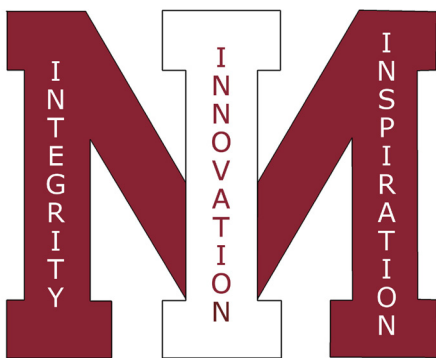




2024-2025



# MERCER ISLAND HIGH SCHOOL PROFILE

Mercer Island High School (MIHS) is a comprehensive four-year public high school and includes Crest Learning Center – an alternative high school program. Local private and parochial school students also matriculate at Mercer Island High School. Mercer Island, an island community located in the south end of Lake Washington, is linked to Seattle, a metropolitan city of approximately 750,000, by a floating bridge (I-90). The city of Mercer Island is primarily a residential area for approximately 25,000 people, most of whom are employed in professional and managerial positions in business and industry in Seattle and the surrounding areas.

**Our purpose is to provide students with challenging educational activities and experiences that encourage students to reach their individual potential.**

9100 SE 42nd St.

Mercer Island WA, 98040

Phone: (206)-236-3349

Fax: (206) 236-3358

College Board Code: 480698

[mih.s.mercerislandschools.org](https://mih.s.mercerislandschools.org)



# The 4 B's

In the Mercer Island School District, we believe in creating a deep sense of **BELONGING, BELIEF** in the limitless potential of every student, removing **BARRIERS**, and **BROADCASTING** student voice.



## Administration

**Nick Wold - Principal**

[nick.wold@mercerislandschools.org](mailto:nick.wold@mercerislandschools.org)

**Lisa Deen - Associate Principal**

[lisa.deen@mercerislandschools.org](mailto:lisa.deen@mercerislandschools.org)

**Erica Hill - Associate Principal**

[erica.hill@mercerislandschools.org](mailto:erica.hill@mercerislandschools.org)

**Susie Brown**..... A-D Counselor

[susie.brown@mercerislandschools.org](mailto:susie.brown@mercerislandschools.org)

**Maddie LaPorte** ..... E-J Counselor

[maddie.laporte@mercerislandschools.org](mailto:maddie.laporte@mercerislandschools.org)

**Laura Karson** ..... K-M Counselor

[laura.karson@mercerislandschools.org](mailto:laura.karson@mercerislandschools.org)

**Molly Smith** ..... N-Si Counselor

[molly.smith@mercerislandschools.org](mailto:molly.smith@mercerislandschools.org)

**Katy Johnson**..... Sj-Z Counselor

[katy.johnson@mercerislandschools.org](mailto:katy.johnson@mercerislandschools.org)

**Amanda Thrall**..... Counseling Secretary

**Robin Moore** ..... Counseling Secretary

**Monica Moline** ..... Registrar

**Debbie Hanson**..... Testing Coordinator

**Christy Kenyon**..... College and Career Specialist

### R & R

Two Mercer Island Youth and Family Services counselors are based full-time at the high school. These counselors are available to provide mental health counseling and support as well as substance abuse prevention and intervention services free of charge to any interested MIHS student.

**Chris Harnish**.....MIYFS Counselor

**Caleb Visser**.....MIYFS Counselor

## Students/Staff

1,485 +/- MIHS students

373 Class of 2025 seniors

120 Full/part-time classroom educational staff

## Academic Day

**Regular Hours:** 8:00 AM to 3:00 PM; Includes seven 50-minute class periods

**Periods:** Standard school day is 6 periods

Classes meet four times a week, with two days being a 90 minute "double" period block

## Student Ethnicity Breakdown

0.1% American Indian or Alaska Native

25.5% Asian

1.4% African American

52.9% Caucasian

6.7% Hispanic/Latino

0.3% Native Hawaiian/Pacific Islander

13.1% Multiracial

## On Time Graduation Rate

95%



2024-2025

# Mercer Island High School School Honors, Awards & Programs

- 1 Highest Rated in WA State**  
The district was rated #1 in Washington State by MSN.com.
- 2 2020 College Success Award**  
Mercer Island High School is one of 2,158 schools in 29 states across the country to be honored with this award.
- 3 College Board**  
MIHS was recognized by College Board in its AP District Honor Roll.
- 4 Crest Learning Center**  
Crest Learning Center, the high school's alternative program, provides a variety of alternative approaches to earning high school credit. The program is largely focused on community-based learning in smaller classes. Interdisciplinary instructional techniques focus on differentiation and project-based learning to meet students' individual needs. Crest also gives MISD students access to independent study courses and online learning options (WEB). Crest courses are designated on their MIHS transcript beginning with "W" in the course code.
- 5 MIHS Athletics & Clubs**  
Over 1,000 students participate in athletics throughout the year. From 2023-24, we have state titles in: Girls and Boys Swim and Dive; Girls and Boys Lacrosse; and Girls and Boys Tennis. Our students can participate in almost 60 different clubs and can always opt to start their own clubs as well. The Boys and Girls Cross Country teams are the 2024 3A State Champions, the MIHS Girls Swim and Dive teams are 2024 3A State Champions, and the MIHS Girls Soccer team are 2024 3A Academic State Champions with a combined 3.94 GPA.

# Mercer Island High School School Honors, Awards & Programs

6

## **KIMH Radio 88.9 The Bridge**

The KMIH student- staff continued their national reputation and earned 16 national awards for excellence in broadcasting from Intercollegiate Broadcasting System. 88.9 KMIH The Bridge was named the nation's best high school radio station on November 2 at the annual John Drury High School Radio Awards hosted by WONC-FM at North Central College in Naperville, Illinois.

7

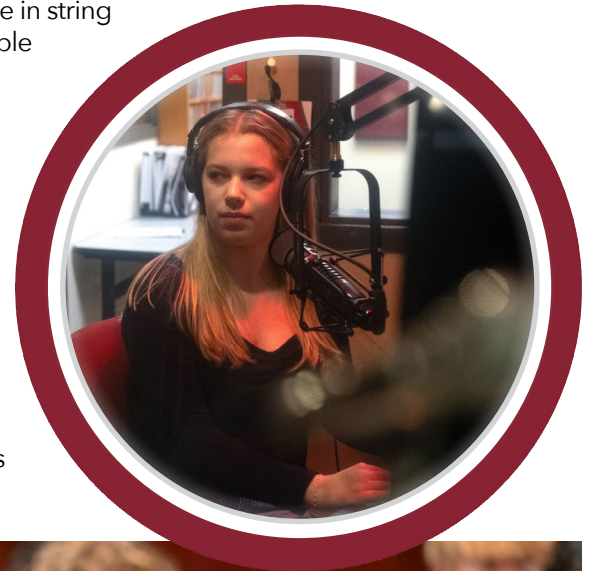
## **MIHS Performing Arts**

**Orchestra** at MIHS is recognized across the state as a model of excellence in string performance. Many students participate in WMEA State Solo and Ensemble Contest as well as All-State and All-Northwest performing ensembles.

**MIHS Marching Band** has taken the national stage by performing at The Tournament of Roses Parade, multiple NFL halftime shows, and the Macy's Thanksgiving Day Parade in New York City. In 2023, MISD was recognized nationally by the National Association of Music Merchants as one of the "Best Communities for Music Education."

**Drama** is an award winning program with numerous acknowledgments through the years from the 5th Avenue Theatre Education Awards, the Washington State Thespians, the International Thespian Festival, the August Wilson monologue competition, and the Seattle Shakespeare Competition.

**Choir** consistently earns "Superior" ratings at festivals and sends students to All-State, All-Northwest, and All-National honor groups each year.



# Mercer Island High School SCHOOL IMPROVEMENT PLAN

## MIHS SIP Goal

Update based on a thorough 2023-24 SIP Reflection at [mercerislandschools.org/mihssipreflect](https://mercerislandschools.org/mihssipreflect)

Our school improvement goal is to eliminate barriers and improve educational outcomes for our Hispanic/Latino, Black/African American students, and students receiving IEP & MLL services by June 2025. Through building authentic relationships and expressing a deep belief in their potential, we will ensure these students receive the support and opportunities they need to thrive.

Our goal is to reverse the disproportionality in F and NC grades for marginalized groups. Additionally, we aim to increase the percentage of students in these marginalized groups who respond "sometimes," "often," or "always true" to the EES survey questions: "There's at least one adult I can talk to if I have a problem" and "I enjoy coming to school".

The F and NC grades as well as attendance will be tracked and reviewed quarterly through Qmlativ quarterly reports, allowing us to assess progress and make data-driven adjustments. Due to the annual nature of the EES, we will develop quantitative Google surveys that will also be conducted quarterly to gather perception data on the EES questions "There is at least one adult I can talk to if I have a problem" and "I enjoy coming to school."

## Data and Collaborator Engagement Summary

The data we used to better understand our school improvement work and support our efforts in the 2023-24 school year can be found in the 2023-24 MIHS SIP Reflection document at [mercerislandschools.org/mihssipreflect](https://mercerislandschools.org/mihssipreflect) and the Quantitative Reflection PPT at [mercerislandschools.org/mihdatareflections](https://mercerislandschools.org/mihdatareflections).

## New Action Items in 2024-25 to Progress and Achieve Goal

- **Culturally Responsive Education:** Ten staff members completed a Residency with Dr. Yemi Stembidge in Spring 2024, twenty more will participate in December, and those who have completed the

Residency will join a Refresher in Spring 2025. Currently, twenty staff members are reading and discussing Dr. Yemi's book, *Culturally Responsive Education in the Classroom*. Culturally Responsive Education, as defined by Dr. Yemi, focuses on creating student-centered opportunities that align with the social, political, and economic context of the learning environment. *If we make learning more relevant, foster a sense of belonging, and provide tailored support, then culturally responsive education (CRE) will help marginalized students overcome key barriers to engagement, motivation, and understanding, ultimately leading to fewer F's and NC's and increase the percentage of students who enjoy coming to school (EES).*

- **MTSS Work:** By expanding our Multi-Tiered System of Supports (MTSS) model and educating staff on its operation, we can provide more targeted academic, behavioral, and social-emotional support to meet each student's unique needs. MTSS uses data-driven interventions and continuous progress monitoring to ensure students receive the appropriate level of assistance. Weekly grade and attendance reports will help us track student progress and adjust interventions as needed to prevent students from falling behind or receiving failing grades.

Through a fully developed MTSS model, we will ensure that students are not only academically supported, but also emotionally and socially nurtured. We will foster a stronger sense of connection between students and the school through this system of support. *If we implement our MTSS model and properly train staff, then marginalized students will face fewer academic challenges, leading to fewer F's and NC's. Additionally, more students will report enjoying their time at MIHS and having an adult they can talk to.*

- **MLL Support (Part of our MTSS work):** We have introduced a new curriculum, provided additional paraprofessional hours, and our MLL teacher is attending the Washington Association for Bilingual Education (WABE) Conference. There is also ongoing collaboration with the MIHS and IMS faculty members, as well as whole school MIHS staff training on best practices for supporting English language learners. These efforts align with our SIP goal to **reduce the number of F's and NC's** earned by multi-language learners, and support our efforts to ensure their success is proportionate to that of non-marginalized students.

# Mercer Island High School SCHOOL IMPROVEMENT PLAN

- **Restorative Practices:** Using Restorative Justice as a framework for dealing with conflict and harm, restorative practices serve as a teaching and relationship-building moment. Restorative justice at MIHS is led by Kelly John-Lewis. The process focuses on understanding and addressing student behavior. In their Back-to-School Professional Development days, staff were trained on Restorative Practices by Nicholas Bradford, founder of the National Center

for Restorative Justice, and Bradford will host a community event in November to inform families about Restorative Justice practices.

Restorative practices directly support our school improvement goal of eliminating barriers and improving educational outcomes for Hispanic/Latino, Black/African American students, and students with IEPs and MLL services by fostering a supportive, inclusive environment centered on relationships and accountability. These practices prioritize building strong relationships, which is especially beneficial for marginalized student groups. *If we implement restorative practices that emphasize relationships and accountability, then we will eliminate barriers, reduce the number of F's and NC's earned by Hispanic/Latino, Black/African American students, and students with IEPs and MLL services, and increase the number of students who feel connected to school and have an adult they can talk to when facing challenges.*



# Mercer Island High School

# SCHOOL IMPROVEMENT PLAN

## Continuing work in 2024-25

### Reduce the number of F's and NC's earned by students in our marginalized groups

- **Support Teacher Collaboration:** Provide time for general education teachers to collaborate with IEP and MLL case managers through shared prep periods and PD. (administrators)
- **Support Student-Centered Learning Opportunities:** Develop structures that foster student-centered learning, allowing students to choose what, how, and why they study, and promote inclusive practices with empathy in mind. (administrators and instructional coaches)
- **Promote Instructional Coaching:** Provide faculty with resources and feedback to promote their engagement with instructional coaches, focusing on improving instruction for marginalized students. (administrators)

### Increase the number of students who have at least one adult they can talk to if they have a problem

- **Build Strong Relationships with Students:** Prioritize relationship-building with students to remove barriers to success. (all faculty)
- **Seek Marginalized Voices:** Continue reaching out to leaders and organizations representing marginalized groups, including people of color, and people with disabilities. (administrators)
- **Partner with BSU and other marginalized student groups:** Continue partnering with the Black Student Union (BSU), LatinX Club, and other student groups to enhance the learning experiences of these groups students (all faculty)

### Increase the number of students who report they enjoy coming to school

- **Broadcast Student Voice and Feedback:** Continue to create opportunities for marginalized students to provide regular feedback on their school experience through clubs, surveys, focus groups, or a student advisory council. Seek opportunities to further engage students in school decision-making processes, allowing their input to shape changes that directly affect MIHS. (all faculty)

- **Provide Culturally Relevant Curriculum:** Provide professional development for faculty to expand culturally responsive curriculum and offer student choice in projects to increase engagement. (trained faculty)
- **Identify and Address Systemic Barriers:** Continue to engage teams and the school community in eliminating barriers to student success. (administrators)

### Collaborators Leading the School Improvement Goal

Members of the administration, counselors, instructional and non-instructional staff, and various student groups (for example, MIHS Equity Team, ASB, Senate, Student Voices for Change, Black Student Union, Education Coalition for Asian Representation (ECAAR), QSA (Queer Straight Alliance), No Place for Hate, Student Group on Race Relations, etc.)

### Goal Alignment to the District Improvement Plan, Values, and Fundamental

The SIP goal aligns with our belief that every learner has the potential to succeed when they feel seen, heard, and valued. In addition, we believe all students have limitless potential when they have strong connections to their school community, regardless of their background or circumstances. Developing authentic relationships with Hispanic/Latino, Black/African American, and students receiving 504 accommodations and/or MLL services allows us to understand and support them better. Ultimately, focusing on marginalized groups and understanding their challenges and needs will result in uplifting all student outcomes. By living out our SIP goal on a daily basis, our school community affirms its belief that all students can achieve academic, social, and personal success.

Goal # 1 of the Mercer Island School District Improvement Plan and Fundamental 5 also align and support our 2024-25 School Improvement Plan (SIP) goal.

- **Goal #1:** The district will close achievement gaps for students in historically marginalized populations to include, but is not limited to- students with disabilities, students of color, LBGQTQIA+, gender disproportionality, etc.
- **Fundamental 5:** "Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student."

# Mercer Island High School

# SCHOOL IMPROVEMENT PLAN

The MIHS leadership team interprets Goal #1 and Fundamental 5 as ensuring that each student receives the individualized support they need to reach their full academic and social potential. Equity in the Mercer Island School District means raising the achievement of all students while reducing and eliminating achievement gaps. We believe all students, especially those who are historically marginalized, deserve to be in learning environments that reinforce their sense of academic belonging and send constant signals that they are valued for all their assets and deserving of support, investment and rigor. When students feel supported, recognized, and welcomed in the learning environment, they are more likely to thrive academically.

At Mercer Island High School, we focus on equity, excellence, and engagement for all students. To ensure high quality teaching and learning for all students, we collaborate closely with students, staff, families, and the entire school community. Our goal is to eliminate institutional bias regardless of race, ethnicity, culture, linguistic background, or circumstances.

In order to achieve this goal, we must create a welcoming, inclusive environment for all students, but particularly historically marginalized students. We are committed to ensuring that all students are represented both in and outside the classroom and feel

proud of their cultural and ethnic backgrounds. This is central to our mission of helping all students succeed academically.

Our school improvement goal is guided by Student Focused Board Fundamental 5 and District Values. Diversity, inclusivity, and equity are at the heart of Fundamental 5 and everything we do for our students. As a district and as a school, we place a high priority on students. The school is committed to providing a safe and welcoming environment for all students, especially those receiving special services, multilingual language learning, and 504 accommodations, as well as Black/ African American and Hispanic/Latino students. Our goal is to create a learning environment where every MIHS student feels valued and empowered.

## Resources Needed to Accomplish Goal

District support for continuing learning about Student-Centered Learning, Inclusive Education, and Equity-Based School Practices that will help MIHS identify and interrupt inequitable practices, examine our unintended biases, and create an inclusive school environment for all students, their families, and staff. Also, connecting MIHS leadership to community-based organizations, advocacy groups, and service providers that serve these groups. Partnering with the larger community is essential!





# Mercer Island High School Curriculum Features, Testing



## Curriculum Features

### Advanced Placement

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Chinese Language and Culture
- Comparative Government & Politics
- Computer Science
- English Language & Composition
- English Literature & Composition
- Environmental Science
- French Language and Culture
- Macroeconomics
- Microeconomics
- Music Theory
- Physics 2
- Physics C Mechanics
- Psychology
- Spanish Language and Culture
- Statistics
- Studio Art 2D Art and Design
- Studio Art 3D Art and Design
- Studio Art Drawing
- United States History

### Honors

- Algebra 2
- Chemistry 1
- Chemistry 2
- English 9
- English 10
- English 12
- Geometry
- Human Geography and Climate
- Modern World History
- Physics 1
- Physics 2
- Precalculus

### AP American Studies

This two-hour block integrates AP English Language Composition and AP US History.

### International Entrepreneurship

This course includes business/marketing and social studies curriculum that meets requirements for courses in these disciplines. Students may elect to apply credit for the College/Career Readiness (CCR) requirement.

### AP Comparative Government and English 12 Honors

This two-hour honors/AP integrated block fulfills the senior requirement for both Social Studies and English. Students earn one credit each in English and Social Studies.

### Pacific Northwest College Credit & Running Start

- Students in specific College/Career Readiness (CCR) courses are able to earn college credit from specific community and technical colleges.
- A Washington State dual-enrollment program is offered to eligible juniors and seniors. A 5-credit community college course is equal to 1.0 high school credit.

## Testing

### ACT

	Students Tested	Mean Composite
2021	265	28.1
2022	140	28.3
2023	129	28.6

### SAT Reasoning

2024	Students Tested	Mean Score
Evidence Based Reading and Writing	239	657
Math	239	666

### National Merit Scholars

	Semi-Finalists	Commended Scholars
Class of 2023	7	33
Class of 2024	12	27
Class of 2025	9	TBD

### AP Test Results

	Students Tested	Tests Taken	AP Scores 3 and Above
2022	444	1031	835
2023	469	1117	902
2024	553	1420	1278

2024 AP Scholars: .....104

2024 AP Scholars with Honor: .....50

2024 AP Scholars with Distinction: .....130

# Mercer Island High School Graduation Requirements & Grading

## Grading

In accordance with District Policy, marks indicating achievement which meet standards for receiving credit will be: A, A-, B+, B, B-, C+, C, C-, D+, D, & F. Using the State 11-point Grade Table, GPAs will be calculated on the following basis:

A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, F = 0.0

"CR" indicates the student earned credit for an out-of-district course. Students are responsible for sending official transcripts for out-of-district coursework independently of the MIHS transcript.

## 2025 Graduation Requirements

### Courses and Credits

- English: 4.0
- Fine Arts: 2.0
- Science: 3.0
- Social Studies: 3.0
- Mathematics: 3.0
- P.E./Health: 2.0
- College and Career Readiness: 1.0

### Totals

Specific Content: 20.0  
Additional electives: 4.0  
Total required: 24.0

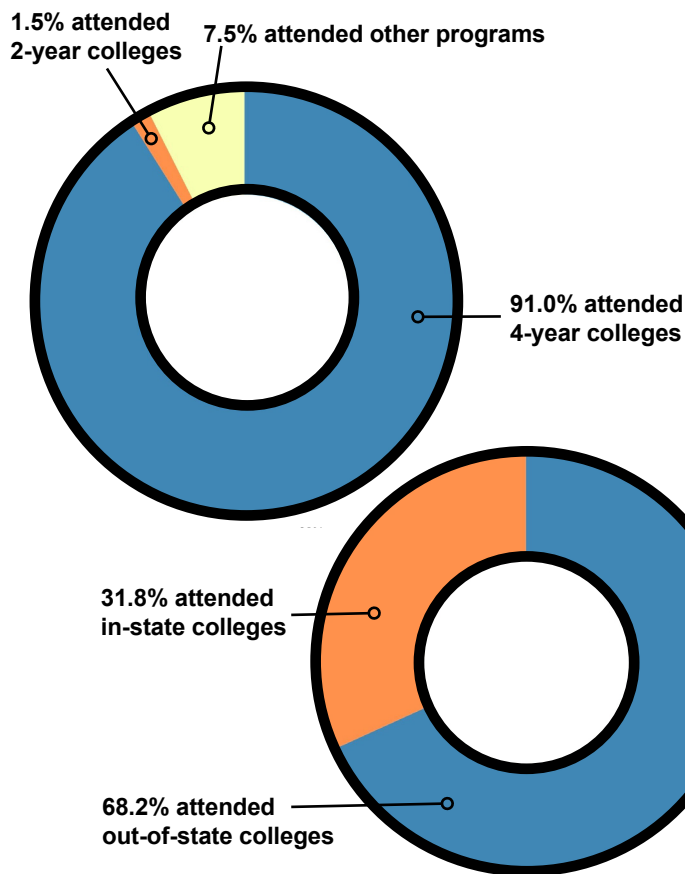
Students must earn a total of 24 credits to graduate. One-half credit is earned for each semester class completed with a grade of D or higher.



**Rank Policy:** As of August 2020, MIHS no longer ranks students.

## Transcript Markings

- TR** ..... **TRANSFER:** Course taken at another accredited high school prior to student's MIHS Enrollment
- IND** ..... **Independent study**
- WEB**..... **Online Course**
- CR** ..... **Credit Only:** Course taken at another accredited institution during student's MIHS enrollment. It is the student's responsibility to send an official transcript from the credit-granting institution to colleges.



# WASHINGTON

- Bellevue College**
- Nicholas Mills
- Hugo Beal
- Digital Institute of Technology**
- Alex Syman
- Washington University**
- Lemal Mvududu
- Bella Nguyen
- Brandon Abalhoson
- Clare Jacobs
- Syver Lanctot
- Tyler Affolter
- Wonjoon Seo
- Riley Cotton
- Tyler Gilroy
- Puget Sound University**
- Lelah Yousefifsh
- Peyton Sandwith
- Sandra Ly
- Seattle Central College**
- Emily Woo

# California

- Biola University**
- Quinn Sharvey
- California Polytechnic State University**
- Clare Veljovich
- Katherine Monpoller
- Tinaha Ponnampalli
- Chapman University
- Brandon Patocsi
- Rhea Hanspal
- Riley Pettigrew
- Claremont McKenna College
- Griffin King
- Dominican University of California**
- Melena Wong
- Harvey Mudd College**
- Diego Silva
- Loyola Marymount University**
- Petra Viterkenen
- Sophia Espinoza
- Wren Grey Monroe
- Pitzer College
- Cole Krawiec
- Point Loma Nazarene University**
- Cole Rowe
- Poppy Walker
- Pomona College**
- Maria Zhang
- San Diego State University**
- Jackson Wild
- Maddie Brown

- Shane Deguchi
- Spencer Korbhum
- Siela Robins
- Kets Otaviani
- Tommy Becker
- Gavin Shea
- Santa Clara University**
- Adie Schiller
- Anthony O'Donnell
- Christine O'Donnell
- Mehar Agarwal
- Nathan Holan
- Russell Nguyen
- Elise McDonald
- Stanford University**
- Ava Yeh
- Kathy Shao
- Sikh Shraff
- Subha Vidyanamamati
- University of California, Berkeley**
- Clare Ryu
- Magnus Dore
- University of California, Davis**
- Andrew Douthitt
- Mica Moseley
- Zoya Frasca
- Darryl Wong
- University of California, Los Angeles**
- Elliott Hoang
- Daniella Van Blekom
- Megan Sandoval
- Tyler Han
- University of Denver**
- Jada Luu
- Linnea Garner

# Ohio

- Owen Sciby
- Taven Glennon
- Mulein
- Washington State University**
- Damian Neuner
- John Lee
- Eoin Sliohun
- Ninaal Abduquerque
- Taylor Swendrowski
- Lily Maughan
- Washington Central
- Peter Dahlin

# Illinois

- Northwestern University
- Andrew Joseph
- Loyola University Chicago**
- Kindred McQueen
- School of the Art Institute of Chicago**
- Madison Liu
- Elena Lill
- Thomas Plambeck
- University of Illinois Urbana-Champaign**
- Lucas Lessard

# Indiana

- Purdue University**
- Angela Lee
- Clark Koopman
- Chris Lenn
- Lauren Suzuki
- Logan Hsu
- Mace Nordberg
- Parsons School of Design/The New School**
- Natalie Lau
- Izy Ferrari
- Rochester Institute of Technology**
- Brandon Wolfe
- Russell Saque College
- Glowe Roque
- Sarah Lawrence College
- Gigi Lee
- School of Visual Arts Syracuse University**
- Trick Yen
- Dylan Shobe

# Michigan

- University of Wisconsin-Madison**
- Alden Ritter
- Brian Murdoch
- Clara Mak
- Emily Pain
- Lila Medlin
- University of Michigan**
- Gareth Tatum
- Kai Smith
- Sam Pelter
- Sophie Cartwright
- Grace Castellanos
- Misha Gregory
- Sam Grover

# Minnesota

- Carleton College**
- Ella Grogan
- Nick Chou
- Maclister College
- Alexander Martin
- Sophia Fan
- University of Minnesota**
- Lydia Hogg
- Maya Evans-Riera

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- Ella Martin
- Max Murphy
- Sam Omdorff
- Murphy Martin
- University of Montana**
- Paige Evans-Riera
- Riley Sannicks

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- Lucia Morelli

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- Natalie Lau
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- Rochester Institute of Technology**
- Brandon Wolfe
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- Sarah Lawrence College
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- Syver Lanctot
- Tyler Affolter
- Wonjoon Seo
- Riley Cotton
- Tyler Gilroy
- Puget Sound University**
- Lelah Yousefifsh
- Peyton Sandwith
- Sandra Ly
- Seattle Central College**
- Emily Woo

# California

- Shane Deguchi
- Spencer Korbhum
- Siela Robins
- Kets Otaviani
- Tommy Becker
- Gavin Shea
- Santa Clara University**
- Adie Schiller
- Anthony O'Donnell
- Christine O'Donnell
- Mehar Agarwal
- Nathan Holan
- Russell Nguyen
- Elise McDonald
- Stanford University**
- Ava Yeh
- Kathy Shao
- Sikh Shraff
- Subha Vidyanamamati
- University of California, Berkeley**
- Clare Ryu
- Magnus Dore
- University of California, Davis**
- Andrew Douthitt
- Mica Moseley
- Zoya Frasca
- Darryl Wong
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- Southern Methodist University**
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- University of Colorado, Boulder**
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# Illinois

- Northwestern University**
- Andrew Joseph
- Loyola University Chicago**
- Kindred McQueen
- School of the Art Institute of Chicago**
- Madison Liu
- Elena Lill
- Thomas Plambeck
- University of Illinois Urbana-Champaign**
- Lucas Lessard

# Michigan

- University of Wisconsin-Madison**
- Alden Ritter
- Brian Murdoch
- Clara Mak
- Emily Pain
- Lila Medlin

# Minnesota

- Carleton College**
- Ella Grogan
- Nick Chou
- Maclister College
- Alexander Martin
- Sophia Fan
- University of Minnesota**
- Lydia Hogg
- Maya Evans-Riera

# Wisconsin

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- Alden Ritter
- Brian Murdoch
- Clara Mak
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# Montana

- University of Idaho**
- Ella Martin
- Max Murphy
- Sam Omdorff
- Murphy Martin
- University of Montana**
- Paige Evans-Riera
- Riley Sannicks

# Wyoming

- University of Wyoming**
- Lucia Morelli

# Washington

- Bellevue College**
- Nicholas Mills
- Hugo Beal
- Digital Institute of Technology**
- Alex Syman
- Washington University**
- Lemal Mvududu
- Bella Nguyen
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- Puget Sound University**
- Lelah Yousefifsh
- Peyton Sandwith
- Sandra Ly
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- Siela Robins
- Kets Otaviani
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# Mercer Island High School's goals for school improvement align with the following District governing guidelines:

## MISD VALUES

Students are the priority. We believe in supporting the whole child, creating inclusive and equitable learning settings, ensuring our school communities are safe and supportive, and providing rigorous and challenging learning.

## MISD MISSION

The District will foster learning by engaging students in thinking critically, solving problems creatively, and working collaboratively.

## MISD VISION

Inspiring our students to be lifelong learners as they create their futures.

## MISD STUDENT FUNDAMENTALS

**Fundamental 2** - Maintain the highest learning standards in the areas of fine arts; health and physical education; English language arts; mathematics; financial education, science; environment and sustainability; social studies, world languages; computer science and educational technology.

**Fundamental 3** - Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.

**Fundamental 5** - Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.



## WASA INCLUSIONARY PRACTICE VISION

In order to increase achievement for all students, eliminate inequities & barriers, promote safe and supportive learning environments, and provide challenging learning opportunities, Mercer Island School District will implement a multi-tiered system of support built on a foundation of Universal Design for Learning, that is inclusive of equity and access for all students, engagement with families and community, academic support, behavioral systems, and social-emotional learning.

