



MERCER ISLAND SCHOOL DISTRICT 2015-2016 ANNUAL REPORT

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SOARING TO 2020



Dr. Gary Plano,
Superintendent

Superintendent's Message

On behalf of the Mercer Island School District's Board of Directors, our teachers, staff and students, I am pleased to present the 2015-16 Annual Report to the Mercer Island community.

The Mercer Island School District is celebrating its 75th anniversary and its reputation for excellence, combining academics, cultural expression, and athletic achievement. We are educating more than 4,300 students with new-century skills in critical thinking, collaboration, invention and creativity.

Our enrollment increased as new families continued to move to Mercer Island for our high-quality public education. We were excited to open our fourth elementary school, Northwood, for the 2016-17 school year. This fall we also saw completion of new classrooms, commons and gymnasiums at Islander Middle School. Both projects were the result of a successful bond proposition supported by the community in 2014.

We are also grateful for the community's support for renewal of the Capital Projects and Technology Levy and the one-year Transportation Levy.

This year your school board evaluated the 2020 Vision and all seven fundamentals (goals) that they put into policy, including the new Fundamental 7 that notes the importance of diversity and equity.

Our Island community continues to grow in both numbers and diversity. Among our newest students, 57 percent report as white or Caucasian, compared to 66 percent of all district students. Nearly all the federally designated race categories show increases, with the exception of those who identify as Caucasian and African-American.

The mission of the Mercer Island School District is to prepare students to be successful in a world that is constantly evolving, from technical advancements to changes in our community's demographics.

The 2020 Vision and Mission begin when students enter our elementary schools, and continue through middle and high school until students are prepared for college and their careers.

Thank you for being an active and supportive member of this community who values education and wants to ensure that our students meet many kinds of success.

This represents my 10th school year as your superintendent, and I am incredibly proud to work together with you to deliver a world-class public education to the students in our Island community.

Sincerely,
Gary Plano, Ed. D., Superintendent

Our Vision

Learning Goals for Students

The Mercer Island School Board's most important responsibility is to develop the Vision, Mission, and Goals, or what we call Fundamentals: areas of knowledge and skill that drive our instructional program in order to prepare students for the cognitive and digital world and a global economy. The Vision, Mission and Fundamentals provide the educational framework for the entire district.

Fundamentals of the 2020 Vision

1. Create a more personalized learning environment where differentiated instruction and student-centered education are responsive to students' strengths and learning styles, interests and passions.
2. Maintain the highest standards in the areas of fine arts; health/fitness; literacy – reading, writing and communications; mathematics; science; social studies and world languages.
3. Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.
4. Encourage and enable students to be academic entrepreneurs and risk-takers who can choose to pursue academic passions and interests beyond traditional curriculum and beyond the traditional classroom environment.
5. Cultivate and foster thinking and process skills such as analytical and critical thinking, cross-discipline thinking, creativity, innovation, collaboration, communication, problem-solving, and information and technology literacy in curriculum design.
6. Cultivate global awareness and understanding of real-world problems, issues, concerns, commonalities, differences and interdependence.
7. Foster and embrace diversity, inclusiveness and equity, with a focus on respect and acceptance of every student.



Points of Pride

- Island Park Elementary and West Mercer Elementary were named recipients of 2015 Washington Achievement Awards. Island Park Elementary earned awards for High Progress and English Language Acquisition, and West Mercer Elementary for High Progress.
- Eight Mercer Island High School seniors were honored as National Merit Semifinalists, and 35 as National Merit Commended students.
- Mercer Island High School again was recognized among the nation's Best High Schools in the 2016 annual rankings by U.S. News & World Report for student achievement. MIHS is ranked 8th in Washington out of 477 high schools in the state, and 654th out of more than 28,500 high schools in the United States, earning silver medal status from U.S. News.
- MIHS musicians won 12 of the 22 wind and percussion categories and two string categories at the 2015 Eastshore Solo and Ensemble contest, which included musicians from all 11 schools in the Eastshore Music League. In addition, there were 18 MIHS entries selected as first or second alternates in their respective categories.
- Lakeridge Elementary School has been recognized with a Washington State Green School Leader Award by the Office of the Superintendent of Public Instruction, and as a Sustaining Green School by King County for maintaining strong conservation practices.
- Two students have received an Award of Excellence (second place) in the National PTA Reflections arts program. One was honored for an original music composition, and one for literature.

- Mercer Island High School's KMIH-FM was awarded second place in the state for overall excellence at the annual Washington State High School Radio Awards and Conference.
- The annual Mercer Island High School band food drive collected over six tons of food and \$1,500 for Mercer Island Youth and Family Services and Northwest Harvest.
- The team from Mercer Island High School placed fourth in the national SAGE competition (Students for the Advancement of Global Entrepreneurship) in Sacramento. SAGE is a global non-profit organization that connects high school student organizations to mentors from local universities and businesses.
- A math and science teacher at Islander Middle School was awarded first place in Ivar's 13th annual Teacher of the Year Contest.
- Mercer Island High School received the top award at the Mead Jazz Northwest festival in Spokane. The school took three bands to the festival, with both Jazz 2 and Jazz 1 selected for finals and earning first place in their divisions. Jazz 1 was chosen as the sweepstakes winner for the outstanding band of the day.
- In March, 24 DECA students qualified to compete in the International DECA competition in Nashville, TN, with an MIHS student placing third in accounting at the event.
- Four Mercer Island High School students were selected to participate in the second phase of the Washington Aerospace Scholars (WAS) program. WAS is designed to connect high school juniors with educational and career opportunities in science, technology, engineering, and mathematics (STEM).



Pathfinder Awards Honor MIHS

The district presented its new Pathfinder Award to four graduates of Mercer Island High School whose achievements, strength of character, and citizenship inspire and challenge today's youth.

2016 Pathfinder Award Winners

Warren Brown, Ed. D., 1988. President of North Seattle College

Earle Canfield, PA, 1965. Executive Director of American-Nepali Students' and Women's Educational Relief

Dariusz Mozaffarian, M.D., Dr. P.H., 1987. Dean of the Friedman School of Nutrition Science and Policy at Tufts University

Michelle Flowers Taylor, Ed. D., 1988. Director of the Institute of Engineering Community and Cultural Competence (IEC3) at USC's Viterbi School of Engineering

"Growing up on an island with exceptional schools and residents who strongly support public education, these four individuals used their formative years to embrace the larger world around

them and to push the boundaries of their potential," said Superintendent Dr. Gary Plano. "These award winners exemplify the amazing impact our high school graduates can have in our local and global communities. Each of them is a pathfinder aspiring to improve our way of life and to make this world a better place."

They were honored at the Mercer Island Schools Foundation's Breakfast of Champions, and a permanent Pathfinder Award display was created at Mercer Island High School alongside previously recognized distinguished graduates.

The first Pathfinders were selected from nominations submitted by the community at large, and chosen by a 13-member selection committee.

For more information on the Pathfinder Awards and to nominate a distinguished MIHS alumnus, visit mercerislandschools.org/alumni.

Alumni



Michelle Flowers Taylor



Warren Brown

The Mercer Island School District is soaring to its

2020 VISION

Initially adopted eight years ago as our Board Policy 2020, the vision of the Mercer Island School District states, "Our students will thrive in the cognitive, global and digital world while sustaining their passion and inspiration for learning."

Underlying this vision are clear objectives or "goals." The School Board annually monitors these fundamentals for progress.

As part of this monitoring, the School Board reviews qualitative and quantitative indicators gathered by our instructional and learning services teams. These indicators range from qualitative descriptions of classroom projects and student activities to quantitative scores such as testing and survey results.

This year's report includes monitoring of the new Fundamental 7: "Foster and embrace diversity, inclusiveness and equity, with a focus on respect and acceptance of every student." During 2015-16, the School Board successfully monitored all seven fundamentals of our 2020 Vision. This report contains samples of the indicators used to monitor these fundamental goals.

1

Create a more personalized learning environment where differentiated instruction and student-centered education are responsive to students' strengths and learning styles, interests and passions.

Feedback from parents, students and staff shows we are meeting this fundamental.

Indicators of Success: Educational Effectiveness Survey Results

*This chart includes survey feedback from students, staff, and parents. The survey, the Educational Effectiveness Survey (EES), is used by various school districts nationally to measure educational performance. Feedback scores are based on a scale of 1-5. Scores over 3.5 represent significant accomplishments.
5 = Strongly agrees 4 = Agrees 3 = Neutral 2 = Disagrees 1 = Strongly disagrees*

High Expectations	2012 Mean	2013 Mean	2014 Mean	2015 Mean	2016 Mean
Input of Parents, Students, or Staff:					
Students: My teacher(s) provide lessons and activities that challenge me to learn.	4.03	4.03	4.07	4.05	4.11
Parents: My child is challenged with a rigorous, ambitious course of study.	4.01	3.94	3.84	3.82	3.75
Staff: We hold one another accountable for student learning.	3.74	3.81	3.73	3.91	3.84
Staff: We reflect upon instructional practice to inform our conversations about improvement.	3.88	4.05	3.93	4.15	4.05
Supportive Learning					
Staff: Struggling students receive early intervention and additional help at this school.	3.92	3.92	3.89	4.05	3.95
Students: My teachers find other ways for me to learn things I find difficult.	3.55	3.55	3.67	3.62	3.66
Staff: Instruction is personalized to meet the needs of every student.	3.75	3.82	3.69	3.87	3.75



Lakeridge K-Kids with their MIHS Key Club friends.

Becoming engaged community members.

At the end of the school day at Lakeridge Elementary, most students leave the building. But every other Thursday in Barb Tivnan's emptied classroom, a group of second- to fifth-graders gather. They are members of K-Kids. Their aim is to improve the world.

K-Kids is a Kiwanis after-school club that prepares elementary students to become engaged community members, now and in the future. K-Kids learn about service leadership. At each meeting, 15-20 excited young voices can be heard brainstorming ways to help the homeless.

Mercer Island High School students involved in Kiwanis Key Club also support their young associates. They helped the K-Kids make fleece blankets for the Salvation Army Homeless Shelter. K-Kids develop empathy and civic responsibility as they consider the needs of homeless people. "We made blankets for them so they can stay warm and not freeze," said one student. "We are making the world a better place, and I like it!"

Lakeridge K-Kids also helped organize the toiletries that the whole school donated for clients of Mercer Island Youth and Family Services. K-Kids are planning other ways to help homeless people in the future.

The altruistic club benefits students academically and socially. "My daughter participates more in her regular class since becoming a K-Kid," said one mom. "She has developed social skills from interacting with other K-Kids. She often shares with our family and friends about the K-Kids projects."

Learning the science behind materials.

It's all hands-on in the Material Science class, one of many offered within the College and Career Readiness program at Mercer Island High School.

Evidence of the work of material scientists seems to be invisible—nowhere, yet it is everywhere. From Band-Aids to Boeing airplanes, items we use and see and wear every day are often a product of the work of material scientists and engineers.

Material scientists bring elements of science, physics, design and even biology together to develop everything from lightweight and environmentally safe packaging for food, to new adhesives that can repair metals, to plastics to build a new joint for a fractured hip. Material engineers also plan how to manufacture or produce these new materials.

For the students in Sam Gadbury's Material Science class, the work is hands-on and collaborative. The class mimics the dynamics of a laboratory or manufacturing environment.



Teacher Sam Gadbury, center, with his Material Science class students, talks about viscosity at Mercer Island High School.

Divided up in teams, the students made various types of "slime." Each team made up a small batch using a different ratio of Borax and polyvinyl acetate. Wearing gloves and safety glasses, the class discussed and compared the scientific properties of each team's slime. The different characteristics of each influenced how they could be used building or altering new materials or processes.

Material Science and its hands-on approach to learning is another way the Mercer Island School District is fulfilling our 2020 Vision.

2

Maintain the highest standards in the areas of fine arts; health/fitness; literacy—reading, writing and communications; mathematics; science; social studies and world languages.



MISD 1:1 iPad program has become a model for other school districts, with 3,000 devices now in use.

Within just three years of introducing the Apple 1:1 iPad program at our schools, the Mercer Island School District's use of technology in the classroom has become a model for other school districts.

Apple Education recognizes outstanding school districts and programs for innovation, leadership, and educational excellence. MISD was named an Apple Distinguished Program in 2014 through 2016. This designation is reserved for programs that meet criteria for innovation, leadership and educational excellence, and demonstrate a clear vision of exemplary learning.

MISD's 1:1 iPad program currently extends from grades four through 12, with 3,000 devices in use district-wide. The district's technology specialists, Teachers on Special Assignment (TOSAs) who are master teachers themselves, have been able to support, guide and change many teaching practices that better support student learning.

MISD hosted a group of teachers from around the region to view how district teachers harness technology to facilitate learning in the classroom. The group set out to observe Island students using technology at the elementary, middle school and high school levels.

Indicators of Success: Student Learning Milestones

This chart contains a sample of student performance across a variety of grade levels and subjects based on various indicators. The numbers represent the percentage of students matching each indicator. Missing indicators means the assessments were not conducted in those years.

Student Learning Milestone	Percentage of:	2012	2013	2014	2015	2016
Literacy: Reading, Writing, Communication	4th-graders meeting or exceeding English Language Arts standard (SBA)				85.5	82.2
	7th-graders meeting or exceeding English Language Arts standard (SBA)				71.0	81.4
	10th- and 11th-graders meeting or exceeding English Language Arts standard (SBA)					93.9
Mathematics	4th-graders meeting or exceeding Math standard (SBA)				82.3	83.1
	7th-graders one or more years advanced in mathematics	47.1	43.9	42.9	47.6	46.0
	Algebra students meeting or exceeding EOC Algebra standard	94.0	86.9	93.6	99.0	86.0
	Seniors who have taken more than three years of math	76.6	84.6	86.7	86.1	87.2
Science	10th-graders meeting or exceeding Science (HSPE) or EOC Biology standard	88.4	93.8	94.1	93.1	90.6
Social Studies	Students who took AP exams and scored 3 or higher	76.3	68.1	72.3	81.2	86.2
World Languages	Students who took AP exams and scored 3 or higher (fluency)	100.0	82.9	91.9	97.4	95.7

Mercer Island test scores are soaring.

2015-2016 results: Smarter Balanced Assessment (SBA), and Measurement of Student Progress (MSP)				
		English Language Arts	Math	Science (MSP)
Grade 3	MISD	80.4%	80.0%	
	WA State	54.3%	58.9%	
Grade 4	MISD	82.2%	83.1%	
	WA State	57.0%	55.4%	
Grade 5	MISD	86.5%	76.9%	88.0%
	WA State	60.1%	49.2%	65.3%
Grade 6	MISD	82.1%	74.8%	
	WA State	56.5%	48.0%	
Grade 7	MISD	81.4%	77.7%	
	WA State	58.5%	49.8%	
Grade 8	MISD	83.8%	82.3%	91.5%
	WA State	59.7%	47.8%	67.5%

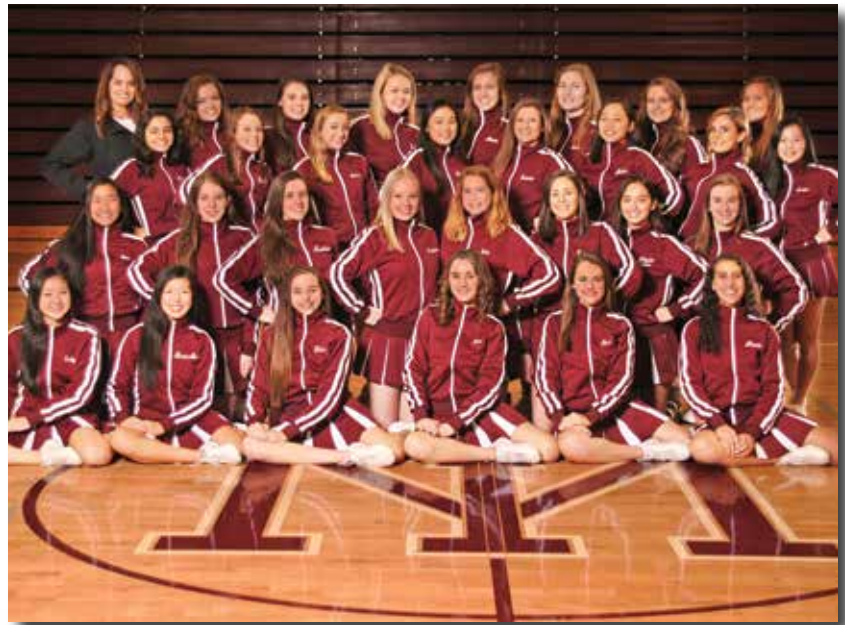
High School SAT - Mean Scores			
	2014	2015	2016
Total	1842	1804	1840
Math	632	624	635
Critical Reading	607	597	609
Writing	603	583	596

High School ACT - Mean Scores					
	2012	2013	2014	2015	2016
Composite	26.7	27.1	27.6	27.3	28.1
English	26.4	27.1	27.5	27.5	28.2
Mathematics	27.0	27.4	27.5	27.2	28.2
Reading	27.2	27.2	27.6	27.4	28.2
Science	25.7	26.5	27.2	26.5	27.2

2015-2016 results: High School End-of-Course (EOC)	
	EOC Biology
MISD Grades 9-12	90.6%
WA State	72.2%

End-of-Course (EOC) exams are given in any grade in which the course is offered.

2015-2016 results: High School Smarter Balanced Assessment (SBA)		
	English Language Arts	Math
MISD Grade 11	93.9	82.3
WA State	75.5	47.8



The Mercer Island High School drill team was honored as the 3A academic state champion for the 2015-16 winter sports season by the Washington Interscholastic Activities Association (WIAA).

Mercer Island High School is the 2015-16 Scholastic Cup Champion for the 3A classification for the eighth year in a row.

The Scholastic Cup is the Washington Interscholastic Activities Association's (WIAA) most prestigious annual school award. The yearlong competition recognizes the top school in each of the six WIAA classifications based on academic, athletic and sportsmanship excellence. Points are awarded for a school's finish in each of the WIAA state championships and academic state championships.

The Islanders claimed their 3A crown with a point total of 1,605. The boys' tennis team claimed the Islanders' lone athletic state championship, which paired with the dance/drill team's academic state championship. Mercer Island had seven athletic teams finish in the top five to record the seventh-highest point total in the history of the 3A award. Mercer Island's 14 top-five finishes are the most among all the member schools.

3

Develop self awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.

Preventing bullying behavior.

Staff at district elementary schools are implementing Second Step Social Emotional Learning (SEL) and the Second Step Bullying Prevention Unit in all K-5 classrooms. Second Step SEL is a program designed to help students succeed in class, connect with peers and staff, and develop/promote a safe and respectful school climate. The Bullying Prevention Unit includes age-appropriate information and scenarios to help students identify bullying behaviors and learn effective strategies to counter those behaviors.



Feeling good about giving back.

Eighth grade social studies classes at Islander Middle School held a Day of Service to help the community. Students in Patri Collins', Jason Meade's and Lainie Keper's classes assembled hygiene kits for the homeless, tied blankets for the Linus Project or local shelters, and painted rocks to be displayed next to the Anne Frank tree planted last spring in the Seattle Center Peace Garden.

Ilana Cone Kennedy, education director for the Holocaust Center for Humanity and an IMS and MIHS alumna, spoke to the classes about the work of the center: "Each one of us has the opportunity to help someone else and to speak out."

"For the students it helps raise awareness that even though it's a short class period, you can make a change or make a difference," Collins said, "even if it's something simple like tying a blanket."

"It's important to give back to communities that don't have as much as you, and we take things like toiletries and blankets for granted," said one student. "It feels really good to give back to them whenever you can."

Indicators of Success: Educational Effectiveness Survey Results

This chart shows some of the quantitative indicators used to monitor Fundamental 3 based on feedback from the EES. The numbers represent the percentage of students matching each indicator.

Percentage of students in grades 5-12 who agree:	2014	2015	2016
"I am hopeful about my future."	87	88	88
"I can resist doing something when I know I shouldn't do it."	79	78	77
"I feel bad when someone gets their feelings hurt."	84	84	86
"I am comfortable interacting with people from a different racial or ethnic background."	91	90	92

Solving challenges, creating solutions.

Three Mercer Island teams were among the best in the world by virtue of their results in the global Destination Imagination event held in Knoxville, Tenn. Destination Imagination is an educational program in which student teams solve open-ended challenges and present their solutions at tournaments. This year 1,600 teams from around the world competed in this international tournament. The IMS and the MIHS teams finished in fifth place in their divisions, while the elementary team finished 11th. Mark Headlee, teacher at West Mercer Elementary, coaches all three teams.



Creating socially responsible products.

Several Lakeridge Elementary classes in grades 3 to 5 conducted a "Merchants With a Cause" unit, creating socially responsible products to display and sell at their pop-up marketplace. This new five-week unit included a field trip to the Bill & Melinda Gates Foundation Visitor Center in Seattle to see examples of how a global foundation helps support important causes.

Students brainstormed a cause that was important to them, and developed a unique handmade product to sell in support of their chosen organization. For example, one student created a special straw to filter drinking water. "Water is life," she said. Another student created her own brand of sun-protective lip

balm to support skin cancer research. Others created stuffed animals to symbolize those affected by pollution, clay figures to symbolize the Zika virus in South America, and a model heart to symbolize homelessness.

"We had an excellent parent turnout during our marketplace, and many students sold out of all their products before it was over," said teacher Heather McLyman. The products raised over \$1,400 to benefit non-profit organizations.

Encourage and enable students to be academic entrepreneurs and risk-takers who can choose to pursue academic passions and interests beyond traditional curriculum and beyond the traditional classroom environment.



This chart shows some of the quantitative indicators used to monitor Fundamental 4 based on feedback from the EES. The numbers represent the percentage of students matching each indicator.

Percentage of students in grades 5-12 who agree:	2014	2015	2016
"My teachers(s) help us learn in more ways than just talking in front of the class."	70	71	64
"Setbacks don't discourage me."	68	67	62
"I like to imagine new ways to do things."	77	76	79

Indicators of Success:
Educational
Effectiveness
Survey Results

5

Cultivate and foster thinking and process skills such as analytical and critical thinking, cross-discipline thinking, creativity, innovation, collaboration, communication, problem-solving, and information and technology literacy in curriculum design.



Creating unique Bio Expo projects.

Mercer Island High School biotechnology students earned eight awards for their outstanding entries in the Student Bio Expo, sponsored by the Northwest Association for Biomedical Research.

Eighteen students from the MIHS biotechnology class taught by Jamie Cooke competed at the Bio Expo at Shoreline Community College against over 300 other science students in the region.

Bio Expo provides a platform for students to learn about biotechnology, biomedicine and bioethics. Students had access to scientific mentors to develop their projects, and presented to professional judges at the expo.

Using digital libraries to build literacy.

With the shift to Common Core Standards and the district's adoption of the MONDO literacy curriculum, teachers have been working to update their classroom libraries to accommodate the required amount of 70 percent nonfiction books. Enter a digital library provider called myON, an Internet-based service that allows students access to over 5,000 grade-appropriate books on any platform. When students first log in, they participate in an interest inventory and complete a placement test. After that, they are given book recommendations at their correct reading level based upon their indicated interests.



Indicators of Success: Critical Thinking and Problem Solving

This chart is a sample of how quantitative indicators are used to monitor various themes of Fundamental 5. The numbers represent the percentage of students matching each indicator.

Percentage of students who agree:	2014	2015	2016
4th- and 5th-graders: "I am good at figuring out the best solution to problems I'm facing."	79	74	77
Secondary students: "I am good at figuring out the best solution to problems I'm facing."	72	74	77
4th- and 5th-graders: "When my solution to a problem is not working, I try to figure out what went wrong."	87	81	88
Secondary students: "When my solution to a problem is not working, I try to figure out what went wrong."	79	78	81
4th- and 5th-graders: "I can come up with new ideas."	93	84	90
Secondary students: "I can come up with new ideas."	81	84	85

Helping launch Burao Academy.

The International Entrepreneurship class at Mercer Island High School partnered with Asha Farah, an executive at Starbucks who emigrated from Somalia when she was 17, in providing needed help to equip a school she is building in northern Somalia, the Burao Academy of Science and Technology.

The school opened in the fall of 2016 and a container with surplus Mercer Island School District furniture and supplies for the first students shipped to Somalia from Tacoma in June.

The International Entrepreneurship class launched a school-supply drive to lead this effort, and have raised funds to help with the purchase of the surplus furniture.



Learning about water treatment.

Students in MIHS AP Environmental Science classes received a close-up view of the infrastructure that provides Mercer Island with clean water from the mountains and then sends treated water into Puget Sound. Diane Nielsen's and Julia DeBroux's classes visited the wastewater plant in Renton where Mercer Island's sewage is treated.

"This is in keeping with our district vision of our students gaining a wider view of and appreciation for our corner of the world, compared to other places in the world that don't have clean water to drink," Nielsen said. "The tour gives a first-hand look at what it takes to make our water clean enough to discharge into Puget Sound."

Cultivate Global Awareness and understanding of real-world problems, issues, concerns, commonalities, differences and interdependence.

6

This chart is a sample of how quantitative indicators are used to monitor various themes of Fundamental 6. The numbers represent the percentage of students matching each indicator.

Percentage of:	2012	2013	2014	2015	2016
8th-graders enrolled in World Languages	30	37	43	51	58
11th-graders enrolled in World Languages	80	74	69	75	71
Students who agree: "The school respects student differences."	71	80	80	79	81
12th-graders enrolled in AP Comparative Government & Politics	50	38	53	49	58

Indicators of Success:
Cultivating Global Awareness

7

Foster and embrace diversity, inclusiveness and equity, with a focus on respect and acceptance of every student.

District Diversity Advisory Committee.

In the late spring of 2014, Mercer Island School District Superintendent Dr. Gary Plano launched the Diversity Advisory Committee, composed of parent and community representatives, to advise him on matters of diversity and equity.

The Diversity Advisory Committee (DAC) is charged with reviewing the district's continued efforts to provide all students, irrespective of racial and ethnic differences, with access to the following: equity of educational opportunity; individual empowerment; and, equal and fair treatment. The DAC sponsored a successful event welcoming new families to Mercer Island, with members serving as ambassadors and directing families to resources in the district and community.

2015-2016 District Race/Ethnicity Breakdown	Grade K-1	Grades 11-12
Hispanic/Latino	5.9	3.4
American Indian/Alaskan Native	0.0	0.4
Asian	16.3	21.0
Black/African American	0.8	1.9
Native Hawaiian/Other Pacific Islander	0.0	0.1
White	62.0	70.4
Two or More Races	15.9	2.7



Embracing inclusion through sports.

The Mercer Island High School Unified soccer team won the gold medal at the district playoff tournament in May.

This is the second year for Unified soccer and basketball at MIHS. Unified Sports are a collaboration between schools and Special Olympics Washington, dedicated to promoting inclusion through shared training and competition for students with and without intellectual disabilities on the same team. Unified soccer teams are made up of five athletes with intellectual disabilities and five without intellectual disabilities.

"Unified Sports has meant so much to my son," said parent Jeff Pimentel. "Being part of a team that values friendship and teamwork has allowed him to become less shy and much more active in school activities. Although this is his

first season playing soccer, he learned quickly due to his teammates and their coach, Shawn Johnson."

Student Mitchell Meade led the effort to get Unified Sports started last year at MIHS with the help of Associate Principal and Athletic Director Mark Jergens-Zmuda.

Diversity in our Schools: English Language Learners Parent Survey Results

This chart shows some of the quantitative indicators used to monitor Fundamental 7 based on feedback from the 2015-2016 English Language Learner (ELL) Parent Survey. The survey was provided both in their home language as well as English.

Percentage of parents who agree:	2016
"I feel welcome when I visit the school."	88
"My child is learning the skills and knowledge necessary for success."	93
"School staff provide extra help when my child needs it."	89
"School staff recognize my child's academic and personal accomplishments."	89

Northwood Elementary open for learning.

Northwood Elementary, the first new school building constructed on Mercer Island in more than 50 years, was dedicated on June 18, at a festive open house attended by hundreds of community members.

"This building is a fitting tribute to the dedication, the wisdom and the spirit of this Island community and what they hold dear in their hearts, and that is education," Superintendent Dr. Gary Plano said during the dedication ceremony in front of the new school. "It is education that enables our children to thrive, to grow, to learn and to create. I'm incredibly proud to open these doors and show the world what we have created."

Northwood is the fourth elementary school in the district, and opened for classes when the 2016-17 school year began Aug. 31. It will serve about 400 students in grades Pre-K to 5. Attendance boundaries for the district's schools were redrawn in 2015 to accommodate the new school. Aimee Batliner-Gillette is principal, and Jill Ravenscraft is associate principal.

Northwood was designed by AIA award-winning Mahlum Architects of Seattle. Bayley Construction of Mercer Island was the general contractor. Brandy Fox of CPM Seattle, Inc., served as owner's representative, managing the project.

The building is 77,000 square feet and the site includes 20 general-purpose classrooms, two developmental preschool classrooms and eight shared learning areas. There are library, kitchen, commons, administrative and counseling areas as well.

The Northwood gym includes a high school-sized basketball court and space for volleyball, badminton, and various other school sports.



Parking on the east side of the site accommodates high school students during the school day, after-school use by patrons of Mary Wayte Pool, and event parking for various activities at the North Mercer Complex. A dedicated bus loop serves the school off SE 40th Street, with parking and student loading on the west side of the building.

Frontage improvements were made on 86th Avenue SE and along the south side of SE 40th Street, and the Madrone Grove has been restored at the corner of 86th SE and SE 40th St.

Northwood features an 8,200-square-foot green roof, a 99.9-kilowatt-hour solar array and radiant floor heating in classrooms.



Islander Middle School expansion includes new classrooms, commons, gyms, library.

The expanded Islander Middle School was dedicated on October 1, as the community had its first opportunity to tour the new commons, gymnasium, library and classrooms.

"We are grateful for the support our community gave to these projects with their passage of the 2014 bond proposition," said Board President Ralph Jorgenson.

The construction at Islander Middle School provides expanded learning space to replace the 10 portable classrooms previously on site. It also provides a new commons designed to accommodate a growing student population.

Integrus Architecture of Seattle designed the expansions to IMS. Kassel & Associates is the general contractor. Brandy Fox of CPM Seattle, Inc. manages the project for the district.

The new building is 93,000-square feet, and the site includes a new commons and kitchen, library, main and auxiliary gymnasiums, locker rooms, administrative offices and a new entrance for the school. There are eight new general-purpose classrooms, two science classrooms, two special education classrooms, two shared learning areas, three music classrooms and six practice rooms.

WHO

We Are

Mercer Island School District is composed of six schools located on Mercer Island, a suburban island community of 24,000 residents along Interstate I-90 in Lake Washington, between the cities of Seattle and Bellevue. The community has high expectations for its school district. Many community members are involved with the schools to support the district's mission, with financial support and as volunteers.

BY THE NUMBERS

Enrollment

Total student enrollment June 2016: 4,382

Island Park.....	553
Lakeridge.....	624
West Mercer	677
Islander Middle School	1,108
Mercer Island High School & Crest Learning Center.....	1,420
Running Start Students	26

Special programs

Free or reduced-price meals	3.0%
Special education	9.0%
Transitional bilingual.....	2.7%

Ethnic enrollment

American Indian/Alaska Native	0.2%
Asian/Pacific Islander.....	19.5%
Black/African American.....	1.0%
Hispanic/Latino.....	4.2%
Two or more races	8.1%
White.....	67.1%

FINANCIAL

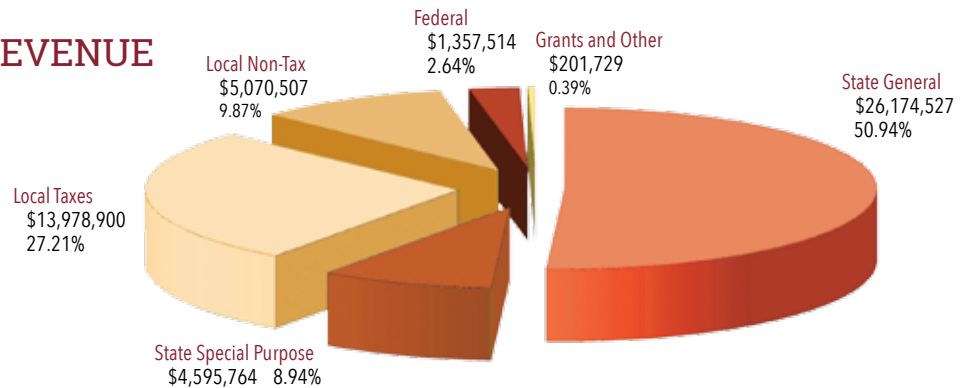
Stewardship

The Mercer Island School District uses the funds entrusted to it by the community and the state, to fulfill its mission to educate and prepare students for the future. The charts below show how much revenue comes from each source and how it is spent. Mercer Island students and teachers benefit from nearly \$2 million in annual donations to the PTA/PTSA's and the Mercer Island Schools Foundation.

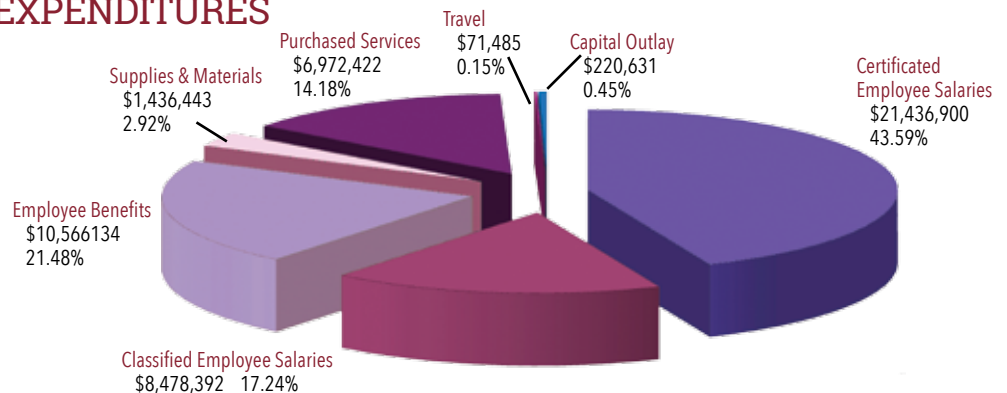
While the cost of public education in Washington state has steadily increased over the years, the percentage of funding available from the state has fallen.

For more information on the Mercer Island School District finances, visit www.mercerislandschools.org.

TOTAL REVENUE



TOTAL EXPENDITURES



2016

Graduates

Ninety percent of the graduates from the Class of 2016 continued their education; 87 percent at a four-year institution and 3 percent at a two-year school. Of the college-bound students, just over a third went out of state. Students from the Class of 2016 are attending 115 different colleges and universities across the nation and world. Of the 115 colleges, 75 are private institutions.



Where did they go?

Art Institute of Seattle, Bacone College, Baylor U, Blinn College, Boston College, Bowdoin College, Brandeis U, Brown U, California Institute of Technology, California Lutheran U, California Polytechnic State U SLO, Carroll College, Central Washington U, Chapman U, College of William & Mary, Colorado School of Mines, Connecticut College, Culinary Institute of America, Dartmouth College, Digipen Institute of Technology, Duquesne U, Emory U, Gonzaga U, Grinnell College, Guilford College, Hamilton College, Haverford College, High Point U, Hobart & William Smith College, Hult International Business School, Idaho State U, Iowa State U, Kenyon College, Linfield College, Long Island U, Loyola Marymount U, Loyola U Chicago, Marquette U, McGill U, Middlebury College, Montana State U, New England Conservatory of Music, New York U, Oberlin College, Occidental College, Oregon State U, Pomona College, Princeton U, Reed College, Regents U London, Rice U, Rutgers U, Saint Martin's U, Santa Clara U, School of the Art Institute of Chicago, School of Visual Arts, Seattle Pacific U,

Seattle U, Skidmore College, Smith College, Southern New Hampshire U, Southern Oregon U, Stanford U, Syracuse U, Temple U, Texas A&M U, Texas Christian U, The Evergreen State College, Trinity U, Tufts U, Tulane U, United States Naval Academy, U of College Dublin, U of Alabama, U of Arizona, U of British Columbia, U of California Berkeley, U of California Los Angeles, U of California Santa Barbara, U of Colorado, U of Denver, U of Hawaii, U of Idaho, U of Illinois, U of Michigan, U of Missouri Columbia, U of North Carolina Wilmington, U of North Dakota, U of Notre Dame, U of Oregon & Honors, U of Portland, U of Puget Sound, U of Redlands, U of San Diego, U of San Francisco, U of Sciences Philadelphia, U of Southern California, U of St. Andrews Scotland, U of the Pacific, U of Vermont, U of Victoria, U of Washington Seattle & Honors, U of Washington Bothell, U of Washington Tacoma, U of Wisconsin, Utah Valley U, Washington State U, Western Washington U, Westmont College, Whitman College, Whittier College, Whitworth U, Willamette U.



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2015-2016 Annual Report**

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Nondiscrimination Notification

The Mercer Island School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, marital status, disability, or the use of a trained dog guide or service animal, and provides equal access to the Boy Scouts and other designated youth groups.

The following people have been designated to handle inquiries regarding the nondiscrimination policies:

Harassment, Intimidation and Bullying (HIB) Coordinator:
Erin Battersby, Senior Director
206-230-6227 • erin.battersby@mercerislandschools.org

Title IX Compliance Coordinator: Erin Battersby, Senior Director
206-230-6227 • erin.battersby@mercerislandschools.org

Section 504 & ADA Coordinator: Dr. Lindsay Myatich, Director
206-236-3326 • lindsay.myatich@mercerislandschools.org

Civil Rights Compliance Coordinator: Erin Battersby
206-230-6227 • erin.battersby@mercerislandschools.org

Mercer Island School District Board of Directors

The five members of the Mercer Island School District Board of Directors are elected to four-year terms by Mercer Island voters. Specific responsibilities include, but are not limited to: planning and goal setting; employing and evaluating the superintendent; setting district policy; adopting an annual operating budget; making decisions about placing levies and bonds before voters; approving the instructional program; and ratifying contracts negotiated with the local bargaining unit. Individual board member email addresses can be found at www.mercerislandschools.org/board

Published by Mercer Island School District under the direction of Dr. Gary Plano, Superintendent



Dr. Adair Dingle
2013 - 2017



Tracy Drinkwater
2015 - 2019



David D'Souza
2015 - 2019



Dr. Ralph Jorgenson
2015 - 2019



Dr. Dave Myerson
2013 - 2017



Dr. Gary Plano
Secretary of the Board



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