

2020 Vision In Motion



**Mercer Island School District
2014-2015 Annual Report**



Superintendent's Message

On behalf of the Mercer Island School District's

Board of Directors, our teachers and staff, and more than 4,300 students, I am pleased to present the Mercer Island community with

the 2014-15 Annual Report. We are not only building a great school system in a bricks-and-mortar sense, we are also educating students with new century skills in critical thinking, collaboration, invention, and creativity. These skills will advantage our students in their future, as they become citizens, contributors and leaders in their communities.

Last school year represented a milestone—we experienced our highest student enrollment in 35 years! In addition your school board evaluated the



**Dr. Gary Plano,
Superintendent**

vision and all six (6) goals that they set in place over five (5) years ago. 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.

Your School Board set a vision and mission that focus on critical thinking, social and emotional learning, and using our digital world to personalize learning. This past academic year represented the first time in over a decade where student learning was benchmarked across six important areas: academics; personalization; social and emotional learning; creativity and innovation; pursuing academic and personal passions; and global awareness. Late in the year, the board noted the importance of diversity and equity by including it as a new fundamental of the 2020 Vision, which will appear in the 2015-16 report.

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. As one evidence of our success, the graduating class of 2014 posted the highest ACT scores in five years. As you will see on the following pages, the accomplishments of our students are numerous and noteworthy.

It truly takes a village to raise a child. 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.

The Mercer Island Schools Foundation, our PTAs, and community boosters contributed nearly \$2 million to our schools this year. That financial support ensures our schools are the very best regionally and nationally. It is my pleasure to have completed my seventh year as your school superintendent. It is a humbling and awesome experience to have this privilege.

Thank you.

Our Vision

**Mercer Island School District's
2020 Vision & Mission**

Vision:
Our students will thrive in the cognitive, digital, and global world while sustaining their passion and inspiration for learning.

Mission:
Mercer Island Schools will deliver a 21st century education that prepares students to convert information into knowledge and create innovative solutions demanded by tomorrow's world.

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, global and digital world. The Vision, Mission, and Fundamentals provide the educational framework for the entire District.

Fundamentals of the Vision 2020

1. Create a more personalized learning environment where student-centered education is 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



Music in motion: A performance of the award-winning Mercer Island High School marching band, shown here in the Town Center in October, 2015, is the highlight of the annual MIHS Homecoming parade each fall.

Awards and Recognitions

- Mercer Island High School and Island Park Elementary were named recipients of 2014 Washington Achievement Awards by Washington State Superintendent of Public Instruction and the Washington State Board of Education. Mercer Island High School earned the award for Overall Excellence.
- Two Mercer Island Destination Imagination teams traveled to Knoxville, Tenn., to compete in the Destination Imagination Global Finals.
- The Mercer Island School District's program to implement iPad technology into the student learning experience was recognized as an Apple, Inc. Distinguished Program for 2014-16.
- *Newsweek* magazine rankings of the best high schools in America listed Mercer Island High School as the 159th best high school in the nation and the tenth-best high school in Washington state.
- Mercer Island School District was named by the College Board to its annual Advanced Placement School District Honor Roll. The District is one of 15 districts that had nearly a third of its high school students participating in AP courses and maintained or improved the rate at which AP students earned scores of three or higher.
- Mercer Island High School was named the 2014-15 Washington Interscholastic Activities Association 3A Scholastic Cup champion for 2014 -15. This is the eighth year the high school has earned the 3A Scholastic Cup.
- MIHS musicians won 12 of the 20 band categories at the 2015 Eastshore Solo and Ensemble contest and placed first or second in an additional 13 categories.
- Kimberly Caparas, a student at Mercer Island High School won an Award of Excellence in the Washington State PTA Reflections contest for her interpretation of the statement "The world would be a better places if..." for her piece entitled, "Unity Tree."
- Mercer Island High School, Islander Middle School, and West Mercer Elementary School have earned King County Green Schools Level Three recognition. Now all Mercer Island public schools have achieved Level Three.
- Three Mercer Island High School juniors took second place in the fifth annual Pacific Lutheran University High School Programming contest. The contest included 32 teams with 86 students from 14 schools.
- In April 21 DECA students qualified to compete in the International DECA competition in Orlando, Fla. DECA is an international association of business and marketing students.

2020 Vision Monitoring

The District's 2020 Vision is in motion.

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

Underlying this vision are clear objectives which we call "fundamentals" 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.

During 2014-15, the School Board successfully monitored all six Fundamentals of our 2020 Vision. This report contains *samples of* the indicators used to monitor these Fundamentals.

Next year's report will include monitoring of the new Fundamental 7: "Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student."



The following pages include stories and evidence of our 2020 Vision in motion ...

Fundamental 1

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

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

Input of Parents, Students, or Staff:	2011 Mean	2012 Mean	2013 Mean	2014 Mean	2015 Mean
Students: My teacher(s) provide lessons and activities that challenge me to learn.	4.02	4.03	4.03	4.07	4.05
Parents: My child is challenged with a rigorous, ambitious course of study.	3.90	4.01	3.94	3.84	3.82
Staff: We hold one another accountable for student learning.	3.76	3.74	3.81	3.73	3.91
Staff: We reflect upon instructional practice to inform our conversations about improvement.	3.93	3.88	4.05	3.93	4.15

Supportive Learning

Input of Parents, Students, or Staff:	2011 Mean	2012 Mean	2013 Mean	2014 Mean	2015 Mean
Staff: Struggling students receive early intervention and additional help at this school.	3.91	3.98	3.92	3.89	4.05
Students: My teachers find other ways for me to learn things I find difficult.	3.53	3.55	3.55	3.67	3.62
Staff: Instruction is personalized to meet the needs of every student.	3.69	3.75	3.82	3.69	3.87

Fundamental 1 in motion

A hand-built submarine plied the waters of Lake Washington last spring. It was sunny day during the final week of school, fifth-grade students from West Mercer's 'Submersible Team' launched a submarine of their own construction. The device, named the *Sea Wolf*, was off on its maiden voyage in the lake for a series of tests.

The 'Submersible Team' is a science, technology, engineering, and math (STEM) program in which students design, build, and test a workable submersible device. The students applied specific design criteria to make it possible for the submersible to accomplish specific tasks while remaining seaworthy.

When building the *Sea Wolf*, the students demonstrated their knowledge of physics and electricity and applied such concepts as buoyancy, center of mass, and the basics of building of electrical circuitry. They also learned how to pilot the vessel and as its sailors, keep it afloat by ensuring it was water tight.

The students took turns operating the vessel's controls and guided the *Sea Wolf* through the water. With the use of an underwater camera, they monitored their progress. "It was a success," Tivnan said.



Students in Tom Tivnan's class at West Mercer Elementary School built and operated a submersible device, aka submarine, in Lake Washington.



Patrick Zanders, a teacher at Crest Learning Center, helps prepare students for what next comes after graduation.

Life beyond high school is on the minds of Crest Learning Center students. A new class at the school helps students look ahead and prepare for careers or college after high school.

It was a former student who inspired the addition of this new class at Crest. She told Crest teacher, Patrick Zanders, that she wished she had learned more about life after high school, such as job skills or how to choose a career.

Zanders started reaching out to other graduates and heard the same sentiments. He decided a new class was needed. He worked with a team that included career readiness professionals.

The new program has three phases. The first phase is 'Discovery.'

Students complete assessments to help identify their personality types,

strengths and interests. They then develop a career vision statement.

The next step is to 'Explore.' In this phase, students identify and research careers that align with their strengths and conduct informational interviews with potential employers and others.

Finally, students set out a 'Plan.' Students create a professional presence, that includes writing emails and thank you notes; creating a *LinkedIn* account and a resume; and taking part in mock interviews. Student feedback has been overwhelmingly positive, according to Zanders.

One student said, "The main thing I have gained from my time in Career Readiness is a sense of self-confidence."

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.

A **science laboratory** is the setting for students learning to formulate and test hypotheses, summarize results and present results to colleagues to review their work.

Mercer Island High School held its first ever Biology Open House last spring, featuring presentations from high school biology students on research projects they conducted over several weeks.

The projects focused on the minds of humans, particularly memory, and the behavior of single-celled organisms.

Developing and testing hypotheses is what science teacher Larry Bencivengo wants students to learn and appreciate. And the lesson is just as valuable when outcomes are not what students expected.

Sophomores applied their study of the nervous system to ask questions about brain function, including various aspects of memory, behavior and sensory perception.

AP Biology students were tasked with studying aspects of the behavior of the single-celled organism *Paramecium caudatum*. Many students studied the effect of changing the concentration of various ions in the paramecia's environment to see how swimming behaviors would be altered.



A student discusses her research on human memory with other students at the biology open house held at the high school last spring.

Other experiments looked at the effect of temperature on reproduction, the ability of paramecia to respond to light of different colors, and their response to electrical and magnetic fields.

After analyzing their results, the students shared their results and presented their projects.

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	Indicator	2011	2012	2013	2014	2015
Literacy: Reading, Writing, Communication	Percentage of 4th graders meeting or exceeding English Language Arts standard (SBA)					85.5
	Percentage of 7th graders meeting or exceeding English Language Arts standard (SBA)					71.0
	Percentage of 10th and 11th grade students meeting or exceeding English Language Arts standard (SBA)					95.9
Mathematics	Percentage of 4th graders meeting or exceeding Math standard (SBA)					82.3
	Percentage of 7th graders one or more years advanced in mathematics	53.8	47.1	43.9	42.9	47.6
	Percentage of Algebra students meeting or exceeding EOC Algebra standard	94.0	94.0	86.9	93.6	99.0
	Percentage of seniors who have taken more than three years of math	85.1	76.6	84.6	86.7	86.1
Science	Percentage of 10th graders meeting or exceeding Science (HSPE) or EOC Biology standard	85.8	88.4	93.8	94.1	93.1
Social Studies	Percentage of students who took AP exams and scored 3 or higher	72.2	76.3	68.1	72.3	81.2
World Languages	Percentage of students who took AP exams and scored 3 or higher (fluency)	68.1	100.0	82.9	91.9	97.4

Fundamental 2 in motion



The Scholastic Cup was awarded to Mercer Island High School for the fifth year in a row. The Washington State Interscholastic Athletic Association's Scholastic Cup recognizes arts and athletic performance as well as academic achievements. The recognition includes all types of sports and activities. It is open to all sports teams, activity squads such as dance, drill and cheer squads, and fine arts groups such as bands, choirs, orchestras, dramatic troupes and forensics teams.

Schools that finish at the top of their respective classifications in state athletic competition receive points, as do schools that finish at the top in team academic performance. At the end of the year, the school with the most points in their classification is awarded the prestigious Scholastic Cup.

"Our students are both scholars and athletes and are exemplary ambassadors from this school community," said Superintendent Gary Plano. "Their parents and teachers deserve recognition, too, for helping them reach this important milestone in their high school careers."

2014 - 2015 results: Smarter Balanced Assessment (SBA), and Measurement of Student Progress (MSP)

		English Language Arts	Math	Science (MSP)
Grade 3	MISD	83.3%	83.6%	
	WA State	52.1%	56.7%	
Grade 4	MISD	85.5%	82.3%	
	WA State	54.6%	54.0%	
Grade 5	MISD	85.9%	81.3%	85.1%
	WA State	57.6%	48.1%	63.4%
Grade 6	MISD	76.4%	76.1%	
	WA State	54.0%	45.5%	
Grade 7	MISD	71.0%	69.9%	
	WA State	56.9%	48.0%	
Grade 8	MISD	78.6%	80.2%	85.3%
	WA State	56.9%	46.1%	60.7%

High School ACT - Mean Scores

	2011	2012	2013	2014	2015
Composite	27.2	26.7	27.1	27.6	27.3
English	27.2	26.4	27.1	27.5	27.5
Mathematics	28.1	27.0	27.4	27.5	27.2
Reading	27.0	27.2	27.2	27.6	27.4
Science	25.9	25.7	26.5	27.2	26.5

2014 - 2015 results: High School End-of-Course (EOC)

	EOC Biology	
MISD Grades 9-12	93.1%	
WA State	72.6%	

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

High School SAT - Mean Scores

	2013	2014	2015
Total	1815	1842	1804
Math	625	632	624
Critical Reading	597	607	597
Writing	593	603	583

2014 - 2015 results: High School Smarter Balanced Assessment (SBA)

	English Language Arts	Math
MISD Grade 11	*	*
WA State	26.3	13.7

**Due to high refusal rate, no data is reported.*

Fundamental 3

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

A year-long exchange of letters created intergenerational friendships between senior citizens at Aljoya Mercer Island and Island Park Elementary fourth graders. The students finally met their pen pals in person in June.

The pen pal project at Island Park gave students an opportunity to forge lasting friendships with senior citizens at Aljoya and read their words of wisdom, while developing their own writing skills. Topics ranged from family experiences to thinking about the future. As a culmination of this intergenerational project, the students personally met their pen pals at Aljoya.

"The students truly take to heart what benefit there is in maintaining intergenerational friendships. All of the students showed such high-level of respect, empathy, caring, and consideration in their interactions with all that were part of our Aljoya event."

Teacher Lindsay Oliveira



"In all my 13 years of teaching, this has to be one of the most memorable events I've ever been a part of," said fourth grade teacher Lindsay Oliveira. Student Claude said, "They're older than us and can teach us more."

Throughout the year, students have been writing letters to their pen pals at Aljoya on a semi-weekly basis. Those pen pals responded and maintained a dialogue, coordinated by Oliveira. One student noted, "I've noticed in the class that when Mrs. Oliveira says we get to see our letters the rest of the day we get really excited!" Another student said, "I think it's really helped me to develop as a writer."

Fundamental 3 in motion

Talking from experience about bullying gave IMS students ideas about how to stop it. Our eighth grade Health students in health class created a short iMovie in which they shared their own stories about harassment, intimidation, and/or bullying. Many students revealed how difficult it is to be excluded from groups and their desire to act sooner to support a victim rather than ignore the problem. Students concluded the video by providing healthy solutions for bystanders, targets, and bullies. The video was published on BystanderRevolution.org, a website that facilitates peer-to-peer advice about practical solutions to help defuse bullying.

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. Blank cells mean the questions were not asked in those years.

Indicator		2013	2014	2015
Educational Effectiveness Survey Results – given to students in grades 5-12	Percentage of students who agree "I am hopeful about my future."	87	87	88
	Percentage of students who agree "I can resist doing something when I know I shouldn't do it."		79	78
	Percentage of students who agree "I feel bad when someone gets their feelings hurt."		84	84
	Percentage of students who agree "I am comfortable interacting with people from a different racial or ethnic background."		91	90

Fundamental 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.

When students choose the topic, research skills are easier to learn. One way for Islander Middle School eighth graders to pursue academic interests in the world outside the classroom is to complete an Independent Research Project (IRP). They begin by choosing a topic of interest to them, anything from sports, to the arts, to science.

Next, the students create an investigative question about their topic and search out information, analyze and interpret current research to create a hypothesis or claim that answers their question.

Following the scientific method, they design and conduct their own experiment, collect and analyze data, and use that data to support or refute their original claim. Students also strive to apply their results to other real world scenarios and identify and discuss potential sources for error in their experiments.



The IRP offers students the academic freedom to explore what matters to them while applying those skills. They gain a deeper, long-lasting understanding of how science is prevalent in their world.

Fundamental 4 in motion

Practicing Mindfulness for just fifteen minutes twice a week gives students a tool to help them focus and reduce stress. Island Park Elementary's new Mindfulness program helps to develop self-awareness and emotional intelligence through just 15 minutes twice a week. Instruction in techniques such as meditation, awareness-based activities and learning about the functioning of the brain gives students and staff the fundamental tools to reduce stress, increase emotional coping skills, improve sustained attention and executive functioning, increase impulse control, and cultivate a deeper sense of empathy.

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. Blank cells mean the questions were not asked in those years.

Indicator		2013	2014	2015
Educational Effectiveness Survey Results – given to students in grades 5-12	Percentage of students who agree “My teacher(s) help us learn in more ways than just talking in front of the class.”	66	70	71
	Percentage of students who agree “Setbacks don’t discourage me.”		68	67
	Percentage of students who agree “I like to imagine new ways to do things.”		77	76

Fundamental 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.



Computer programming for the real world is already happening at Islander Middle School. All IMS students have multiple opportunities to practice critical thinking and problem solving through computer programming.

Sixth grade students are introduced to programming and a series of lessons around basic coding using the Lego Education Mindstorms curriculum. This unit culminates with an independent project where students model a “real world” working machine.

Students in seventh and eighth grade can explore computer programming in a video game programming elective.

Fundamental 5 in motion

Poetry became an interactive experience when Mercer Island High School poetry students turned an ordinary conference room into a place where students and staff could engage in poetry in a new way.

Students posted their work along with key words and phrases on large panels to share their poetry with others. On one panel people were asked to contribute a work or finish a statement such as, “Life is...,” featuring a word or words beginning with the letter ‘S.’



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. Blank cells mean the questions were not asked in those years.

Theme	Indicator	2013	2014	2015
Theme 1 – Analytical and Critical Thinking, Cross-Discipline Thinking and Problem Solving	Percentage of 4th and 5th grade students who agree that “I am good at figuring out the best solution to problems I’m facing.”		79	74
	Percentage of secondary students who agree that “I am good at figuring out the best solution to problems I’m facing.”		72	74
	Percentage of 4th and 5th grade students who agree that “When my solution to a problem is not working, I try to figure out what went wrong.”		87	81
	Percentage of secondary students who agree that “When my solution to a problem is not working, I try to figure out what went wrong.”		79	78
Theme 2 – Creativity and Innovation	Percentage of 4th and 5th grade students who agree that “I can come up with new ideas.”	85	93	86
	Percentage of secondary students who agree that “I can come up with new ideas.”	79	81	84

Fundamental 6

Cultivate Global Awareness and embrace diversity, with a focus on respect, acceptance, and understanding of real-world problems, issues, concerns, commonalities, differences, and interdependence.

An environmental advocate from Nepal moves students to think about how hard it would be to live without clean water.

During work on his Global Issues Project, a Mercer Island High School senior contacted an organization called 'Splash,' that helps provide clean water to impoverished schools throughout the world.

As a result, a director at Splash, Prakash Sharma, visited MIHS and participated in a discussion with three classrooms. "Adults ask - why water? - all the time," Sharma said. "Students already understand. That reflects the importance of this global issue."

Sharma oversees Splash's operations in Nepal, where the organization aims to serve nearly 150,000 students in 650 schools daily by 2019. Sharma compared water quality in Kathmandu to the water-quality crisis on Mercer Island earlier in the school year, when E. coli and Coliform were discovered. "In Kathmandu, 68 percent of schools have some level of E. coli in their water."



Above, youth fish in a river in Nepal.

Matt Zimmerman/creativecommons.org

Fundamental 6 in motion



Understanding and compassion come from working and playing together. At Mercer Island High School, a student took his love of sports and his interest in supporting people with disabilities and combined them to create the first two Unified Sports Teams at the high school. This team provided students with disabilities the opportunity to play basketball competitively with their peers in the Unified League.

The Islanders' Unified Team won first place in the end of season tournament. The program was expanded in the spring to offer Unified soccer.

At left, spirited Islander athletes came together last year to share their passion for sports.

This chart shows some of the quantitative indicators used to monitor Fundamental 6. Numbers represent the percentage of students matching each indicator.

Theme	Indicator	2011	2012	2013	2014	2015
Theme 1 – Cultivate an awareness of global society	Percentage of 8th grade students enrolled in World Languages	21	30	37	43	51
	Percentage of 11th grade students enrolled in World Languages	76	80	74	69	75
Theme 2 – Cultivate an understanding of diverse perspectives	Percentage of students who agree "The school respects student differences (different cultures) in our community."	70	71	80	80	79
Theme 3 – Cultivate an understanding of concepts and ideas that impact the world	Percentage of 12th grade students enrolled in AP Comparative Government and Politics	25	50	38	53	49

Islanders invest in the future

Mercer Island voters approved a \$98.8 million Capital Projects Bond with a 74 percent 'yes' vote in February of 2014.

The bonds were sold in two installments. The first \$50 million was sold in June of 2014 at a rate of 3.97 percent. The remaining \$48.8 million was sold in June of 2015, at a rate of 3.86 percent.

The District's stellar AAA credit rating along with favorable financial market conditions, allowed the District to issue \$90.015 million in debt for a value received of \$98.8 million.

These bond dollars, along with a matching grant of \$3.1 million from the Washington State Office of the Superintendent of Public Instruction, provided the District with a combined budget of \$102.9 million dollars to address enrollment growth throughout the District.

The monies were applied to three projects: A new elementary school; a new classroom wing at Mercer Island High School; and significant changes at Islander Middle School, replacing a gym, and expanding space for music programs and the student Commons.



In this photo taken Dec. 3, 2015, construction on the new Northwood Elementary School, is well underway. This photo was taken from the southeast along 86th Avenue SE. The main entry to the building is on the left.

Northwood Elementary School

The new Northwood Elementary School will be the District's fourth elementary school and the first new school for the District in nearly 50 years.

With an anticipated enrollment of approximately 475 students, the

District's other four elementary schools will decrease by about 150 students each, bringing each site closer to its design capacity.

The new building is 77,000 square feet and includes: 20 general purpose classrooms, special education facilities, space for art, technology, and music classrooms. It will also include space for the developmental pre-school that is currently housed at PEAK, along with eight shared learning areas and commons spaces. Unlike the current elementary sites, this building will have a full-sized gym in addition to the dining commons-area to help offset space that was lost with the demolition of the old North Mercer facility in late 2014.

Construction on the new facility began in the spring of 2015. It is on schedule for occupancy in the summer of 2016. The project remains within budget.

At left, a banner along 86th Avenue SE with a rendering of the new school, thanks Island voters for approving the bond issue to pay for the school.



21st Century classrooms

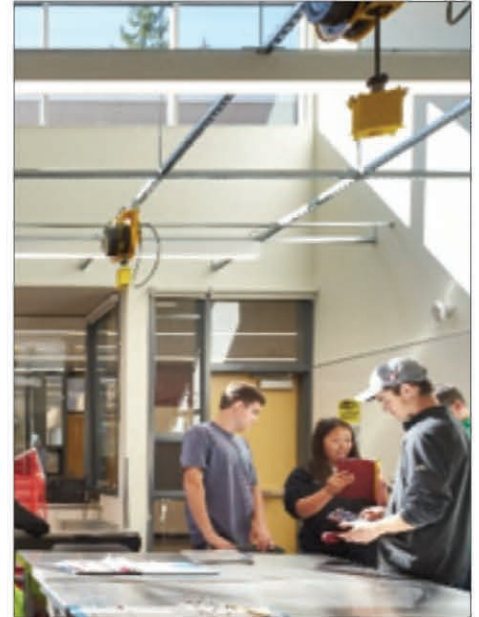
MIHS addition

The MIHS project included three additions that extended the classroom wings to the east and provided four new science classrooms and six new general purpose classrooms at the east end of the school's 300 Hall. The addition brought an increase of 15,000 square feet of space under one roof. Site work included reconfiguration of

the main entry drive and parking lot, bus loading zones and the addition of sidewalks to the frontage along 92nd Ave SE, and the extension of a drop-off zone and after hours parking along SE 42nd Street.

The parking lot was completed during the summer of 2014 with the balance

of the work occurring during the 2014-15 school year. All work was completed on schedule and within budget.



Above, is a rendering of the materials science lab in the new addition at the Mercer Island High School. At left, an entry off of SE 42nd Street.



Islander Middle School expansion

Construction at Islander Middle School will provide learning space to replace the ten portable classrooms currently on site. It will also provide common spaces sized and designed to accommodate a growing student population.

The new building is 93,000 square feet that includes: eight general purpose classrooms, two science classrooms, two special education classrooms, two shared learning areas, three music classrooms and six practice rooms, along with new library, kitchen, a large Commons and lunch area, gyms and locker rooms and administrative spaces.

The main parking lot off 84th Avenue SE is being reconfigured and a queuing



lane on the 84th frontage will ease congestion and improve safety.

The project began construction in the spring of 2015 and is on schedule for

occupancy in September of 2016. The project remains within budget.

Who we are

Mercer Island School District is comprised of five schools located on Mercer Island, a six-square mile 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 its mission with financial support and as volunteers.

By the numbers

Enrollment

Total student enrollment June 2015:
4,320

Island Park	590
Lakeridge	649
West Mercer	670
Islander Middle School	1,094
Mercer Island High School & Crest Learning Center	1,317
Running Start Students	38

Special Programs

Free or Reduced-Price meals...	3.8 %
Special Education	9.7 %
Transitional Bilingual	1.8 %

Ethnic Enrollment

American Indian/Alaska Native	0.2 %
Asian/Pacific Islander	19.2 %
Black/African American	1.3 %
Hispanic/Latino	4.3 %
Two or more races	6.7 %
White	68.2 %



2015 Graduates

All but eight percent of the graduates of the Class of 2015 continued their education; 86 percent at a four-year institution and 6 percent at a two-year school. Of the college-bound students, just over a third went out of state. Students from the class of 2015 are attending 110 different colleges and universities across the nation and world. Of the 110 colleges, 73 are private institutions.

Where did they go?

Four-Year Institutions: Arizona State U, Azusa Pacific U, Babson College, Bard College, Barnard College, Belmont College, Beloit College, Boston College, Boston U, Brandeis U, Brigham Young U, Brown U, California State Polytechnic U SLO, Carleton College, Central Washington U,

Chapman U, Claremont McKenna College, Clark U, Cleveland Institute of Music, Colby College, College of Charleston, Colorado School of Mines, Connecticut College, Cornell U, Cornish College of the Arts, Dartmouth College, Drexel U, Duke U, Eastern Washington U, Fordham U, Georgetown U, Gonzaga U, Hampton U, Harvey Mudd College, Haverford College, Holy Cross College, Humboldt State U, Indiana U, Loyola Marymount U, Loyola U Chicago, Marymount California U, Marymount Manhattan College, New York U, North Park U, Northeastern U, Northwestern U, Occidental College, Oregon College of Art & Craft, Oregon State U, Pacific Lutheran U, Pacific U, Pepperdine U, Pomona College, Purdue U, Quest U, Rhodes College, Rose-Hulman Institute of Technology, St Martin's U, San Diego State U, Santa Clara U, Seattle Pacific U, Seattle U, Smith College,

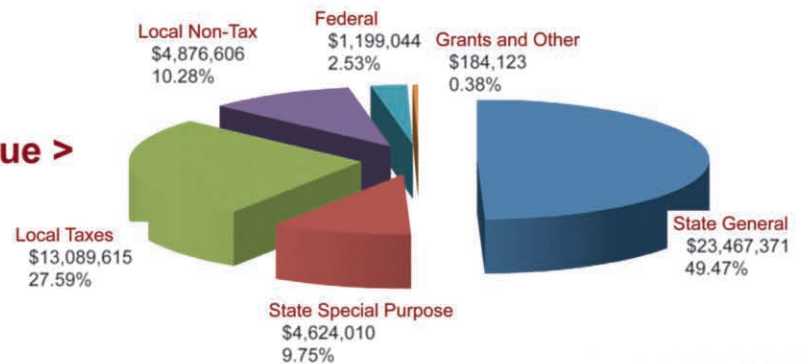
Southern Methodist U, Southwestern U, St Johns College NM, Temple University Tokyo, Texas Christian U, The Art Institute of Seattle, The Evergreen State College, Tufts U, United States Military Academy, Universita Bocconi Milan Italy, U Arizona, U British Columbia, UC Davis, UC Irvine, UC Los Angeles, UC San Diego, U Colorado, U Delaware, U Denver, U Kentucky, U Maryland, U Miami, U Michigan, U Montana, U Nevada Las Vegas, U Oregon, U Pennsylvania, U Portland, U Puget Sound, U Redlands, U San Diego, U San Francisco, U Southern California, U St Andrews UK, U Tampa, U Texas Austin, U Washington Bothell, U Washington Seattle (& Honors), U Wisconsin, Virginia Polytechnic Institute, Washington State U, Western Washington U (& Honors), Westminster College, Westmont College, Whitman College, Whitworth U, and Yale U.

Financial Stewardship

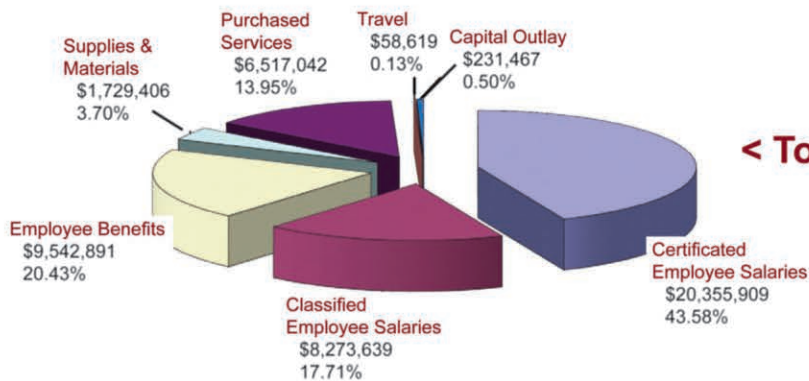
The Mercer Island School District uses the funds entrusted to it by the community and the state, to fulfill its mission to educate and prepare students for the future. The charts below show how much revenue comes from each source and how it is spent. Mercer Island students and teachers benefit from nearly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





**Mercer Island School District
2014-2015 Annual Report**

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2015 - 2019



Dr. Dave Myerson
2013 - 2017



Dr. Gary Plano
Secretary of the Board

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

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:
Dr. Gary Plano, Superintendent
(206) 236-3300 • gary.plano@mercerislandschools.org

Title IX Compliance Coordinator: Dean Mack, CFO/COO
(206) 236-4522 • dean.mack@mercerislandschools.org

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

Civil Rights Compliance Coordinator: Simmi Kher
(206) 236-3300 • simmi.kher@mercerislandschools.org