all academic levels, e.g., dual credit in collaboration with The College of Charleston and Trident Technical College; Advanced Placement (AP) Honors Academy, College Preparatory and Career and Technology Education. The curriculum has also been enhanced by the merger of the Low Country Technical Program and planned expansion of programs, such as the Fine Arts Academy and Project-Based Learning in collaboration with NTN over the next three years.

Our five-year strategic plan will be built around a “Project-based learning” (PBL) instructional approach. In PBL, learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts.” (NTN –Website).

The technology courses have expanded during the 2016-17 school year to include job preparation for the culinary arts, cyber security, green energy, building and construction, business management, health science, and engineering through Project Lead The Way. The Career and Technology Department also offers 8th grade students from Simmons Pinckney Middle School and Sanders-Clyde Middle School career and technology opportunities through an exploration program.

Visual and performing arts courses in dance, chorus, drama, art and band are also vital parts of our course offerings.

Who Do We Serve?

As a partial magnet school, Burke serves 330 students who reside in the community and surrounding areas of Charleston County. Of these students, 299 are located on the campus and 31 students attend programs offsite.

As a result of gentrification in downtown Charleston, the downtown population has shifted from 2/3 African American residents in 1980 to 2/3 Caucasian resi-

dents as of 2010. The current student population at Burke is 98% African American. The percentage of students identified as students in poverty” using the South Carolina Poverty index has declined from 97.7% in 2014 to 89.9% in 2016.

Student attendance has decreased by 1.9%: from 92.5% in 2014 to 90.6% in

2016 and retention rates have increased by 1%: from 6.8% in 2014 to 7.8% in

2016. Out of school suspensions were 10.7% and in school suspension was

25.6% . Unfortunately, comparative data are not available for previous years or school or district levels.

The students of Burke High School are charting a new and exciting course of excellence with a growth mind-set. Our push for next school year is to ask everyone to STEP-UP; do what must be done to change the culture in positive ways that help students to understand that we only want what is best for them. Let’s show people who think that we can’t...that we CAN and that we WILL be the best person that we can be. With a change in culture and a new mind-set, we can be everything that any great school can be.



Who Serves Our Scholars?

Burke presently has 55 certified and classified faculty and staff to include 36 teachers, 4 administrators, 2 guidance counselors, 6 teacher assistants, and 7 support staff. There has been a 10.9% increase in teachers having advanced degrees from 43.5% in 2014 to 59.4% in 2016. The teacher retention rate has also increased by 3.7% from 75.5% in 2014 to 79.2% in 2016.



Our new Executive Principal, Mrs. Cheryl Swinton took the helm in March 2017. We welcome her aboard and look forward to a prosperous future under her leadership.

The Burke High School Administration, Faculty, and Staff—2017





BHSIC Annual Goals

The following outlines the major goals for 2016 –17 and a brief summary (in blue) of the progress to date:

1. Establish a new five-year strategic plan to ensure that all levels of academia are pursued and connected in ways that allow students to pursue their preferences, abilities, and future career interests. This plan will include specific goals and objectives to meet the outcomes listed in the consensus statement. **The plan has been put on hold until the district strategic plan has been completed and issued to all schools.**
2. Implement and monitor the plans and provide data to demonstrate progress. **On hold.**
3. Investigate and visit successful school programs with similar demographics and issues that have proven success. **Teams of school and community people have visited schools operating the New Tech Network system in Greenville and Colleton Counties.**
4. Work with the school team to analyze current course offerings and resources needed to move forward toward the stated outcomes. **Staff is continuing to analyze the current and proposed course offerings in conjunction with Simmons Pinckney Middle School to begin bridging the feeder system proposed to strengthen the course offerings at the high school.**
5. Work with the school and community to ensure a smooth transition of the Low Country Tech Academy to the Burke campus. **Updates on the progress of New Tech have been given to the BHSIC and at small group sessions with the community. The Burke-NTN plans were shared in January during the district-wide input session for the community, conducted on the Burke Campus.**
6. Identify effective ways of building more diversity in the student body, school culture and community interactions. **At the inquiry of a local public charter school, ALLEGRO, members of the administration, faculty and community met with representatives from ALLEGRO to determine the feasibility of sharing campus space and program exchanges at the Burke-Simmons Pinckney site. While there was opposition to a proposed plan, those favoring the plan were willing to further discuss options and non-negotiables. Subsequent to those discussions, space requests and earlier agreements have been changed which do not make the original discussions feasible.**

Proposed Goals and Objectives for 2017-18

1. Increase parental involvement through an active PTSA;
2. Complete the strategic plan for connecting the feeder system through curriculum, shared activities, related goals and culture building among the students and across grade levels;
3. Develop better communication models that improve transparency of information and decisions made;
4. Promote the wonderful things about the Burke feeder system and its students and teachers;
5. Promote student activities which support student achievement and behavioral progress;
6. Assist in engaging students in more career opportunities;
7. Enhance student recruitment and increase enrollment by 50 students per year;
8. Partner with other schools and community organizations that can further strengthen the feeder system;
9. Reach a diverse and new potential student population and educate them and their parents on the benefits of attending Burke and Simmons Pinckney; and
10. Implement the NTN method with fidelity and show student benefits throughout the feeder system.

Student Data

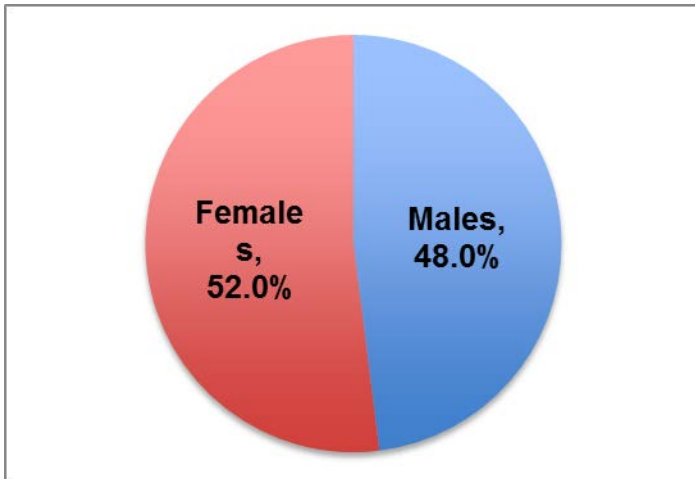
SCHOOL DEMOGRAPHICS

Total 2016-2017 Enrollment: 322 up from 306 in the 15-16 SY

Poverty Index 89% (projected from school dashboard for the 15-16 SY)

Free/Reduced lunch 100% community eligibility

Black	96.3%
Hispanic	0.6%
Other	0.9%
White	2.1%



Grade Level Less Than Expected	
Grade 09	9
Grade 10	13
Grade 11	7
Grade 12	6

Students 2 or more years below expected grade level

3.7% down from 8.2% in the 15-16 SY

ARTS, AP, CTE, Dual Credit Courses

Arts participation - 113 students up from 109 in the 15-16 SY

Enrolled in one or more CTE classes - 260 students up from 190 in the 15-16 SY

CTE Completers - 20 students (projected) down from 22 in the 15-16 SY

Enrolled in one or more AP course - 26 students down from 35 in the 15-16 SY

Enrolled in one or more Dual Credit course - 25 students up from 17 in the 15-16 SY

STUDENT PERFORMANCE DATA

Burke High School has a homogeneous student body with 89.9% of our students in poverty using state benchmarks and 98% of students self identify as African American, thus, other than gender, data comparing subgroups within our school has little validity. The achievement gap referenced in this document refers to either **the gap between Burke High School and the Charleston County School District (CCSD) as a whole, or the gap between Burke and college readiness benchmarks.** Burke uses state and national assessments that have been vetted for validity, reliability, absence of bias, and instructional sensitivity to determine students' college and career readiness. All testing protocols are implemented with fidelity, which includes documenting accommodations for exceptional children. MAP data is used in conjunction with other data points for placement of incoming 9th graders but due to inconsistencies in testing environments is not used to determine a student's college and career readiness.

Algebra 1		13-14	14-15	15-16
% C or Better	Burke	58.2	58.7	41.1
	CCSD	73.5	77.0	73.2
Mean	Burke	77.4	79.6	74.9
	CCSD	84.7	86.1	84.8
Achievement Gap		-7.3	-6.5	-9.9
BIOLOGY		13-14	14-15	15-16
% C or Better	Burke	26.4	56.8	34.2
	CCSD	73.7	79.0	68.2
Mean	Burke	70.6	79.1	71.6
	CCSD	86.1	88.0	84.3
Achievement Gap		-15.5	-8.9	-12.7
ENG 1		13-14	14-15	15-16
% C or Better	Burke	32.6	52.0	45.5
	CCSD	64.6	64.0	64.8
Mean	Burke	72.3	76.0	75.3
	CCSD	81	81.7	81.3
Achievement Gap		-8.7	-5.7	-6
US HIST		13-14	14-15	15-16
% C or Better	Burke	24.6	22.3	32.3
	CCSD	51.8	55.2	59.6
Mean	Burke	71.3	72.7	72.4
	CCSD	77.3	78.9	79.9
Achievement Gap		-6	-6.2	-7.5

In the previous 3 school years the school mean on English 1 EOC has increased from 72.3 in 2014 to 75.3 in 2016, but although the mean has increased the percentage of students scoring a grade of C or better has fluctuated during this time period. The mean in US History has also increased slightly from 71.3 in 2014 to 72.4 in 2016, and the percentage of students scoring a C or better increased each year for a total of 7.8 percentage points. Algebra 1 and Biology EOC results have fluctuated with teacher turnover.

The achievement gap of the means, between Burke students and CCSD as a whole, have narrowed by 2.7 points on the English 1 EOC and 2.8 points in Biology, the gap has increased in Algebra 1 and US History. Due to teacher turnover at Burke and the middle schools, which feed students into Burke, sustainable improvement cannot to be accomplished. The English department has been able to retain a solid team of teachers and using the results of the English 1 EOC 1st semester as a predictor, the slow growth should continue.

STUDENT PERFORMANCE DATA

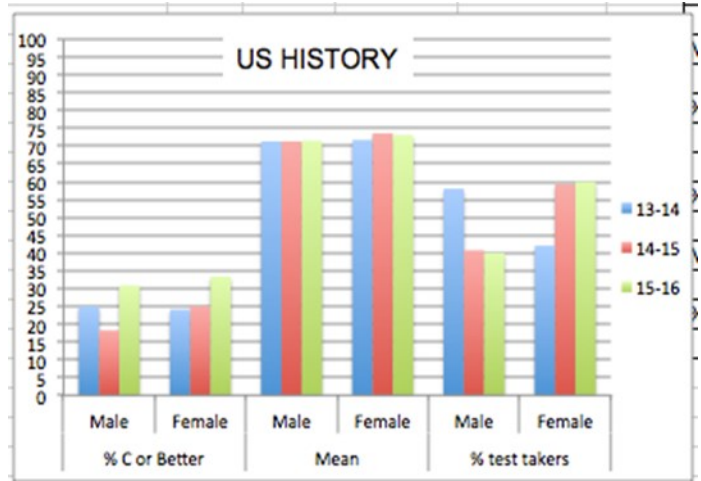
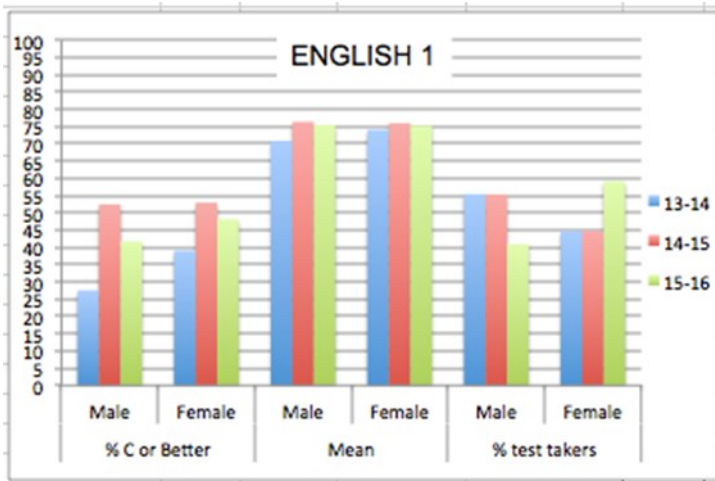
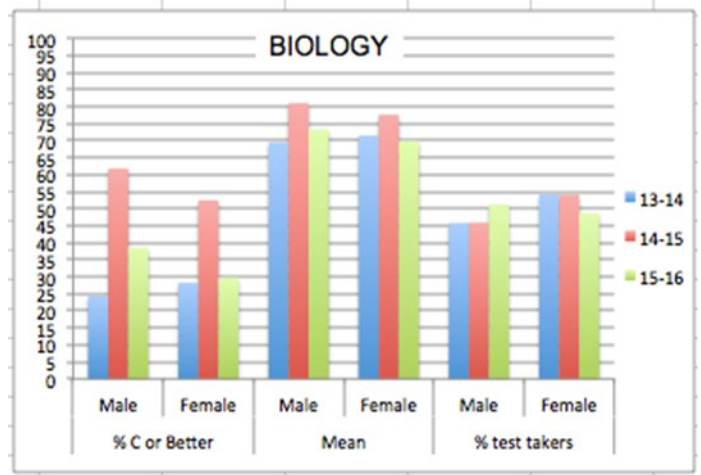
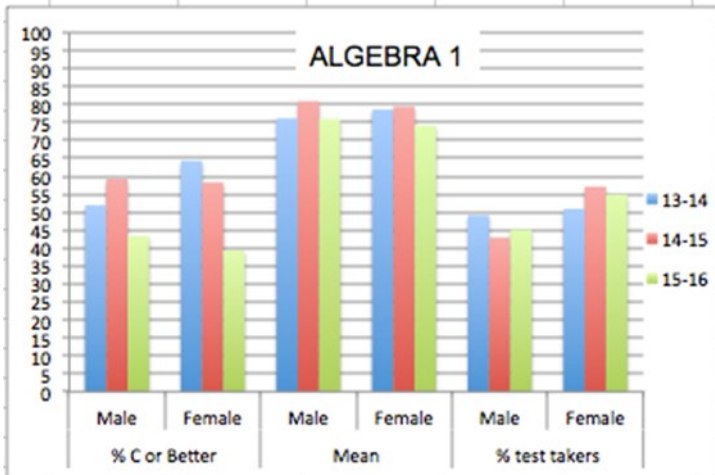
The achievement gap between Burke students and all the students in the district is still present but not as wide as with the state EOC assessments and the ACT. The difference in the scaled score between all students tested in CCSD and Burke students decreased from 2015 to 2016 on two of the 3 tests, with the largest decrease being in Applied Math. The difference in the scaled scores for Locating Information showed a slight increase in these years. The difference in the percentage of students receiving a National Career Ready Certificate decreased by 2 percentage points from 2015 to 2016. The challenge remains, that no Burke student earned a gold certificate in 2016 or has earned a platinum certificate in either 2015 or 2016. The gap between all students tested in CCSD and Burke students earning a gold certificate decreased only because the percentage of students in the district earning gold certificates decreased.

SCALED SCORES				
		BURKE	CCSD	
APPLIED MATH	2015	72.9	78.4	-5.5
	2016	74.2	78.5	-4.3
LOCATING INFORMATION	2015	75	78.1	-3.1
	2016	74.9	78.1	-3.2
READING FOR INFORMATION	2015	75.2	79.1	-3.9
	2016	76.2	79.6	-3.4
% STUDENTS EARNING AN NCRC	2015	67.3	87.3	-20
	2016	69.9	87.9	-18

NCRC	CERTIFICATE LEVEL	BURKE	CCSD	DIFFERENCE
2015	% BRONZE	44.2	20.8	23.4
2016	% BRONZE	34.2	18.9	15.3
2015	% SILVER	21.2	35.8	-14.6
2016	% SILVER	35.6	44.2	-8.6
2015	% GOLD	1.9	29.2	-27.3
2016	% GOLD	0	24.3	-24.3
2015	% PLATINUM	0	1.5	-1.5
2016	% PLATINUM	0	0.5	-0.5
2015	% EARNING NCRC	67.3	87.3	-20
2016	% EARNING NCRC	69.9	87.9	-18

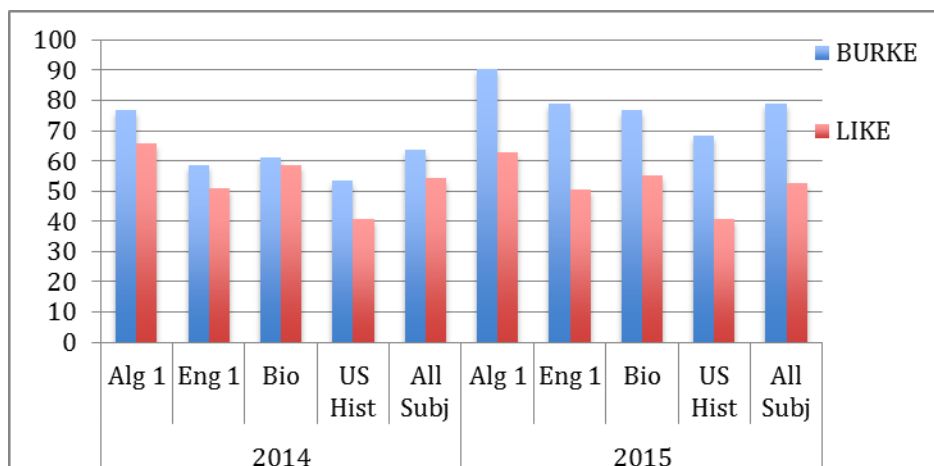
In the 2015-2016 school year Burke High School identified 4th year students who had taken ACT WorkKeys in 2014-2015 and missed receiving a silver certificate by 1 test. After intensive and explicit preparation these students were retested. After retesting Burke went from 23.1% of students testing "Career Ready" (received a silver NCRC or above) to 35.6%.

STUDENT PERFORMANCE DATA



There are no consistent trends when comparing students' performance by gender in Algebra 1 and Biology. On the English 1 EOC, females continue to outperform males in the percentage of students scoring C or better but males are beginning to close the gap. Males are making more progress in closing the gap between the mean scores for this assessment. US History data shows a similar trend. No student male or female has scored a letter grade of an A on the US History EOC in any of these 3 years.

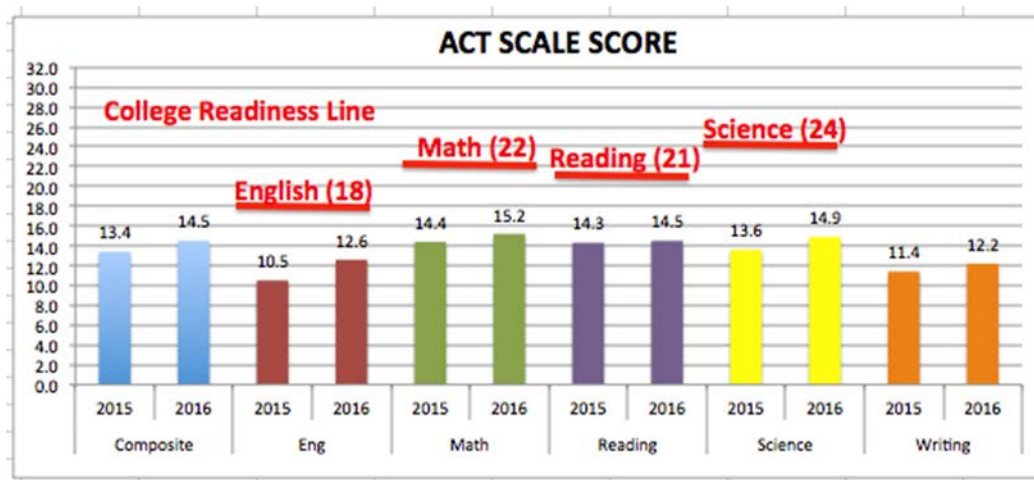
As the graph below shows Burke outperforms schools in South Carolina with like demographics, on all core areas tested. The gap was substantially larger in the 2015 school year, which was the last year this data was available on the state school report card.



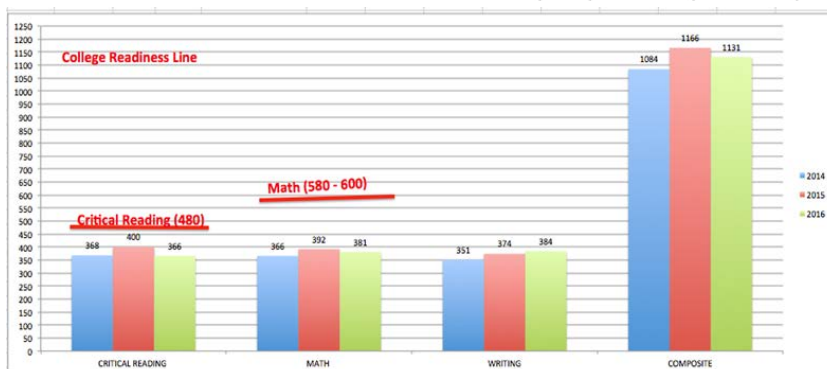
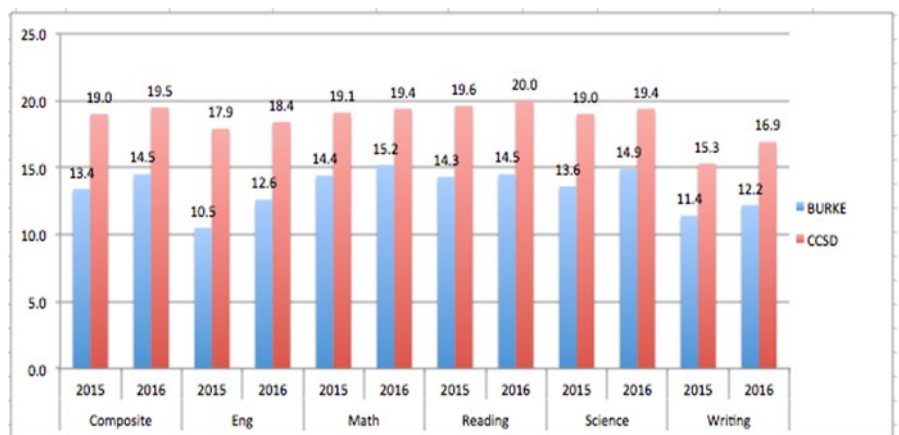
STUDENT PERFORMANCE DATA -Career Readiness

The ACT WorkKeys became the South Carolina assessment to measure career readiness on the state school report card in the 2014-2015 school year. This assessment is administered to 3rd year high school students in a paper pencil format. The data shows that Burke students made gains in career readiness with an increase in students earning a silver National Career Readiness Certificate (NCRC) or above and a decrease in the percentage of students earning no NCRC certificate.

In 2015, the ACT became the South Carolina assessment to measure college readiness on the state school report card for 3rd year high school students and is administered during the school day. Pencil paper versions of the ACT test were administered in 2015 and 2016. In 2017 all ACT tests were administered electronically. Burke students showed growth in all 5 areas tested with the greatest growth being in English (2.1 points). The least amount of growth, less than 1 point, was shown in Reading and Math. In 2015 Burke had 5 students college ready in at least 1 area, 2 students in English and 3 students in Reading. The number of college ready students in at least 1 area increased to 17 in 2016, 8 in English, 6 in Reading, 2 in Math, and 1 in science. This growth trend should continue as Burke faculty strives to align the rigor of formative assessments to the rigor of national college readiness assessment.



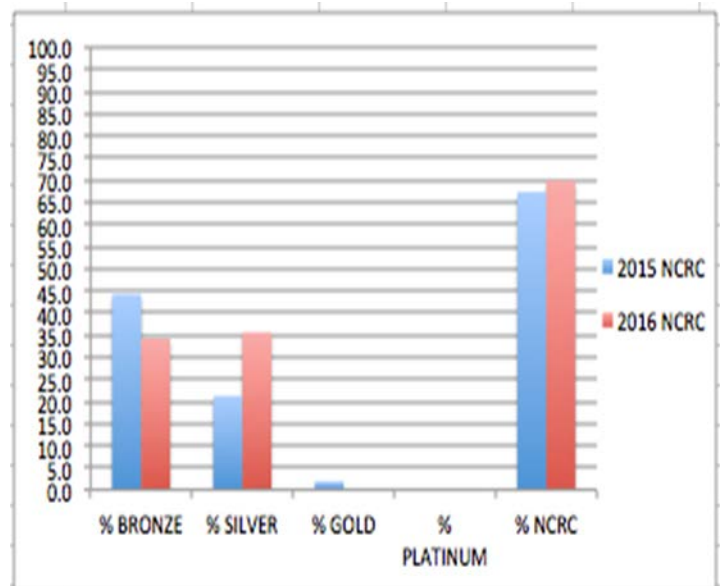
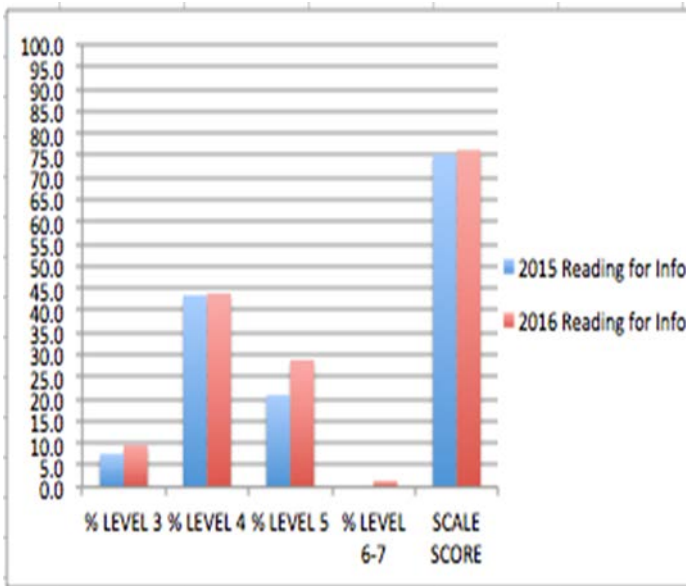
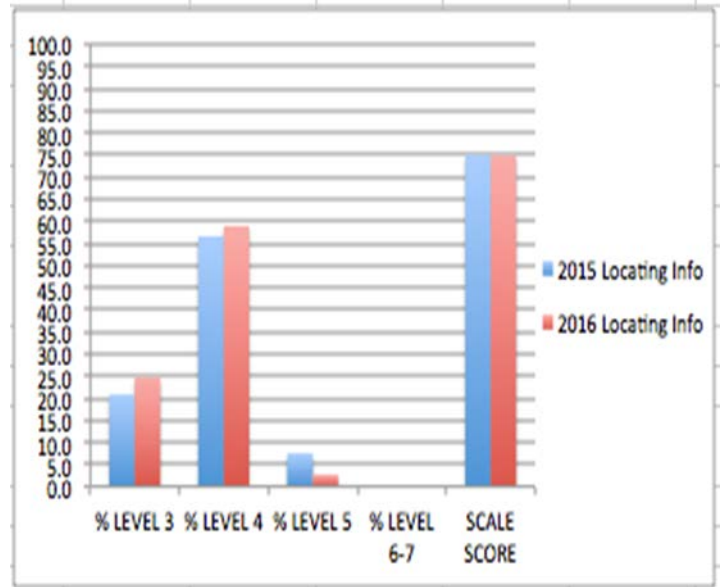
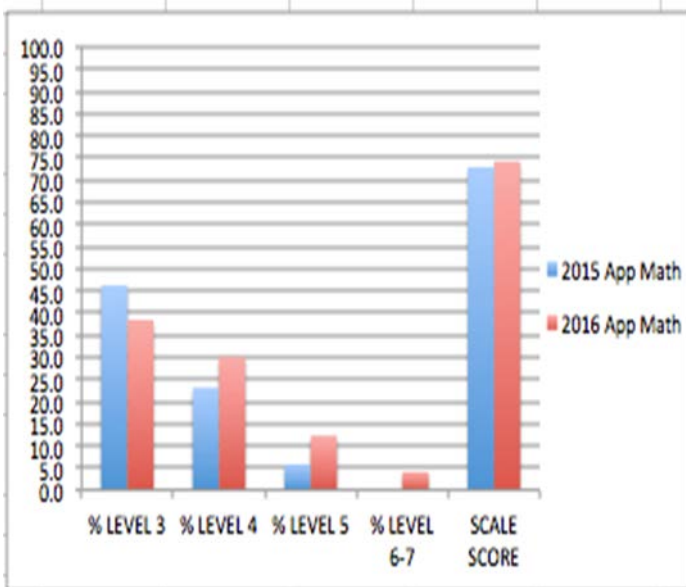
Although Burke is showing growth towards college readiness for every student, the gap between the mean scale score of Burke students and the college readiness benchmarks is substantial, with the greatest gap being in Science. The achievement gap between Burke and CCSD as a whole also remains a challenge; the gap has closed slightly in English, Math, and Science with the greatest gains being in English. The achievement gap has widened slightly in Reading and Writing



SAT, COMPASS (prior to the 2015-2016 school year), ACCUPLACER (beginning in the 2015-2016 school year), and ASVAB results are also used to monitor students' college and career readiness when available. The results of these assessment tools show similar trends as to our students' college readiness as measured on the ACT.

STUDENT PERFORMANCE DATA—Career Readiness

The ACT WorkKeys became the South Carolina assessment to measure career readiness on the state school report card in the 2014-2015 school year. This assessment is administered to 3rd year high school students in a paper pencil format. The data shows that Burke students made gains in career readiness with an increase in students earning a silver National Career Readiness Certificate (NCRC) or above and a decrease in the percentage of students earning no NCRC certificate.



The greatest gains were made in Applied Math and Reading for Information with a student hitting the Level 6-7, the highest level, in Reading for information. Locating Information still remains a challenge. Although the percentage of students reaching level 3 or higher increased, those reaching level 5 declined.

School Achievements

The following are highlights of school-wide actions to increase student success:

1. Congratulations to the Burke High School Administration, Faculty, and student body for a successful school accreditation review. The External Review Team has recommended to the AdvancED Accreditation Commission that Burke High continue accreditation status for the next five years.
2. After the reconstitution of the BHSIC (Burke High School Improvement Council), the Burke Parent Teacher Student Association (PTSA) was reactivated. More work is being focused on building a cohesive group of parents and community representatives to collaborate on student progress and concerns.
3. Burke dedicated a new \$2.75 Million Dollar Culinary Arts Center in November 2016. The center features a commercial-grade kitchen, dining room, and courtyard with seating. The culinary arts students served the guests at the ceremony to share their skills and creativity in this booming career track. Mr. Ira Hill and Mrs. April Mazyck are the instructors and Chefs for this career pathway.



Chef Mazyck, Mayor John Tecklenburg, Chef Hill, and Superintendent Postlewait at the ribbon cutting ceremony

4. The Burke JROTC continues to achieve its purpose of “instilling the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment in the JROTC cadets. The Class of 2017 is proud to have 11 cadets who have successfully completed 4 years of this career pathway training and preparation.
5. Visual arts is part of the Fine Arts Academy at Burke and our students have had the opportunity to display their talents in this area. They won the Rosetta Award at the Coastal Carolina Fair and two other silver keys and honorable mention in the Scholastic Art and Writing Competition.
6. Burke alumna and Olympic star, Raven Saunders, returned to Burke to speak to the students during this school term. Raven shattered her own collegiate record in March 2017 and claimed a fourth NCAA title during the indoor track and field championship in College Station, Texas. Saunders’ record throw was the longest in the world this year and ranks her fourth all-time among U. S. women in indoor shot put.



SCHOOL ACHIEVEMENTS

- Burke collaborates among local colleges and universities to increase professional learning communities, rigorous course work and internship opportunities. Working with Trident Technical College and the College of Charleston, they increased dual credit offerings, started new collaborative projects with the Citadel and Medical University (MUSC).
- Math and science teachers at Burke and professors from the Citadel and MUSC have created professional learning communities (PLC) to bring Citadel Cadets to work with Burke students on lab experiments.
- The Biology and Health Science teachers are collaborating with the SC CURE project at MUSC to introduce students to the research side of medicine, specifically cancer research.
- In 2017-18, the teaching model will transfer from a pathway of remediating students with academic deficiencies to an accelerated learning model that will fill student learning gaps through blended learning activities. Student data will be monitored from national, state and local assessment instruments using electronic student monitoring systems to guide the instruction.
- The opportunity to receive college credit through dual credit course with the local colleges, Advanced Placement courses, and Project Lead The Way engineering courses will be offered to students who meet the college ready criteria.
- The Burke High Boys Basketball team won the Basketball Championship in Division 6AA in 2017.

Burke High School Basketball Champions 2017



SCHOOL ACHIEVEMENTS

13. Building a strong K-12 pipeline for the Burke Feeder System will continue as the year progresses. Continuing from the 2016-17 school year, the planning and articulation among the teachers of Sanders Clyde, Simmons Pinckney and Burke High School ; collaborating on school schedules, and sharing of resources to create a seamless STEAM curriculum will bolster the opportunity for success in raising the rigor for all students.
14. Students pilot tested a “Project-Based Learning” experience using the New Tech Network way of teaching through an exciting and action filled re-enactment of The Great Gatsby. This intriguing 1920s-era set of characters like F. Scott Fitzgerald, Al Capone and ‘flappers’ created a “speakeasy” learning experience. Students at Burke stepped back into the Roaring 20s without a time machine. In a cooperative learning experience between the English and History Departments, students witnessed a live performance wax museum in the BHS Media Center based on the book “The Great Gatsby.” Teachers and staff dressed and acted out The Great Gatsby wax museum developed in their training for New Tech Network. New Tech’s method of instruction and learning involves using realistic projects across curriculum in a collaborative way. This project was a perfect way to educate students on both the history and literature of the time period. During this event, students learned lessons from the English classes of Ms. Oliver & Navarette and Mr. Fields’ history class through a fun, real life experience that can be more beneficial to them in the long run.



The cast of teachers and students of the Great Gatsby pose for pictures in the Media Center after a wonderful learning and entertaining experience.



Miss Burke 2017-18

Destiny Williams

Mr. Burke 2017-18

Jordon Brown

Crowned April 20, 2017 at an elegant pageant and contest of talent, fashion, and wit among other contestants.

15. Mr. Linard McCloud, Band Director for Burke High School for over 30 years, continues to motivate his students to express themselves through music. Five Burke Band students auditioned at the 10th Annual Burke Band BHCU Scholarship Fair. As a result, these seniors received offers totaling over \$700,000.00 in band scholarship money. The scholarships are as follows (totals represent offers from all four schools):

- D'Angelo Dukes \$ 72,744
- Chanquashia Drayton \$78,000
- Andrew Sheperd— Washington \$160,000
- Allen Rouse \$148,000
- Rashon Young \$242,000



The Burke Band is the official marching band of the College of Charleston.



16. Congratulations to the **Burke Trebuchet Team** for placing 3rd in the Citadel's annual Storm the Citadel STEM Competition on February 11th!

Each year, middle and high schools from around the country gather at the Citadel to launch their built-from-scratch trebuchets and compete for furthest distance and accuracy. After not participating since 2010, the BHS team was excited to place this year, and took away many good ideas for the 2018 competition.

Student Recognition and Activities

1. Kysia Holston and Jordan Brown (both juniors), are featured on an ETV show about an apprenticeship which gives students the opportunity to produce a TV show and a magazine. Mr. Robert Ellington is the Teacher-Advisor. You may use this link to see the show.

<http://video.scetv.org/video/3000125064/>

2. Lyntoria Valexis Simmons earned 92 out of 99 points on the ASVAB. The Armed Services Vocational Aptitude Battery (ASVAB) score is used to determine if students are qualified to enlist in the military and to assign them to an appropriate job in the military. Miss Simmons has also been accepted at The Citadel Military College of South Carolina, effective the fall of 2017. Major John Dunmyer and SFC Jerome Vanderhorst are the JROTC Instructors.



3. The Burke High School Robotics Team has been excelling every year since its beginning in 2012-13. The students are being mentored by leaders from Boeing, The Citadel, SPAWAR, and Robert Bosch. The teams from Boeing and The Citadel have



been our constant collaborators and we greatly appreciate their assistance and training for our students. Over the years, we have had several students graduate from Burke who have pursued careers in Engineering and Graphics Design as a result of participating on the high school robotics team.

- 4.

During the 2016-17 competition year, the Burke High Robotics

Team **#4748** had an excellent showing at the First Robotics Palmetto Regional. Our team won 5 matches out of 8 and our final team ranking was #27 out of 62 teams. We were one rank from being able to compete at the next level. So, kudos to the **Bulldog Autobots** for a great showing this past season!!! Next year our goal is to WIN! Faculty Advisors are Mrs. Karen Reed Perrineau, along with Mr. Roy Kemp.

Student Achievements and Activities



5. During the 2016-2017 school year, the Gear Up grant was able to take various students in the class of 2017 and 2018 on a college campus tour of Coastal Carolina University, the Art Institute of Charleston, Claflin University, and SC State University. These field trips gave students the opportunity to speak to college admission counselors and college students as well as tour the campus and eat in the campus dining hall.

Pictured to the left is the Career Fair in the Mall at Burke High School.

Gear Up also partnered with the Educational Opportunity Center of Trident Technical College to provide support for our class of 2017 students and parents to complete their FAFSA for financial aid. This opportunity gave students and parents the chance to sit down with a FAFSA specialist to assure the individuals that their FAFSA was being submitted properly.

Gear-Up also recruited various college admission counselors to speak to classes and/or set up in the cafeteria to discuss with our students the many opportunities available to them at each particular postsecondary school. Examples of admissions counselors that spoke at Burke High School were Converse College, Campbell University, Trident Technical College, and The College of Charleston .



6. The Entrepreneurialship Class taught by ***Ms. Stacy Marlow*** competed in the ***YESCarolina*** classroom business plan competition on Wednesday April 26, 2017. ***Arian Lance*** placed first and won \$250.00 and ***Quantisha Smith*** placed second winning \$150. Both students moved on to the Mark Motley Foundation Regional Business Plan Competition also held at The College of Charleston.

Pictured are Adrian Lance and a YESCarolina leader/advisor during a break at the competition.

7. Students in Ms. Sherry Schwimmer 's class worked hard to improve their math skills. On a recent benchmark test all students showed improvement. One student scored a 1000 on the assessment and this score was in the Proficient range. Students also participated in the Career Fair and enjoyed talking with professionals about future employment. On a rotating basis, these students are helping in the school store, stocking and serving customers. They have participated in a self-advocacy program to further practice their soft skills.

Student Activities

A Legend Visits His Alma Mater



8. Harvey Gantt, 1960 graduate of Burke High School came to talk to the students in the Technology Class. Mr. Gantt is the architect for the current Burke facility and the former Mayor of Charlotte, North Carolina. He was also the first Black student to integrate Clemson University.

Teacher Karen Reed-Perrineau speaks with a student and Mr. Gantt during his recent visit to the school.



9. Student mentees in the **Architects, Construction, and Engineers (ACE)** group display a table-top project at the year-end presentation. Mr. Michael Crosby, (pictured far right) is the Clean Energy Instructor. Mr. Crosby and Mr. Roy Kemp are the advisors to the Burke group.

Student Activities



Burke High Student Wins National Recognition

10. Mateo Scott, a senior at Burke High School created a graphic design that was selected by NFP to be the official logo at their national “In Good Health Expo 2017.” NFP, an insurance brokerage and consulting firm headquartered in New York, held its national meeting in

Charleston on March 30. Mateo’s design was selected among the 20 others submitted in the contest and was featured on the conference bags given to participants from all over the country.

One of the Burke Career and Technology Academy Partners, Collin and Smoak approached the Digital Art & Design instructors at Burke, Ms. Elizabeth Tonelli's and Mr. Micah Brown to invite their participation in the contest. Mateo, a student of Mr. Brown, submitted the entry that was selected.



11. PTSA on the Move

Burke hosted a Parenting Partners Workshop to help parents with the challenges of parenthood. They tackled tough questions like how to get your child to follow family rules, how to avoid the homework hassle, and reducing family stress and frustration. (Pictured from left to right are our BHS parent leaders: Ms. Tyesha Drayton and Ms. Sharon Anderson.)



Ms. Amy Allen BHS Teacher of the Year—2017

Ms. Allen teaches Spanish and has been at Burke for four years. She is also the head soccer coach. Born in Richmond, Virginia, she majored in Spanish and International Relations at the University of North Carolina. Ms. Allen arrived at Burke after graduation as a new teacher and has been with the Burke faculty since that time.

Linard H. McCloud Fine Arts Building



On December 26, 2016, the Fine Arts Building was dedicated to the man who has worked untiringly for student achievement and success throughout his professional teaching career. The dedication was highlighted with many tributes from students, past and present, colleagues, parents, community representatives and district level administrators. BRAVO to Mr. McCloud and his family for the many years of sacrifice and service to Burke High School, feeder schools and the community at large.

Special Programs for Student Social and Career Development

- Junior “Call Me Mister” Program
- Teacher Cadet Program
- Gentlemen’s Club-Young Men of Distinction
- Architecture, Instruction and Engineering Program (ACE)
- Communities in Schools Program (CIS)
- Gear - Up Program – for College access
- SC State University TRIO College Access Program
- YESCarolina
- Entrepreneurship
- Overcoming Obstacles - for character development
- OLWEUS – for Anti-bullying

THE PARVENUE NEWSPAPER IS OFF TO A GREAT START!!

After more than four decades, *“The Parvenue”* is back and producing issues on a regular basis. In the tradition and excellence of its forerunner, our goal is to be an award-winning newspaper of “ideas and ideals” to keep our stakeholders informed and involved. Special thanks to Mr. Steve Bailey for his guidance and volunteer services to our beloved Parvenue. Hats off to Ms. Amanda Duke and her students in the class for taking on this awesome responsibility. You can access an online version of *The Parvenue* by typing in the link below:

<http://burkeparvenue.org/>



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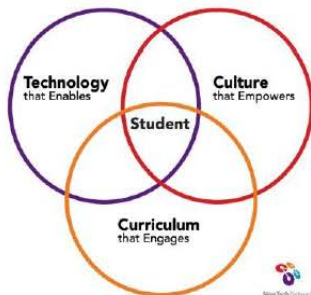
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For more information contact:

Associate Principal/ New Tech Network Director, Sarah Earle sarah_earle@charleston.k12.sc.us 843-579-4815



BURKE HIGH SCHOOL IMPROVEMENT COUNCIL MEMBERS

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Mr. Weston Fennell
Ms. Alice Gaillard
Ms. Tyeka Grant

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Quality Education Project

Ms. Ashley Gantt
Quality Education Project

Dr. Barbara Holmes
District 20 Constituent Board Member

Mr. Eric Jackson, Chairman
R3Inc.

Mr. Arthur Lawrence
Friends of Burke

Mr. Tony Lewis
District 20 Constituent Board

Mr. Michael Maher
WestEdge Project

Ms. Sonya Maxwell
Burke High Foundation, Inc.

Ms. Maxine Frasier Riley
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JJR, LLC

Dr. Elena Tuerk
Westside Neighborhood Council

Mrs. Diana Yarborough
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Mr. Rashone Young

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Ms. Whitney Brooks
Mrs. Sarah Earle
Ms. Michelique Oliver
Mr. John Poretto
Mrs. Karen Reed-Perrineau
Dr. Dan Ryan, Secretary
Mr. Alan Smith
Ms. Karen Thompson

HIGHER EDUCATION INSTITUTIONS

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The Citadel Military College of S. C.
Dr. Jon Hale, Vice Chairman
Professor,
The College of Charleston

Dr. Lou Robinson
Dean of the Palmer Campus,
Trident Technical College

Dr. TaJuan Wilson
Medical University of South Carolina

EX-OFFICIO MEMBERS

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Executive Principal

Dr. Barbara Dilligard
President & CEO,
Karaton Services, LLC – Facilitator

Administration

Cheryl Swinton, Executive Principal
Sarah Earle, Associate Principal
F. Jerome McDaniel, Assistant Principal
Alan V. Smith, Assistant Principal
Deitra Clegg, Transformation Specialist
Pamela Glenn, Title 1 Literacy Coach

Academic and Elective Departments

ENGLISH/FOREIGN LANGUAGE

Amy Allen
Michael McDonald
Amelia Navarrete
Micheliqve Oliver*

MATHEMATICS

Whitney Brooks*
Alice Gaillard

SCIENCE

Michael Goler
Sean Hines
John Poretto*

FINE ARTS

Erin Carter
Linard McCloud*
Sarah Price
Chadwick Redden
Sonja Reed

JROTC

John Dunmyer*
Deon Richardson
Jerome Vanderhorst

CAREER TECHNOLOGY EDUCATION

Micah Brown
Michael Crosby
Amanda Duke
Chef Ira Hill
Roy Kemp*
Stacy Marlow
Chef April Mazyck
Karen Reed-Perrineau
Elizabeth Tonelli
Tyler Timmons

School Counseling and Guidance Department

Michele Garris, School Counseling/Guidance Director
Wayne Alston, School Counseling/Athletic Director
Deitrick Middleton, Mental Health Counselor
Christy Bingley, School Psychologist
Robert Ellington, Communities In Schools
Allison Hurley, Career Counselor

Support Staff

Audrey Algere, FOCUS
Nicholas Brown, Student Resource Officer
Gloria Burnham, Bookkeeper
Anjene Davis, Auditorium Coordinator
Sandra Frasier, Day Porter
Faith Hawkins, School Receptionist
Kathleen Hicks, Day Porter
Wanda Levine, Day Porter
Judy Montgomery, School Secretary
Leon Peacock, ISS Proctor
Jack Shawley, Facilities Specialist
James Smalls, Food Service Manager
Shernette Tolley, School Nurse
Charles White, Student Data Clerk
James White, Student Concerns Specialist

Academic and Elective Departments (Continued)

SPECIAL EDUCATION

Sibby Region
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Sherry Schwimmer
Leslie Sinclair-Blake*
Anthony Sterling
Karen Thompson

MEDIA SPECIALIST

Marijane Brandon

TEACHER ASSISTANTS

Sara Borer
David Cosgrove
Gregory Gibbs
Barbara Collins
D'Anna Frasier
Penzola Scott

