

What Students Need to Know and Do: **Tone:** Student demonstrates characteristic sound for their instrument • Student demonstrates proper embouchure • Student demonstrates proper full, low breath • Student is able to produce characteristic tone quality for their instrument • Student demonstrates correct posture for their instrument. **Technique:** Student demonstrates correct hand position/grip for their instrument • Students are able to play in all 12 major and minor key centers over the full range of their instrument. **Rhythm/Pulse:** Student is able to understand and demonstrate slurs, staccato, legato, and accents with proper attack and release • Student can identify pitch errors within an ensemble and adjust to correct • Student can demonstrate correct fingering for notes used at this grade level • Student is able to identify and perform rests used in grade level music • Student is able to identify

Be Inspired

Mercer Island School District
Simply Exceptional
Annual Report 2005-2006

(compiled in January 2007)

8, 12/8, 5/4, 7/8, 5/8 and common time • Student is able to tap foot while performing grade level music • Student is able to demonstrate an understanding of subdivision through clapping at grade level • Student is able to identify and perform rests used in grade level music • **Techniques:** Student is able to use appropriate breath marks • Student is able to demonstrate ppp, pp, p, mp, mf, f, ff, fff • Student is able to demonstrate appropriate characteristic sound and range • Student is able to demonstrate gestures relating to ritardando, fermata, accelerando

Simply Exceptional

Mercer Island School District 2005-2006

- **Outperforming district:** For the third year in a row, the Council of Chief State School Officers and Standard & Poors has identified Mercer Island as an "Outperforming District" for performing at a level that significantly exceeds statistical expectations.
- **High graduate percentage:** Manhattan Institute study ranked Mercer Island High School #1 nationally for the percentage of students who graduate 'on time.' 94.9% of students who enter the ninth grade at MIHS graduate in four years.
- **Best at college preparation:** The Seattle Times School Guide ranks the quality of college preparation provided by 78 public and private high schools in the Seattle area, based on the evaluation of a panel of experts including directors of admission and college placement professionals. The ratings are on a 1 to 5 scale, with 5 being the highest. At 4.42, Mercer Island is the third highest rated school overall, and the top-rated public school in the Seattle area.
- **High college attendance:** 95% of MIHS graduates go on to colleges and universities.
- **Tournament of Roses Parade:** In 2006, the 270 member Mercer Island High School Band marched in the 2006 Tournament of Roses parade.
- **Symphonic orchestra awards:** The MIHS Symphonic Orchestra won the Gold Award and the Adjudicator's Trophy in spring of 2006
- **Chess State championships:** The MIHS 2006 Chess Team won the State Championship, the first time in 39 years.
- **DECA state and national competitions:** The MIHS DECA Team has, over the past 10 years, consistently sent approximately 30 students to state and 12-15 to national level competitions.
- **Drama awards:** Mercer Island High School's 2005-2006 production of "The Cradle Will Rock" received 4 awards and 5 other nominations from Seattle's Fifth Avenue Theatre High School Musical Theatre Awards program.
- **2 Blue Ribbon Schools:** Mercer Island High School (2006) and Islander Middle School (2003)



Photo courtesy of Kira Stewart

"One of my favorite days is the "Day of Service" where 1400 MIHS students perform community services by volunteering for 70 plus different organizations throughout the Metro Seattle area."

John Harrison, Principal

have been designated "Blue Ribbon Schools" by the US Department of Education.

- **Sports State Champions:**

MIHS Boys Golf, Girls' Water Polo, Boys' Water Polo, Boys' Tennis, Boys' Swim, Lacrosse and IMS Lacrosse teams were State Champions for 2006.



Photo courtesy of MIHS student Sarah Kane

- **Scholastic awards:** MIHS was awarded the 3A WIAA Scholastic Cup 2006: MIHS students on the Boys' Track, Baseball, Softball, Boys' Soccer, Girls' Golf, Girls' Track, Girls' Tennis and Drill Team were honored with WIAA Distinguished Scholarship Awards for excellence in athletic competition, academic performance and sportsmanship.

- **Community service:** 158 students in the Class of 2006 contributed over 27,000 hours of community service in 4 years.

Cover: Mercer Island School District's award-winning music program is a K-12 standards based curriculum culminating in the high school's outstanding band, orchestra, jazz and steel drum program.

Cover photo courtesy of MIHS student Sarah Kane

Superintendent's Message

2005-2006 was another outstanding year in the Mercer Island School District. I will remember it as the year Mercer Island High School was nominated as a Blue Ribbon School by the US Department of Education, and the year of the Tournament of Roses parade, when our entire 270 member band marched in torrential rain as one of only 19 national and international bands to be selected for this honor. What a day and what a testament to the hard work of our students, teachers, parents and community members who supported and applauded these amazing young people! Thank you all for this and so much more that I will share with you in the following pages.



on the many committees dedicated to district and school improvement planning. Finally, thank you to the many parents and community members who serve on school Site Councils, District Advisory Council and other district committees, as well as the Committee for Mercer Island Public Schools, the group responsible for helping to pass our 4 year Maintenance and Operations Levy by 75%! When I reflect on the work of our district, I think of two words: excellence and commitment. We truly are united in our common goal of helping all students succeed. Thank you.

Cyndy Semins

At the beginning of the school year, the Board of Directors established five priorities for me: (1) Ensure that administrative policies and decision-making processes will routinely include consultation with the Student Ends and Executive Limitations policies; (2) Conduct a well-researched study of Advanced Placement/Honors/International Baccalaureate courses at Mercer Island High School; (3) Conduct a study of the 10th grade English/Social Studies Challenge option at Mercer Island High School; (4) Identify indicators of progress for Student Ends in Academic Achievement and Personal Development and Citizenship; (5) Research a K-5 Standards-Based Reporting System to be broadly field-tested in 2006-2007 and implemented in 2007-2008.

I am pleased to report that we were successful in making significant progress on each of these priorities. I would particularly like to acknowledge our School Board members for their on-going commitment to our district's work focusing on student "Ends" in academic achievement, citizenship and personal development. And, I would like to extend a special thank you to MISD staff for their extraordinary work on behalf of our students, especially to those who have served extra hours



All photos on this page courtesy of Kira Stewart except where noted

Student *ENDS*

Exceptional Work

Highlights of 2005-2006

- Aggregate scores on the Washington Assessment of Student Learning (WASL) positioned our students first statewide in all areas tested: 84.5% of 4th graders, 82.1% of 7th graders, and 86.9% of 10th graders met all three standards in writing, math and reading. In science, Mercer Island schools had the highest percentage of students at standard – 5th grade 65.8%, 8th grade 85.1%, 10th grade 75.2%.
- Our community passed the 4 year Maintenance and Operations Levy and Transportation Levy by 75%
- A new District Instructional Improvement Plan for 2006-2012 is in place.
- The AP/IB/Honors report was completed in June 2006. Recommendations are to add advanced courses in the context of a comprehensive curriculum review, presented to the Board in January, 2007. Students at all grade levels will have access to advanced courses at MIHS, to be clearly articulated in the course registration guide beginning with the 2007-2008 school year. Support for students taking advanced courses will be defined in the high school's 2007-2008 School Improvement Plan (SIP).
- A 10th grade English/Social studies challenge option was reinstated in the fall of 2006.
- Indicators of progress on Student Ends in Academic Achievement (End 2) and Personal Development and Citizenship (End 3) are being finalized. E-2 indicators include: WASL scores, math tests, number of students taking AP tests and SAT/ACT scores. Other academic indicators are being studied this year. E-3 indicators include: school climate surveys,



Photo courtesy of Vanessa Adams

the Healthy Youth Survey and Assets survey, as well as school programs: MIHS Bridges, IMS Building A Spirit of Community, West Mercer Beacon/PAWS, Island Park Peer Mediators and Step Two, and Lakeridge Kelso's Choice.

- The K-5 Standards-Based Reporting System is being field tested this year, for implementation beginning in fall of 2007. This new reporting system is aligned with the Washington State EALRs (Essential Academic Learning Requirements) and GLEs (Grade Level Expectations) and will replace the existing K-5 report card system.
- Over 65 MISD staff participated in *Schools Attuned* training during the summer of 2006. *Schools Attuned* is a professional development program based on the work of Dr. Mel Levine and *All Kinds of Minds*.



Photo courtesy of Vanessa Adams

Exceptional Dedication

2005-2006 School Board

Pat Braman
John DeVleming
Adair Dingle
Lisa Strauch Eggers
Leslie Ferrell



Photo courtesy of Marion Mohler

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 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 web site.

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.



Exceptional Focus – Student *ENDS*

The Mercer Island School District is governed by Student *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.

Photo courtesy of Kira Stewart



Photo courtesy of Vanessa Adams

***ENDS* E-1**

Mission Statement

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; and
- Be inspired to contribute to society.



ENDS E-2

Academic Achievement

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

Accordingly, each student will:

- 2.1 Set high expectations and work to attain them.**
- 2.2 Achieve in each of these content areas, at individually and appropriately challenging levels of increasing complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis and evaluation:**
 - Fine Arts
 - Health/Fitness
 - Literacy-Reading, Writing, Communications
 - Mathematics
 - Science
 - Social Studies
 - World Languages
- 2.3 Appropriately apply technology as integrated into the content areas.**
- 2.4 Demonstrate annual yearly progress based on individual needs:**
 - Master Washington State Grade Level Expectations (GLEs) and Mercer Island School District curriculum K-12 (as defined by targets) or be governed by the Individual Educational Program (IEP) as appropriate.

ENDS E-3

Personal Development and Citizenship

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

Accordingly:

- 3.1 Students will demonstrate good character, including:**
 - a) Integrity and honesty
 - b) Positive interpersonal relations
 - c) Respect for self and others
 - d) Compassion
- 3.2 Students will demonstrate self-awareness. Students will:**
 - a) Set and achieve personal goals based on high expectations
 - b) Have a strong sense of self-worth
 - c) Understand their ever-evolving beliefs, aptitudes and interests
 - d) Be tolerant of different points of view
 - e) Take risks appropriately
- 3.3 Students will be responsible decision-makers. Students will:**
 - a) Make healthy choices for intellectual, physical and emotional well-being
 - b) Collaborate with others
 - c) Compete appropriately
 - d) Think critically and solve problems in context
 - e) Demonstrate tenacity
- 3.4 Students will possess practical life skills. Students will:**
 - a) Demonstrate an understanding of practical life skills that are necessary in the transition from the K-12 years to adult years
- 3.5 Students will be responsible citizens. Students will:**
 - a) Be productive, contributing citizens within their school and communities, local to global
 - b) Understand and engage in the democratic process
 - c) Appreciate human commonalities in the presence of physical and cultural differences and different points of view
 - d) Be responsible and accountable for themselves and others

District Improvement Planning to Support Student *ENDS*

During the 2005-2006 year, an Ad Hoc Steering Committee – a group of 16 teachers and administrators developed “Strategic Instructional Initiatives for 2006-2012.” After meeting with teachers at all schools to solicit formative input during the development of the improvement initiatives, a common concern was expressed around the management of the work and how the work impacts teachers. A new committee of teachers and administrators formed in June 2006 and has been charged with setting priorities during each year of the plan as well as guiding, implementing, and monitoring the impact that the action plans have on teacher time.

Photo courtesy of Kira Stewart

Vision: We Believe in Building Powerful Learning Communities

The Plan

Strategic Instructional Improvement Initiatives for 2006-2012

Approved: May 24, 2006

Ad Hoc Steering Committee

Strategy #1: Implement and support a Standards-based Teaching and Learning System

- Align district curriculum with Grade Level Expectations (GLEs) and state standards
- Develop a Pre-K-5 Standards-based Reporting System to be broadly field-tested in 2006-2007
- Identify, develop and report indicators of student success in math, reading, writing, social studies, science, health/fitness, and fine arts and establish baseline data (e.g., test scores, survey results, participation rates, etc.)

Strategy #2: Use formal and informal assessment data to guide instructional practice

- Train and support staff on utilization of a broad range of assessment data, to evaluate and guide instruction
- Use data to inform/improve student learning
- Develop staff skills in the use of classroom-based assessments to improve student learning and instructional practice.
- Develop and/or support the use of a variety of assessment strategies to meet the diverse needs of students.

Strategy #3: Implement and support appropriate academic programs to meet student needs based on formative input from staff

- Ensure that staff have the opportunity to provide formative input on school-initiated programs
- Design and support Student Learning Plans at each school for those students not at standard including ELL, Title and LAP students.
- Refine a Pre-K-12 summer school program with focus on struggling learners
- Support implementation of Culminating Project
- Develop district-supported programs for struggling learners
- Design, develop, implement and support gifted programs at Grades 3-8
- Develop a process for formative input and implement recommendations from the AP/Honors/IB Study Committee at MIHS

Strategy #4: Implement and support student-centered programs designed around Citizenship and Personal Development

- Establish baseline data for existing and new indicators for personal development and citizenship
- Develop building and district processes that involve teachers and support specialists that annually reviews program indicators and data in order to refine and adjust school-based citizenship and personal development programs
- Develop district-supported interventions for students whose citizenship and personal development needs are currently not being met by building programs
- Develop a process to ensure that bullying/harassment State mandates are fully implemented at each school

Strategy #5: Build, implement and support Professional Learning Communities*

- Convene a Professional Development Steering Team, chaired by the Associate Superintendent for Instructional Services, to review and approve the District Professional Development Plan annually
- Implement a process to grant clock hours for staff
- Support Professional Learning Communities across schools and departments to enhance intra and inter-school collaboration

Exceptional Support

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, general classroom volunteers, and many more activities. 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.



Photo courtesy of Vanessa Adams

2005-2006 District Demographics

(as of October 2005)

Enrollment

Total enrollment	4,102
Kindergarten	250
Grade 1.....	224
Grade 2.....	274
Grade 3.....	266
Grade 4.....	291
Grade 5.....	345
Grade 6.....	301
Grade 7.....	339
Grade 8.....	352
Grade 9.....	344
Grade 10.....	387
Grade 11.....	361
Grade 12.....	357
Running Start	11

Student Ethnicity

Black	52
Asian	756
American Indian	14
Hispanic	80
White	3,200
Special education.....	365
ELL	64

Years of Teaching Experience:

Teaching	No. of Teachers
0-6 years	22%
6-12 years	39%
13-20 years	17%
20+ cert. staff	22%
67% of our certificated staff members hold Master's Degrees, 5 administrators and faculty members have a Ph.d, and 9 are National Board certified.	

Staff

Administrators

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

Teachers/Staff

Certified	Classified
MIHS	83 31
IMS	54 21
Island Park.....	37 22
Lakeridge	39 16
West Mercer	39 16
Total teaching staff.....	252

Student *ENDS*

Exceptional Results

2005-2006 Mercer Island School District Testing Program

Since 1997 the Mercer Island School District has been required by Washington State law to administer the Washington Assessment of Student Learning to measure student performance against state standards in reading, math and writing. Until the spring of 2006, it was given at grades 4, 7, and 10, and science in grades 5, 8, and 10. In spring of 2006 the WASL in reading and math was added for students in grades 3, 5, 6, and 8. This was in response to additional testing requirements under the federal No Child Left Behind legislation. The Iowa Tests of Basic Skills (grades 3 and 6) and Educational Development (grade 9) were discontinued as of Spring 2005.

Photo courtesy of Kira Stewart

Scholastic Aptitude Test (SAT) and ACT Assessment

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

SAT 1

# Tested	Class	Mean Scores	Mid-50%
294	2004	Verbal-590 Math-610	520-650 540-670
296	2005	Verbal-613 Math-635	550-670 570-700
338	2006	Math-607 Critical Reading-577 Writing-572	540-680 510-640 500-640

ACT

#Tested	Class	Mean Composite
118	2004	25.5
124	2005	26.5
122	2006	25.7

National Merit Scholars

Class	Finalists	Commended Scholars
2003	16	9
2004	13	19
2005	11	30
2006	13	20
2007	15	13

AP Test Results

Year	#Tested	Tests Taken	AP Scores 3 & above
2004	214	326	274
2005	258	437	337
2006	288	437	311

AP Scholars

2006 AP Testing:

21 AP Scholars; 9 Scholars with Honor; 2 Scholars with Distinction

2006 WASL Results

Mercer Island School District WASL Performance Over Time

Percent of Students Meeting all 3 Standards

Mercer Island students have made steady progress toward meeting this requirement, from 57% for the class of 2001 to almost 87% for the class of 2008.

Although there were no gains this year for grades 4 and 7, the trend has been strongly upward for both grades over time. In order to graduate, the class of 2008 and beyond will need to meet standard in reading, writing, and math on the WASL in addition to other graduation requirements. (Currently WASL science is slated to be added as a graduation requirement for the class of 2010.)

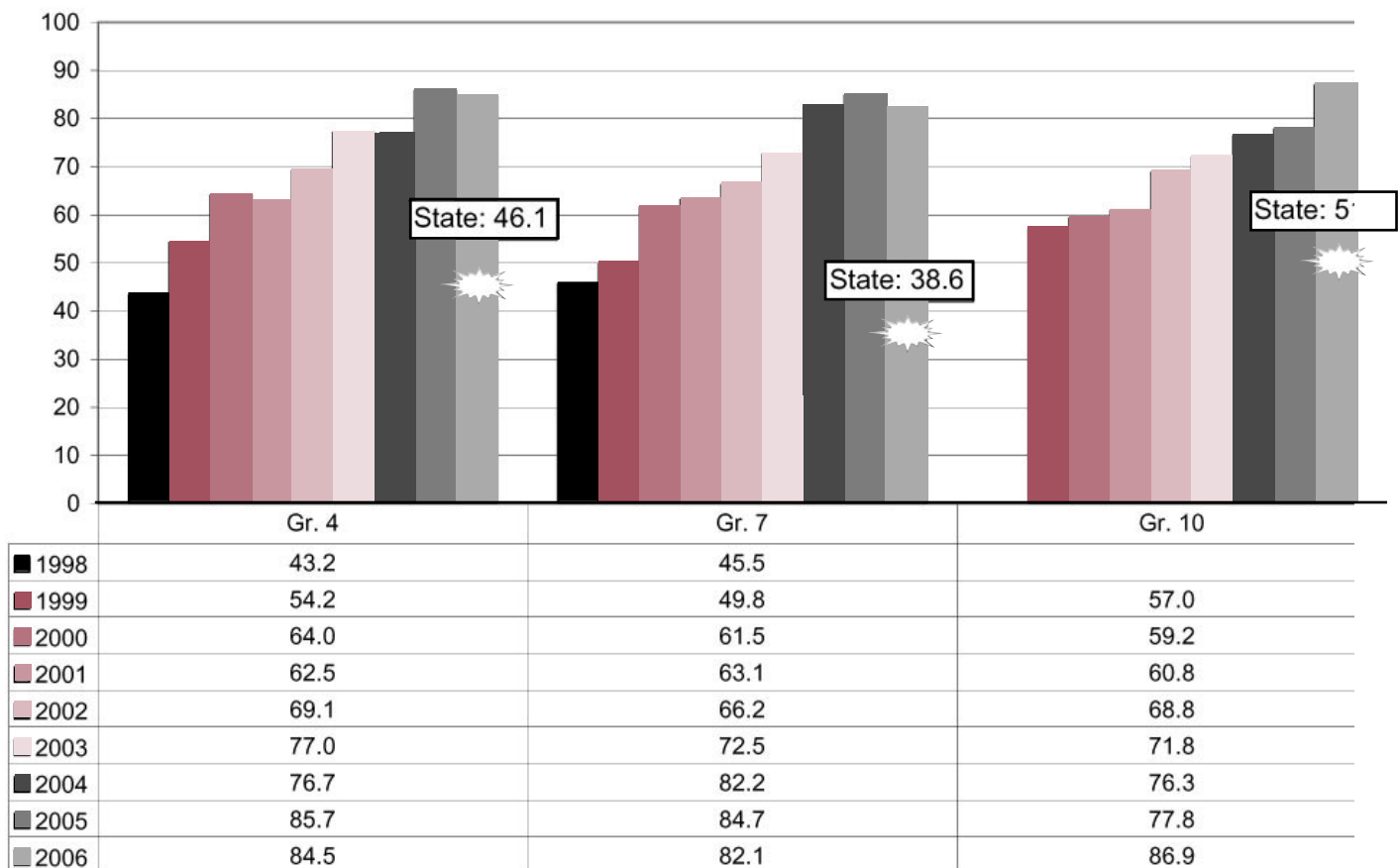
Our current students' performance in the first year of these new grade levels is already on a par with the other grades.

2006 Science WASL Results, Grades 5, 8 and 10

Percent of students reaching standard

Grade 5	District	65.8
	State	35.7
Grade 8	District	85.1
	State	42.9
Grade 10	District	74.9
	State	34.9

Mercer Island School District WASL Performance Over Time Percent of Students Meeting All 3 Standards



Exceptional Foundation for Learning

Elementary Schools: Island Park, Lakeridge and West Mercer

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 school year.

Technology

To live, learn and work successfully in an increasingly complex and information-rich society, students must be able to use technology effectively. With an effective educational setting, technology can enable students to become capable information technology users; information seekers, analyzers, and evaluators; problem solvers and decision makers; creative and effective users of productivity tools; communicators, collaborators, publishers, and producers; informed, responsible and contributing citizens.

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.

A sampling of technology integration activities happening daily in our elementary school classrooms include: 3rd grade students using teacher generated links to learn more about Australia; 1st grade student using a document camera to share three-dimensional math problems solving; 5th grade students using Excel to monitor progress in their simulated westward wagon trip; 3rd grade students creating fables with words and graphics.

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.

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.

D.A.R.E. Program

The City of Mercer Island Police Department 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, Ice Cream Socials, Book Fairs, and parent education evenings. Volunteer opportunities include: 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. 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, schools' response to district-wide issues, and/or operational requirements of the school building.



Improvement Planning 2005-2006

Academics

Last year all three elementary schools implemented the Houghton-Mifflin Reading and Writing curriculum. In addition, the K-5 Standards-Based Reporting team completed their research in preparation for field testing during the 2006-2007 year. This new reporting system is aligned with the Washington State EALRs (Essential Academic Learning Requirements) and GLEs (Grade Level Expectations) and will replace the existing K-5 report card system.

Citizenship and Personal Development

Each school has an on-going commitment to support student-centered programs designed around Citizenship and Personal Development and a process to ensure that bullying/harassment state mandates are fully implemented.

Island Park Elementary

Island Park is located in the middle of the island, at 5437 Island Crest Way. Principal Kathy Morrison leads a staff of 54 who served 520 students in 2005-06. 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 the Hand-in-Hand Instructional Assistant Program.



Photo courtesy of Kira Stewart

A large black and white photograph of a young boy in a Boy Scouts of America uniform. He is sitting at a desk, looking towards the camera with a slight smile. He is wearing a dark jacket with a white collar and a white neckerchief. On his jacket, there is a patch that says "BOY SCOUTS OF AMERICA" and a circular patch with a landscape scene. On the desk in front of him is a worksheet with math problems, a small container, and some other items. The background shows a classroom setting with bookshelves.

Island Park 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 2005-2006

1. Increase the number of students mastering Washington State Essential Learning Requirements (EALRs) and Grade Level Expectations in Reading and Math.

Highlights

- 97.6% of 4th grade students met standards in reading
- 82.8% met standards in writing
- 92.9% met standards in math

Photo courtesy of Kira Stewart

Lakeridge Elementary

Lakeridge is located in the south end of the island, at 8215 SE 78th. Principal Ralph Allen leads a staff of 55 who served 538 students in 2005/2006. We are host for 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"

Our 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 to 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.

Lakeridge Goals for 2005-2006

1. Increase the number of students mastering Washington State Essential Learning Requirements (EALRs) and Grade Level Expectations in Reading and Writing.
2. Increase the number of students mastering Washington State Essential Learning Requirements (EALRs) and Grade Level Expectations in Math.

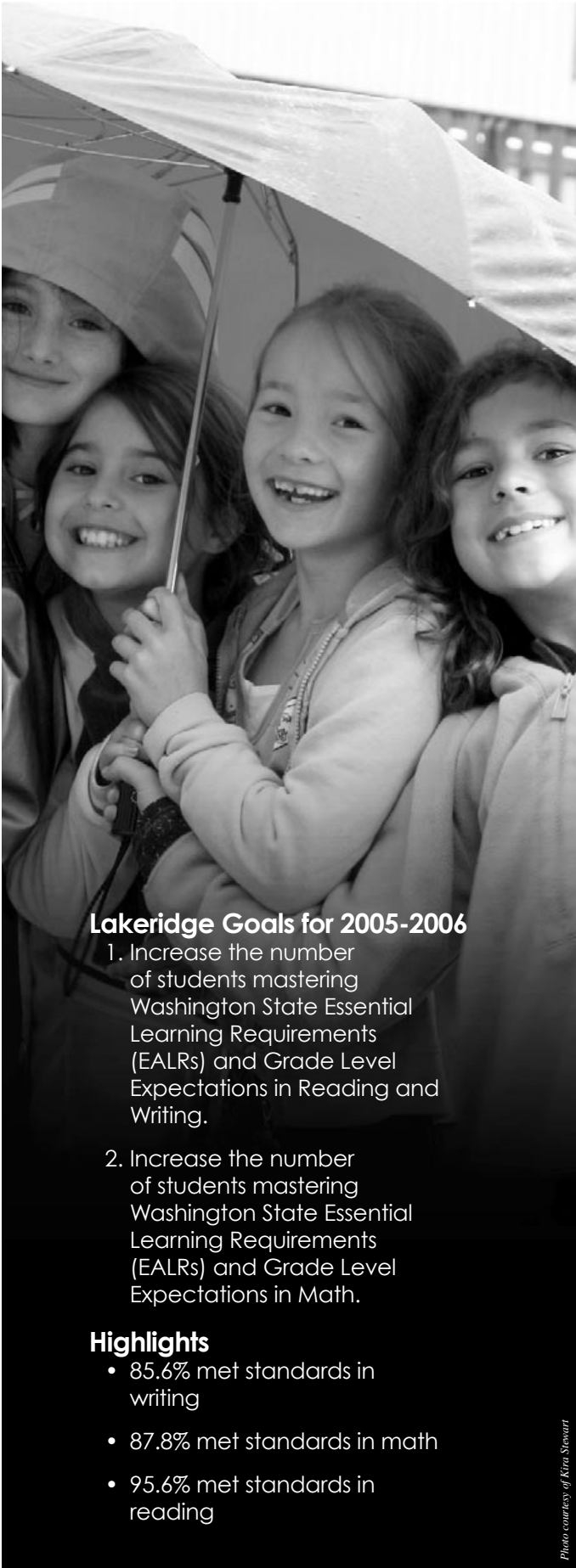
Highlights

- 85.6% met standards in writing
- 87.8% met standards in math
- 95.6% met standards in reading

Photo courtesy of Kira Stewart



Photo courtesy of Kira Stewart



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 53 who served 590 students in 2005/06. We are host for the district's Academically Gifted Education program for 3rd, 4th and 5th grade students. Other special programs include Special Education Resource Room, Counseling, Title 1, a tuition-based foreign language program, student council, after school clubs, and before school choir. We 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 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.

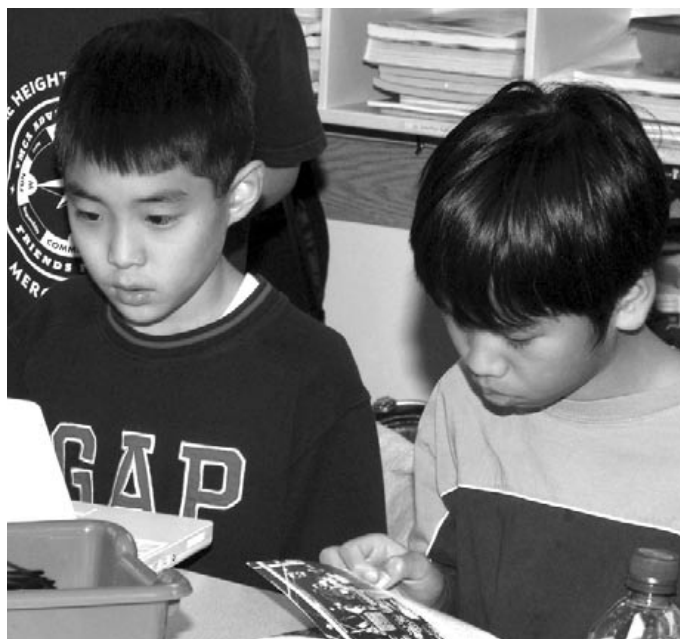


Photo courtesy of Kira Stewart

West Mercer Goals 2005-2006

1. Increase the number of students mastering Washington State Essential Learning Requirements (EALRs) and Grade Level Expectations in Reading and Writing.
2. Increase the number of students mastering Washington State Essential Learning Requirements (EALRs) and Grade Level Expectations in Math.

Highlights

- 95.8% of students met standards in reading
- 94.1% met standards in math
- 90.7% met standards in writing



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 leads a staff of 75 who served 989 6th, 7th and 8th grade students in 2005/06.

Curriculum

In a six period day, students at the 6th, 7th and 8th grade levels take the four core subjects: 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 language arts, social studies and science curriculum to two groups of students. Students are placed in math by achievement level and may have a third core teacher for that class. 6th graders also take Spanish and physical education for one semester each. Sixth graders also participate in instrumental music or a three-part fine arts rotation. Seventh and eighth grade students participate in two period language arts social studies block classes with the same teacher for both classes whenever possible. The school offers a wide range of electives, after school clubs and athletics.



Photo courtesy of Kira Stewart

Technology

Thanks to the success of the Technology Levy in February 2004, IMS continued to provide access to computers for staff and students. The Mercer Island Schools Foundation provided funding to train teachers to integrate technology into the curriculum. A sampling of technology integration activities happening daily in our middle school classrooms include using electronic databases for biology research, using Geometer's Sketchpad to investigate geometry properties; creating

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.

IMS Highlights of 2005-2006

- 90.6% of Islander 7th graders met standard on the Math WASL in 2006. (88.1% in 2005)
- 91.8% met standard on the Reading WASL. (92.8% in 2005)
- 88.8% met standard on the Writing WASL. (94.2% in 2005)
- 2006 School Climate Survey Results on a scale of 1 to 5, students:
 - Teachers listen to my ideas3.53
 - When I am at school, I feel I belong3.88
 - When I am at school, I feel I am safe ..4.06
 - My principals care about me3.24
- 2006 School Climate Survey Results on a scale of 1 to 5, staff:
 - Vision for school is clear3.67
 - Morale is high on part of teachers3.30



Photo courtesy of Kira Stewart

multimedia presentations of medieval images; and investigating current events in debate.

Our Buildings

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

Counseling Services

Each of three full time counselors follows a class of students through three years of middle school. Two additional counselors, funded by the City of Mercer Island and Mercer 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. 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. The Site Council work focuses on school-wide issues with input and feedback from the parent community.



Photo courtesy of Kira Stewart

A black and white photograph of three students in a science laboratory. A boy in the foreground is using a pipette to transfer liquid into a test tube. Two girls are looking on, one pointing at the test tube. The background shows lab equipment and a flag.

IMS Goals 2005-2006

1. 90% of students will meet or exceed standard on the Math WASL by 2006.
2. 94% of students will meet or exceed 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."
4. Create a gifted program to receive students in the class of 2013 entering IMS from the Elementary Gifted Program.

Photo courtesy of Kira Stewart

Mercer Island High School

A "Blue Ribbon School"

Mercer Island High School is located at the north end of Mercer Island, at 9100 SE 42nd Street. Principal John Harrison leads a staff of 90 members who serve approximately 1,450 students in grades 9-12.

Curriculum

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 many students 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, college and Advanced Placement (AP) classes.

Crest Learning Center

The **Crest Learning Center** is a part of Mercer Island High School. Crest is housed in a separate, but nearby building, within walking distance of MIHS. Crest offers an alternative route towards high school graduation



Photo courtesy of Kira Stewart

and works closely with the high school to align academic expectations and standards. The staff of nine adults provides a personalized approach to learning for both high achievers as well as students who may be at risk of not graduating from high school as anticipated. Students must apply for the opportunity to be a part of this smaller school environment. Crest is built upon the following principles:

- Students are able to form a close personal bond with a team of positive adults.
- Curriculum is integrated, delivered in multiple forms, and offered at a pace that best suits individual learning styles.

- Personal growth is emphasized in addition to academic growth.

The Crest Learning Center utilizes these principles as the foundation to building success for each student.

The curriculum at Crest is designed to focus on the development of cognitive powers, creativity, and essential skills. 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,



WASL Highlights of 2005-2006

- 86.6% of students met or exceeded 3 of 3 standards on the WASL in Spring of 2006
- 96.9% of students met or exceeded standard on the Writing test (2005 = 89%)
- 88.3% of students met or exceeded standard on the Math test (2005 = 84.6%)
- 97.4% of students met or exceeded standard on the Reading test (2005 = 93%)
- 74.9% of students met or exceeded standard on the Science test (2005 = 82.3%)

Photo courtesy of Kira Stewart

MIHS Vision

Mercer Island High School provides a respectful, healthy and supportive learning community committed to preparing students for their future.

MIHS Purpose

The purpose of Mercer Island High School is to provide students with challenging educational activities and experiences that encourage students to reach their individual potential.

School Improvement Plan

Goals 2005-2006

- All students beginning with the class of 2008 will successfully complete a Culminating Project and graduate on time.
- The Bridges Student Advisory program will increase positive and healthy relationships among and between students and staff at MIHS.
- All students will graduate on time.
- Increase the percentage of 10th grade students meeting standards on the WASL writing test.
- Increase the percentage of 10th grade students meeting standards on the WASL math test.

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. A sampling of technology integration activities happening daily in our high school classrooms include: world language students listen to streaming audio of foreign language radio broadcasts over the Internet; science students collecting and analyzing real time data to study forces and ecosystems; social studies students creating multimedia presentations that investigate issues of the colonization of Africa; students completing internet research and looking at the advantages and disadvantages of the internet as a research tool. MIHS is a designated High Tech Learning Center offering a wide variety of career and technology courses.

Student Involvement

80-85% of the student body is active in some kind of extra and co-curricular activity, ranging from athletics to the arts, to student-run clubs and organizations.

Counseling

Five full time counselors serve the needs of a college bound population and also provide guidance for those students interested in career and technical 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 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.

Volunteer Opportunities

MIHS welcomes parent and community member involvement in many aspects of the school community. Contact the school office or PTSA if you would like to help. Examples include career speakers, parent newsletter, sports booster clubs, registration, counseling

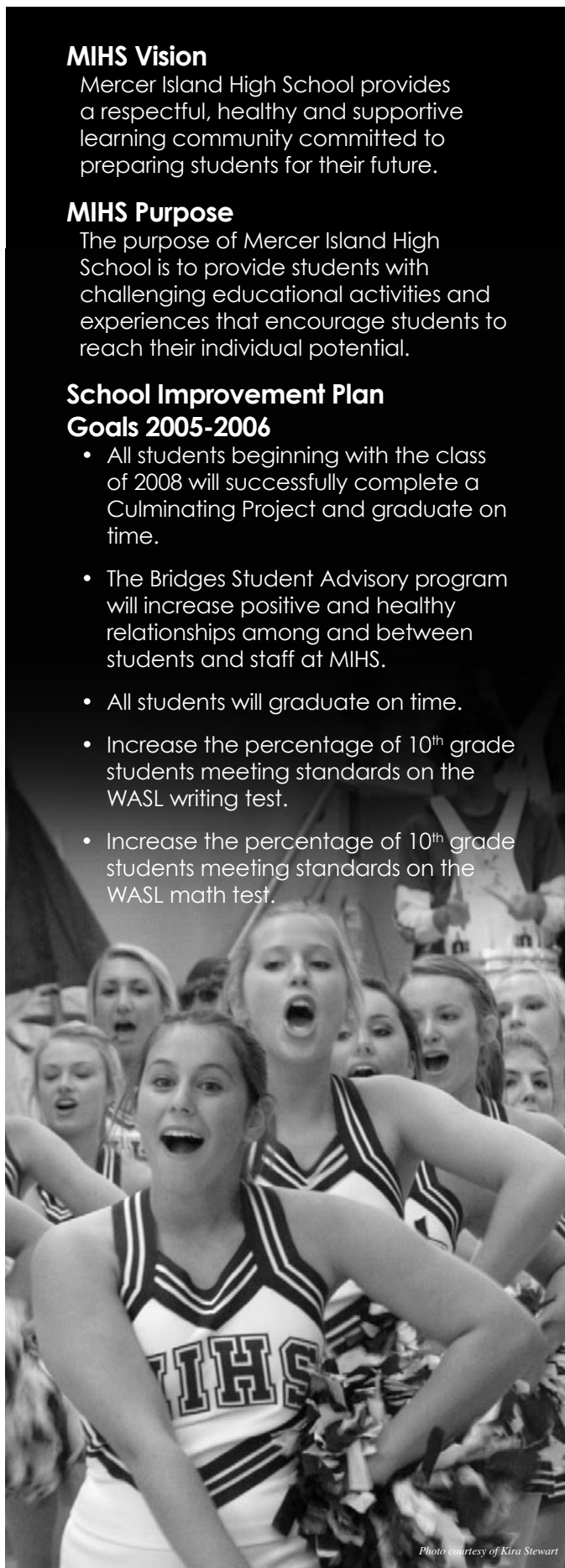


Photo courtesy of Kira Stewart

center, classroom guests, music booster club, 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.

College Placement

95% of the class of 2006 had plans to continue their education, 88% at a 4-year institution and 7% at a 2-year school. 46% of the college-bound students went out of state.

Students from the class of 2006 are attending 120 different colleges and universities across the nation and the world. Of the 120 colleges, 71 are private institutions. Some of the schools are: Amherst, American University, Art Institute of Seattle, Bentley College, Boston College, Boston U, Bowdoin, Bryn Mawr, Brown, BYU, Carnegie Mellon, Cal Poly, California Lutheran, Carleton, Case Western, Chapman, Claremont McKenna, Colgate, Cottey, Dartmouth, George Washington U, Gonzaga, Grinnell, Harvard, Johns Hopkins, Johnson & Wales, Kenyon, Lehigh, Lewis & Clark, Loyola Marymount, Mills, Mount Holyoke, New York University, Northeastern, Notre Dame, Occidental, Ohio State, Pacific Lutheran, Pomona, Pine Manor, Pitzer, Purdue, Reed, Sarah Lawrence, Savannah College of Art & Design, Seattle U, Seattle Pacific U, Smith, Stanford, St. Mary's, Sweet Briar, UCLA, U of Alabama, U of British Columbia, U of Colorado, U of Denver, U of Michigan, U of Miami, U of Minnesota, U of Pennsylvania (Wharton School of Business), U of Puget Sound, U of Redlands, U of Portland, U of Virginia, USD, USC, USF, Vanderbilt, Wake Forest, Washington U in St. Louis, Whitman, Willamette, Williams in addition to many out-of-state public and 6 Washington Public Colleges: University of Washington, Western Washington University, Central Washington University, Washington State University, Evergreen State College, Eastern Washington University

Other students' plans include: American Wildlife Foundation Study Program in Morocco, Academy of Art, Fashion Institute of Design and Merchandising, Don Quixote Language School, Barcelona, Gary Manuel Aveda Institute, Gap year in Israel, Gap year social service/study in India then Western Washington U, Live and work in London, then ski school in Denmark, New School of Jazz and Contemporary Music, Starting a Graphic Design & Computer business, traveling to Ecuador and Japan, Traveling to South Africa

Special Education

The Mercer Island School District conducts child find activities for the purpose of locating, identifying, and evaluating children from birth to age 21 who have suspected disabilities. Those students who meet state and federal special education eligibility requirements are afforded the opportunity to a Free and Appropriate Public Education (FAPE) which is provided through an Individual Educational Program (IEP). In 2004-2005, 8.6% percent of the Mercer Island K-12 student population qualified for one or more special education services. Special education is a federal and state mandated program, however funding is insufficient, requiring school districts to support the shortfall out of their general operating budgets.

Birth to Three

Children aged birth to three who are identified as having a disability are served out of district at centers serving children who are developmentally delayed.

Age 3-5 Preschool Program

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

K-5 Resource Room

K-5 Resource Rooms 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. They also attend the Resource Room for a designated period of time for intensive instruction as determined by their Individual Education Plans (IEP).

K-5 Extended Resource Room (ERR)

Children with moderate to severe cognitive delays and/or multiple disabilities may be placed in the ERR program located at Island Park Elementary School, where they receive intensive instruction in academics and independent living skills. These students also receive instruction in the general education setting as appropriate.

K-5 Autism Spectrum Program

Some students on the autism spectrum are served at the district's Spectrum Program located at Lakeridge Elementary School. These students receive specially designed instruction either in the Spectrum classroom or in the general education setting as determined by their IEPs.

6-8 Functional: Academics & Community Instructional Program

This program bridges the gap between the K-5 Extended Resource Room program at Island Park and the Extended Learning Center at the high school. Children with moderate to severe cognitive delays and/or multiple disabilities are served in this program. Individualized instruction is provided in academics, independent living, and job skills.

6-8 Resource Room and 9-12 Resource Room

Students with mild to moderate disabilities who are eligible for special education services are placed in general education classes to the maximum possible. They also attend the Resource Room for a

designated period of time for intensive instruction as determined by their Individual Education Plans (IEP).

10-12 Extended Learning Program

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- and community activities. Some students also attend elective and academic classes as appropriate.

School Transition Program

Disabled Students ages 18-21 who do not earn a high school diploma may attend the transition program where they are given job training. Students are placed in a variety of community work settings where their work skills are developed 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, 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. 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 site at www.misd.k12.wa.us.

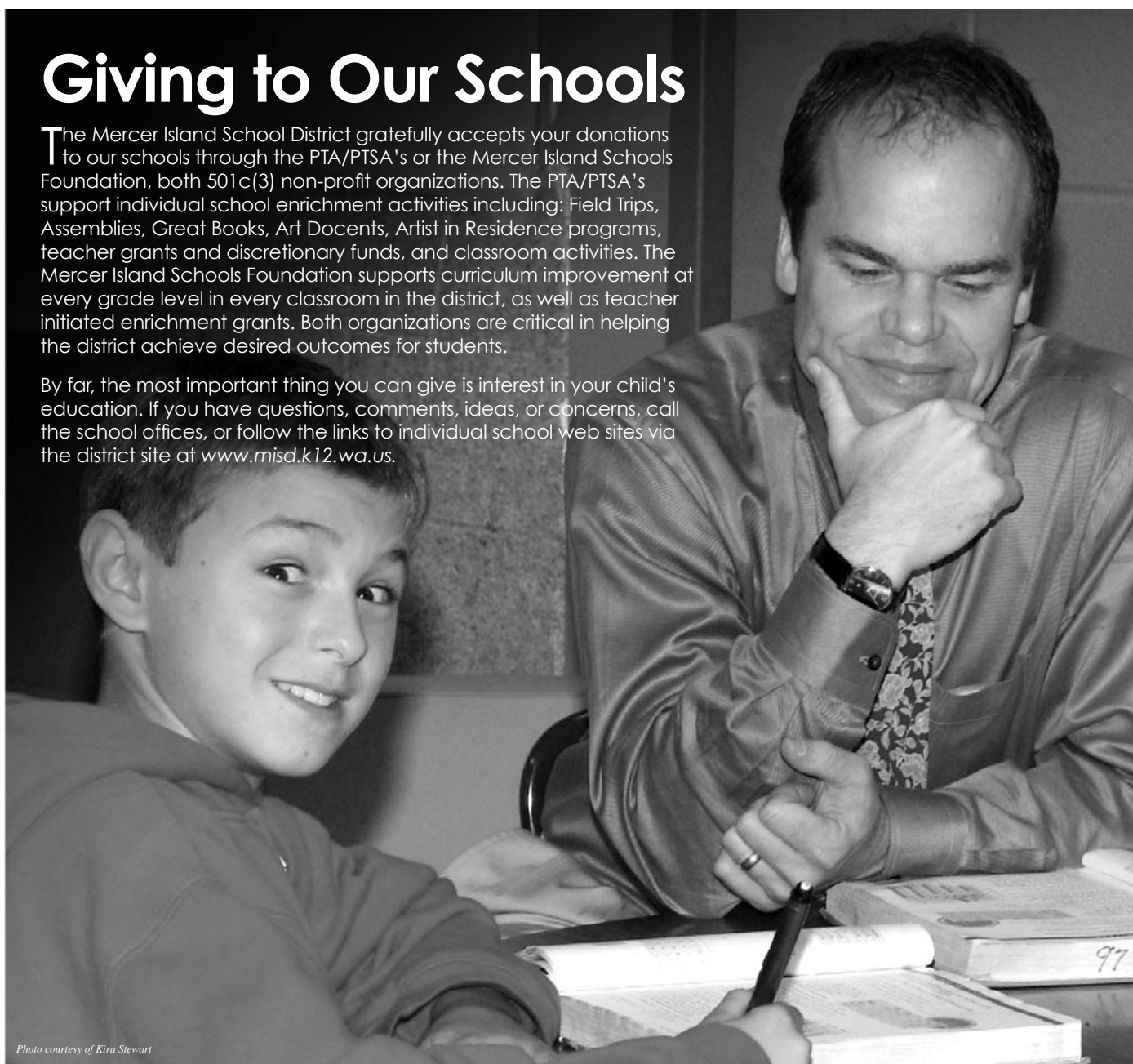


Photo courtesy of Kira Stewart

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 \$4,246 per student per year and local levy funds of \$1,991 per student per year.



Photo courtesy of Vanessa Adams

In 2006 MI voters approved a 4 year maintenance and operations levy, which covers approximately 23.2% of the total district budget.

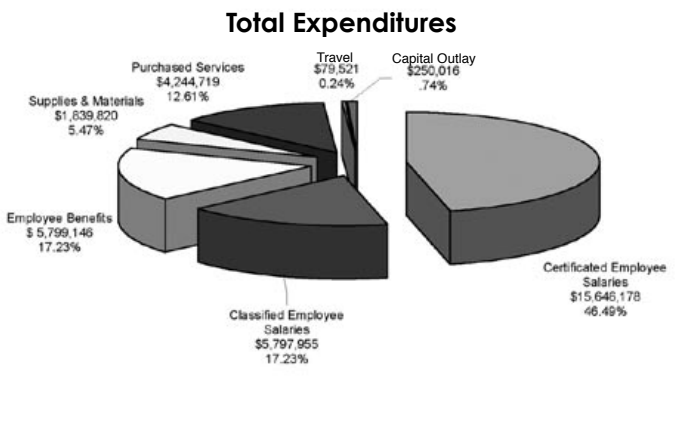
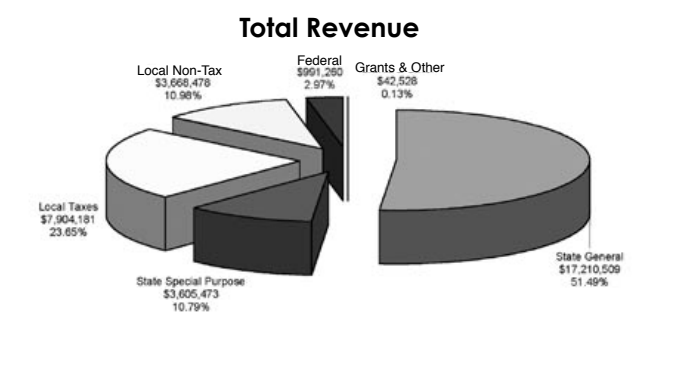
Other sources of income include: state special purpose, local non-tax (i.e. fees, lunches, donations, rentals and investment earnings), and federal grants.

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 Moodys.

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

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

Parent/Teacher/Student Assoc (PTA/PTSA):
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.



Mercer Island Schools Foundation

Classroom Enrichment.....	\$84,082
Extra Curricular	85,821
Fine Arts	19,948
Language Arts	168,533
Mathematics	58,432
Science.....	30,340
Social Studies	
Special Education/ESL.....	26,177
Teacher Development/Student support	158,623
Technology	29,415
World Languages.....	52,366
Total	\$ 713,737



Photo courtesy of Kira Stewart

Grants & Commendations

- Washington State Teacher Assistance Grant (TAP)
- NEVAC Partner School – National Science Foundation
- Developing A Community of Mathematics Learners" – partner grant, National Science Foundation
- Teacher of the Year for the Mercer Island School District and district nominee for state teacher of the year: Lori DeStwolinski



Photo courtesy of Vanessa Adams



Photo courtesy of Kira Stewart

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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Published by Mercer Island School District

Edited by Marion Mohler

Graphic Design by Vanessa Adams, MISD Publishing Center

Photos by Vanessa Adams, Sarah Kane, Marion Mohler, and Kira Stewart

Printed by Consolidated Press, February 2007



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.

Mercer Island School District

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