



2011-12

Annual School Performance Report

Tiger Mountain Community High School

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<http://connect.issaquah.wednet.edu/high/tiger/default.aspx>

Principal Michael Shiehser

Welcome

Tiger Mountain Community High School exemplifies teamwork in action! With a strong emphasis on application and content, our classroom instructional activities are designed to build upon and strengthen the basic skills of all TMCHS students and prepare them for life outside of high school. Within our "coaching model" we emphasize respect, character, responsibility, citizenship, relationships, and community. Staff personalize learning by building upon individual student strengths and improving identified weaknesses. It is the dedication of students, parents, guardians, staff, and community members that enable us to accomplish great things together. We welcome your support and involvement.

Vision

Our vision is to create an environment that will inspire and accommodate students with different learning styles and foster unique educational experiences in a standards-focused instructional environment, while promoting those individual strengths which will benefit our community.

Demographics

Grades 9-12; Enrollment 90; Black 1.1%; Asian 4.4%; American Indian/Alaska Native 2.2%; Hispanic 13.3%; Pacific Islander 1.1%; Multiracial 3.3%; White 74.4%; Attendance rate 75%.

Teacher experience

Teachers with Master's/Ph.D. 46.2%

OSPI data

In July 2012, Washington state received a federal waiver. It replaced *Adequate Yearly Progress* (AYP) with *Annual Measurable Objectives* (AMO). AMO requires that each school and district must reduce by half the number of students who are not proficient in reading and math by 2017.

Tiger's student group numbers were smaller than required to calculate Annual Measurable Objectives. For complete information about highly qualified teachers, Annual Measurable Objectives, assessment data, and state NAEP results, go to www.issaquah.wednet.edu/schools/high/; select Tiger Mountain; select state report cards.

District report

For budget details and more go to www.issaquah.wednet.edu/district/CommunityReport/

The Issaquah School District believes in seeking continual feedback from a broad and diverse range of constituents regarding their experiences with the District and their neighborhood school. See the Community Polling Study site at www.issaquah.wednet.edu/district/polling.aspx for more information and survey results.

Academic highlights

All teachers in core and elective classes have infused State Core Standards, Grade Level Expectations (GLE'S) and STAR Protocol practices in order to raise standards in their daily instruction. Our Advisor/ Advisee program builds better school relationships with students. Advisors meet with their advisees twice a month conducting various team building, transcript/credit check planning and career

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more Academic
highlights

Improving student
achievement: Goals
for 2011-2012

School highlights

exploration activities. We offer a Sustained Silent Reading program (SSR). Each Monday, Tuesday, and Thursday morning, the entire school (everyone!) reads for 20 minutes. In the spring of 2010, TMCHS received a third Issaquah Schools Foundation Grant. TMCHS continues to purchase additional books for reluctant learners to be used during our Sustained Silent Reading (SSR) program. The books were available when school opened in the fall. Thank you, Issaquah Schools Foundation!!

All students who have attended TMCHS for 12 consecutive months or more will:

- Demonstrate gains in reading participation, as evidenced by the HSPE. The number of students meeting standard in reading will rise to 72% by the spring of 2011. This goal was accomplished!
- Demonstrate gains in expository writing – specifically in content, style, and organization as evidenced by the HSPE. The number of students meeting standard in writing will rise to 72% by the spring of 2011. This goal was accomplished!
- Demonstrate gains in math concepts and fundamental processes as evidenced by the End of Course (COE) assessments. The number of students meeting standard will rise to 50% by the spring of 2011. This goal was accomplished!

Library This year we broadened our efforts to promote reading materials which augment the curricula in all content areas. With the nearly 500 non-fiction titles added this year using student and staff input, we now offer 2,200 books. Book circulation has tripled this year and the library has become a welcoming and accessible environment for all!

Culinary Arts Class This has been a wonderful addition to TMCH! Students learn basic cooking skills and how to prepare elaborate dishes and get a sense of the professional careers available in food



service and/or business management. Content includes culinary techniques, business skills in menu writing and inventory management, restaurant production, customer service and management, restaurant management and communications. Food preparation techniques include fruits, vegetables, eggs, poultry, beef and desserts. In addition, students learn to prepare breakfast foods, sandwiches, salads, garnishes, soups, grains and baking.

Botany Class Botany students are growing a garden to enhance the educational process and hands-on opportunities for all students. The curriculum is based on concepts such as plant life cycles and integrates with Culinary Arts in growing, harvesting and cooking

edible plants. This year “theme” planting areas include: salad, herb, salsa, soup and stir fry! Growing food can become a satisfying hobby, a way to supplement a family’s food supply or a feasible vocational goal.

Art Docents For the 3rd year, nearly all teachers have been paired with an Art Docent. By combining course curriculums with art, the docents encourage hands-on learning in group or individual projects.

Reading Buddies Tiger students listen and read to second graders in Mary Rusk’s class at Clark Elementary. They help the youngsters with letter writing, class projects, and fun learning activities such as *Flat Stanley*.

Knitting Club The 20-member club began in the fall of 2011 with just a few needles, a loom, and a bit of yarn. Now the surrounding community makes regular generous donations of yarn and supplies. Tiger knitters produce stylish hats and scarves that you’ll see around campus daily. The club has sent hats to Seattle Children’s Hospital and local youth groups. Generation Joy has taken knitted scarves to South Africa. Knitting Club advisor Linda Johnson traveled to South Africa on a family vacation recently and donated 30 Tiger-made hats to students at a Mukuni Village school (and to at least one charming infant—*pictured at right.*)



Issaquah School District—Tiger Mountain Community School

Assessment

Two tests given to high school students—The High School Proficiency Exam (HSPE) and End-of-Course (EOC) exams—help indicate how well Issaquah students are learning.

HSPE

The HSPE is an exam developed by and mandated by the state; it replaced the state’s original annual exam, the WASL, in spring 2010. Washington’s education reform efforts began in 1993 and involve annual state-specific tests for students in grades 3-8 in reading, writing, math, and science (MSP) and then again in grade 10 (High School Proficiency Exams in reading and writing and End of Course assessments in math and biology). HSPE goes beyond multiple choice tests like the Stanford 10. The tests are much shorter than the WASL and include multiple-choice and short-answer questions. Four-point essay questions have been eliminated on reading, math and science tests. This change allows students to show they are able to solve the problems, while not being scored on their writing ability on the math, reading and science tests.

Besides being a state test rather than a national assessment, HSPE results are reported differently. Each student either “Meets Standard,” “Exceeds Standard,” or “Does Not Meet Standard” in each subject—reading, math, writing, science—and subjects tested vary among grade levels. HSPE scores do not compare students to other students; instead they show the learning level of each student as compared to the state’s expectations for a well-taught student at that grade level.

HSPE results help parents know how well each student is meeting learning targets, and the results help schools plan instruction and curriculum focused on these learning targets. Numbers represent percentage meeting or exceeding standard.



Grade level

	10	District/State
Reading	44.4	93.5/81.1
Writing	48.3	95.6/85.2
Math	see EOC below	see EOC below
Science	see EOC below	see EOC below

EOC

In spring 2011, the state replaced its broad 10th-grade math High School Proficiency Exam with two End of Course Assessments. Now, students take the End of Course 1 assessment at the end of their algebra course, no matter what their grade level; they take the End of Course 2 assessment at the end of their geometry course, no matter what their grade level. In spring 2012, the state similarly did away with the broad 10th-grade science HSPE and replaced it with the Biology EOC Assessment.

EOC Math Year 1	EOC Math Year 2	EOC Biology
School/District/State	School/District/State	School/District/State
48.3/89.9/71.0	33.3/95.5/79.1	21.7/84.0/64.1