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College Board Code: 480698



2025-2026 MIHS 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 MIHS. 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. Mercer Island School District (MISD) is a single high school district.

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



Powering Our Students For The Future



The 4 Bs: 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.



MIHS is "phone free" from 8:00 AM - 3:00 PM daily

Administrative Team

Nick Wold - Principal

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Lisa Deen - Associate Principal

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Amanda Thrall, Counseling Secretary

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Robin Moore, Counseling Secretary

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Counseling Team

Susie Brown.....A-D Counselor

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Maddie LaPorte E-J Counselor

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Laura Karson K-M Counselor

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Molly Preston N-Si Counselor

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Katy Johnson.....Sj-Z Counselor

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Christine Kenyon College and Career

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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.

Islander Hour: All students have a weekly grade level class called "Islander Hour".

On time Graduation Rate

97.2%

Reported Student Ethnicity Breakdown

0.1%.....American Indian/Alaska Native

28.5% Asian

1.3%.....Black/African American

7.4%.....Hispanic/Latino

0.1% Native Hawaiian/Other Pacific Islander

14.3% Two or more races

48.3%.....White

Students/Staff

1,380 +/- MIHS students

355 Class of 2026 seniors

120 Full/part-time classroom educational staff

R & R

Two Mercer Island Youth and Family Services counselors are based fulltime 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.

Crest Learning Center

Crest Learning Center, the high school's alternative program, focuses on project-based learning to help students earn credit. Students engage academically while upholding the Crest Essentials: Community, Healthy Relationships, Work Ethic, and Fun. They also lead two parent conferences per year. MIHS students can also take independent study and online (WEB) courses. Crest courses appear on transcripts with a course code that starts with "W."



School Honors, Awards & Programs

1 2025 College Prep:

In 2025, *Niche.com* ranked MIHS #5 of 373 public high schools in Washington State for "Best College Prep".

2 2024 College Success Award

Mercer Island High School is one of 48 public high schools in Washington State to be honored with this award.



3 College Board:

MIHS was recognized by College Board in its AP District Honor Roll.

4 MIHS Athletics & Clubs:

1,000 students participate in athletics throughout the year, including 3 seasons of Unified Sports. MIHS holds state titles in: Girls and Boys X-Country; Girls Swim & Dive, Tennis, Track & Field; Boys Golf, Soccer; and Drill. The Class of 2025 saw 26 scholar-athletes commit to NCAA teams. MIHS Placed 1st among all public schools in Washington in the 24-25 WIAA Scholastic Cup. Our students are active in almost 60 different student-led clubs including HOSA, Best Buddies, Fiber Arts, Cooking, BSU, Science and Robotics. Students are also encouraged start their own clubs.

5 Student Media at MIHS:

There are 4 co-curricular student media outlets at MIHS. In 2025, **KMIH 88.9 The Bridge** was named "Best High School Radio Station" in the country. Student broadcasters create shows that educate, entertain and connect with the community. In its first 3 years, **MIHS.TV** staff won 11 Telly and other national awards. Students work as a team to develop their communication, videography, editing, storytelling and computer skills for a variety of audiences and purposes. **The MIHS Islander** is a print and online newspaper which aims to provide news coverage that is meaningful to the MIHS community with accuracy, timeliness and fairness. **Pegasus** is the student-led creative arts magazine, which received a First Class ranking with three marks of distinction for content, editing, and artistic quality from the National Scholastic Press Association.





School Honors, Awards & Programs

6 MIHS Performing & Visual Arts:

Orchestra at MIHS is recognized across the state as a model of excellence in string performance. Students participate in WMEA State Solo and Ensemble Contest as well as All-State and All-Northwest performing ensembles. In spring 2025, the MIHS Orchestra performed at Carnegie Hall as a part of the National Band and Orchestra Festival.

MIHS Marching Band is the "The Pride of the Island", one of Washington's largest and most acclaimed band programs. Its 225 student musicians have earned international recognition with performances at the Macy's Thanksgiving Day Parade, Tournament of Roses, London New

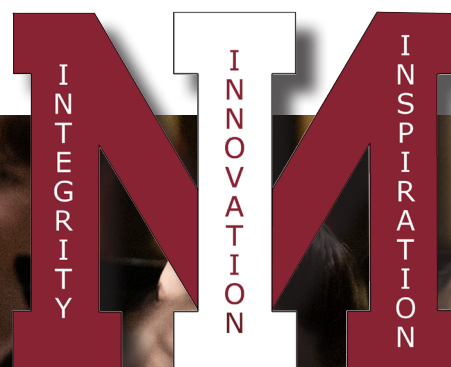
Year's Day Parade, and Australian National Band Championships. Honors include Grammy Signature School status, the Tournament of Roses Michael D. Sewell "Service Through Music" Award, and recognition by the U.S. Congress. In 2023, MISD was named one of the "Best Communities for Music Education" by the National Association of Music Merchants. Students consistently earn All State and All Northwest honors, win solo and ensemble titles, and receive Superior ratings at festivals.

Drama is an award-winning program recognized by the 5th Avenue Theatre, Washington State Thespians, International Thespian Festival, and local and national Shakespeare competitions. Students prepare and present musicals, dramas, comedies and improv shows

in addition to engaging in hands-on experiences with Seattle theater artists.

Choir sends students to All-State, All-Northwest, and All-National honor choirs each year. The MIHS choir participates in regional and national festivals, earning Superior Ratings.

Visual Arts offerings at MIHS range from Metal Jewelry Design to Photography. Students can grow their talents through multiple beginner to AP pathways. All visual art students take part in the districtwide Fine Arts Showcase each spring, and ceramics students contribute to the annual Empty Bowls Fundraiser.





2025-2026

School Improvement Plan

School-wide Problems of Practice

Building on the findings from our 2024-25 School Improvement Plan Reflection, MIHS continues to focus on eliminating inequities in access, opportunity, and belonging. Last year's data revealed meaningful progress in student connectedness—particularly among students who are Black/African American, 89% of whom reported feeling positive about coming to school—but also highlighted inconsistent experiences for students receiving IEP and ELL services. The 2025-26 SIP directly responds to these findings by strengthening Tier 1 instructional coherence, aligning course expectations, and ensuring equitable, high-quality learning experiences across all classrooms.

At Mercer Island High School, patterns of student performance continue to reveal inequities and inconsistencies that hinder learning and growth. **Students earning Ds and Fs remain disproportionately those receiving Tier 2 and Tier 3 supports**, underscoring the need for systemwide alignment and sustained attention to our most academically vulnerable learners. Variation in **standards alignment, late work policies, and assessment practices** across departments results in students experiencing differing expectations for mastery and perseverance. Inconsistent implementation of **Tier 1 instructional practices** further reduces the impact of targeted supports. Collectively, these conditions limit equity, belonging, and achievement—particularly

for students requiring additional services. Addressing these challenges requires a **unified effort to ensure coherence between classroom practice and schoolwide expectations**, so that every student benefits from consistent, transparent, and supportive learning environments that foster both academic success and a sense of belonging.





2025-2026

School Improvement Plan

Connection to Five Year Plan

The Problems of Practice at Mercer Island High School highlight inequities and inconsistencies that align directly with the district's strategic goals. First, the disproportionate number of Tier 2 and Tier 3 students earning Ds and Fs demonstrates the urgent need for **aligned tiered instruction across the K-12 continuum**. Without coherence in standards, late work policies, and assessment practices, students do not experience equitable access to learning, and those most in need of supports face uneven opportunities

for success. Addressing this will require systemwide alignment that ensures consistent expectations and learning experiences for all.

Second, the lack of consistent instructional practices underscores the importance of **ongoing monitoring of student data**. Currently, inconsistent course expectations and grading policies make it difficult to identify patterns of need and to intervene effectively. By strengthening data monitoring processes and using them to inform instruction, schools can make timely adjustments to better support all learners, especially those most at risk of failure.

Finally, the variability in classroom expectations and instructional approaches impacts students' sense of safety, belonging, and fairness. **To truly foster learning spaces where all feel welcome and belong, Mercer Island High School must establish coherent practices across all** courses and classrooms. Consistency in standards, assessment, and instructional approaches not only raises academic outcomes but also communicates to students that they are valued, supported, and capable of success regardless of their entry point.





2025-2026

School Improvement Plan

SMART+ER Goals

1 SMART+ER Goal #1

By June 2026, **100% of Mercer Island High School certificated educators** will have completed the **Culturally Responsive Education 3-day intensive** workshop, developing the knowledge, mindset, and practical skills needed to create inclusive, equitable, and culturally responsive learning environments.

2 SMART+ER Goal #2

By June 2026, Mercer Island High School will ensure that **100% of common courses** have documented **alignment of course standards**, a **universal late work policy**, and established **rubrics for assessing student learning** of the identified prioritized standards.

3 SMART+ER Goal #3

By June 2026, Mercer Island High School will **reduce by 25%** the number of **Ds and Fs** earned by students who are also **receiving Tier 2 and Tier 3 supports**, through the implementation of **aligned intervention supports** that include research-based practices and **schoolwide High-Leverage Tier 1 Practices**.

The Needed Knowledge, Skills, and Practices

What Knowledge and Skills Do These Groups Need?			
Students	Teachers	School Leaders	Families/Community
<i>An understanding of:</i>	<i>An understanding of:</i>	<i>An understanding of:</i>	<i>An understanding of:</i>
Supports and resources available	High-Leverage Tier 1 Instructional Strategies & Supports	High-Leverage Tier 1 Instructional Strategies & Supports	Supports and resources available for students
Expectations of each course	Tier 2 & Tier 3 supports for students	Tier 2 & Tier 3 supports for students	Expectations of each course
	Culturally Responsive Education strategies	Culturally Responsive Education strategies	
What Practices Need To Become Routine?			
Students	Teachers	School Leaders	Families/Community
<i>The effective implementation of:</i>	<i>The effective implementation of:</i>	<i>The effective implementation of:</i>	<i>The effective implementation of:</i>
The MIHS Late Work Policy	High-Leverage Tier 1 Instructional Strategies & Supports	High-Leverage Tier 1 Instructional Strategies & Supports	The MIHS Late Work Policy
	Culturally Responsive Education strategies.	Culturally Responsive Education strategies.	
	Tier 2 & Tier 3 aligned support classes.	Tier 2 & Tier 3 support classes.	



2025-2026

School Improvement Plan

Plan to Monitor, Re-evaluate, and Evaluate Improvement Efforts

SMART+ER Goal(s)	What will we do to know whether we are on track as we work to implement our SIP (Re-evaluation)?	How will we know we have achieved our goal at the end of the specified time- period (Evaluation)
By June 2026, 100% of Mercer Island High School certificated educators will have completed the Culturally Responsive Education 3-day intensive workshop.	Progress will be measured quarterly through staff attendance records for the CRE training workshops and through staff feedback surveys following Professional Development. Each quarter, leadership teams will analyze teacher reflections and feedback, as well as attendance at Professional Development opportunities, to assess fidelity of training. Based on evaluation findings, instructional coaching priorities and professional development focus areas will be adjusted to strengthen consistency and support teachers in meeting the June 2026 goal.	We will have achieved this goal if 100% of our certificated educators have completed the CRE workshop by June 2026.
By June 2026, Mercer Island High School will ensure that 100% of common courses have documented alignment of course standards , a universal late work policy , and established rubrics for assessing student learning of the identified prioritized standards.	Progress will be measured quarterly through administrative audits of materials submitted to the repository. Each quarter, school leaders and department chairs will analyze alignment documentation to determine the level of consistency across courses. Based on evaluation findings, departments will make targeted adjustments to ensure standards alignment, aiming for continuous improvement.	We will have achieved our goal if 100% of the courses' standards have been uploaded to the Standards Repository with prioritized standards identified and common rubrics developed to assess these standards. Additionally, we will have a published MIHS late work policy that applies to all classes.



2025-2026

School Improvement Plan

By June 2026, Mercer Island High School will **reduce by 25%** the number of **Ds and Fs** earned by students who are also receiving **Tier 2 and Tier 3 supports**, through the implementation of **aligned intervention supports** that include research-based practices and **schoolwide High-Leverage Tier 1 Practices**.



Progress will be measured quarterly using grade distribution data disaggregated by student support tier.

Progress will also be monitored through course-alignment audits for our Tier 2 and Tier 3 courses.

At the end of each quarter, the leadership team will review grade distribution data to determine the effectiveness of aligned intervention supports.

All of our all-staff professional development time will be dedicated to High-Leverage Tier 1 Practices.

We will have achieved our goal by June 2026 if we have 25% fewer students earning Ds and Fs who received Tier 2 (Directed Studies, Math Lab, or ELL) or Tier 3 (Special Education Services) supports compared to those in the same demographics in June 2025.

Additionally, MIHS will have agreed-upon High-Leverage Tier 1 Practices that are published and communicated to all students and families.



Curriculum Features, Grad. Requirements, Grading, & 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
- 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

*Students may register for AP courses in their junior and senior years. MIHS does not limit the number of AP courses students may take.

Honors

- Algebra 2
- Chemistry 1
- Chemistry 2
- English 9
- English 10
- Geometry
- Human Geography and Climate Change
- 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

Entry into this course is by application and interview. It is the capstone course in the Business and Marketing CTE Pathway.

Pacific Northwest College Credit & Running Start

- Students in specific Career Tech Ed (CTE) courses are able to earn college credit from local 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.

WaNIC

MIHS is a consortium member of [WaNIC](#), a regional skill center in Northeast King County. WaNIC provides advanced-level Career and Technical Education (CTE) programs based on rigorous academic and industry standards preparing students for career and college readiness.

Testing

Class of 2026 National Merit Scholars

Semi-Finalists	Commended Scholars
13	32

2025 AP Test Results

Students Tested	Tests Taken	AP Scores 3 and Above
535	1450	1338 (92%)

AP Scholars: 107
AP Scholars with Honor: 68
AP Scholars with Distinction: 143

2024-2025 College Entrance Testing

Test	Subject	Students Tested	Mean Score Mean Composite
SAT	Reading & Writing	388	651
SAT	Math	388	659
ACT		98	29.3



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

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
- Foreign Language: 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

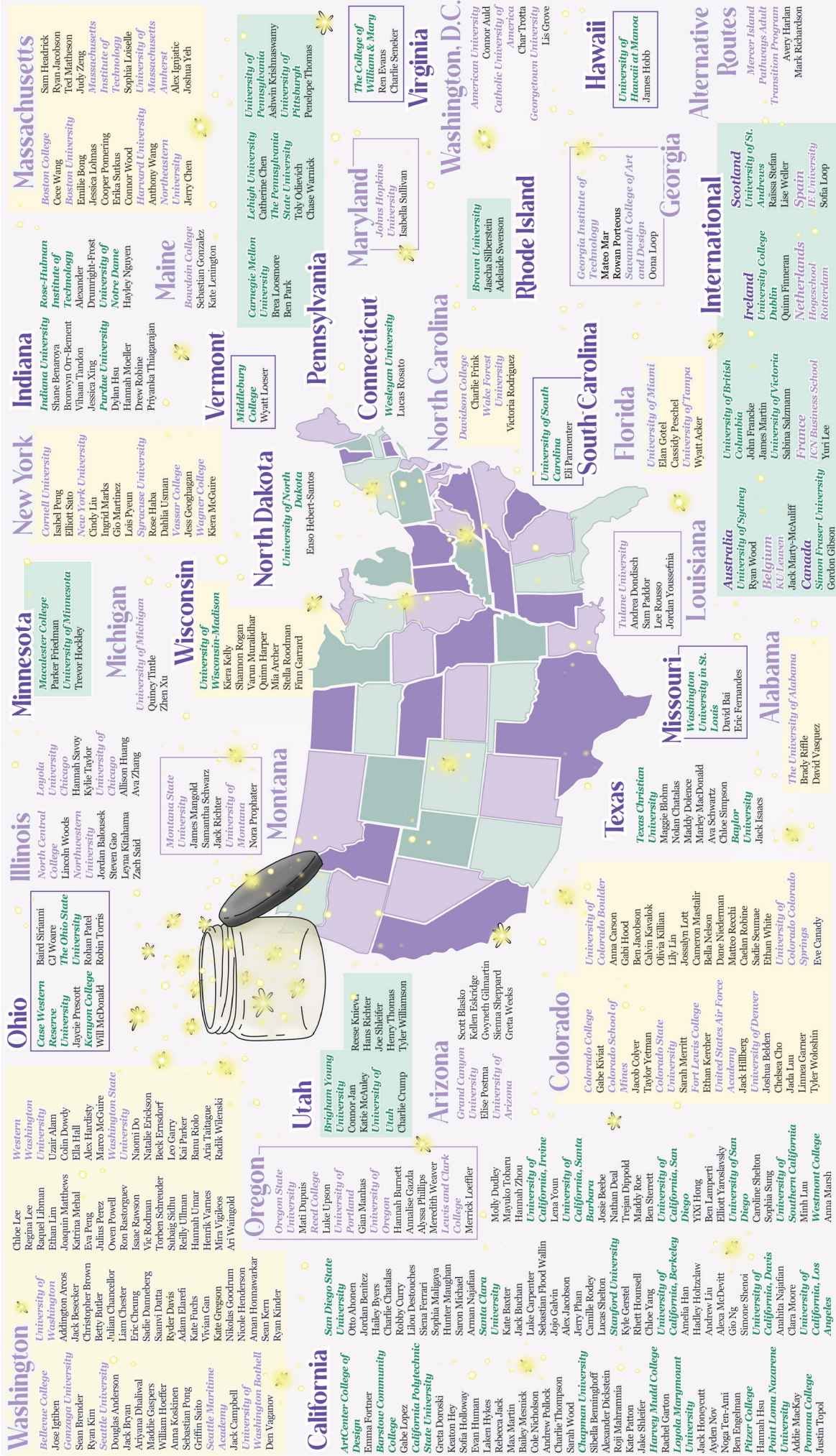
TR: TRANSFER: Course taken at another accredited high school prior to student's MIHS Enrollment

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.

P/NP: Pass/No Pass



Class of 2025 Post Secondary Plans



4-year college	2-year college
94.6%	3.38%
Gap year	Military
1.4%	.56%

[View the Full List of Post-Secondary Plans for the Class of 2025](#)

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.

