



2013-14

Annual School Performance Report

Tiger Mountain Community High School

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

Principal Michael Schiehser

Welcome

Welcome to Tiger Mountain Community High School. The 2013-14 was a year marked by both challenges and successes. We grew tremendously as a community while sharing powerful learning experiences both in and out of our classrooms.

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 105; Black 2.1%; Asian 3.1%; American Indian/Alaska Native 1.0%; Hispanic 13.5%; Pacific Islander 3.2%; Multiracial 1.0%; White 79.2%; Attendance rate 78.8%. Free and reduced lunch 29.5%.

Teacher experience

Teachers with Master's/Ph.D. 55.6%; Teachers with National Board Certification 1; Average Years Teaching Experience 14.6.

OSPI data

In March 2014, the U.S. Department of Education declined to renew the state of Washington's conditional Elementary and Secondary Education Act Flexibility Waiver for schools receiving Title I, Part A funds. This decision affects all schools in Washington State, which are now subject to the requirements of the federal No Child Left Behind Act (NCLB). Washington is the only state that has lost its waiver and must revert to NCLB standards and timelines of assessment. For schools and districts to be considered succeeding under NCLB, schools must meet Adequate Yearly Progress (AYP) standards. For schools to meet AYP, 100 percent of all students, regardless of special needs or English language mastery, must meet proficiency standards. Tiger Mountain did not meet AYP this year. For complete information about the Issaquah School District's assessment data, highly qualified teachers, annual yearly progress, and state NAEP (National Assessment of Educational Progress) results, please visit the [state's online district report card](#).

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 as well as 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

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more Academic highlights...

About Tiger Mountain

New in 2013-2014

Sustained Silent Reading program (SSR). Each Monday and Tuesday morning, the entire school (everyone!) reads for 20 minutes. New courses offered for the first time this year included Living on Your Own, Financial Algebra, Open Labs for online learning support and Biodiversity.

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.

Advisory Program: This year our advisory program focused on two areas including drug/alcohol prevention and academic progress. First, students learned about the impacts of drugs on the brain, held conversations about how to prevent drug abuse in our community and invited alumni to speak about their negative experiences with drugs and school. Second, students took time to monitor their credits and progress toward graduation. Specifically students worked with their teacher advisors to review transcripts, grades and schedules to ensure they were meeting personal academic goals.

Teen Center: This was the first full year of implementing our new 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 elective credit for attending. Some students use the center as an opportunity to prepare for the GED.

Ropes Course: This year we brought three groups of students to the Camp Long challenge courses in the spring and the fall. Students learned and practiced the values of teamwork, communication, tolerance, and persistence to solve complex and difficult problems.

Wednesday Breakfast: This year we offered breakfast to all students during our late start Wednesdays. It was a wonderful opportunity to come together as a community, encourage students to arrive to school early and to provide a nourishing start to our student's day.

Special Events: Our first annual Vicki Hoffman Memorial Art Day, Kick Butts anti-smoking day, Thanksgiving Feast and the End-of-Year Picnic are a few of the special days which brought our school community together for unique days of learning.

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!



Leadership students working together on the challenge course at Camp Long in West Seattle.



Students painting during the first annual Vicki Hoffman Memorial Art Day.

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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
57.6	94.2/82.9
55.5	94.7/85.6
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	12.5/83.9/58.4	n/a /60.0/53.4	38.7/91.1/70.3