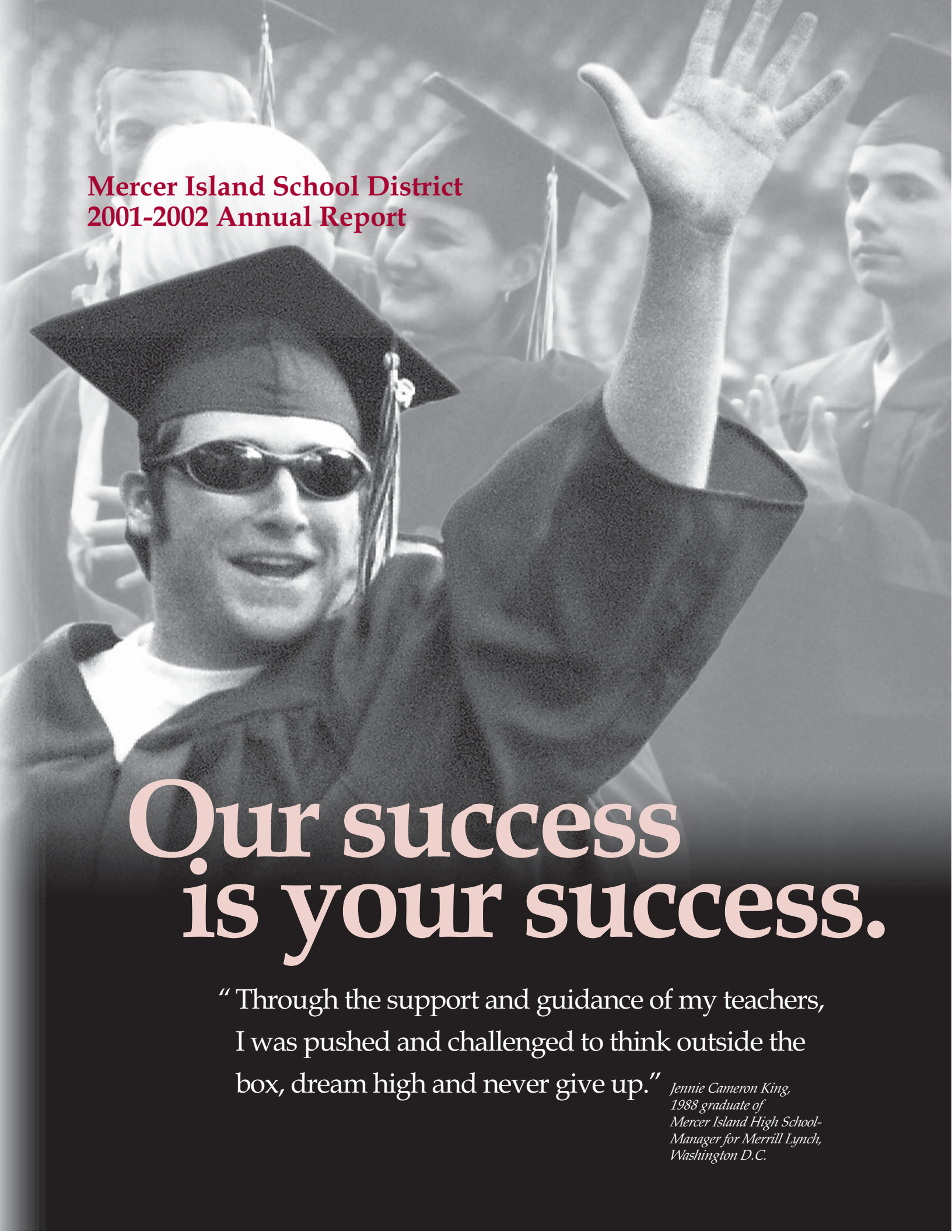

Mercer Island School District 2001-2002 Annual Report

Our success is your success.

"Through the support and guidance of my teachers, I was pushed and challenged to think outside the box, dream high and never give up."

Jennie Cameron King,
1988 graduate of
Mercer Island High School-
Manager for Merrill Lynch,
Washington D.C.

Mercer Island Schools

In this report you will see that we are fulfilling our commitment to continuous improvement...

You will also read comments from people who have graduated from our system recently, and many years ago, all who are successful in their lives.

We would like to thank the following former students of the Mercer Island School District for sharing their perspectives with us.

Doug MacDonald, 1963 graduate of MIHS. Secretary of Transportation for the State of Washington.

Jeff Pritchard, 1973 graduate of MIHS. West Coast sales manager for a major bank, author of two books for children: "Quest for the Pillars of Wealth" and "The Secret Treasures of Oak Island," and founder of "Helmets for Youth Foundation," a non-profit organization dedicated to providing bicycle safety helmets for low-income youth in Kitsap, Jefferson, and Mason counties.

Jennie Cameron King, 1988 graduate of MIHS. Manager for Merrill Lynch, Washington D.C.

Margot Dutton, 1996 graduate of MIHS. Dance instructor and student in the Masters in Education program at Seattle University.

Meghan Hill, 1998 graduate of MIHS. Professional actress, graduate of Cornish College of the Arts.

Daniel Becker, 2001 graduate of MIHS. Student at the University of Washington, working towards a degree in Business Administration, specializing in Information Systems.

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Incoming Superintendent Cyndy Simms and outgoing Superintendent Paul Sjunnesen

Dear Colleagues,

We are pleased to provide parents and community members with the Mercer Island School District's Performance Report for 2001-2002. The primary intent of this document is to update you on last year's performance, but we also highlight some of the priorities and accomplishments of the current year.

As interim superintendent in a district that I have come to know as 100% committed to educational excellence for *all* students, I would like to thank the teachers, administrators, staff, students, parents, and volunteers for your hard work and support. Teachers continually strive to know and understand each student, increase their subject-area knowledge, and participate in school and district improvement plans. Students continually challenge all of us to think carefully and deeply about what it is that makes true learning occur. Parents support the learning at home, volunteers continue to give countless hours, both in and outside of the classroom, and the community as a whole provides significant funding through the school PTA/PTSA's, the Mercer Island Schools Foundation, and through local taxes for both operating and capital expenses. This year, we are particularly grateful for the passage of three levies and one bond: General Fund, Transportation, the Capital Fund for technology and facility improvement and the 12 year bond for the replacement of Mercer Island High School's track and field.

When you read through this report, you will notice that we are fulfilling our commitment to continuous improvement, through increasingly high test scores, our high graduation rate, and progress on the school improvement planning process. You will also read comments from people who have graduated from our system recently, and many years ago, all who are successful in their lives.

I particularly enjoyed this comment from Margot Dutton, 1996 graduate of MIHS, dance instructor and student in the Masters in Teaching program at Seattle University:

> " Mercer Island is a positive community that cares about its young people. While in school, I remember that this aspect was not always appreciated (typical adolescent), but looking back, this is an exceptional quality not to be overlooked. Mercer Island in its faults and strengths has a tremendous vibrancy to offer its youth. This is exemplified by the quality of its schools, educators, and community."

Once again, I would like to thank all of you for your support of the Mercer Island School District. Our success is your success.

Paul Sjunnesen

Superintendent, June, 2003

The Board of Directors

John Fry Term expires November 2005
Carrie George, President Term expires November 2005
Ken Glass Term expires November 2003
Susan Kaplan, Vice President Term expires November 2003
Brenda Paull Term expires November 2003

The Board of Directors is committed to:

- Planning strategically to ensure that district programs are challenging, relevant, and responsive to the demands of a changing world.
- Achieving high standards of excellence in educational and co-curricular programs.
- Recruiting and retaining outstanding educational professionals and setting high performance standards for all staff.
- Maintaining effective fiscal management.
- Developing and maintaining high quality facilities responsive to increasingly complex programs and services.
- Fostering an inclusive climate that encourages and values the participation of parents and community members in our schools.

Adopted by the Board of Directors: July 20, 2000

School Board Goals for 2002-2003:

Goal 1: Hire the best superintendent for the Mercer Island School District by April 10, 2003. *Dr. Cynthia Simms accepted the job of superintendent of schools on April 2, 2003.*

Goal 2: Ensure the continued implementation of the Strategic Plan including progress on the School Improvement Plans, commitment to the Instructional Program Philosophy and Implementation Guidelines, and progress on the action plans.

Goal 3: Foster a positive environment for staff, students, and community members by respecting and considering all ideas and contributions.

Goal 4: Communicate in an honest, accurate, complete, and timely manner to staff, students, and community members.

Goal 5: Review board structure and operations.

Goal 6: Continue to strengthen the working relationship with the city.

Goal 7: Actively pursue legislative activities, solely and with other school districts, designed to improve student learning, attract and retain excellent teachers, and provide reasonable funding.

School District Directory

for school year 2002-2003

Mercer Island High School
9100 SE 42nd, Mercer Island, WA 98040

Donna L. Zickuhr, Principal 206-236-3387
Dr. Paul Highsmith, Principal 206-236-3350
Craig Olson, Associate Principal .. 206-236-3386

Crest Learning Center
4150 86th Ave. SE, Mercer Island, WA 98040

Simon Connor, Co-Head Teacher 206-236-3332
Curtis Lendy, Co-Head Teacher ... 206-236-3348

Islander Middle School
8225 SE 72nd, Mercer Island, WA 98040

Sharon Gillaspie, Principal 206-236-3413
Bruce Dearborn, Assoc. Principal 206-236-3413
Chuck Kheriaty, Assoc. Principal 206-236-3413

Island Park Elementary
5437 Island Crest Way, Mercer Island, WA 98040

Kathleen Morrison, Principal 206-236-3410

Lakeridge Elementary
8215 SE 78th, Mercer Island, WA 98040

Ralph Allen, Principal 206-236-3415

West Mercer Elementary
4141 81st Avenue SE, Mercer Island, WA 98040

Nancy Emerson, Principal 206-236-3430

District Office
4160 86th Avenue SE, Mercer Island, WA 98040-4196

Superintendent Services
Paul Sjunnesen Superintendent .. 206-236-3300

Business Services
Michael Ziara, Assoc. Supt 206-236-3305

Instructional Services
John Cameron, Assoc. Supt 206-230-6336
Patti Weber, Dir. of Curric/Staff Development 206-230-6227
Mike Power, Dir. of Instruction & Assessment 206-236-3313
Renae Harris, Director of Student Services 206-236-3329

Maintenance • Operations • Transportation
4136 86th Avenue SE, Mercer Island, WA 98040

John Mead, Maint.Supervisor 206-236-3340
Keith Ellis, Custodial Coordinator 206-230-6339
Ray Brautigam, Transp. Manager 206-236-3337

Mission Statement

The mission of the Mercer Island School District, in partnership with our community, is to prepare every student to be a critical and creative thinker, a productive and collaborative worker, a responsible and caring citizen, and a lifelong learner in a changing world.

We will accomplish this mission by setting high expectations for ourselves and each student, by demonstrating continuous improvement in our performance, and by making a commitment to educational excellence.

Philosophy — High expectations for all students

The Mercer Island School District strives to develop in each student a lifelong love of learning grounded in competence, personal responsibility, and continuous improvement. To do so, our schools must know each student's learning needs and provide an appropriately challenging course of studies that addresses the individual student's needs within the resources available for all students. The instructional program must be provided in a safe, nurturing environment in which diversity is valued and strong student-parent-school-community partnerships are fostered.

Strategic Planning Team

Janis Abkowitz, ... Community member
James Bennett ..... Student
David Bentley ..... Teacher
Cheri Bortelson ..... Teacher
Don Braman ..... Community member
Leslie Ferrell ..... Community member
Ken Glass ..... School Board member
John Hill ..... Community member
Paul Highsmith ..... Principal
Chick Hodge ..... Community member
Larry Huggins ..... Consultant
Le Xuan Hy ..... Community member
Susan Kaplan, ... School Board member
Chuck Kheriaty ..... Associate Principal
Paige Linton ..... Community member
Jean Miller-Aikens Community member
Kathy Morrison ..... Principal
Elizabeth Rosane ..... Teacher
Mike Van Orden ..... Teacher
MaryMargaret Welch ..... Teacher

Strategic Plan 2001-2006

The Mercer Island School District is currently operating under the direction of the 2001-2006 Strategic Plan, revised from the original 1995 plan, and adopted by the school board in April, 2001. The thirty members of the strategic planning team met in January 2003 to review progress on the five initiatives that are the focus of district improvement efforts for the next five years. The following is a report on this progress. Please note that the complete documents relating to this summary may be viewed on the district web site at *www.misd.wednet.edu* "strategic plan," or on the individual school web sites. You may also request paper copies by calling the district office at 206 236-3330.

Strategic Initiative 1

Provide a more rigorous, coordinated, balanced, yet flexible curriculum with options that challenge each student.

Action Plan 1A: Develop philosophy and implementation guidelines to guide the district's implementation of programs that address the learning needs of all students. **Completed. Action Plan 1B:** Recommend an academic program and services for gifted students and determine district role in providing those services. **Completed.** The program implementation plan and guidelines were completed in the spring of 2002, but deferred until 2003-2004 because of timing and funding considerations. **Action Plan1C:** Through a comprehensive school improvement planning process, each school will complete an analysis of learning needs, research best and promising practices, and create short and longer term action plans for: students who may need enrichment beyond the core classroom program, students who have not met standards on time, students performing in the middle range, and to strengthen student relationships with peers and adults. Each school has completed a "Summary of the Learning Community," which includes data analysis and best practices. All elementary schools have identified short term and longer term action plans. Islander Middle School and Mercer Island High School have identified short term goals and will complete their reports on long term goals by spring, 2004. **Action Plan 1 D:** Improve the alignment of grade level learning targets, classroom instruction, and student assessment and reporting. The district is currently working on K-12 math and writing targets, classroom instruction and student assessments, and reporting. This work will be completed in 2003/2004. Individual schools have identified additional learning targets.

Strategic Initiative 2

Provide smaller, effective class sizes.

Action Plan 2A: Create a detailed plan identifying the operating, capital, and facility resources to reach a goal to attain K-5 class sizes of 18:1 and to reduce below 100 the number of students assigned to each teacher in grades 6-12. —The district has completed a 10 year enrollment projection which shows a declining trend that is expected to reach the high school by 2009. This fact, combined with possible reductions in I-728 funds, has deferred facilities planning to reduce class size. —The district is continuing to work on other strategies to attain functionally smaller class sizes. —During 2001-2002, I-728 funds (school improvement initiative passed by Washington state voters in November 2000) of $800,000 were directed towards two portable classrooms at the elementary level, ten additional teachers, the teacher/mentor program, and professional staff development. In 2002-2003, $892,000 is being applied to continuing teacher contracts and professional staff development.

Strategic Initiative 3

Provide methods that ensure all students have positive, meaningful relationships with peers and adults within the schools.

The district has completed a review of the K-12 Health Curriculum and will adopt a new curriculum by fall of 2003. In addition, the district has adopted an anti-bullying policy for all schools. Improving relationships with peers and adults is a part of the individual school improvement planning process.

Strategic Initiative 4

Provide mechanisms that better attract, support, and retain excellent teachers and other staff.

Action Plan 4A: Continue improvements to district recruitment strategies. The district has developed a plan to address recruitment challenges that is updated every spring, based on district needs and budget considerations. **Action Plan 4B**: Provide support for strengthening staff skills and performance. A report on Year Two of the teacher/mentor program has been completed. Year Three was initiated in fall 2002. The district is working with the Mercer Island Education Association to design an evaluation process and revisions to the MIEA contract. **Action Plan 4C**: Improve job satisfaction of teachers and other staff. The district has completed and analyzed a staff survey designed to improve job satisfaction and created a plan and schedule of implementation based on the realistic availability of funds. Beginning in the fall of 2002, the district recommended additional planning time for teachers in the form of "Early Release Mondays" in which K-12 students are released one hour early each Monday.

Strategic Initiative 5

Provide a more systematic approach for measuring, reporting, and using student and district performance data to guide and recognize improvement.

Action Plan 5A: Identify and employ district and building-based performance data to inform program improvement efforts. The district has completed a system of data collection and analysis to support school improvement processes. **Action Plan 5B**: Analyze and begin implementing a measurement system for each strategic objective. **Completed.** The district now has a highly secure Assessment Data Base that is updated every year.

"There were a whole legion of teachers in the Mercer Island School District who made a significant difference in my education and in my life: Jim Wichterman, Milt Yanick, Ken Seng, Clara Haywood, and so many more — they all created a rich sense of the world. In the 1960's, MIHS pushed the boundaries – the Honors Block program was unique then. When I went to Harvard, I met many students who had "prepared" at St. Paul's or some of the other elite boarding schools in the east. I am proud to say that those of us who had graduated from Mercer Island High School were as "prepared" as any of them."

Doug MacDonald

2001–2002 District Demographics

Total enrollment 4,133

Kindergarten	227
Grade 1	257
Grade 2	291
Grade 3	276
Grade 4	309
Grade 5	332
Grade 6	316
Grade 7	368
Grade 8	369
Grade 9	354
Grade 10	343
Grade 11	343
Grade 12	348

Student/Teacher Ratio Grades K-5

Kindergarten	22.0
Grade 1	22.5
Grade 2	22.2
Grade 3	22.3
Grade 4	21.4
Grade 5	23.8
Grades 6-8	27.0
Grades 9-12	25.7

Student Ethnicity 4,133

Black	58
Asian	717
American Indian	10
Hispanic	63
White	3,285

Student Services

Special education	373
ESL	70

Staff	Certified	Classified**
MIHS	83	36
IMS	57	28
IP	34	25
LR	36	18
WM	36	20
Student Services	*Certified 13	

* This includes psychologists, speech learning pathologists, school nurses and occupational therapists.

** The classified count includes custodians assigned to each school.

Our District

The Mercer Island School District is located on Mercer Island, a six square mile suburban community of 21,000 residents in the middle of Lake Washington, within a 10 minute drive to Seattle and Bellevue. The school district is one of 35 King and Pierce County school districts affiliated with Puget Sound Educational Service District, a regional support educational agency. Mercer Island is a quiet, beautiful place to live with over 475 acres of park land and open spaces, offering a wide range of recreational activities.

The community has high academic expectations for the school district and has supported its maintenance and operations levy every year, as well as $54 million in capital bonds to renovate all five schools. In February 2002, voters approved a 4-year replacement maintenance and operations levy which will provide funding stability through 2006 and a transportation levy to provide new buses. In May, the community approved a 2-year capital fund levy and a 12-year bond to replace the Mercer Island High School track and field.

Mercer Island students and teachers benefit from well over $700,000 in annual donations to the PTA/PTSA's and the Mercer Island Schools Foundation, as well as the time and energy of countless volunteers serving on committees, planning fund-raising programs, coordinating field trips and assemblies, Career Day, serving as art docents, Great Books coordinators, general classroom volunteers, and many more activities.

The Mercer Island School District serves 4,133 students enrolled in six facilities: West Mercer Elementary (K-5), Island Park Elementary (K-5), Lakeridge Elementary (K-5), Islander Middle School (6-8), Mercer Island High School (9-12) and Crest Learning Center (9-12). The annual general fund is $30.6 million, of which approximately 23% is raised through the local school district property tax levy approved by Mercer Island voters. A comprehensive strategic plan, updated and revised annually, guides district action.

Community, board members, and staff are committed to excellence in education for all students in the district and encourage thoughtful, articulated curriculum planning and enrichment activities that will prepare students to be "lifelong learners in a changing world."

"While I was a sophomore in college swimming in Michigan, I missed qualifying for NCAA Nationals by one-hundreth of a second in a 400 yard race. I was devastated and didn't think I would ever swim again. I left Michigan and came back to the University of Washington where I walked on as a Junior to the Varsity swimming program. This was a program that had recruited me as a senior while swimming at MIHS, and it took a lot to swallow my pride and walk back into a program that I had rejected two years earlier. I had my best year ever of swimming and by the end of the year, I had earned a varsity letter and was voted the team captain by my peers. I truly believe that those teachers I had on Mercer Island who pushed me really made a difference."

Jennie Cameron King

How are our students doing on large scale assessments?

2001-2002 Mercer Island School District Testing Program

The Mercer Island School District is required by Washington state law to administer the Iowa Test of Basic Skills (**ITBS**) to all 3rd and 6th graders, the Iowa Test of Educational Development (**ITED**) at grade 9, and the Washington Assessment of Student Learning (**WASL**) to 4th, 7th and 10th graders every year. The District also administers the Cognitive Abilities Test (**CogAT**) at grades 3 and 6. This year we are also participating in the optional administration of the WASL Science at grades 8 and 10.

The ITBS and ITED are multiple choice tests designed to measure basic skills. The CogAT measures general reasoning skills that are related to learning and problem solving in school. While the ITBS and ITED give us a picture of the level of basic skills students have, the primary purpose of the CogAT is to provide a description of our students' preparation for learning so that teachers can help students achieve instructional objectives.

The WASL focuses on the Washington State Essential Academic Learning Requirements (state learning standards) and is designed to measure the application of knowledge and skills students will need in order to be prepared for the future they will face in a changing and complex world. The district uses these test results, along with classroom-based assessment tools, to continue to identify program strengths and areas for improvement, and to adjust curriculum and instruction to increase student performance.

For the most recent data on Mercer Island and the state, check *www.k12.wa.us/assessment.*

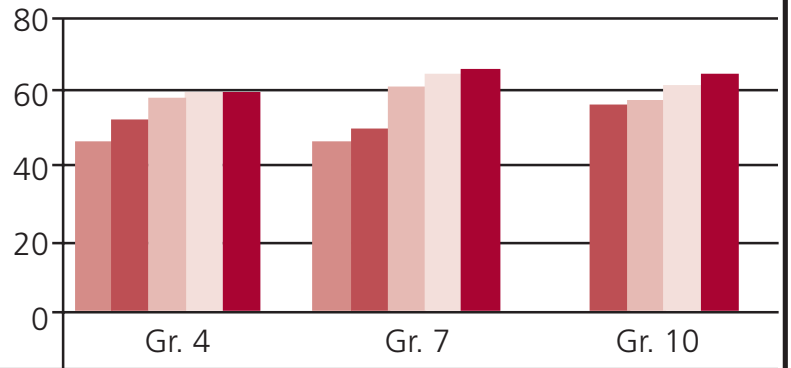
Spring 2002 ITBS and ITED Mean Percentile Scores

ITBS		Reading	Math	Language
	Grade 3 Total	81	90	83
	Island Park	83	89	81
	Lakeridge	84	90	84
	West Mercer	78	90	84
	State	57	66	Not tested
	Grade 6	81	85	81
	State	54	58	56
ITED		**Reading**	**Math**	**Expression**
	Grade 9	85	88	83
	State	54	59	55

2000-2001 Cognitive Abilities Test (CogAT) Grade 3 & 6 Mean Percentile Scores

	Verbal	Quantitative	Non-Verbal	Composite
Island Park	79	82	83	85
Lakeridge	85	87	86	89
West Mercer	87	87	80	87
Islander MS	81	92	84	88

MISD WASL Percent of Students Meeting 4 of 4 Standards



	Gr. 4	Gr. 7	Gr. 10
1998	45.7	45.7	
1999	52.1	49.5	55.9
2000	57.8	60.9	57.6
2001	59.9	64.2	61.3
2002	59.7	65.9	64.4

"Mercer Island provided me with a great foundation upon which I was able to build as a learner. I came out of high school with a strong academic background, as well as a variety of rich life experiences that were integral to my own personal development. I am going into the field of education because I have respect for the profession; a respect that was built during my years in the Mercer Island schools."

Many quality educators influenced my life as a child and adolescent: Jim Stipes, Malcolm Lindquist, Kathy Karlsberg, Susie Brown, Elaine Lotzkar, and Ruthie Newman. I hold each of these people in the highest esteem. I remember them holding kids to high expectations, being straightforward, caring, and conscientious— for being outstanding, quality educators."

Margot Dutton

District Summary
2002 WASL RESULTS
Grades 4, 7, 10
Percent of Students Reaching Standard

	Math	Reading	Writing	Listening
Grade 4 Total	81.5	90.3	79.3	81.5
Island Park	77.2	93.4	78.0	83.5
Lakeridge	80.0	88.7	84.3	74.8
West Mercer	86.2	89.4	75.6	86.2
State	51.8	65.6	49.5	66.6
Grade 7 Total	72.3	85.9	87.3	97.8
State	30.4	44.5	53.0	83.6
Grade 10 Total	77.5	83.8	83.2	93.7
State	37.3	59.2	54.3	81.8

Other Testing

Scholastic Aptitude Test (SAT)

While the SAT is not a required test, most Mercer Island High students take it as part of applications to attend college.

Class of	Mean Scores	
1999	Verbal	579
	Math	603
2000	Verbal	570
	Math	593
2001	Verbal	594
	Math	612
2002	Verbal	583
	Math	606

Advanced Placement Exams

In 2002, 176 advanced placement exams were taken by MIHS 10th-12th graders in Biology, Chemistry, Computer Science, English Language, English Literature, Environmental Science, French, Calculus, Spanish, US History, and Physics. Of the 176 exams, 139 were scored a 3 or higher (out of 5).

Elementary Schools

Use and Condition of School Buildings

All three elementary schools underwent $6 million remodels that were completed in September 1995. The schools' multi-purpose rooms and fields are often used by the school district, the PTA, the Mercer Island Boys and Girls Club, and the Parks and Recreation Department in the evenings and on weekends.

Elementary Schools' Improvement Plans Areas of Focus for 2001-2003

On March 14, 2002, the elementary school self-study portfolios based on the attributes of high performing elementary schools were presented to the School Board. These portfolios and subsequent areas of focus for each school are a part of the district's 2001-2006 Strategic Plan.

- Through a comprehensive school improvement planning process, each school will complete an analysis of learning needs for students who may need enrichment beyond the core classroom program, students who have not met state standards on time, students performing in the middle range, and students who need help strengthening relationships with peers and adults.
- Continue to work with the district in defining grade level targets, instructional strategies, and assessment in the 2001-2003 focus areas of writing and math.
- Implement the K-5 math "Investigations" curriculum and year 3 of the National Science Foundation's "Extending the Community of Math Learners" program.
- Continue to improve and expand staff and student understanding of technology as a learning tool.

Counseling Services: Each elementary school has at least one on-site counselor who provides a variety of counseling services to individuals, groups, families, and staff. These positions are made possible by funds provided by Mercer Island Youth and Family Services, City of Mercer Island, and the Mercer Island School District.

D.A.R.E. Program: The City of Mercer Island supports this drug and alcohol education program for all kindergarten, 2nd, and 5th grade students.

How Can You Help?

If you wish to volunteer in a classroom, on the playground, or in a special area, contact your child's teacher, the school administrative assistants, or the PTA. A Volunteer Handbook is available in the office at Island Park Elementary, or on the district web site *www.misd.wednet.edu.*

Our elementary school PTA's are very active and sponsor family activities such as International Week (Island Park), Reflections Contest, Metrathon, Ice Cream Socials, Book Fairs, and Parent Education Evenings. Volunteer opportunities include: Great Books, room parents, art docents, fundraising, classroom help, field trip assistance, special project work, field days, and International Week. Each school PTA is proud of a nearly 100% membership rate.

The schools' Site Councils elect new members on a rotating basis for 2 year terms. Elementary schools have 4-8 parent representatives for various grade level groups i.e., K/1, 2/3, 4/5, and Support Services (ESL, Title IV/LAP, Special Education). These councils are a representative group of administrators, staff, and parents who meet monthly to discuss school issues such as: instructional programs, organization of school and classrooms, allocation of resources, schools' response to districtwide issues, and/or operational requirements of the school building.

Island Park Elementary

Who Are We?

Island Park Elementary School is located at 5437 Island Crest Way. Principal Kathy Morrison leads a staff of 34 certified teachers and 25 classified employees who serve approximately 550 students. 12 of our students qualify for free and reduced lunch, 20% are ethnic minorities, 69 participate in special education programs, and 31 are in the ESL program.

2002-2003 marks the transition of Island Park from a multi-grade to single grade configuration, where grade level teachers plan together to develop differentiated curriculum in reading, writing, and math. Students rotate through 30-minute back-to-back sessions with specialists in music, PE, library, and enrichment to provide teachers a weekly planning block.

Island Park uses district adopted curriculum as the foundation for its instructional program. Teachers frequently integrate material from several disciplines to make learning more meaningful to students. All of our teachers participate in staff development activities outside of their work day and/or school year.

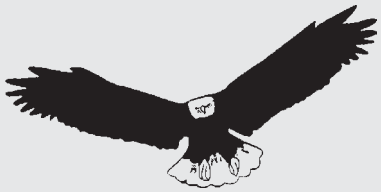
What's Special about Island Park?

Island Park is home to the district's English as a Second Language (ESL) program and Extended Resource Room (ERR) for students with special learning needs. Respectful relationships are stressed through our Theme of the Month program as well as Second Step, an anti-violence curriculum. Fine arts programs include art docents, artists in residence, and dance education K-3. Other special programs include: Counseling, LAP—remedial reading, a tuition-based foreign language program, student council, after school clubs, Peer Mediation program, before school choir and math classes, K-1 Author's Night, Grades 3-5 musical productions, Volunteer Orientation program, International Week, and an updated campus play area.

Passage of the Technology Levy has enabled all teachers to be trained on and use i-Book laptop computers. Our classrooms have additional computers as well, provided by parent donations to the Mercer Island Schools Foundation. Technology lessons are linked to academic classes and include grade level competencies in basic operations, keyboarding, and multimedia projects.

Thanks also to the generosity of our parents, we have been able to hire additional support personnel. As a result, the adult/student ratio is effectively lower, providing more learning opportunities for individual and small group instruction in reading, writing, and math.

Island Park provides morning and afternoon kindergarten, as well as an all day, tuition based extended kindergarten program.



Island Park Philosophy/ Mission Statement—

"Building for the Future"

The Island Park Elementary School Community guides all students to achieve their highest academic potential while nurturing their social and emotional well being.

Beliefs

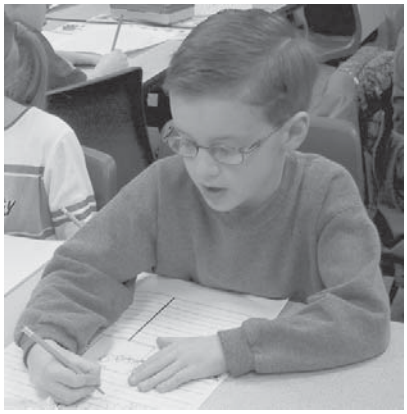
- Each person has inherent worth and potential.
- All people are learners.
- Learning is a lifelong process.
- Individuals achieve their highest academic potential when it is expected, supported, and appreciated.
- Students, parents, teachers, and the community share the responsibility for education.
- A safe environment builds self-worth and encourages positive risk-taking.
- A caring community fosters respect for self, others, and the world.

Island Park Goals 2002-2003

1. To implement the first year of our 2002-2006 School Improvement Plan for improved learning opportunities for students in writing, math, and reading.
2. To increase opportunities for the development of positive relationships for students with peers and adults.

Lakeridge Elementary

Who Are We?



Lakeridge is located at the south end of the island at 8215 SE 78th Street. Principal Ralph Allen heads a staff of 53 who serve 584 students. There are 35 teachers and 18 support staff—some are part time. Two of our students qualify for free and reduced lunch, 14.6% are ethnic minorities, and 33 students participate in special education programs.

While most Lakeridge students in grades K-5 are taught in traditional self-contained classrooms, there is some multi-age grouping, team teaching, and looping (students stay with the same teacher for two years).

Lakeridge uses district adopted curriculum as the foundation for its instructional program. Individual teachers and/or grade level teams assess student needs and adapt instruction as necessary for optimal learning to occur. A Site Council involves parents and staff in guiding school improvement. Currently, Lakeridge is working to improve in meeting the learning needs of all students in Math, Writing, and Relationships through differentiated instruction—adjusting teaching strategies, materials, and expectations according to individual student needs and interests. A school wide emphasis this year is on respect, under the motto "Lakeridge Cares."

What's Special about Lakeridge?

Lakeridge provides a half day kindergarten program and an all day, tuition-based extended kindergarten program. Other special programs include: Counseling, the Learning Support Program and Sound Partners tutorial programs in reading, Special Education, a tuition-based foreign language program, Drug and Alcohol Awareness and Resistance Education (DARE), Gender Equity and Mediation (GEM) and summer school. Fine arts activities include music education, an all-school musical, and fifth grade operetta each year. This year, the Lakeridge PTA funded an upgrade to make the Lakeridge stage a full-production facility. Many after school activities are provided, including chess club, homework center, Kids ROC (community service), "Mad Science" classes, a steel drum band, a student chorus, and Mercer Island Children's Theater.

Thanks to the generosity of the Mercer Island community, we have begun to add greatly to our computer technology program. Grade level competencies include basic operation, keyboarding, and multimedia projects. In addition to our computer lab, we now have carts of laptop computers that travel to classrooms for instructional support and projects.

Lakeridge Philosophy/ Mission Statement—

"Exploring today, Preparing for tomorrow."

The mission of Lakeridge Elementary School is to enhance all students' ability to gain knowledge, grow in wisdom, develop confidence, and become creative, compassionate, critical thinkers. Through "EXPLORATION," our students will value learning and be empowered to succeed in a changing world.

Lakeridge School Improvement Plan Goals for 2002-2003

1. To implement the first year of our 2002-2006 School Improvement Plan for improved learning opportunities for students in writing and math.
2. To increase opportunities for the development of positive relationships for students with peers and adults.

West Mercer Elementary

Who Are We?

West Mercer is located at the north end of the island at 4141 81st Avenue SE. Principal Nancy Emerson leads a staff of 36 certified teachers and 20 classified employees who serve 587 students. 27 of our students qualify for free and reduced lunch, 19% are ethnic minorities, and 70 students participate in special education programs.

While most students in grades K-5 are taught in traditional, self-contained classrooms, there is some multi-age grouping and some team teaching. West Mercer uses district adopted curriculum as the foundation for its instructional program. This curriculum incorporates the Washington State Essential Learnings. Individual teachers and/or grade level teams assess student needs and adapt instruction as necessary for optimal learning to occur.

Teachers frequently integrate material from several disciplines to make learning more meaningful to students. A variety of teaching strategies, styles, and personalities provide diverse experiences for students throughout their elementary years. The staff at West Mercer works closely with parents and other volunteers to maintain an effective partnership for facilitating an exemplary elementary school experience for each student.

What's Special about West Mercer?

West Mercer provides morning and afternoon kindergarten, as well as an all day, tuition based extended kindergarten program. Other special programs include: morning and afternoon preschool, counseling, tutoring, special education, a tuition-based foreign language program, Title I - remedial reading and math, all volunteer Reading Advancement Program (R.A.P.), fine arts including art docents, artist in residence and dance education grades K-3, after school art and drama club, before school choir, 3rd-5th grade musical, student activity clubs (Recycling, Chess), and student council.

West Mercer's unique all-school student-behavior plan focuses on respect and safety.

West Mercer continues to use their updated computer lab purchased with funds donated by parents to the Mercer Island Schools Foundation, which provides 1:1 access for 30 students at a time. There are additional computers distributed throughout the school including several pods (4-5 computers) of computers for student use. Grade level competencies include basic operation, keyboarding, and multimedia projects.

West Mercer Philosophy/Mission Statement

- To create a place where every student learns as much and as well as he/she possibly can ...
- To create a place where every teacher teaches as well as he/she possibly can...
- To create a place where every student, staff member, parent, and volunteer want to be because they feel safe, competent, valued, and know that it makes a positive difference that they are, in fact, a part of West Mercer...

West Mercer Goals 2002-2003

1. To further conduct the West Mercer self-study and implement a thoughtful, relevant school improvement plan.
2. To improve all West Mercer students' literacy skills.
3. To enable all West Mercer teachers to further develop knowledge of and skills in assessment focused on improving teaching and learning.
4. To implement technology use in order to meet district and site benchmarks while using technology to enhance teaching and learning.

Islander Middle School

Who Are We?

Islander Middle School is the only middle school in the Mercer Island School District. It is located at the south end of the island at 8225 SE 72nd Street. Principal Sharon Gallespie and Associate Principals Bruce Dearborn and Chuck Kheriaty head a staff of 57 certified teachers and 28 classified employees who serve 1,053 students in grades 6-8. 13 of our students qualify for free and reduced lunch, 20% are ethnic minorities, 77 participate in special education programs, and 18 are ESL students. 86 7th and 8th graders participated in the John Hopkins University Talent Search 2003 (140 were invited). Of these, 43 scored as well or above the average college-bound senior on the SAT tests (505 verbal, 516 math).

The academic program is based on an understanding of the needs of middle school students. It provides the support, guidance, and academic challenge to assist children in the process of growing up. Islander's program seeks to encourage students' strengths and address their weaknesses.

A complete restructuring of the middle school program in 1997-1998 resulted in a wider range of mandatory and elective programs. In a six period day, students at the 6th, 7th, and 8th grade levels are required to take the four core subjects of language arts, social studies, science, and mathematics. These subjects are integrated as often as possible. At the sixth grade level, two-teacher teams present the four core subjects to two groups of students. 6th graders also take Spanish and Physical Education each semester and a fine arts rotation. Seventh and eighth grade students participate in two hour language arts social studies block classes, and are teamed whenever possible. These students may also choose among a wide range of electives (see below).

School Curriculum

Sixth Grade

Required: Language Arts, Social Studies, Mathematics, Science, one semester each of Spanish and PE.

Every Other Day: Extended Core, Fine Arts (including performing music or a rotation of art, general music, and drama).

Seventh Grade

Required: Language Arts, Social Studies, Math 7 or Accelerated 7, and Science.

Extended Core Electives - Choice of two: Advanced Writing, Aerospace, Band, Computer Technology, Drama, Drawing & Painting, Life Skills, Orchestra, Physical Education, Sculpture & Ceramics, Spanish 7, Accelerated Spanish, Speech, Structured Study, Yearbook, Science Olympiad.

Eighth Grade

Required: Language Arts, Civics/ Economics, Math 8 or Integrated I, and Science.

Extended Core Electives - Choice of two: Advanced Writing, Art, Drama, Drawing & Painting, Life Skills, Orchestra, Physical Education, Sculpture & Ceramics, Spanish 8, Structured Study, Teacher's Assistant, Yearbook, Science Olympiad.

Islander Philosophy/ Mission Statement

A place to learn, a place to grow.

- We seek to meet the unique needs of students in the middle grades.
- We work to be a caring community where all members feel safe to take the necessary risks to grow.
- We strive for high quality in all we do.
- We value diversity.
- We believe that respect, cooperation, and kindness provide the foundation of our Islander community.

"Fran Call at Islander Middle School really reinforced that hard work can be rewarded. She was tough and pushed us daily, but the best feeling in the world was doing a good job for her."

"Learning how to write in high school helped immensely in college. To this day, I am still using Pat Braman's lessons, both from the classroom and life. She got me focused on the "right stuff," and I will never forget her. Pat Braman cared about me as a person."

"As my swim coach and math teacher, Frank Ceteznick had endless patience with me as I struggled through math problems and fought him on how I thought our team should be coached. He taught me that you can be effective through patience, understanding, and not necessarily a loud voice."

"I think those of us who were lucky enough to experience an education in such a wonderful, safe setting are truly blessed. I believe that I wouldn't be where I am today without those experiences and the people who helped shape me into the person I am today."

Jennie Cameron King

What's Special about IMS?

Islander Middle School is a unique community especially designed for eleven to thirteen year old preadolescents' transition from elementary school to high school. Students are encouraged to reach their highest potential in academics, health and fitness, and the arts.

Respect and consideration for each other and the school community is emphasized every day. Special programs include an exceptional music program including band, orchestra, and choir, a Grade 5-6 transition program to make the move to middle school successful, Title I- study skills, English as a Second Language, Special Education, Peer conflict mediation program and expanded elective program for 7th and 8th grades. Recognition programs include the Ship Award Program that honors students each quarter for exemplary Citizenship, Leadership, Workmanship, and Scholarship. The Honor Roll recognizes 7th and 8th graders with a 3.5 grade point average or better each quarter. IMS staff members initiate "Gator" Awards anytime. Other recognition includes PTSA Reflections Awards, music awards, and awards in the visual arts. Eighth grade culminates with a class party and a celebration ceremony that includes individual recognition of each student.

The school offers many other student activities including school clubs (chess, math, drama, architecture, art, Islander Club, Science Olympiad), as well as a wide range of intramural and interscholastic athletics programs. A special activity bus is available to transport students home from these programs which end at 4:15 pm. Other programs include Natural Helpers, Peer Mediation, Student Government, and Homework Center.

Counseling Services: Each of three full time counselors follow a class of students through their three years of middle school. Two additional counselors, funded by the City of Mercer Island and the Mercer Island School District through Mercer Island Youth and Family Services, provide support to students and families.

Technology at IMS

IMS is a completely updated and inviting school facility. The latest remodel occurred in 2000 when the school completed an addition to the multi-purpose room and seven new classrooms. IMS's buildings and fields are used extensively in the evenings and on weekends for special events and by the community.

The Mercer Island Schools Foundation funded computer upgrades in the library (15 iMacs, Library Server, upgraded library catalog software, and printer) and in the Technology Lab (30 iMacs). Additionally, the school purchased two new digital cameras for use by students and teachers. IMS had over 350 computers for use in the building, many of which were out-dated. Thanks to the success of the Technology Levy, IMS was able to complete planning for deployment of laptop computers for all teachers, the first phase of technology improvements funded by the levy.

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Islander Middle School Improvement Plan 2001-2003

IMS is engaged in a self-study and improvement process as directed by the 2001 Strategic Plan. This year, three goal areas emerged: mathematics, reading, and relationships. The IMS Site Council implemented the following initiatives for 2002-2003:

- Selection Criteria for Grade 6 accelerated math
- Expanded access to Grade 7 & 8 accelerated math classes
- Focused instruction in reading and writing for 7th grade students not meeting standard
- Project-based, integrated language arts/social studies/science program to address divergent learning styles of a group of self-selected 8th graders.

How Can You Help?

IMS welcomes parent and community member involvement in many areas of the school community. The very active Islander PTSA has over 960 members, representing over 100% of Islander families. The school's Site Council includes one parent representative for each grade level, grade level and elective teacher representatives, parapro and office staff representatives, IMS administrators, and a PTSA board representative. A MISD School Board liaison also attends monthly meetings. Site Council meetings include discussion and recommendations that are appropriate on building related issues. The Site Council work focuses on deliberation and decision-making related to school improvement planning, implementation, and evaluation.

Mercer Island High School

Who Are We?

Mercer Island High School is the only high school in the Mercer Island School District. It is located at the north end of the island at 9100 SE 42nd Street. Crest Learning Center, considered part of the high school, offers an alternative program. It is located at 4150 86th Avenue SE. Co-principals Donna Zickuhr and Dr. Paul Highsmith, and Associate Principal Craig Olson lead a staff of 83 certified teachers and 36 classified employees serving 1,388 students in grades 9-12. There were 348 seniors in the class of 2002. 20% of our students are ethnic minorities, 103 students participate in special education programs, 30 are ESL students served in regular classrooms, and 662 students are enrolled in AP (300) Honors (352), or Running Start (11) courses.

What's Special about MIHS?

MIHS offers a strong academic program that includes 7 class periods of 50 minutes beginning at 8:00 am and ending at 3:00 p.m. A standard school day is six periods, although students may choose to take seven classes. Classes meet four times a week with one day being a 105 minute "double period block." In addition to regular course offerings, the school provides a variety of honors, advanced placement classes, and classes for students who travel at a slower pace.

Crest Learning Center provides an individual approach to learning for high achievers as well as high-risk youth and reluctant learners. The opportunity to form a close personal bond with a team of adults, the alternative and integrated nature of the work, and the emphasis on personal as well as academic growth are all elements that contribute to the success of each student.

80-85% of the student body participates in organized athletics including: swimming, tennis, cross country, gymnastics, wrestling, lacrosse, soccer, golf, basketball, volleyball, football, and water polo. Other opportunities for student involvement include student council, clubs (international, key, math, radio, senior service, Partners in Prevention, hip hop, chess, S.A.V.E, V.I.C.A, Science, CSE), drill team, cheerleading, Natural Helpers, drama, debate, National Honor Society, Pegasus (literary/art publication), and school newspaper.

Other special programs include: an exceptional music program... A community recycling program run by MIHS's Committee to Save the Earth...Over 200 students take one or more career and technology classes...MIHS hosts the district-wide Fine Arts Showcase, an annual event that features the combined musical and artistic endeavors of K-12 students... Crest Learning Center offers a successful horticulture program that provides thousands of tomato and bedding plants to the community and area food banks.

Mercer Island High School Mission

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.

Beliefs—We believe that:

- 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

MIHS Core Curriculum

English—3 years required for graduation:
English 9, English 10, American Studies - English 11, Humanities-English 12, or Creative Writing

Social Studies:—2.5 years required for graduation:
Washington State History/Gov't, World History, American Studies– US History, International Studies

Mathematics—2 years required for graduation:
Integrated Math I, Integrated Math II, Integrated Math III, Precalculus, Calculus

Science—2 years required for graduation:
Chem/Physics I, Chem/Physics II, Biology, Chemistry, Physics, Adv Physics, Biomedical Problems (AP Biology), Environmental Science

Fine Arts—2 semesters required for graduation:
Choir, Jazz Choir, Symphonic Band, Concert Band, Jazz Ensemble, Steel Drum Bands, Drama, Debate, Photography, Ceramics, Graphic Arts, Jewelry, Drawing and Painting, Sculpture

Career and Technology courses—2 semesters required for graduation:
Accounting, Business Law, Keyboarding, Word Processing, Computer Applications, Computer Programming, Engineering Technology, Small Gas Engines, Business Math, Web/Multimedia, Video Arts, Digital Imaging, Computer Network Administration and Support, Marketing, Media Broadcast Technology, Broadcast Media, Image, Personal and Family Relationships, Child Psychology

Physical Education—1.5 semesters required:
PE Core, PE Activities, Dance, Weight Training

Electives

- World Language: Spanish 1-5, French 1-5, Mandarin Chinese 1-4
- Any course taken beyond those required to graduate are electives
- **Other:** Leadership, Teacher Assistant, Work Experience, School Without Walls

Crest Learning Center Curriculum

Morning block (2 hours): Integrated course work in language arts, history, current events, visual arts.

Afternoon session: Activities exploring mathematics, science, horticulture, health, vocational skills, physical education, and visual arts.

Special Courses and Programs

Advanced Placement (AP) courses available in Biology (BioMed), Chemistry, Calculus, Statistics, Physics, Environmental Science, French, and Spanish.

Honors sections available in English 10, Chemistry 2 Honors, Physics 2 Honors, American Studies, and Humanities.

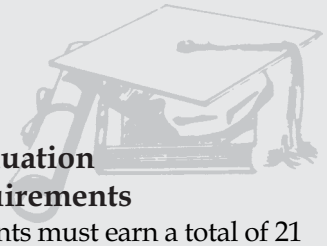
As a member of NEVAC (North East Vocational Area Cooperative), MIHS is a designated High Tech Learning Center offering courses in: Computer Applications, Video, CAD, Programming, Network Administration, Internet, Web Authoring, and Digital Imaging.

Running Start students enroll in community college courses and receive college credit.

College in the High School: Students in AP chemistry and BioMed (AP Biology) have the option of co-enrolling at Bellevue Community College for two 5 hour course work per year.

Integrated language arts and social studies courses are offered in World Cultures, American Studies, and International Studies. Integrated Math/Science focuses on the application of math ideas in the area of physics.

Foreign language includes Mandarin Chinese, French, and Spanish.



Graduation Requirements

Students must earn a total of 21 credits to graduate. One-half credit is earned for each semester class completed with a grade of D or higher. In 2001, class average grade point was 3.256. The 2002 average was 3.273.

Courses	Credits
English	3.0
Social Studies	2.5
Mathematics	2.0
Science	2.0
PE/Health	2.0
Occupational Educ.	1.0
Fine Arts	1.0
Total required credits	13.5
Total elective credits	7.5
Minimum requirement	21

National Merit Scholars

	Finalists	Commended
1998	8	8
1999	8	18
2000	2	14
2001	11	27
2002	7	18
2003	16	9

College Placement

92.6% of the class of 2002 had plans to continue their education, 80.3% at a 4-year institution and 12.3% at 2-year schools. 39.8% of the college-bound students went out of state.

Other Awards

There are numerous awards and scholarships granted each year to graduating seniors. MIHS students of all ages are frequently recognized and rewarded in competitions for their accomplishments in music, debate, and athletics.

Counseling: Five full time counselors serve the needs of a college bound population and also provide guidance for those students interested in vocational education. Two additional counselors focus on issues such as drugs and alcohol and serve as a resource for community services.

Use and Condition of School Buildings

The original campus was built in 1954. The school was expanded in the 1960's and had two minor additions in 1978 and 1986. In May 1996, the Mercer Island community voted in favor of a $26.7 million bond to renovate MIHS. The total cost of the renovation, which includes some new construction, is $37.2 million. Work began in February, 1997 and was substantially completed by September, 1998.

MIHS's gym, library, auditorium, and fields are used extensively in the evenings and weekends for special events and by the community.

MIHS has a combination of computer labs and carts of mobile computer equipment for student use. Three labs of 30 computers each are used for programming, engineering technology, web design, graphic design, and network support. Four mobile computer labs with 10-15 computers each are used extensively for English, Social Studies, Science, and math classes. Three of the mobile labs were updated with equipment donated from Qwest. Technology competencies include: spreadsheets, graphing calculators, data acquisition, and research. As a result of the technology levy last year, all teachers at MIHS have use of a laptop computer. Training in basic computer skills was offered last summer. The district will be offering additional classes focusing on integrating technology into the classroom during the summer and fall of 2003.

Class of 2002 students are attending 119 different schools including 75 private institutions. Some of these schools are: American U, Arizona State U, Boston U, Bowdoin, Brandeis, Brown, Bryn Mawr, Bucknell, Carleton College, Chapman, Claremont McKenna, Colorado College, Denison, Duke, Emerson, Florida A&M, Gonzaga, Hampshire, Harvey Mudd, Hawaii Pacific U, Illinois Wesleyan, Johnson & Wales, Kenyon, Lafayette, Lehigh, Lewis & Clark, Loyola Marymount, Loyola (New Orleans), McGill, Mills, Morehouse, Northwestern, Occidental, Oregon State, Pacific Lutheran University, Pepperdine, Pitzer, Pomona, Princeton, Rice, Rochester, Santa Clara, Seattle U, Simon Fraser, Skidmore, Southern Methodist U, St. Mary's College (CA), Stanford, Syracuse, Tulane, U of Arizona, U of Arkansas, U of CA (Davis, Santa Barbara, Santa Cruz), U of Florida, U of Michigan, U of Missouri, U of Montana, U of Oregon, U of Penn, U of Puget Sound, U of Redlands, U of San Diego, U of San Francisco, USC, U of Tennesee, Vanderbilt U, Wake Forest, Washington U-St. Louis, Wellesley, Westmont College, Wheaton (Illinois), Wheaton (MA), Whitman, Williams, in addition to 6 Washington Public Colleges.

MIHS School Improvement Plan

Note: The full text of the MIHS school improvement plan may be viewed on the district web site at *www.misd.wednet.edu.* You may also request a paper copy by calling 206-236-3300.

Based on the findings of a year-long self-study of the MIHS program, during the 2001-2002 school year, a School Improvement Plan (SIP) was developed as a requirement of accreditation. Teams of staff members, administrators, students, and parents provided input into the development of the plan. The School Improvement Plan addresses three goals:

Goal 1: Develop appropriately challenging academic programs for all students.
The MIHS Academics Team has developed ideas for improvements based on studies of data and subsequent discussion. Some of these scheduled for implementation in the fall of 2003 are: additional course offerings in AP Comparative Government, AP English Language and Composition, AP Economics, AP Studio Art, as well as a new Introduction to Art course. In addition, the team is recommending an English class that concentrates on and reinforces basic composition skills, a Writing Center, and Math Center open throughout the day offering tutoring/mentoring help, a challenge process for science class placement, and a published timetable showing when teachers are available to work with students.

"One part-time teacher had an influence on my interest in investments and financial services – I can still remember his lecture on "compounding" – it was Ed Maloof who at the time also had a Mercer Island-based real estate firm. My pursuit of an undergraduate degree in Cinematography, which I don't use much today, was due to a high school teacher in Film as Literature named Mrs. Easter. Tragically, she passed away in 1973.

Jeff Pritchard

Goal 2: Help students recognize and meet their individual academic, creative, social, and emotional needs.
The Culminating Project, required by the state by the fall of 2004 as a way for students to demonstrate their learning, is the main focus of Goal 2 for 2002-2004. The Culminating Projects Team was formed in 2001-2002 to research projects in other schools and make recommendations. This requirement will be piloted in 2003 and implemented in 2004. Some of the projects being considered for MIHS are:

Collection of work from 4 years of high school, Community Service, Career Pathways, Interest/Career Based Project, Pre-Planning, Goal Setting, Project, Advisor/Mentor, Personal Essay, Speech, Research, Research-Base Writing, Impact of Education, Commentary, Personal Reflection.

Goal 3: Provide an environment in which meaningful connections between members of the learning community may occur.
The Connections Committee formed in 2001-2002 is focusing on Part 1 of Goal 3: Develop mentor programs, advisory groups, homerooms (or comparable programs) that increase the number of positive developmental assets (such as having supportive adult relationships, a caring school climate, having people who hold high expectations for the student), and that model attributes such as citizenship, responsibility and respect. Last fall the school community voted to implement late start for the high school from 7:20 am to 8:00 am. The results of the "school climate" survey, as well as a second "Developmental Assets Survey" will form the basis of recommendations for the 2003-2004 year.

How Can You Help?

MIHS welcomes parent and community member involvement in many areas of the school community. Contact the school office or PTSA if you would like to help with: career speakers, parent newsletter, sports booster clubs, registration, counseling center, classroom guests, music booster committee, Fine Arts Showcase, office help, or book room. The MIHS Site Council has 30 members: 15 staff, 8 students, 6 parents, and 1 school board member. All but the parents are chosen for 1 year terms; parents serve 2. The council meets monthly to provide a forum for discussion and recommendations as appropriate on site related issues. The PTSA has over 900 members.

Special Education

The Mercer Island School District conducts "child find" activities that apply to students from birth to age 21 for the purpose of identifying, evaluating, and locating children with suspected disabilities. Those students who meet eligibility requirements are afforded the opportunity to a Free and Appropriate Public Education (FAPE) at no cost to the parent per State of Washington Administrative Code (WAC-392-172—100-190). In 2000-2001, 8.6% percent of the K-12 student population qualified for one or more special education services. Special education is a federal and state mandated program that districts are obligated to provide. Funding for this mandate, however, is insufficient, requiring school districts to support the shortfall out of their general operating budgets.

Birth to Three

Children aged birth to three that are identified as having a disability are served out of district at centers for the developmentally disabled.

Age 3-5 Resource Center

Children who meet the disability criteria between ages 3-5 are provided services by our district support staff either in community preschools or in our district preschool setting.

K-5 Resource Centers

K-5 Learning Resource Centers (LRC's) are located at all three elementary schools. Students who are eligible for special education services are placed in general education classes to the maximum possible and attend the LRC's for a designated time for instruction as determined by their Individual Education Plan (IEP).

K-5 Extended Resource Room (ERR)

Children with moderate to severe disabilities may attend the ERR program located at Island Park Elementary school. Here, they receive intensive instruction in academics and independent living skills. These students also receive instruction in the general education setting to the maximum amount possible.

5-9 Functional: Academics & Community Instructional Program

This new program bridges the gap between the K-4 Extended Resource Room program at Island Park and the Extended Learning Center at the high school. Student abilities range from multi-handicaps to varying levels of developmental disabilities. Services for students include individualized academics and living skills as well as the opportunity to be involved in community settings learning job skills.

6-8 Learning Resource Room

Students who qualify for special education services at the middle school may receive specially designed instruction through the LRC or through support in their regular classes. Organization/study skills are taught along with direct instruction in academic areas.

9-12 Learning Resource Center

Students are scheduled into the LRC for specially-designed instruction in their area of disability. Organization/study skills are taught along with direct instruction in academic areas.

10-12 Extended Learning Center

Students who are moderately or severely disabled receive intensive instruction focusing on learning skills needed for independent living and meaningful employment. Students are included in school-wide activities, elective, and academic classes as appropriate.

School Transition Program

Disabled Students ages 18-21 who do not receive a general education diploma upon graduation may attend the Mercer Island/Bellevue Co-op where they are given job training. Students are placed in a variety of community work settings where their work skills may be applied or assessed for future employment.

"I owe much to the wonderful training and mentoring I received at Youth Theatre Northwest , but some of the teachers and classes I had at MIHS were incredibly inspiring. Kathleen Monihan, who taught English and Theatre was wonderful. Wendy Sauer and Maura Danforth's American Studies class is still one of the most challenging, exciting classes I have ever taken. For the first 20 minutes of every class, we would review actual Supreme Court cases. We dealt with controversial cases and engaged in many thoughtful debates.

"I was lucky to grow up in such a nice, safe community. I was lucky to have parents who took me out to the city to museums, films, and galleries – but even today I feel that I have to prove myself, to convince others that even though I grew up in a privileged community, I know how to work hard." *Meghan Hill*

Giving to Our Schools

The Mercer Island School District gratefully accepts your donations to our schools through the PTA/PTSA's or the Mercer Island Schools Foundation, both 501c(3) non-profit organizations. The PTA/PTSA's support individual school enrichment activities including: field trips, assemblies, Great Books, Art Docents, Artist in Residence programs, teacher grants and discretionary funds, and classroom activities. Their primary fund-raisers of the year are the Metrathon at the elementary level, Magazine Drive and Ski Swap at the middle school, and "Pass the Hat" at the high school.

The Mercer Island Schools Foundation supports curriculum improvement at every grade level in every classroom in the district, as well as teacher initiated enrichment grants. Their only fund-raiser of the year is the Phone-a-Thon. All of these activities occur in the fall to provide funding for current year projects. Both organizations are critical in helping the district achieve desired outcomes for students. As of June 30, 2002, the PTA/PTSA's had contributed $355,100 to our schools. The MISF total was $518,269.

By far, the most important thing you can give is interest in your child's education. If you have questions, comments, ideas, or concerns, call the school offices, or follow the links to individual school web sites via the district site at *www.misd.wednet.edu.*

"I think the overall commitment to educational excellence on Mercer Island had an impact on me as well as most of my classmates. While we didn't have WASL tests back then to quantify a school's performance, MI was regarded as one of, if not the, best districts."

Jeff Pritchard

Grants & Commendations

Grants received during the 2001/2002 school year:

Dean Witter Foundation Grant

Eisenhower Math and Sciences Grant

Boeing Company Grant

Washington State Teacher Assistance Grant (TAP)

Gates Teacher Leadership Grants: Julie Langley, West Mercer; Beth Wilson, Lakeridge; Eric Ayrault, JoAnn Acosta, Kim Schjelderup, MIHS

NEVAC Partner School – National Science Foundation

Developing A Community of Mathematics Learners – Partner Grant, National Science Foundation

Commendations received during the 2001/2002 year:

MIHS KingCo 3 A champions: Boys' Basketball, Boys' Swimming, Girls' Tennis, Boys' Soccer

State Champions: Boys' Swimming, Boys' Water Polo

State Academic Champions: Baseball (awarded for the highest collective GPA for that sport last year)

Doug Davis, Teacher of the Year for the Mercer Island School District

Thelma Ritchie, District nominee for State Teacher of the Year

Mary Lindquist, Social Studies Teacher of the Year for Washington State

Alice Tanaka, Distinguished Service Award from the College Board, Western Region

Jesse Jaramillo, Excellence in Teaching Award from the King County Physical Activity Coalition (2003 award)

Jeff Lowell, Named 3A Coach of the Year for Boys' Swimming for the second time since 1999 (2003 award)

Mercer Island School District Financials

The Mercer Island School District is a public supported organization governed by the Washington State Laws and Regulations. Major sources of income include: the State of Washington basic education allocation of $4,007 per student per year and local levy funds of $1,664 per student per year.

In 1997 MI voters approved a 4 year maintenance and operations levy. Approximately 25.75% of the annual property tax bill is dedicated to local schools.

Other sources of income include: state special purpose, local non-tax (i.e. fees, lunches, donations, rentals and investment earnings), federal grants.

Major expenses include salaries and benefits, supplies and materials, purchased services, travel, and capital outlay. The Mercer Island School District is one of a very few districts in Washington to receive a AA+ bond rating from Standard & Poors and Moodys.

The yearly budget process begins in January with an initial enrollment projection review with principals and concludes with an open to the public budget hearing and adoption meeting in July.

The 2002-2003 cost to educate a student in the district for one day?

$24.23	Teaching
4.70	Teaching support
2.97	Other support
1.63	Custodial
1.11	Maintenance
1.49	Utilities
.21	Insurance
2.66	School Administration
.67	District Administration
1.50	Food services
1.66	Transportation

$42.83

Other Sources of Funds

	Discretionary	PTA/PTSA
MIHS	$203,902	$35,100
IMS	$132,850	$43,500
Island Park	$68,148	$135,000
Lakeridge	$73,265	$73,000
West Mercer	$75,308	$68,500
Total	**$553,473**	**$355,100**

Mercer Island Schools Foundation Funding for District

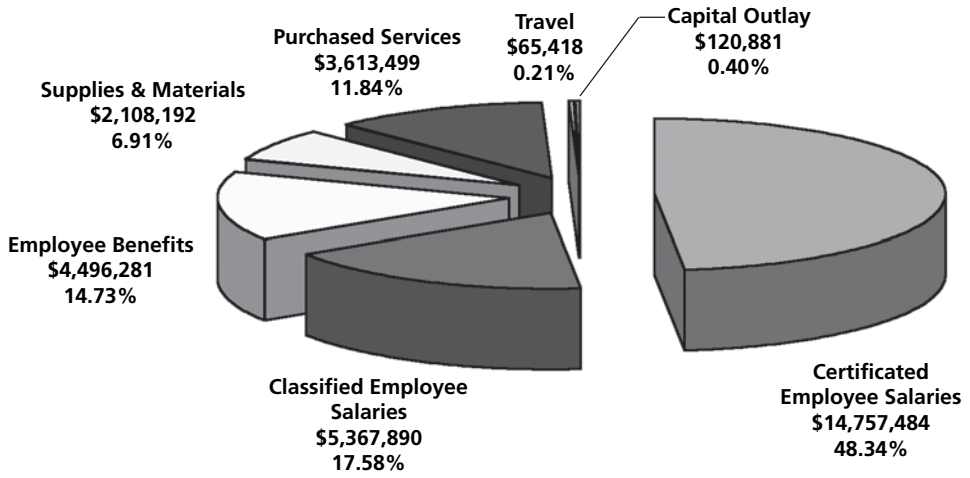
Classroom Enrichment	$48,283
Extra Curricular	21,307
Fine Arts	58,846
Language Arts	41,637
Mathematics	119,321
Science	50,778
Social Studies	13,348
Special Education/ESL	5,041
Technology	158,446
World Language	1,262
Total	**$518,269**

Discretionary: budget money from the state to fund teaching and student supplies; staff development; and technology software and maintenance.

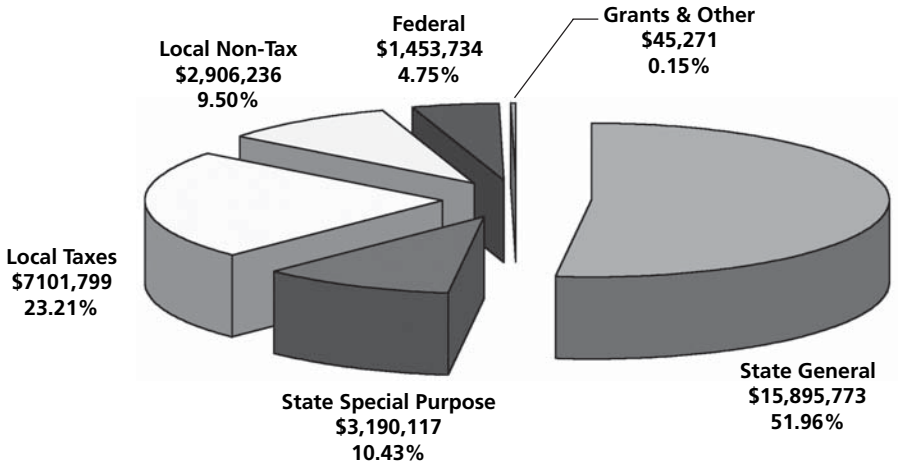
MISF (Mercer Island Schools Foundation): community donations provide funding for curriculum improvements in all areas, classroom enrichment support, and technology.

PTA/PTSA (Parent/Teacher/Student Assoc): funds finance field trips, assemblies, teacher grants, artist-in-residence, and other cultural and enrichment activities. Island Park Elementary held a special auction to raise funds for additional paraprofessionals.

Total Expenditures



Total Revenue



"Jennifer Wright had the biggest influence on me and my experience in the Mercer Island School District. Originally my Physics teacher, we became friends by working together on the MIHS and district's web sites, and later the district's technology in general. When working with Jennifer, I felt like an equal; she gave me an opportunity to do technology work for the district in exchange for credit, an opportunity that was fun at the time and has proved to be an invaluable experience."

"I can remember lots of faculty that had positive influences on me: Karen Simons (2nd grade). She made her class a fun experience. Doug Davis, (8th grade Earth Science) showed me the importance of relating to people. Ken Hopper (IMS 6th grade and my mentor). He always told me that if I work hard I could achieve anything. Paul Highsmith (MIHS principal) worked with me because of my work as a class officer, but I felt that getting to know him as a person made my high school experience better. It shows me that building good working relationships can have a dramatic effect on the work you do."

Daniel Becker

Committed to lifelong learning in a changing world...

"I developed an excellent work ethic from my education on Mercer Island. I felt that through all my years in the district, there was lots of encouragement to work hard and a positive atmosphere for students—building in students the confidence that if they work hard, they can achieve whatever they want. Now being able to compare my schooling experience on Mercer Island with that of students from elsewhere, this positive encouragement, combined with a challenging atmosphere, is something I feel we excel at." *Daniel Becker, 2000 graduate of MIHS and class Valedictorian – now working towards a degree at the University of Washington in Business Administration with a focus on Information Systems.*

Mercer Island School District

Mercer Island School District
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