



Simply Exceptional



Annual Report
2004-2005

M E R C E R I S L A N D S C H O O L D I S T R I C T



SIMPLY EXCEPTIONAL

Three Mercer Island High School students were selected as Washington State Scholar's award recipients, placing them in the top 1% of students in the state; 17 students received the Washington State Principal's Award (top 5%) and 157 students won the Washington Honors Award (top 10%).

Superintendent's Message

I am pleased to provide students, parents, staff and community members with the Mercer Island School District's 2004-2005 Annual Report.

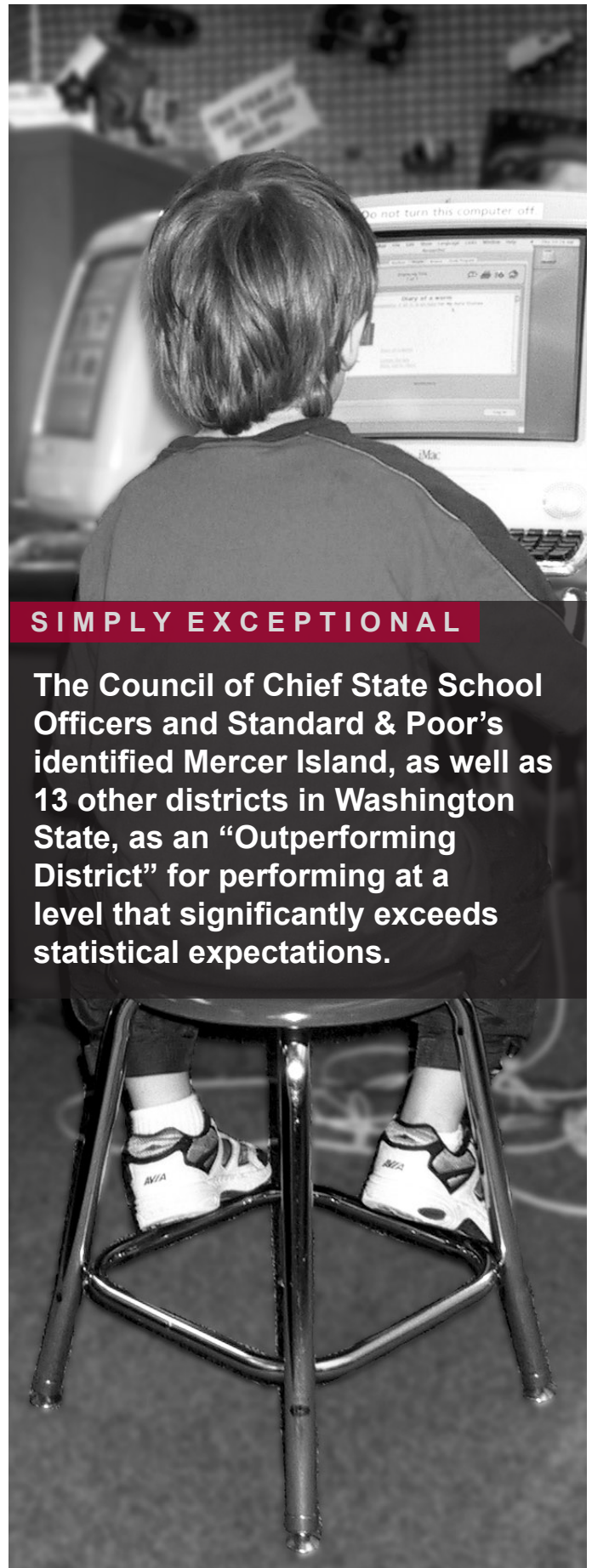
The 2004-2005 school year was my second year as your superintendent and I sincerely appreciate the hard work and dedication of all members of the MISD learning community as well as the support of the community at large.



At the beginning of the school year, the Board of Directors established six priorities for me: (1) Support the Board in transitioning to the Carver Governance Model, complete the 2001-05 Strategic Plan and create a roadmap to a new planning process; (2) Continue to build strong relationships with and between staff, parents, community members, the City of Mercer Island, and state and national legislatures; (3) Continue to work with the Instructional Services Department and Building Principals to provide a challenging, coordinated, balanced and flexible math curriculum with options that challenge each student; (4) Ensure that the District has adequate leadership resources to meet its goals; (5) Hire an outstanding Principal and Associate Principal, support the development of a common vision and guiding principles for MIHS, and advance academic excellence; and (6) Ensure that the teacher evaluation system is implemented consistently as described in the MISD/MIEA agreement.

I am pleased to report that we were successful in making significant progress on each of these priorities. I would particularly like to acknowledge the dedication of our school board members who spent countless hours learning a new governance model focusing on student "Ends" in academic achievement and personal development/citizenship. As always, our teachers, staff members and administrators showed extraordinary commitment to serving the needs of all students and our school PTSA's, the Mercer Island Schools Foundation and many community volunteers supported their efforts both inside and outside of the classrooms. Truly, we cannot thank them enough for their contributions to our students.

Cyndy Semins



SIMPLY EXCEPTIONAL

The Council of Chief State School Officers and Standard & Poor's identified Mercer Island, as well as 13 other districts in Washington State, as an "Outperforming District" for performing at a level that significantly exceeds statistical expectations.



S T U D E N T E N D S

Exceptional work



SIMPLY EXCEPTIONAL

A Manhattan Institute study ranked Mercer Island High School #1 nationally for the percentage of students who graduate on time. 91% of students who enter the ninth grade at MIHS graduates in four years. Seattle area schools: 73%; Washington state schools: 66%.

Highlights of 2004-2005

- Aggregate scores on the Washington Assessment of Student Learning (WASL) positioned our students first statewide in all areas tested: 85.7% of 4th graders, 84.7% of 7th graders, and 77.8% of 10th graders met all three standards in writing, math and reading. In science, Mercer Island schools had the highest percent of students at standard – 5th grade 62.6%, 8th grade 78.9%, and 10th grade 82.3%.
- 100% of Lakeridge Elementary School's 4th grade students met standard in reading.
- The 2001-2005 Strategic Plan has been completed and a new District Improvement Plan focusing on student Ends in Academic Achievement, Citizenship & Personal Development is in process.
- We have taken a number of significant steps to improve the math curriculum at all levels and are seeing the results in higher ITBS scores in grades 3 and 6, and increased WASL scores in grades 4, 7 and 10 (see MISD Testing further in this report).
- We implemented an Academically Gifted Program for 3rd and 4th grade students, an Autism Spectrum Program for special education elementary students and an Advisory Program for all students at Mercer Island High School.
- All 3 elementary schools and Islander Middle School have implemented relationship and anti-bullying programs.
- We completed a successful pilot of the Houghton-Mifflin K-5 Reading and Writing curriculum, leading to a district-wide K-8 literary program for 2005-06.



EXCEPTIONAL DEDICATION

2004-2005 School Board

Pat Braman
Lisa Strauch Eggers
Leslie Ferrell
John Fry
Carrie George



SIMPLY EXCEPTIONAL

332 students in the class of 2005 graduated from Mercer Island High School. Of these, 94% plan to continue their education at institutions of higher learning.



SIMPLY EXCEPTIONAL

The Mercer Island High School Marching Band was selected among hundreds of entries from around the world to participate in the 2006 Tournament of Roses Parade in Pasadena, California.

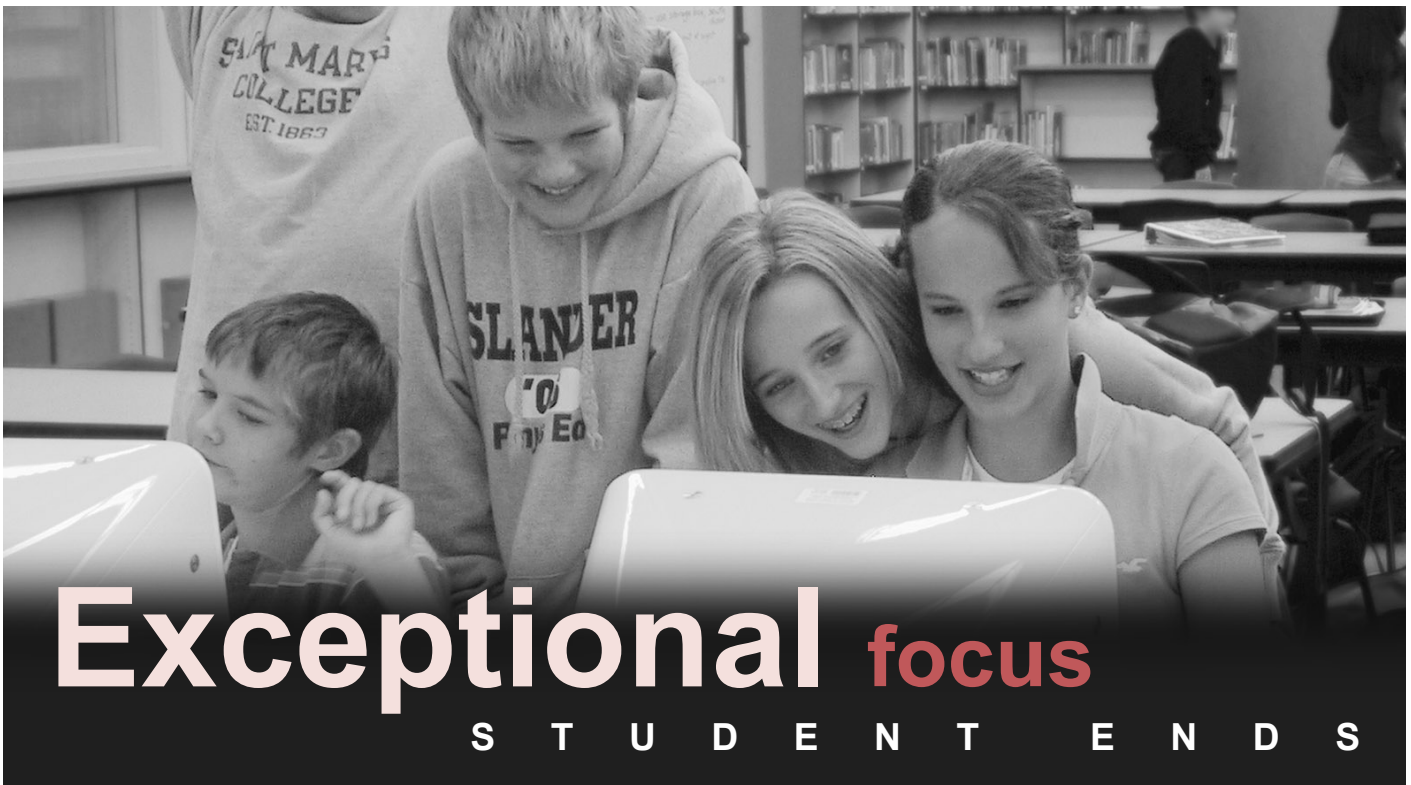
Elementary and Secondary Education Act (ESEA) No Child Left Behind

The Mercer Island School District has met all requirements of the No Child Left Behind Act and has reported Adequate Yearly Progress under ESEA. To view the MISD report card and/or a School Report Card, go to <http://reportcard.ospi.k12.wa.us>. Under Select List, click District and highlight Mercer Island. Then click on Search. Scroll down on the page and choose a school or program whose report you would like to see.

Currently our annual reports include the state requirements listed in RCW 28A.655.110, as well as ESEA Report Card elements not available on the OSPI website.

Nondiscrimination Statement

The Mercer Island School District complies with all federal rules and regulations and does not discriminate on the basis of national origin, creed, color, race, religion, gender, sexual orientation, parental status, marital status, or physical, mental or sensory disability. This holds true for all students who participate in educational programs and/or extracurricular school activities.



District Improvement Plan



During the 2004-2005 school year, Mercer Island School District completed the 2001-2005 Strategic Plan and initiated a new framework based on the Carver Model of Board Governance. This new model includes:

- 1) Ends policies which present a comprehensive Mission Statement and describe the knowledge and skills students will have when they graduate from the Mercer Island School District.
- 2) Governance Process policies which established how the board will conduct its business and the discipline members will exercise to govern themselves.
- 3) Board-Superintendent Relations policies which establish how the board and superintendent will interact with each other and how superintendent performance will be measured.
- 4) Executive Limitations policies which establish the boundaries within which the superintendent may make operational decisions while working to ensure the Ends for all Mercer Island School District students.

The superintendent is responsible for a multi-year District Improvement Plan to detail the programs, professional development, time, and budget required to ensure that all students achieve the Ends. District and school staff members are engaged in the development of the District Improvement Plan and a newly formed District Advisory Committee consisting of representative staff, parents, students, and community members will regularly review the District Improvement Plan.

Policy Type: Ends

E-1

Mission

Mercer Island School District, in partnership with the community, commits to providing that all students will:

- Be prepared to thrive in life;
- Progress academically, intellectually and personally;
- Graduate prepared to compete and succeed in post-secondary education and work;
- Be inspired to contribute to society.

Policy Type: Ends

E-2

Academic Achievement

Students are critical and creative thinkers, able to integrate and apply their knowledge, skills and interests.

2.1 Expectations Each student will set high expectations and work to attain them.

2.2 Content Each student will:

- Master Washington State Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) K-12.
- Achieve at individually and appropriately challenging levels.
- Demonstrate skills in 9 content areas (in alphabetical order):
 - **Fine Arts:** Each student will demonstrate comprehension and application of Arts knowledge and skills; application of thinking skills using artistic processes; ability to communicate through the Arts; and ability to make connections within the Arts, across the Arts and to issues and disciplines outside the Arts. At the student's initiative, the student will demonstrate knowledge and skills beyond the requirements above.
 - **Health and Fitness:** Each student will demonstrate the knowledge and skills necessary to maintain an active and healthy life; ability to analyze and evaluate the impact of real-life influences on health; and ability to analyze health and safety information.
 - **Language Arts**
 - Reading:** Each student will demonstrate knowledge, comprehension, application, analysis, synthesis, and evaluation of what is read. Each student will read different materials for a variety of purposes. At the student's initiative, the student will demonstrate these abilities in college level reading.
 - Speaking:** Each student will demonstrate the ability to verbalize knowledge, comprehension, analysis, application, synthesis and evaluation of ideas of increasing complexity.
 - Writing:** Each student will demonstrate the ability to convey knowledge, comprehension, analysis, application, synthesis and evaluation of ideas in writing of increasing complexity. At the student's initiative, the student will demonstrate these abilities in college level writing.
 - **Math:** Each student will demonstrate knowledge, comprehension, analysis, application, synthesis and evaluation of mathematical concepts and procedures. At the student's initiative, the student will demonstrate these abilities in relation to college level mathematics.
 - **Practical Life Skills:** Each student will demonstrate an understanding of practical life skills that are necessary in the transition from the K-12 years to adult years.
 - **Science:** Each student will demonstrate knowledge, comprehension, application, analysis, synthesis, and evaluation of scientific concepts and principles, and the ability to use scientific inquiry to investigate systems and the nature of science. At the student's initiative, the student will demonstrate these abilities in relation to college level scientific concepts.
 - **Social Studies:** Each student will demonstrate knowledge, comprehension, application, analysis, synthesis, and evaluation of civics, history, economics and geography concepts. At the student's initiative, the student will demonstrate these abilities in relation to college level history and civics concepts.
 - **Technology:** Each student will demonstrate the ability to use and apply technology appropriately.
 - **World Languages:** Each student will demonstrate a working knowledge of a language other than English and an understanding of the role of World Languages in a global community.

2.3 Progress Each student will:

- Master Washington State Grade Level Expectations (GLEs) and Mercer Island School District curriculum K-12 (as defined by targets).
- Demonstrate annual and continual yearly progress based on individual needs.
- Be governed by the Individual Educational Plan (IEP) if a special needs student.

Policy Type: Ends

E-3

Citizenship and Personal Development

Recognizing that these skills are developed through the partnership among school, family and community, all students will practice behaviors that exhibit citizenship and good character, self-awareness, and responsible decision-making.

3.1 Students will be responsible citizens.

Students will:

- be productive, contributing citizens within their school and communities, local to global
- understand and engage in the democratic process
- appreciate human commonalities in the presence of physical and cultural differences and different points of view
- be responsible and accountable for themselves and others

3.2 Students will demonstrate good character, including

- integrity and honesty
- positive interpersonal relations
- respect for self and others
- compassion

3.3 Students will demonstrate self-awareness.

Students will:

- set and achieve personal goals based on high expectations
- have a strong sense of self-worth
- understand their ever-evolving beliefs, aptitudes and interests
- be tolerant of different points of view
- take risks appropriately

3.4 Students will be responsible decision-makers.

Students will:

- make healthy choices for intellectual, physical and emotional well-being
- collaborate with others
- compete appropriately
- think critically and solve problems in context
- demonstrate tenacity



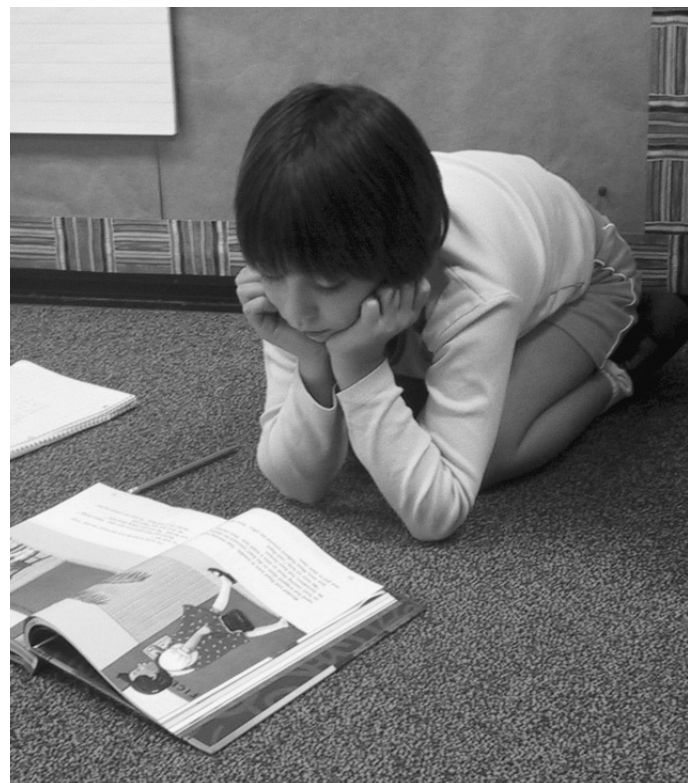
Our District

The Mercer Island School District is located on Mercer Island, a six square mile suburban community of 22,000 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.

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 2004, the community voted to renew funding for facilities maintenance and technology through 2008.

Mercer Island students and teachers benefit from over \$1 million 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, serving as art docents, Great Books coordinators, general classroom volunteers, and many more activities. The 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

thrive in life, progress academically, intellectually and personally, graduate prepared to compete and succeed in post-secondary education and work, and be inspired to contribute to society.



2004-2005 District Demographics (as of October 2004)

Total enrollment	4,139
Kindergarten	208
Grade 1	260
Grade 2	259
Grade 3	282
Grade 4	330
Grade 5	301
Grade 6	341
Grade 7	359
Grade 8	340
Grade 9	392
Grade 10	355
Grade 11	368
Grade 12	344
Elementary	22.7 per class
Islander Middle School	26.7 per class
MIHS	25.4 per class

Student Ethnicity

Black	62
Asian	729
American Indian	19
Hispanic	72
White	3,257
Special Education	380
ELL	76

Staff	Certificated	Classified
MIHS	86	27
IMS	57	24
Island Park	34	16
Lakeridge	40	14
West Mercer	42	18
Total teaching staff.....	259	

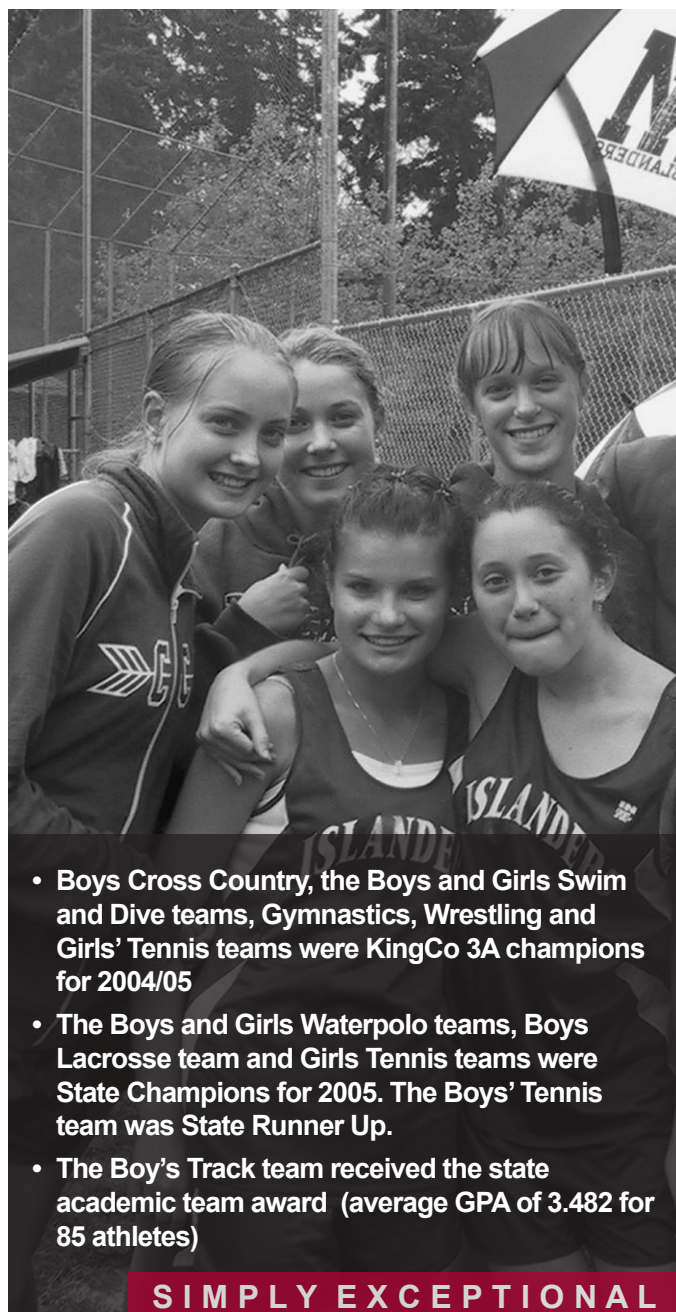
Administrators

MIHS	4
IMS	3
Island Park	1
Lakeridge	1
West Mercer	1

Years of Experience:

1-2 years	36
3-9 years	96
10+ years	132

179 certificated staff members hold Master's Degrees, 5 faculty members have a Ph.D and 12 were working on their National Board Certification.



- Boys Cross Country, the Boys and Girls Swim and Dive teams, Gymnastics, Wrestling and Girls' Tennis teams were KingCo 3A champions for 2004/05
- The Boys and Girls Waterpolo teams, Boys Lacrosse team and Girls Tennis teams were State Champions for 2005. The Boys' Tennis team was State Runner Up.
- The Boy's Track team received the state academic team award (average GPA of 3.482 for 85 athletes)

SIMPLY EXCEPTIONAL

Swim photo courtesy of Ted Garcia





Exceptional results

S T U D E N T E N D S

2004-2005 Mercer Island School District Testing Program

The Mercer Island School District is required by Washington State law to administer two tests to our students in specific grades.

The **Iowa Test of Basic Skills (ITBS)** is given to all 3rd and 6th graders in the state. 2004-2005 was the final year for this test.

The **Iowa Test of Educational Development (ITED)** is given to all students statewide at grade 9. 2004-2005 was the final year for this test.

The **Washington Assessment of Student Learning (WASL)** is given to all students statewide in 4th, 7th and 10th grade every year in reading, writing, and math. 2004-2005 was the third time the state administered the science WASL at grades 8 and 10, and the second time for grade 5.

The **ITBS** and **ITED** are multiple choice tests designed to measure basic skills. The WASL focuses on the state Essential Academic Learning Requirements 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.

Report of Results on Iowa Test of Basic Skills from Spring 2005

Background Information: In March of 2005 all Mercer Island students in grades 3 and 6 took the Iowa Test of Basic Skills (ITBS) as part of the state testing program. District-wide at grades 3 and 6, our students this year generally gained one or two percentile points in all areas except math in grade 6 which is up four percentiles. Generally, a 5 percentile change is considered statistically significant but a gain of 3-4 points, if sustained, is definitely a meaningful gain. This is the last year that ITBS and ITED will be part of the state testing program.

Spring 2005 ITBS and ITED

Mean percentile scores

ITBS	Reading	Math	Language
Grade 3 Total	82	90	Not tested
State	58	66	Not tested
Grade 6	83	88	83
State	55	58	54
ITED	Reading	Math	Expression
Grade 9	84	86	80
State	54	61	55

District Summary

2005 WASL results grades 4, 7, 10

Percent of students reaching standard

	Math	Reading	Writing
Grade 4 Total	91.9	97.3	91.3
Island Park	86.3	93.7	93.7
Lakeridge	94.7	100	93
West Mercer	93.5	97.6	87.9
State	60.6	79.2	57.5
Grade 7 Total	88.1	92.8	94.2
State	50.5	68.7	60.9
Grade 10 Total	84.6	93	89
State	47.1	72.4	64.7

District Summary

2005 Science WASL results, grades 5, 8 and 10

Percent of students reaching standard

Grade 8	District	78.9
	State	36.2
Grade 5	District	62.6
	State	35.5
Grade 10	District	82.3
	State	35.6

Other Testing

Scholastic Aptitude Test (SAT) and ACT Assessment

While the SAT and ACT are not required tests, most Mercer Island High students take one or both of these for college applications.

Class of:		Mean Scores	Mid-50%
2002	Verbal	583	530-650
	Math	602	550-670
2003	Verbal	582	520-650
	Math	615	560-680
2004	Verbal	590	520-650
	Math	610	540-670
2005	Verbal	613	550-670
	Math	635	570-700

ACT Assessment

Class of:	Mean Composite
2002	25.7
2003	25.8
2004	25.5
2005	26.5

National Merit Scholars

Class of	Finalists	Commended
2001	11	27
2002	7	18
2003	16	9
2004	13	19
2005	11	30
2006	13*	TBA

**semi-finalists as of August, 2005*

Advanced Placement Exams: In 2004-2005, 442 advanced placement exams were taken by 260 MIHS 10th - 12th graders in Biology, Calculus AB, Calculus BC, Chemistry, MicroEconomics, MacroEconomics, English Language & Composition, English Literature, Environmental Science, French Language, Government & Politics: Comparative, Physics B, Physics C, Spanish Language, Studio Art: Drawing, Studio Art: 2D Design, Studio Art: 3D Design, and US History. Of the 442 exams, 340 were scored a 3 or higher (out of 5). Most colleges and universities require a score of at least 3 to give college credit for AP exams.

Elementary Schools

Island Park, Lakeridge and West Mercer

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.

Curriculum

Our schools use district adopted curriculum as the foundation for instructional programs. 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 the school year.

Technology

In February 2004, the community voted to renew funding for facilities maintenance and technology through 2008, providing all schools with the necessary equipment and software to integrate technology lessons with academic classes. The Mercer Island Schools Foundation has provided additional funding for teacher training.

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.

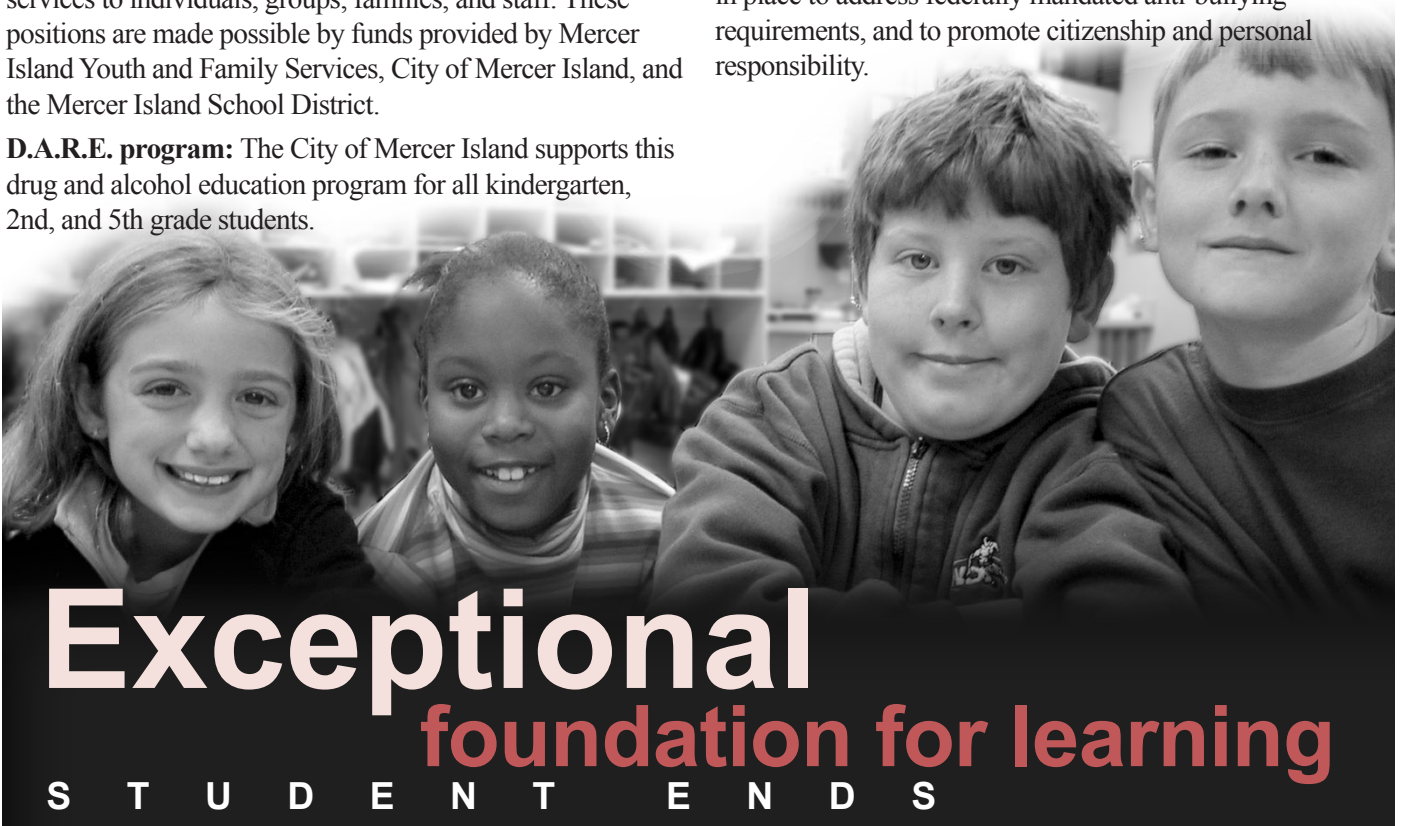
Volunteer Opportunities

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, fund-raising, 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 district-wide issues, and/or operational requirements of the school building.

Improvement Planning 04-05

Last year all three elementary schools continued to work on year three of the 2001-2005 school improvement plans. A primary focus was the Houghton-Mifflin Reading and Writing pilot project, and Lakeridge Elementary initiated training in the Columbia University "Writer's Workshop". Both of these programs are being implemented during the 2005-06 year. In addition, all schools now have programs in place to address federally mandated anti-bullying requirements, and to promote citizenship and personal responsibility.



Exceptional
foundation for learning

S T U D E N T E N D S

Island Park Elementary

Island Park is located in the middle of the island, at 5437 Island Crest Way. Principal Kathy Morrison led a staff of 50 who served approximately 521 students. The school is host to the district's English Language Learners (ELL) program, and offers an Extended Resource Room (ERR) for students with special learning needs. Other special programs include Special Education Resource Room, Counseling, LAP (remedial reading), a tuition-based foreign language program, technology integrated classrooms, student council, after school clubs, and before school choir.

Philosophy and Mission *"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.

Goals for 2004-2005

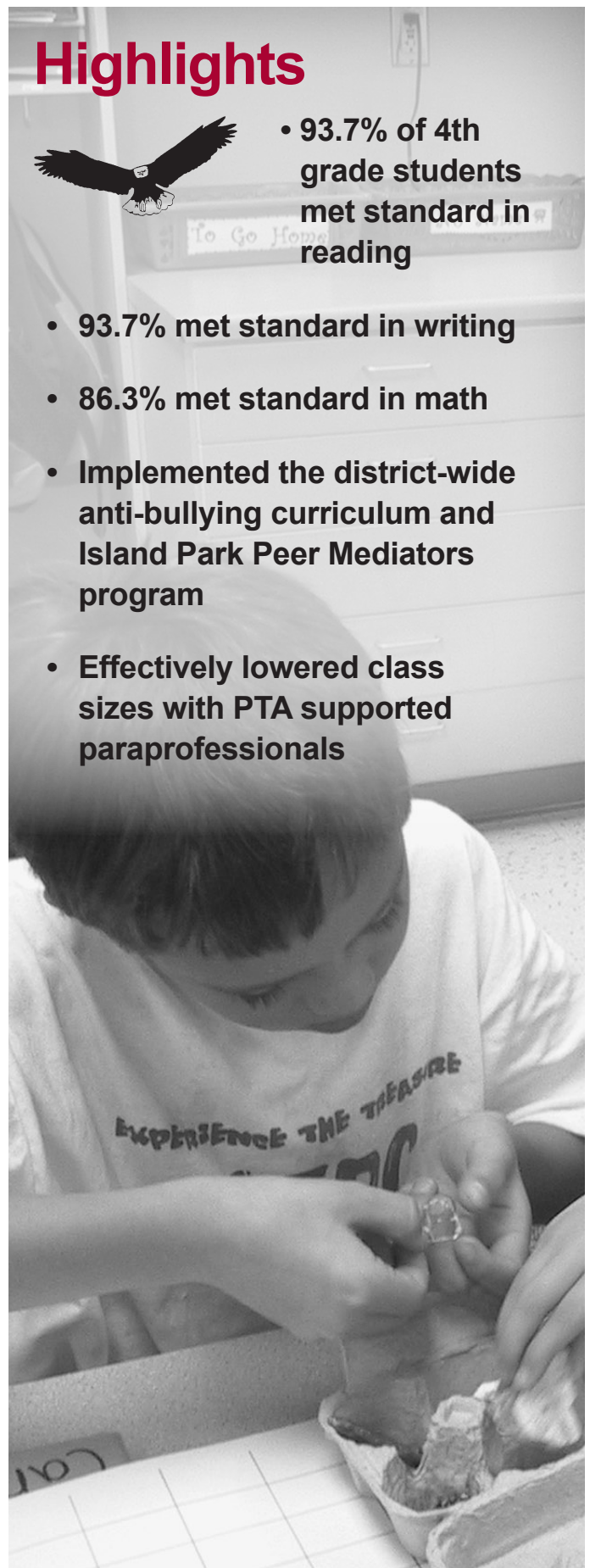
1. To implement the third year of the 2001-2005 School Improvement Plan for improved learning opportunities for students in writing, math and reading.
2. To increase opportunities for the development of positive relationships for students with peers and adults, measured by a higher level of satisfaction indicated on school Climate Surveys.
3. To effectively lower class size.



Highlights



- **93.7% of 4th grade students met standard in reading**
- **93.7% met standard in writing**
- **86.3% met standard in math**
- **Implemented the district-wide anti-bullying curriculum and Island Park Peer Mediators program**
- **Effectively lowered class sizes with PTA supported paraprofessionals**



Lakeridge Elementary

Lakeridge is located in the south end of the island at 8215 SE 78th. Principal Ralph Allen led a staff of 54 who served 540 students in 2004/05. The school is host to the district's Spectrum Program for students on the autism spectrum. Other special programs include Special Education Resource Room, Counseling, LSP (remedial reading), a tuition-based foreign language program, student council, after school clubs, and before school choir.

Mission Statement

"Exploring today, preparing for tomorrow"

Their mission is to give all students at Lakeridge the opportunity to gain knowledge, grow in wisdom, develop confidence, and become creative, compassionate and critical thinkers, and ensure that all children, regardless of level of ability or individual needs, will have the opportunity to reach for, achieve and extend their potential in a changing world.

Goals for 2004-2005

1. To implement the third year of the 2001-2005 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, measured by a higher level of satisfaction on climate surveys.



Highlights



- 100% met standard in reading
- 93% met standard in writing
- 94.7% met standard in math
- Implemented the district's anti-bullying curriculum and Kelso's Choice program



West Mercer Elementary

West Mercer is located on the north end of the island at 4141 81st Avenue SE. Principal Jean Anthony led a staff of 60 who served 574 students in 2004/05. The school hosted the district's Gifted Education program for 3rd-4th grade students in 2004-2005, with 5th grade to be added in 2005-2006. Other special programs include Special Education Resource Room, Counseling, LSP (remedial reading), a tuition-based foreign language program, student council, after school clubs, and before school choir. They are particularly proud of the West Mercer Courtyard, a Northwest native plant garden and outdoor classroom funded by the Rotary Club of Mercer Island, with matching funds, supplies and labor from the greater school community.

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 wants 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.

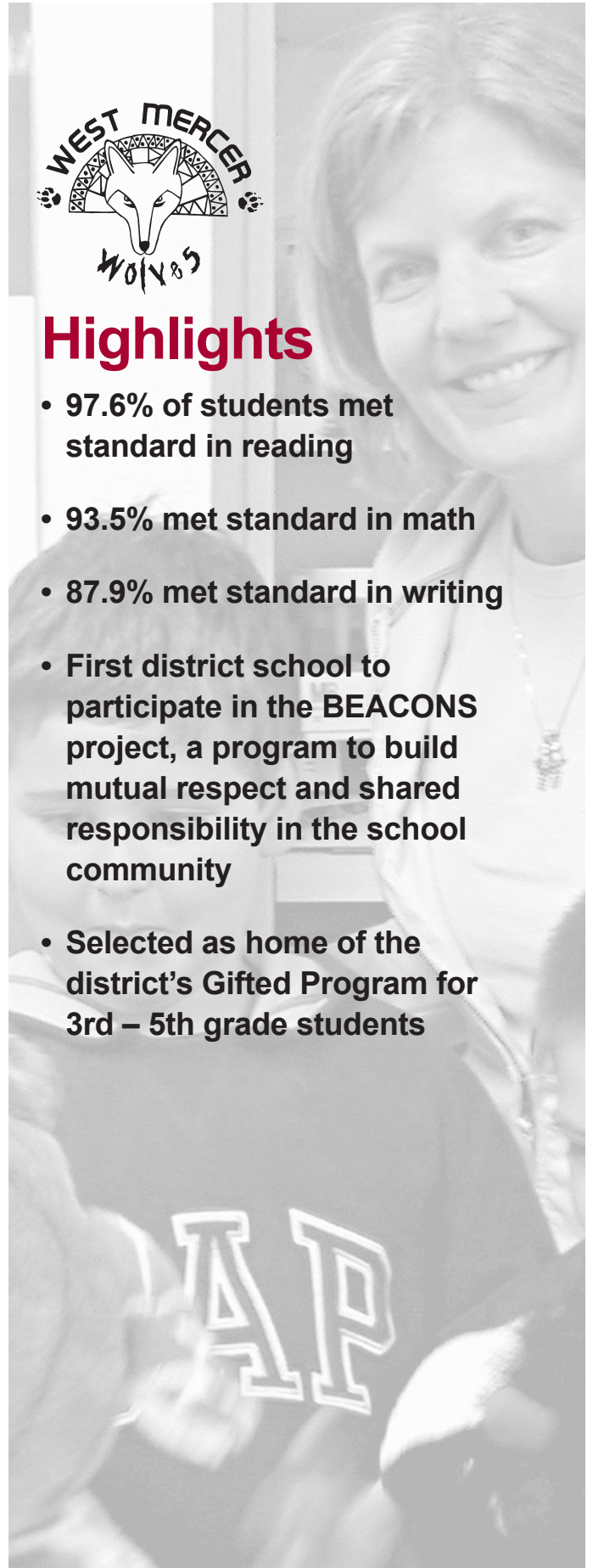
Goals for 2004-2005

1. To improve all West Mercer students' math and literacy skills.
2. To enable all West Mercer teachers to further develop knowledge of and skills in assessment focused on improving teaching and learning.
3. To create stronger and more positive relationships between students and adults.



Highlights

- 97.6% of students met standard in reading
- 93.5% met standard in math
- 87.9% met standard in writing
- First district school to participate in the BEACONS project, a program to build mutual respect and shared responsibility in the school community
- Selected as home of the district's Gifted Program for 3rd – 5th grade students





Exceptional learning environment for 6th-8th grade students

S T U D E N T E N D S

Islander Middle School

A "Blue Ribbon School"

Islander Middle School is located at the south end of Mercer Island at 8225 SE 72nd Street. Principal Sharon Gillaspie led a staff of 81 who served 1,040 6th, 7th and 8th grade students in 2004/05.

Our Buildings

IMS is a completely updated and inviting school facility. The latest remodel occurred in 2000, which included 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.

Technology

Thanks to the success of the Technology Levy in February 2004, IMS was able to provide laptop computers for all teachers, the first phase of technology improvements funded by the levy. The Mercer Island Schools Foundation provided funding to train teachers in how to integrate technology into the curriculum.

Curriculum

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 6th grade level,

two-teacher teams present the four core subjects to two groups of students. Sixth 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. The school offers a wide range of electives, after school clubs and athletics.

Counseling Services: 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 Mercer Island School District, through Mercer Island Youth and Family Services, provide support to students and families.

Volunteer Opportunities

IMS welcomes parent and community member involvement in many areas of the school community. A very active Islander PTSA has over 960 members, representing 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 as appropriate on building related issues. The Site Council work focuses on deliberation and decision-making related to school improvement planning, implementation and evaluation.

Mission Statement

A place to learn, a place to grow.

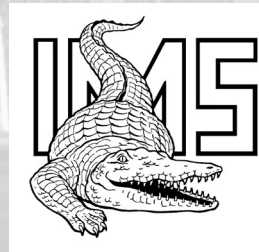
- We seek to meet the unique needs of students in the middle grades.
- We work to be a caring community where all members feel safe to take the necessary risks to grow.
- We strive for high quality in all we do.
- We value diversity.
- We believe that respect, cooperation, and kindness provide the foundation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

Goals for 2004-2005

1. 85% of students will meet standard on the Math WASL by 2006.
2. 92% of students will meet standard on the Reading WASL by 2006.
3. Improve parent and teacher rating of the school as a “place where every student can succeed” and “a place that meets the academic needs of students.”



Highlights



- **88.1% of Islander 7th graders met standard on the Math WASL in 2005**
- **92.8% met standard on the Reading WASL**
- **Completed year 3 of the 7th grade “Focus Block”, providing a smaller class and tightly structured routine with instruction targeted to student needs**
- **Completed year 3 of the 8th grade “Project Block” offering empowerment and responsibility through project-based instruction in Language Arts/Civics and Science and Math**
- **Implemented the “Building A Spirit of Community” program to improve relationships among students, teachers, volunteers and other adults in the school**



Mercer Island High School

Mercer Island High School is located at the north end of Mercer Island at 9100 SE 42nd Street. Last year Interim Principal Kathy Siddoway led a staff of 113 members who served 1,451 students in grades 9-12.

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 included some new construction, was \$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.

Curriculum

MIHS offers a strong academic program that includes 7 class periods of 50 minutes beginning at 8:00 a.m. 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, and advanced placement classes, and classes for students needing additional academic support.

CREST LEARNING CENTER is Mercer Island High School's alternative program. The staff of 4.5 adults work to create a learning environment which meets the needs of a diverse population of about 100 students. The curriculum at Crest is designed to focus on the development of cognitive powers, creativity, and essential skills to ensure that all students will meet WASL state standards. Subject material is approached from an integrated perspective and hands-on activities are a part of nearly every topic that is studied. Mornings at Crest revolve around a two hour integrated course which emphasizes language arts, history, current events, and visual arts.

In the afternoon, students concentrate on activities that explore mathematics, science, horticulture, health, vocational skills, physical education and visual arts. Crest also provides a unique opportunity for students to take courses independently.

Technology

MIHS has a combination of computer labs and carts of mobile computer equipment for student use. All teachers at MIHS have use of a laptop computer. Training in application skills and curriculum technology is ongoing and funded by the Mercer Island Schools Foundation.

Student Involvement

80-85% of the student body is active in some type of co-curricular activity, ranging from athletics to the arts, and student-run clubs and organizations. MIHS is a designated High Tech Learning Center offering a wide variety of career and technology courses.

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, alcohol, and peer relationships, and serve as a resource for community services.

Volunteer Opportunities

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 led by the principal 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 year terms. The council meets monthly to provide a forum for discussion and recommendations as appropriate on building related issues. The PTSA has over 900 members.

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.

School Improvement Plan

Goals 2004-2005

- Develop appropriately challenging academic programs for all students.
- Help students recognize and meet their individual academic, creative, social, and emotional needs.
- Provide an environment in which meaningful connections between members of the learning community may occur.

College Placement

94% of the class of 2005 had plans to continue their education, 84% at a 4-year institution and 10% at 2-year schools. 53% of the college-bound students went out of state.

Highlights



- The Chicago Math series was successfully adopted
- Strategies to improve student writing were implemented. This was the second year of the new English 9 and 10 Literature and Composition classes with instruction targeted to student needs
- The Culminating Project Handbook was completed. All students in the class of 2008 have received an introduction to the Culminating Project
- The BRIDGES² Advisory Program was successfully implemented. The purpose is to develop a school community that promotes engagement and a sense of belonging for all members. Three all-day events for students included: Martin Luther King Day, Day of Respect, and Day of Service

MIHS continued from previous page

Students from the class of 2005 are attending 123 different colleges and universities across the nation and in Canada. Of the 123 colleges, 91 are private institutions. Some of the schools are: Amherst, Barnard, Bates, Boston U, Bowdoin, Bryn Mawr, Brown, BYU, Carnegie Mellon, Cal Poly, Central Queensland, Australia, Dartmouth, Deep Springs, Duke, Elon, George Washington U, Georgetown, Gonzaga, Gordon, Hamilton, Harvard, Hillsdale, Hofstra, Hope, Johns Hopkins, Kenyon, Linfield, Long Island U, Loyola Marymount, Manhattanville, Marymount, McGill, Middlebury, MIT, Mount Holyoke, Northeastern, Northwestern, Oberlin, Occidental, Pacific Lutheran, Parsons School of Design, Pitzer, Princeton, Reed, Rice, Rochester Institute of Technology, Santa Clara, Sarah Lawrence, Scripps, Seattle U, Seattle Pacific U, Smith, Stanford, St. Mary's, Sweet Briar, Trinity College of Dublin, Ireland, Tufts, UCLA, U of Chicago, U of Colorado, U of Denver, U of Michigan, U of Minnesota, U of Redlands, U of Portland, USD, USC, USF, US Naval Academy, Union, Victoria U of New Zealand, Wake Forest, Washington U in St. Louis, Wheaton, Whitman, Willamette, Williams, and Yale in addition to 6 Washington Public Colleges and many out-of-state colleges.

Other students' plans include: Americorps, AFS exchange student in Switzerland, Academy of Art, Fashion Institute of Design and Merchandising, Gekidan Shiki Acting Program, Tokyo, Humanitarian Aid/Moore Park Zoology, Pilchuck School of Glass, Universal Technical Institute, Western Culinary Institute, and working at Mercer Island Florist.

MISD Special Education

The Mercer Island School District conducts child find activities that apply to students 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 (WAC-392-172-100-190). In 2004-2005, 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 budget.

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 Preschool Program

Children who meet the disability criteria between ages 3-5 are provided services by our district support staff in our district preschool setting located at West Mercer Elementary.

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. 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.

K-5 Autism Spectrum Program

Students recognized as having an autism spectrum disorder are served at the district's new Spectrum Program located at Lakeridge Elementary.

6-8 Functional: Academics & Community Instructional Program

This new program bridges the gap between the K-5 Extended Resource Room program at Island Park Elementary 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 LRR 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 school transition program 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.



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, each who are 501(c)(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. 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. Both organizations are critical in helping the district achieve desired outcomes for students.

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 website at www.misd.k12.wa.us.

Grants & Commendations

- **Boeing Company grant for Board Governance training**
- **Washington Mutual grant for Board Governance training**
- **Washington State Teacher Assistance Grant (TAP)**
- **NEVAC Partner School – National Science Foundation**
- **Developing A Community of Mathematics Learners” – partner grant, National Science Foundation**
- **Cheryl Sandstrom and MaryMargaret Welch, District nominees for Washington State Teacher of the Year**

Mercer Island School District Financials



The Mercer Island School District is a public supported organization governed by 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.

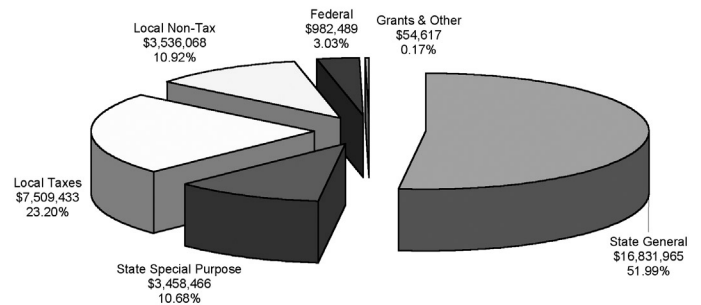
In 2002 MI voters approved a 4 year maintenance and operations levy. Approximately 25.75% of the annual property tax bill is dedicated to local schools.

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

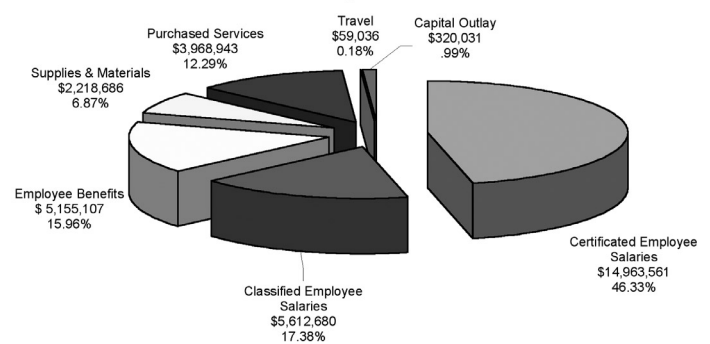
Major expenses include salaries and benefits, supplies and materials, purchased services, travel, and capital outlay. The Mercer Island School District is one of a very few districts in Washington to receive a AA+ bond rating from Standard & Poors and Moody's.

The yearly budget process begins in January with an initial enrollment projection review with principals and concludes with a budget hearing and budget adoption meeting in August, both which are open to the public.

Total Revenue



Total Expenditures



Exceptional
accountability

S T U D E N T E N D S

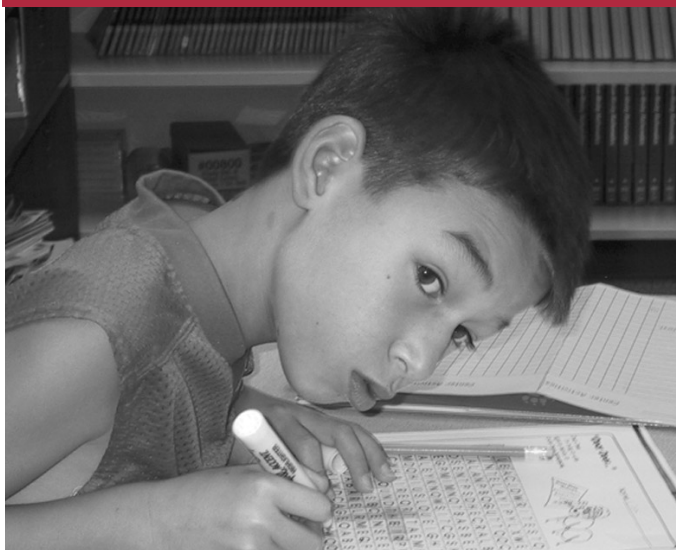
Other Sources of \$

Mercer Island Schools Foundation

Classroom Enrichment	\$57,302
Extra Curricular	89,735
Fine Arts	54,258
Language Arts	107,529
Mathematics	83,522
Science	14,748
Social Studies	1,528
Special Education/ELL	51,061
Teacher Development.....	160,202
Technology	56,045
World Languages.....	6,891
Total	\$ 682,891

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.



SIMPLY EXCEPTIONAL

**The Mercer Island School District
had the highest scores on the
Washington Assessment of
Student Learning tests (WASL) of
any district in the state**

District Contact Information

District Web Site: www.misd.k12.wa.us

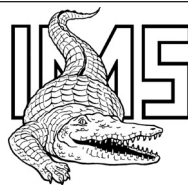
Individual school web sites are accessible through the scroll down menu on the main site. All addresses are Mercer Island, WA 98040



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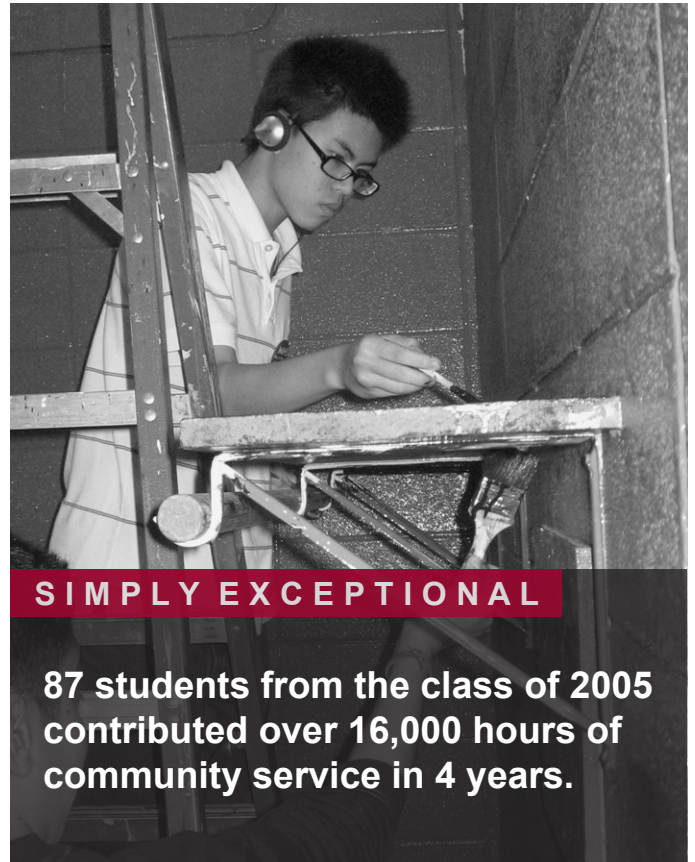


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Mercer Island School District

Preparing students to thrive in life, progress academically and personally, compete and succeed in post-secondary education and work, and be inspired to contribute to society.



SIMPLY EXCEPTIONAL

**87 students from the class of 2005
contributed over 16,000 hours of
community service in 4 years.**

Mercer Island School District

4160 86th Avenue SE

Mercer Island, WA 98040

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