



# MERCER ISLAND SCHOOL DISTRICT 400

## 2018 VISION 2020 FUNDAMENTAL 2 PROFILE

**FUNDAMENTAL 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.

### Mercer Island School District Key Performance Fundamental 2 Indicators

This profile is a snapshot of our student performance across a variety of grade levels and multiple areas measured against established indicators. It enables us to reflect on our performance over time and analyze patterns and trends.

Student Learning Milestone	Indicator	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	
<b>Fine Arts</b>	% of seniors who complete two or more years of the same Fine Art	46.7	43.7	47.4	39.8	39.0	
<b>Health and Fitness</b>	% of students who report 4 or more of the last 7 days where they were physically active for a total of at least 60 mins per day (Healthy Youth Survey)		78.3		75.9		
<b>Literacy</b>	% of 2 <sup>nd</sup> graders meeting or exceeding benchmark R-CBM Spring target	91.2	90.1	89.4	87.2	90.2	
	% of 4 <sup>th</sup> graders meeting or exceeding English Language Arts standard (SBA)		85.5	82.2	85.3	85.2	
	% of ELL designated 4 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		+	+	40.0	50.0	
	% of SpEd designated 4 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		73.6	45.4	44.1	46.3	
	% of Low Income designated 4 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		+	+	+	70.0	
	% of 4 <sup>th</sup> graders meeting or exceeding benchmark R-CBM Spring target	87.5	85.5	82.2	75.6	83.6	
	% of Learning Support designated Gr 2-5 students meeting or exceeding benchmark R-CBM Spring target		50.0	41.2	34.6	46.2	
	% of 6 <sup>th</sup> graders meeting or exceeding benchmark R-CBM Spring target	80.2	83.5	88.5	*	**	
	% of 6 <sup>th</sup> grade students in Tier II interventions meeting or exceeding benchmark R-CBM Spring target		24.3	41.9	36.8	**	
	% of 7 <sup>th</sup> graders meeting or exceeding English Language Arts standard (SBA)		71.0	81.4	86.8	83.1	
	% of ELL designated 7 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		+	+	+	50.0	
	% of SpEd designated 7 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		55.0	45.4	45.0	42.6	
	% of Low Income designated 7 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		73.6	+	81.8	50.0	
	% of 11 <sup>th</sup> grade students meeting or exceeding English Language Arts standard (SBA)		NA	93.9	94.2	NA	
	% of ELL designated 11 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		NA	+	+	NA	
	% of SpEd designated 11 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		NA	66.6	+	NA	
	% of Low Income designated 11 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		NA	+	NA	NA	
	% of 10 <sup>th</sup> grade students meeting or exceeding English Language Arts standard (SBA)					96.1	
	% of ELL designated 10 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)					50.0	
	% of SpEd designated 10 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)					83.3	
	% of Low Income designated 10 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)					89.5	
	% of seniors who have taken more than three years of English		92.9	87.0	90.8	91.8	99.7
	% of students who took at least one AP course		5.9	4.4	4.7	4.2	14.7
% of students who took AP exams and scored 3 or higher		81.8	91.2	81.3	94.4	93.8	
% of ELL students making progress in learning English		85.7	94.4	94.0	91.8	95.5***	
% of ELL students attaining English proficiency		38.2	44.1	32.0	43.2	35.5	

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<b>Mathematics</b>	% of 4 <sup>th</sup> graders meeting or exceeding Math standard (SBA)		82.3	83.1	83.8	85.6	
	% of ELL designated 4 <sup>th</sup> graders meeting or exceeding Math standards (SBA)		+	+	60.0	76.9	
	% of SpEd designated 4 <sup>th</sup> graders meeting or exceeding Math standards (SBA)		77.0	57.5	52.9	46.3	
	% of Low Income designated 4 <sup>th</sup> graders meeting or exceeding Math standards (SBA)		+	60.0	+	70.0	
	% of 4 <sup>th</sup> graders meeting or exceeding 76 <sup>th</sup> percentile on ITBS Math exam	65.1	68.1	63.5	60.9	61.7	
	Mean percentile of 4 <sup>th</sup> graders' ITBS Math exam scores	77.7	79.6	75.6	75.8	76.2	
	% of 4 <sup>th</sup> graders meeting or exceeding Algebraic Thinking standards	84.0	86.7	80.7	78.6	81.2	
	% of 5 <sup>th</sup> graders meeting or exceeding Math standard (SBA)		81.3	76.9	83.8	80.5	
	% of 7 <sup>th</sup> graders meeting or exceeding Math standard (SBA)		69.9	77.7	78.1	76.5	
	% of ELL designated 7 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		+	+	+	80.0	
	% of SpEd designated 7 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		58.9	36.3	30.0	37.5	
	% of Low Income designated 7 <sup>th</sup> graders meeting or exceeding ELA standards (SBA)		65.5	+	63.6	50.0	
	% of middle school students meeting or exceeding EOC Algebra standard	100.0					
	% of 7 <sup>th</sup> graders one or more years advanced in mathematics	42.9	47.6	46.0	47.7	43.9	
	% of Algebra students meeting or exceeding EOC Algebra standard	93.6	99.0	86.0	NA	NA	
	% of seniors who have taken more than three years of math	86.7	86.1	87.2	87.4	89.3	
	% of students who took at least one AP course	5.0	8.8	7.1	6.1	11.4	
	% of students who took AP exams and scored 3 or higher	95.5	92.5	89.3	95.4	95.6	
	<b>Science</b>	% of 5 <sup>th</sup> graders meeting or exceeding Science standard (MSP)	89.2	85.1	88.0	92.5	82.0
		% of 8 <sup>th</sup> graders meeting or exceeding Science standard (MSP)	89.5	85.3	91.5	92.8	82.2
% of 10 <sup>th</sup> graders meeting or exceeding Science (HSPE) or EOC Biology standard		94.1	93.1	90.6	92.4	NA	
% of 11 <sup>th</sup> graders meeting or exceeding Science (WCAS)						39.2 ****	
% of seniors who have taken more than three years of science		73.2	72.9	66.8	66.2	58.7	
% of students who took at least one AP course		21.1	19.3	18.7	17.7	15.6	
% of students who took AP exams and scored 3 or higher		80.4	84.0	84.0	87.0	87.4	
<b>Social Studies</b>	% of seniors who have taken more than five semesters of social studies	90.0	87.2	91.6	92.6	88.5	
	% of students who took at least one AP course	25.8	27.1	25.8	25.3	26.4	
	% of students who took AP exams and scored 3 or higher	72.3	81.2	86.2	88.3	84.0	
<b>World Languages</b>	% of students who took at least one fourth year/fifth year/AP course	12.8	13.4	14.8	12.9	13.6	
	% of students who took AP exams and scored 3 or higher (fluency)	91.9	97.4	95.7	96.4	97.9	
<b>Student Satisfaction</b>	% of students who agree that "My teacher(s) help me learn by challenging me with interesting activities in class"		60.0	60.0	57.0	57.0	
<b>Parent Satisfaction</b>	% of parents who agree that "Teachers have high expectations for student learning at this school"	77.0	67.0	73.0	73.0	73.0	

+ Data suppressed per OPSI suppression rules

NA – No longer applicable

\* Not all students were assessed

\*\* The IMS team continues to evolve and find new ways to monitor progress. Instead of relying on benchmark data through the RCBM, the team is now focused on interim-SBA benchmarks, assessments within the adopted curriculum, and even changed the Ex-Core classes from focusing solely on academics to also addressing risk indicators that could impede learning such as attendance.

\*\*\* Students who are neither "emerging" nor "proficient" fall under the wide range of "progressing". It includes students who didn't meet target in only one domain (most commonly writing) or a few or all domains. Students may stay in "progressing" status for more than a year, but still make progress year to year. However, the data indicated in the measurement combines students who meet the "progressing" AND "proficient" standard.

\*\*\*\* Similar to previous years with the ELA and math SBA results, the data will not be an accurate measure of student knowledge and understanding about science because the results will be tied to graduation until the class of 2021. The percentage of proficient students is impacted by the lack of participation in the assessment.

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## College and Career Readiness

Student Learning Milestone	Indicator	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18
<b>College and Career Readiness with Parent and Student Satisfaction</b>	On time graduation rate	89.6	93.9	93.5	94.6	**
	Extended graduation rate	93.4	96.6	**	95.2	**
	% of seniors who qualify for WA State Honors Award	45.9	47.4	54.1	55.4	38.2
	% of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in at least one AP or Honors course	76.0	75.7	73.3	81.6	69.6
	Average SAT total score (combined Math and Critical Reading)	1239	1221	1244	1311 ***	1309 ***
	Average ACT Composite score (English, Math, Reading and Science)	27.6	27.3	28.1	28.0	****
	% of parents who agree "This school is doing a good job of preparing students for a successful future"	72.0	73.0	67.0	62.0	72.0
	% of students who agree that "This school is doing a good job of preparing me to succeed in my life"	67.0	68.0	67.0	61.0	66.0

\*\* On time and extended Graduation Rate will be released by OSPI fall 2018

\*\*\* SAT scores have been returned to a scale of 400 to 1600

\*\*\*\* ACT scores are delayed due to test administration in July. The District anticipates receiving these scores by the end of October. The reports are provided in hard copy only, which is another reason for the delay.

## College Graduation Rates

Grad Year	Time to College Graduation (Percent of graduating class based on students found by National Student Clearinghouse)		
	Four Years	Five Years	Six or More Years
2008	53.8	76.3	82.3
2009	48.1	72.5	77.8
2010	53.7	71.5	77.9
2011	50.0	68.7	73.0
2012	50.7	67.0	72.0
2013	56.4	72.5	
2014	49.2		

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Student Learning Milestone	What we measure	How we measure it	Why is it important?
<b>Fine Arts</b>	Seniors who complete two or more years of the same Fine Art	Percentage of senior class that has taken two or more years of the same Fine Art	Students need to be able to appreciate, analyze and evaluate works of visual or performing arts and be proficient in at least one.
<b>Health and Fitness</b>	Students who report 4 or more of the last 7 days where they were physically active for a total of at least 60 minutes per day (Healthy Youth Survey)	Percentage of students who report 4 or more of the last 7 days where they were physically active for a total of at least 60 minutes per day (Healthy Youth Survey)	Students need to develop knowledge, movement skills, and positive attitudes and behaviors that contribute to a healthy, active and balanced lifestyle
<b>Literacy: Reading, Writing, Communication</b>	4 <sup>th</sup> , 7 <sup>th</sup> and 10 <sup>th</sup> graders meeting or exceeding Reading standard (WASL/MSP/HSPE/SBA)	Percentage of 4 <sup>th</sup> , 7 <sup>th</sup> , and 10 <sup>th</sup> graders meeting or exceeding Reading standard (WASL/MSP/HSPE)	Students need to read, write and speak the English language; and communicate in oral, written and technological ways.
	4 <sup>th</sup> , 7 <sup>th</sup> and 10 <sup>th</sup> graders meeting or exceeding Writing standard (WASL/MSP/HSPE/SBA)	Percentage of 4 <sup>th</sup> , 7 <sup>th</sup> and 10 <sup>th</sup> graders meeting or exceeding Writing standard (WASL/MSP/HSPE)	
	4 <sup>th</sup> and 6 <sup>th</sup> graders meeting or exceeding benchmark R-CBM targets	Percentage of 4 <sup>th</sup> and 6 <sup>th</sup> graders meeting or exceeding benchmark R-CBM targets	
	Seniors who have taken more than three years of English	Percent of seniors who have taken more than three years of English	
	Students who took at least one AP course (AP Lit and Comp, AP Lang and Comp)	Percent of students in the school year who took at least one AP course	
	Students who took AP exams and scored 3 or higher (AP Lit and Comp, AP Lang and Comp)	Percent of students in the school year who took the AP exams and received a score of 3 or higher	
	ELL students making progress in learning English and attaining proficiency	Percent of ELL student in the school year who made progress in learning the English language and attained proficiency.	
<b>Mathematics</b>	4 <sup>th</sup> , 5 <sup>th</sup> and 7 <sup>th</sup> graders meeting or exceeding Math standard (WASL/MSP/SBA)	Percentage of 4 <sup>th</sup> , 5 <sup>th</sup> and 7 <sup>th</sup> graders meeting or exceeding Math standard (WASL/MSP)	Students need to be prepared with the mathematical background and content understanding to reach their individual post-secondary goals.
	4 <sup>th</sup> graders meeting or exceeding 76 <sup>th</sup> percentile on ITBS math exam	Percentage of 4 <sup>th</sup> graders meeting or exceeding 76 <sup>th</sup> percentile on ITBS math exam	
	Mean percentile of 4 <sup>th</sup> graders' ITBS Math exam scores	Mean percentile of 4 <sup>th</sup> graders' ITBS Math exam scores	
	Students meeting or exceeding standard on the Standard Based Report Card in Algebraic Thinking	% of fourth grade students meeting or exceeding standard on the Standard Based Report Card in Algebraic Thinking	
	Students meeting or exceeding EOC Algebra and Geometry standard	Percentage of students meeting or exceeding EOC Algebra and Geometry standard	
	Students in 7 <sup>th</sup> grade who are one or more years advanced in mathematics	Percentage of students advanced one or more years in mathematics	
	Seniors who have taken more than three years of math	Percentage of seniors who have taken more than three years of math	
	Students who took at least one AP course (AP Calc and AP Stats)	Percent of students in the school year who took at least one AP course	
	Students who took AP exams and scored 3 or higher (AP Calc and AP Stats)	Percent of students in the school year who took the AP exams and received a score of 3 or higher	
<b>Science</b>	5 <sup>th</sup> and 8 <sup>th</sup> graders meeting or exceeding Science standard (WASL/MSP)	Percentage of 5 <sup>th</sup> and 8 <sup>th</sup> graders meeting or exceeding Science standard (WASL/MSP)	Students need to identify and apply the scientific method, understand the nature of science,

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	Students meeting or exceeding EOC Biology standard	Percentage of students meeting or exceeding EOC Biology standard	become independent inquirers, and understand the unifying concepts and processes.
	Seniors who complete more than three years of science	Percentage of seniors who have taken more than three years of science	
	Students who took at least one AP course (AP Bio, AP Chem, AP Phys, AP Env Sci)	Percent of students in the school year who took at least one AP course	
	Students who took AP exams and scored 3 or higher (AP Bio, AP Chem, AP Phys, AP Env Sci)	Percent of students in the school year who took the AP exams and received a score of 3 or higher	
<b>Social Studies</b>	Seniors who complete more than five semesters of social studies	% of seniors who have completed more than five semesters of social studies	Students need to participate in society as productive citizens, interpret global and local factors, and understand historical events, consequences and ramifications.
	Students who took at least one AP course (AP US History, AP Comp Gov, AP Econ, AP Psyc)	Percent of students in the school year who took at least one AP course	
	Students who took AP exams and scored 3 or higher (AP US History, AP Comp Gov, AP Econ, AP Psyc)	Percent of students in the school year who took the AP exams and received a score of 3 or higher	
<b>World Languages</b>	Students who took at least one fourth year/fifth year/AP course (4 <sup>th</sup> Year Chinese H, AP French, AP Spanish, Spanish 103, Spanish 203)	Percent of students in the school year who took at least one fourth year/fifth year/AP course	Students who choose to take World Language need to demonstrate mastery of the fundamentals of language building blocks.
	Students who took AP exams and scored 3 or higher (AP Chinese, AP French, AP Spanish)	Percent of students in the school year who took the AP exams and received a score of 3 or higher	
<b>College and Career Preparedness</b>	On time graduation rate	On time graduation is defined by the percentage of students who entered as 9 <sup>th</sup> graders and graduated four years later. Extended graduation rate includes those that graduate within one calendar year of expected graduation date.	Students need to master fundamental concepts in core subjects and have completed courses that will support their post secondary goals.
	Extended graduation rate		
	Seniors who qualify for WA State Honors Award	Percentage of seniors who qualify for WA State Honors Award	WA State Honors Award program recognizes the top 10% of the WA state high school graduating class.
	11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in AP or College in the High School courses	Percentage of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in AP or College in the High School courses	Rigorous AP and College in the High School courses prepare students to be successful in college
	Average SAT total score	Average SAT total score of math, critical reading and writing for the current senior class (max score: 2400)	National college admissions test results can be used to indicate success at institutes of higher learning.
	Average ACT composite score	Average composite ACT score (English, Math, Reading and Science) for the current senior class (max score: 36)	
<b>Student Satisfaction</b>	Students who agree that "This school is doing a good job of preparing me to succeed in my life"	Percentage of students who agree/strongly agree that "This school is doing a good job of preparing me to succeed in my life" (EES Survey)	Students' perception of how well the Mercer Island Schools are performing and how well they are prepared.
	Students who agree that "My teacher(s) provide lessons and activities that challenge me to learn." Question changed from "Teachers at this school always challenge me to learn" in 2013.	Percentage of students who agree/strongly agree that "My teacher(s) provide lessons and activities that challenge me to learn" (EES survey)	

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<b>Parent Satisfaction</b>	Parents who agree that "This school is doing a good job of preparing students for a successful future"	Percentage of parents who agree/strongly agree that "This school is doing a good job of preparing students for a successful future" (EES survey)	Community members' perception of how well the Mercer Island Schools are performing and how well students are prepared.
	Parents who agree that "Teachers have high expectations for student learning at this school"	Percentage of parents who agree/strongly agree that Teachers have high expectations for student learning at this school" (EES survey)	

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