



2012-13

Annual School Performance Report

Tiger Mountain Community High School

355 SE Evans Street, Issaquah, WA 98027

(425) 837-6200

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

Principal Michael Schiehser

Welcome

Involved parents and community members enrich our school and enhance our students' learning experiences. Thanks for making a difference!

Our New Vision

Tiger Mountain will become an in-demand choice school that consistently serves 200 students and engages them in authentic learning experiences that prepare them for specific careers and post-secondary learning.

Values

- Community, Character, Citizenship
- Respect, Responsibility, Relationships

Purpose

Tiger Mountain Community High School provides students with individualized instruction, diverse course content, and student-centered curricula in a tightly knit community to meet students' academic needs and future career goals.

Demographics

Grades 9-12; Enrollment 103; Black 2.0%; Asian 7.0%; American Indian/Alaska Native 1.0%; Hispanic 11.0%; Pacific Islander 3.0%; Multiracial 4.0%; White 72.0%; Attendance rate 73.6%. Free and reduced lunch 31.4%.

Teacher experience

Teachers with Master's/Ph.D. 38.5%

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 Common Core Standards, researched best practices and hands-on, authentic, open-ended and project-based learning experiences to provide students with relevant and engaging instructional experiences. With small class sizes and an emphasis on relationships we personalize and support individual student learning needs. Our advisory program provides weekly opportunities for community building, transcript/credit check planning, career exploration and other activities that engage students in conversations that are relevant and meaningful to them. We offer a Sustained Silent Reading program (SSR). Each Monday and Tuesday morning, the entire school (everyone!) reads for 20 minutes. In the spring of 2013, Tiger received over \$22,000 in Issaquah Schools Foundation grants to expand our Library and develop a new after school Teen Center. Tiger continues to purchase 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!!

Issaquah School District—Tiger Mountain Community High School

About Tiger Mountain

Set on a beautiful flora rich campus with classrooms open to a lush green courtyard, Tiger Mountain Community High School is the district's only alternative school. With an average of 100 students attending, our learners enjoy a student to teacher ratio (approximately fifteen to one) half of that seen in comprehensive high schools. We offer our students a variety of classes including all core subjects, vocational opportunities ranging from computer programming to culinary arts, botany, health and physical education. We are very proud of our new teen centered media library, funded largely by the Issaquah Schools Foundation, which has helped us to develop a culture of readers in our school.

Our highly qualified and experienced staff fosters a nurturing educational environment while maintaining high academic expectations of our students. Our diverse student population garners a sense of community through the realization that they all share common goals: to attend a school where student well-being and achievement are paramount, and to achieve a high school diploma.

This year Tiger Mountain began working on a new vision to support its current student population, encourage new students to choose Tiger as their home high school and to prepare for the future of alternative education in Issaquah. Students, staff and parents in the Tiger community developed a draft new vision. During the 2013-14 school year, the district administration, three comprehensive high schools and broader community will provide input and further refine this vision. The ultimate goal is to create a choice school that serves the most number of students who want a personalized and authentic high school experience in the Issaquah School District.



New in 2012-2013

Vision, Values and Purpose: Principal Michael Schiehser began leading Tiger in July of 2012. With this new leadership came the development of a new vision, values and purpose for Tiger. Students, staff and parents all had opportunities to take surveys and provide input on this vision. Although many of the specifics about what a true "choice school" will look like for the Issaquah School District has yet to be determined, the foundation was laid and the wheels have been set in motion to realize this vision.

Transportation: Tiger is now expanding the availability of transportation to and from school for all students. Routes are still limited, but we now have more students taking district provided transportation to and from school.

Letter Grades: To improve student's chances of attending college after graduation, all students can earn letter grades in all classes. In addition, most of our courses now have CADR designation and are considered college preparatory courses.

Teen Center: Thanks to the Issaquah Schools Foundation and other contributing community partners, we now offer an after school teen center for students from 3:30-5:30pm for all students from any Issaquah School District School. Students can earn CTE and/or elective credit for attending. This is a great program if you have students who want to just stop by and get a feel for what Tiger is like. Some students are even using the center as an opportunity to prepare for the GED.

Drug/Alcohol Counselor: For students struggling with drug addiction we now have a part time drug/alcohol counselor on staff. We also have a closed campus between classes and are offering different types of support for students who are finding it difficult to be away from drugs, alcohol and tobacco during instructional time.

Library: This year we broadened our efforts to promote reading materials which augment the curricula in all content areas. With a \$10,000 ISF grant we will be able to purchase Kindles and allow student to check them out from our Library. We now offer over 2,300 books and our book circulation has increased dramatically as the library has become a welcoming and accessible environment for all!

Activity Coaches program at Clark Elementary: This year Tiger and Clark elementary co-developed a recess activity program. Students from Tiger volunteered their time to organize and lead recess activities during recess time at Clark. This taught valuable leadership and organization skills to Tiger students as well as giving them a good workout as they played highly active games with younger students.

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

Reading

Writing

Math

Science

| | |
|---------------|----------------|
| 10 | District/State |
| 45.0 | 94.1/83.5 |
| na | 95.9/84.9 |
| see EOC below | see EOC below |
| 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.

| Grade Level | EOC Math Year 1 | EOC Math Year 2 | EOC Biology |
|-------------|-----------------------|-----------------------|-----------------------|
| | School/District/State | School/District/State | School/District/State |
| All grades | 73.2/93.3/80.7 | na/97.5/89.4 | 45.7/93.9/81.7 |