

**REVISED 4-25-06**

**2005-2006 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. John Robert Harrison

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Mercer Island High School

(As it should appear in the official records)

School Mailing Address 9100 SE 42<sup>nd</sup> Street

(If address is P.O. Box, also include street address)

Mercer Island

WA

98040-4196

City

State

Zip Code+4 (9 digits total)

County State School Code Number\* 480698

Telephone ( 206 ) 236-3394 Fax ( 206 ) 236-3358

Website/URL www.misd.k12.wa.us E-mail john\_harrison@misd.wednet.edu

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date 02/10/2006

(Principal's Signature)

Name of Superintendent\* Dr. Cynthia Sickman Simms

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mercer Island School District Tel. ( 206 ) 236-3300

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date 02/10/2006 (Superintendent's Signature)

Name of School Board Mrs. Lisa Strauch Eggers

President/Chairperson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date 02/10/2006

(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:    \_\_3\_\_ Elementary schools  
   \_\_1\_\_ Middle schools  
   \_\_0\_\_ Junior high schools  
   \_\_1\_\_ High schools  
   \_\_0\_\_ Other  
  
   \_\_5\_\_ TOTAL
2. District Per Pupil Expenditure:    \_\_\$8023.00\_\_\_\_  
  
     Average State Per Pupil Expenditure:  \_\_\$7598.00\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 1 Number of years the principal has been in her/his position at this school.  
1 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	188	204	392
2				10	172	183	355
3				11	207	161	368
4				12	176	168	344
5				Other			
6					743	716	1459
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>1459</b>

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- 78\_\_\_\_% White
  - 2\_\_\_\_% Black or African American
  - 2\_\_\_\_% Hispanic or Latino
  - 18\_\_\_\_% Asian/Pacific Islander
  - 0\_\_\_\_% American Indian/Alaskan Native
  - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year:   2  %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14%
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14%
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	28%
<b>(4)</b>	Total number of students in the school as of October 1	1459
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.02
<b>(6)</b>	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school:   2  %  
  26   Total Number Limited English Proficient

Number of languages represented:   7    
Specify languages:

9. Students eligible for free/reduced-priced meals:   1  %  
Total number students who qualify:   16

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8%  
111 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>    </u> Deafness	<u>46</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>44</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>    </u>
Classroom teachers	<u>62</u>	<u>10</u>
Special resource teachers/specialists	<u>4</u>	<u>2</u>
Paraprofessionals	<u>    </u>	<u>15</u>
Support staff	<u>6</u>	<u>    </u>
Total number	<u>75</u>	<u>27</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98%	98%	98%	97%	98%
Daily teacher attendance	95%	95%	95%	94%	95%
Teacher turnover rate	7%	13%	18%	8%	6%
Student dropout rate (middle/high)	0%	0%	0%	1%	1%
Student drop-off rate (high school)	22%	2%	7%	1%	0%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	__350__
Enrolled in a 4-year college or university	__84__%
Enrolled in a community college	__10__%
Enrolled in vocational training	__0__%
Found employment	N/A__%
Military service	__0__%
Other (travel, staying home, etc.)	__N/A__%
Unknown	__6__%
<b>Total</b>	<b>100 %</b>

## **PART III - SUMMARY**

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Mercer Island High School (MIHS) serves a suburban island community located at the south end of Lake Washington adjacent to the city of Seattle. Mercer Island High School (MIHS) is a member of the Northwest Association of Accredited Schools and subscribes to an extensive process of self-regulation designed to improve the quality of the school. Accredited schools must meet rigorous standards essential for quality education.

The curriculum at MIHS is a rigorous and engaging college preparatory curriculum that is standards based and aligned from kindergarten through to senior year. In order to meet Mercer Island School District graduation requirements, students are required to take a minimum of three credits (three years) of English, a minimum of two credits of Math, Science, and 2.5 credits of Social Studies.

In addition, students are also required to complete two credits of Physical Education, one credit of Career and Technical Education and one credit of Fine Arts. The minimum graduation requirement is the accumulation of 13.5 credits of required courses listed above and an additional 7.5 credits of elective courses. MIHS students therefore, are required to complete 21 credits. The State of Washington only requires students to complete 19 credits. However, approximately 95% of MIHS students exceed the minimum graduation requirements of the school district. The MIHS graduation rate is approximately 99%.

Approximately 95% of MIHS students continue their education at the post-secondary level. Approximately 85% of MIHS students complete the entrance requirements for selective colleges, typically four years of English, four years of Math, three years of Foreign Language, three years of Laboratory Science, and three years of Social Studies. Approximately 90% of MIHS graduates attend four year colleges.

MIHS offers an extensive extra-curricular program. The MIHS Athletics program has been incredibly successful over the years and offers 20 varsity and three club sports. The Associated Student Body (ASB) sponsors 28 clubs. The student government mode is known as the Student Senate and has two representatives from each of the school's 73 advisory groups in addition to the ASB officers elected from each class.

The Mission of Mercer Island High School is to involve students, staff, parents and the community working together to create an environment that fosters

- Individual academic growth
- Critical thinking, creativity, and lifelong learning

- Involved citizenship and social responsibility
- Personal integrity
- Mutual respect
- Tolerance
- Health and well-being

In addition to the school's mission MIHS also adheres to the following beliefs:

- Students, staff, parents and the community share the responsibility for advancing the school's mission.
- High school must be a gateway to multiple options.
- All decisions should be made based on what is best for students.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Respectful relationships are an essential component of the educational experience.
- Balance between our school and personal lives is essential for well being.
- Our school must be committed to continuous improvement

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

The performance of students at Mercer Island High School (MIHS) on state assessments of reading and mathematics is always in the top five percent of all schools in Washington State. The mean combined SAT score of 1248 (2005 scores) puts MIHS among the top scoring schools in the nation.

On tests which compare the achievement of MIHS students to that of students in a national sample and for which the national average is expressed as the 50<sup>th</sup> percentile, MIHS has always scored extremely high. For the most recent year of testing (spring 2005) on the Iowa Test of Educational Development (ITED) (taken by all 9<sup>th</sup> graders in Washington state), the average score of MIHS students was the 84<sup>th</sup> percentile in reading and the 86<sup>th</sup> percentile in mathematics. This means MIHS students performed as well as or better than 84 and 86 % of the students in the nation.

On the Washington Assessment of Student Learning (WASL) (taken by all 10<sup>th</sup> graders in Washington state), the percent of students meeting standard in reading and math is often the highest in the state for public schools which are not magnet schools, and is always in the top 10%. In the spring of 2005, 93 percent of MIHS sophomores met or exceeded standard on this test in reading (82% exceeded standard). In math, 85 percent met or exceeded standard (56% exceeded standard).

Each year the school district tracks the performance of all the subgroups of MIHS students including racial groups and gender. A previously existing gender gap in reading on the WASL (16% gap in 2001) disappeared by 2005 with 93% of both boys and girls meeting or exceeding standard. There is no gender gap in math.

The only racial/ethnic group of sufficient size at MIHS to warrant statistical analysis and to fall under NCLB accountability requirements is our Asian and Pacific Island population. This group includes some students who are second language speakers of English and therefore, in some years their average performance is lower than the school average in reading on basic skills test. On the spring 2005 ITED, the Asian and Pacific Island students averaged in the 75<sup>th</sup> percentile in reading compared to the 86<sup>th</sup> percentile for Caucasian students, but on the WASL, which is a performance based test administered a year later,

they outscored the Caucasian students 96% to 93% of students at standard. MIHS faculty and staff have worked with them to develop their language skills, and their performance on these assessments has improved.

Generally, the Asian and Pacific Island students' performance in mathematics is higher than the district average. On the spring 2005 ITED, they were at the 88<sup>th</sup> percentile compared to the 86<sup>th</sup> for Caucasian students. On the WASL, 90 % of this group met or exceeded standard compared to 84% for Caucasian students.

The Washington State Assessment System uses the Washington Assessment of Student Learning (WASL) as the accountability measure for achievement under NCLB. Performance on the WASL in all areas is reported in four levels with levels one and two not meeting standards, level three meeting standards, and level four exceeding standard. Determination of what constitutes a level three or four score is made by the scoring agency based on anchor papers drawn from student work specific to each test item.

Information about the state assessment system can be found at <http://www.k12.wa.us/assessment>  
Data on each of the schools under NCLB can be found at [www. http://reportcard.ospi.k12.wa.us/](http://reportcard.ospi.k12.wa.us/)

## **2. Using Assessment Results:**

Assessment data is used extensively to improve student performance and to guide instruction and assessment. Departments act as professional learning communities and department chairs facilitate data-driven dialogue within their departments. Department Chairs serve on the Principal's Cabinet. The Cabinet meets twice monthly and the principal facilitates the discussion of data on a school wide level.

The Mercer Island School District (MISD) uses a student data management system which is an excellent source of information using data mining technology. Detailed reports of demographic information; individual course (classroom) and state assessment data; and student attendance and schedule information can be produced easily. Because the student information system is used district-wide, assessment data from kindergarten is available. All teachers have a laptop computer and have access to student data for those students registered in their classes. Department chairs have easy access to more detailed reports by requesting the information they are seeking through the Registrar. Departments use assessment data to monitor student progress, to establish consistency in assessment within departments, and to address gaps in achievement or content.

Assessment data is also used in the development of an annual School Improvement Plan (SIP) that includes specific, measurable, achievable, relevant and timely goals based on student assessment data. The school district has a five year District Improvement Plan that is driven by student assessment data and school improvement plans.

MIHS is currently engaged in a study of Advanced Placement (AP), and Honors courses and is considering the possible implementation of an International Baccalaureate (IB) program at the school. A district committee is currently reviewing quantitative assessment data from "benchmark" (schools that serve similar communities and are in the top 10% of schools in their state assessment program). The committee is also reviewing qualitative data to identify best practices and excellent programs. The committee will make recommendations for MIHS by the end of the current school year.

## **3. Communicating Assessment Results:**

The Washington State assessment is known as the Washington Assessment of Student Learning (WASL) and is administered in the third through eighth and 10<sup>th</sup> grades. The 10<sup>th</sup> grade WASL is an assessment of

student performance in Math, Reading, Writing, and Science. Students in the current sophomore class (10<sup>th</sup> grade) must demonstrate proficiency in Math, Reading, and Writing in order to meet graduation requirements. WASL results, SAT, ACT, AP, and school based results are shared with the community in a variety of ways.

Achievement results are published in the school newsletter, local newspapers, the Principal's Weekly Letter to Students, and the school and district website. MISD assessment results are also mailed to residents of Mercer Island utilizing a variety of formats including the Mercer Island School District Annual Report. A specific example of how the school communicates assessment results is the Principal's Weekly Letter to Students. Following each reporting period, the principal will include information such as the percentage of each letter grade assigned and the school wide grade point average achieved that quarter. The letter is read each Monday morning to students and posted on the school web site.

The MISD also communicates a variety of data from other sources. The district has developed target tests for some curricular areas that are administered at the end of the school year for the purpose of course placement, student support, and as an indicator of individual student continuous progress. The district is committed to either developing target tests for the other core curricular areas or purchasing commercially produced tests. The district will publish the results of these assessments utilizing the means indicated above.

The Director of Instruction and Assessment for the school district regularly provides detailed presentation of assessment data for school board directors, parents, community members, school faculties, and departments at MIHS.

#### **4. Sharing Success:**

Mercer Island High School is the only high school in the Mercer Island School District; however, MIHS does share its success and programs with other high schools in the region at regular meetings of school administrators from King County. MIHS has a close working relationship with the local newspaper. The Mercer Island Reporter runs stories featuring programs, students, and staff members. The Reporter does an excellent job in covering success stories such as the Blue Ribbon Schools nomination. Another example of excellent coverage of a MIHS success story was the coverage afforded to the recent recognition of MIHS by Standard and Poor's in their national study of schools that outperformed regardless of socio-economic status.

MIHS teachers and administrators frequently present programs, strategies etc. at local, regional, and state conferences. Many faculty members are active in professional organizations and have written articles for professional publications.

MIHS has frequently hosted teams from visiting schools and districts investigating MIHS programs, curriculum, initiatives and practices. For example, the state's Office of the Superintendent of Public Instruction will be highlighting the MIHS model for the Culminating Project, a senior project that will be required for graduation beginning with the Class of 2008.

MIHS makes sharing success an emphasis. The school annually sponsors and hosts district-wide talent exhibitions such as the *Fine Arts Showcase* event, a K-12 district visual and performing arts show; *All Island Band Night* and the *District Orchestra Festival* are concerts where all school musical groups perform together.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Mercer Island High School offers a variety of challenging options and courses for students. The English and Science Curriculum are described in detail below in sections 2b and 3. The school offers a variety of honors courses with open access as well as a variety of Advanced Placement (AP) courses in all core curriculum and most elective areas.

The Social Studies and English departments at MIHS have teamed to integrate their state mandated learning outcomes into Humanities offerings at each grade level described below in section 2b. At the sophomore level, students take World Cultures and juniors take American Studies or American Studies (Honors). Seniors have the following options: International Studies, International Studies/English, AP Government/English, and Humanities. Students in grades 9-12 also have the opportunity to take World History, Service Learning and Debate.

The Math curriculum at Mercer Island High School is designed to provide all students the opportunity to develop their computation and math reasoning skills. The district has adopted the Chicago Math Series for Algebra 1, Geometry and Advanced Algebra which provides students with a strong foundation to support higher level math classes. Almost all MIHS students take four years of Math and have the option after Advanced Algebra of taking Pre-Calculus or AP Statistics. Upon completion of Pre-Calculus, students have the option of taking either AP Algebra or AP Calculus.

The Modern Languages Department offers courses in Chinese, French and Spanish. Although not a graduation requirement, most colleges require two years of world language study and most MIHS students take at least three years. Students develop an appreciation for another language and culture and the program offers many opportunities for students to travel to or participate in exchanges with countries where these languages are spoken. Fourth year French students take the French 103 curriculum from the University of Washington (UW) and students receive dual credit. MIHS also offers AP French Language. Mandarin Chinese is a popular option for many MIHS students. In third and fourth year Spanish, the UW Spanish 103 and 201 curriculums are used and students receive dual credit. AP Spanish is also offered.

The focus of the Performing Arts Department at MIHS is to help students acquire the knowledge and skills to communicate effectively and experience the joy and beauty of performance. In the area of Music, students have thirteen award winning ensembles to choose from ranging from Steel Drum Band to the 275 member Marching Band. One third of all MIHS students are participants in one or more ensembles. In the Drama area, MIHS offers both acting theatre production classes. In the Visual Arts, MIHS offers twenty courses that are taught with the principles and elements of art in mind ranging from AP Photography to Jewelry Design.

In addition, MIHS is a member of the Northeast Technical Preparation Consortium and Northeast Vocational Area Cooperative which include local school districts and community/technical colleges and allow MIHS students the opportunity to earn community or technical college credit or enroll in professional/technical classes offered by other high schools in the region.

The Crest Learning Center is the MIHS alternative program. It provides a student-centered alternative academic experience where each student has a faculty mentor and students work in small group learning communities. Students at Crest also have the opportunity to complete courses through supported independent study.

## **2b. (Secondary Schools) English:**

MIHS freshmen take English 9, where students are exposed to all of the literary genres and apply the process and techniques of organization and research to oral and written communication.

Sophomores have the option of taking English 10, English 10 Honors, or World Cultures. English 10 helps students to recognize and understand concepts that appear in literature. Course material is presented thematically using literature from Ancient Rome and Greece, the Renaissance, and the modern era. Honors English 10 is a more rigorous and challenging exploration of the themes in English 10. World Cultures is a humanities survey that introduces students to events and concepts in world history and literature.

Juniors take either American Studies or American Studies Honors which also utilizes an integrated humanities approach by introducing students to themes and ideas in United States history and literature. In terms of the depth of understanding, the honors course has higher expectations for students to be successful.

Seniors have a variety of options from which to choose. Although a fourth year of English is not required, virtually all MIHS choose one or more courses from English 12, English 12 (International Studies) Block, AP English 12, Honors Humanities (Philosophy and English) Block, and AP Comparative Government/Honors English 12 Block in order to meet college entrance requirements.

Students who read below grade level receive direct reading and writing instruction in a variety of ways. MIHS offers specific writing and reading tutorials for those students not designated with a specific disability but who have been identified as being at risk of not meeting standard on the 10<sup>th</sup> grade Washington Assessment of Student Learning (WASL). These labs provide reading and writing support for students to help them meet Reading and Writing standards. MIHS also offers WASL Preparation Tutorials outside of instructional time.

Designated special education students who meet eligibility requirements have their educational program defined by their Individualized Education Plan (IEP). Special education students receive excellent support in their resource classrooms which are structured to provide direct instruction so they can achieve the goals in their IEP. Special education students who read below grade level receive specific reading and writing support in their resource classrooms. Special education students are also able to meet the graduation requirement by completing an English Foundations course(s) offered at each grade where students receive direct reading instruction to improve reading levels.

## **3. Mathematics, Science, Art Etc.:**

Science instruction at MIHS is source of pride. Student achievement results are outstanding and enrollment in the challenging variety of courses available to students is very high. Freshmen typically take Chemistry I/Physics I providing a foundational learning experience for students beginning their high school study of science. Physics topics include: data, kinematics, forces, energy, simple machines, light, waves, and astronomy. Chemistry topics include atomic structure, the Periodic Table, bonding, reactions, and inter-molecular forces. Sophomores take Biology. This second year course is a hands-on laboratory based survey of the study of life including topics such as: ecology, homeostasis, inheritance, and biochemistry.

At the junior and senior levels, there is an expansive array of courses for students interested in the field of science and for those students meeting college laboratory science requirements. Environmental Science provides students with scientific principles, concepts and methodologies required to understand the

interrelationships of the natural world. Chemistry II/Physics II Honors is a continuation of the Chemistry I/Physics I course typically taken at the freshman level. The intent is to prepare students for AP Chemistry, AP Physics, and AP Environmental Science. Science Research and Ethics is course for students who seek to combine scientific research with an exploration of ethics. Chemistry II explores and explains chemistry in a relevant way to motivate students to understand the importance of chemistry in the real world context. Physics II is designed to build upon the skills and concepts taught in Chemistry I/Physics I, and prepare students for AP Physics.

Biomedical Problems/AP Biology is an outstanding example of a locally developed course that meets a variety of student needs. Students can receive dual credit for Biology 101 and 102 at the community college level and BioMed meets the curricular requirements of AP Biology. BioMed is an advanced course for students wishing enriched study in the biological sciences. Students complete authentic research projects and participate in the Human Genome Project, sequencing a piece of human chromosome. Students collaborate with local scientists, researchers, physicians, coroners, and veterinarians.

The MIHS Science department offers an excellent selection of AP courses for students desiring the opportunity to complete college level work: AP Chemistry, AP Environmental Science, AP Physics B and AP Physics C.

#### **4. Instructional Methods:**

A variety of instructional methods are employed by MIHS teachers. Differentiated instruction has been a recent focus for staff development. MIHS teachers recognize that learning requires the active participation of the learner, that students learn in a variety of ways and at different rates, and that learning is an individual and a group process. MIHS teachers utilize instructional and assessment practices that recognize these principles.

Instructional methods include but are not limited to traditional techniques such as questioning, discussion, and lecture and Authentic/Constructivist methods include: project learning, cooperative groups, service learning, and various methods of kinesthetic learning.

#### **5. Professional Development:**

MIHS teachers have a variety of professional development opportunities. Every Monday there is an early dismissal that provides teachers with 90 minutes to develop and implement curriculum, address the learning needs of students, improve instructional and assessment practices, and plan and implement school improvement initiatives. What resulted is a culture of collaboration and the development of professional learning communities. One day per month there is a district directed 90 minute early dismissal that provides a structure for a collaborative effort to align curriculum, discuss transition etc. Teachers from elementary schools, the middle school, and MIHS commonly work together on district directed days.

Each curricular area has a K-12 committee that takes responsibility for curriculum development, adoption, implementation, evaluation, and alignment. Each curricular area has a curriculum lead that is paid a stipend to provide instructional leadership. Each curriculum lead and curriculum committee provides curriculum and instruction teacher professional development opportunities.

The district also provides three paid days for teachers throughout the school year known as Learning Improvement Days to engage in individual professional development and school based staff development. Individual professional development and school based staff development are aligned with the goals and strategies included in the MIHS School Improvement Plan.

## PART VII - ASSESSMENT RESULTS

Subject Math Grade 10 Test WASL

Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	84.4	79.0	78.7	71.1	80.0
% At Exceeds State Standards*	55.3	56.1	56.5	40.2	56.7
Number of students tested	357	363	347	365	347
Percent of total students tested	96.6	98.6	93.9	89.0	95.6
Number of students alternatively assessed	0	0	1	0	4
Percent of students alternatively assessed	0	0	0	0	.01
<b>SUBGROUP SCORES</b>					
1. <u>Asian P.I.</u> (specify subgroup)					
% At or Above Meets State Standards	89.6	83.4	83.1	83.0	84.8
% At Exceeds State Standards	65.7	68.1	62.3	55.3	71.2
Number of students tested	67	74	53	47	66
2. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

Subject - Reading Grade 10 Test WASL

Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	92.9	90.2	83.0	77.0	84.6
% At Exceeds State Standards*	81.5	83.5	68.3	70.1	76.2
Number of students tested	351	363	347	365	347
Percent of total students tested	96.0	97.8	94.2	87.4	95.3
Number of students alternatively assessed	0	0	1	0	4
Percent of students alternatively assessed	0	0	0	0	.01
<b>SUBGROUP SCORES</b>					
1. <u>Asian P. I.</u> (specify subgroup)					
% At or Above Meets State Standards	95.5	93.4	84.9	85.1	80.3
% At Exceeds State Standards	83.6	90.6	66.0	78.7	75.8
Number of students tested	67	74	53	47	66
2. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

**\*Change the sample table categories to use the state assessment system's categories and terminology**

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject Reading Grade 9 Test ITED

Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
<b>SCHOOL SCORES</b>					
Total Score	84	85	81	85	81
Number of students tested	378	332	340	334	330
Percent of total students tested	96.4	94.5	96.0	96.3	96.2
Number of students alternatively assessed	0	0	1	0	4
Percent of students alternatively assessed	0	0	0	0	.01
<b>SUBGROUP SCORES</b>					
1. <u>Asian P. I.</u> (specify subgroup)					
Number of students tested	64	62	72	44	56
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Subject Math Grade 9 Test ITED

Edition/Publication Year \_\_\_\_\_ Publisher Riverside Publishing

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
<b>SCHOOL SCORES</b>					
Total Score	86	88	86	88	84
Number of students tested	377	334	340	338	335
Percent of total students tested	96.1	95.1	96.0	97.4	97.7
Number of students alternatively assessed	0	0	1	0	4
Percent of students alternatively assessed	0	0	0	0	.01
<b>SUBGROUP SCORES</b>					
1. <u>Asian P.I.</u> (specify subgroup)					
Number of students tested	64	60	73	44	57
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					