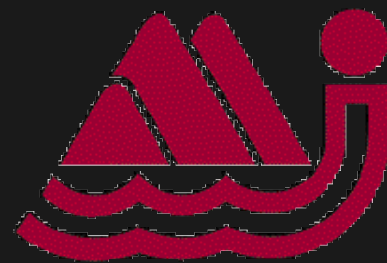


Thanks to the support and dedication of teachers, students, parents and the Mercer Island community, 93.2% of our 2000 year high school graduates were inspired to continue their education at an institution of higher learning. Others have chosen to pursue careers, travel or join the military. Some of these institutions, careers and adventures are

America University in Rome, Arizona State University, Art Institute of Seattle, Barnard College, Beauty School, Bellevue Community College, Boston University, Brehm Prep School, Bridgton Academy, Brigham Young, Bryn Mawr, Cal State Chico and San Marcos, Carleton College, Central Washington University, Choate Rosemary Prep School, Colgate, Cornell, Cornish College of the Arts, Dartmouth, Dean College, Eastman School of Music, Emory, George Washington University, Gonzaga, Harvard, Harvey Mudd, Hawaii Pacific University, Howard University, Interning in D.C., Ithaca College, Japan to race motorcycles, Lake Washington Technical College, Linfield, Loyala Marymount, McGill, MIT, Menlo College, Northwestern, Occidental, Opening cafe/restaurant, Pomona, Princeton, Providence, Purchase College, Renton Technical College, Ricks College, Saddleback Jr. College, Saint Olaf, Santa Clara, Santa Rosa Jr. College, Sarah Lawrence, Seattle University, St. John's Staten Island, Stanford, Switzerland, United States Army, United States Marine Corps, UC Berkeley, UCLA, UC Davis, UC San Diego, U of Arizona, U of Colorado, U of Connecticut, U of Hawaii, U of Kentucky, U of Michigan, U of Oregon, U of Pennsylvania, U of Portland, U of Puget Sound, U of Redlands, U of San Diego, USC, U of the Pacific, U of Victoria, U of Washington, Vassar, Wake Forest, Washington State, Western Washington U. Westmont College, Wheaton, Whitman, Whitworth and Williams.

1999-2000 Annual Report

Mercer Island School District



Mercer Island School District
4160 86th Avenue SE
Mercer Island, WA 98040
206-236-3300
<http://www.misd.wednet.edu>

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Special thanks to Judi Slepian for generously sharing her talents as a photographer with the Mercer Island School District for so many years.

Published by Mercer Island School District

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MISD Publishing Center

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February, 2001



Dear Colleagues,

It is with a sense of pride, gratitude and appreciation that we present to you our district Performance Report for the 1999-2000 school year. Once again, our students, staff, parents and community members have demonstrated an extraordinary commitment to excellence in education – in the classroom, in the home, through volunteer hours and contributions to our PTA/PTSA and the Mercer Island Schools Foundation.

As you will see in this report, our students continue to achieve at high levels. The 3rd, 6th and 9th grade students' performance on the Iowa Test of Basic Skills was among the best in the state and very competitive nationally. Our 4th, 7th, and 8th grade students' performance on the Washington Assessment of Student Learning (WASL) is also among the best in the state and continues to improve. Last year's average high school college entrance exam (SAT) scores of 570 for verbal and 593 for math are very competitive with comparable high schools. In addition, 99+% of the year of 2000 students graduated from high school, and 93.2% went on to college.

But these statistics tell only one part of the story; the other is the story of people working together to create innovative teaching and learning opportunities for students. Teams of teachers from every grade span, in each discipline meet on a regular basis to develop K-12 curriculum frameworks describing what students should know and be able to do in science, mathematics, social studies, literacy, world languages, fine arts, technology and career/technology. Student involvement in athletics, performing arts, debate and service learning provide opportunities for an enriched and relevant education.

As we move into the 21st century, we are looking forward to the continuing challenges and opportunities for education in the Information Age. There is more we can and must do to help prepare our students for that future. Working together, we will ensure that every Mercer Island student becomes a "critical and creative thinker, productive and collaborative worker, responsible and caring citizen, and lifelong learner in a changing world." Thank you for helping us achieve this mission.

Sincerely,

A handwritten signature in black ink, which appears to read "Bill Keim". The signature is fluid and cursive, with a long horizontal line extending from the end.

Bill Keim

Superintendent

School District Directory

Mercer Island High School
9100 SE 42nd, Mercer Island, WA 98040
Info/Messages: 206 236 3345
Counseling Center: 206 236 3354
FAX #: 206 236 3358

Dr. Paul Highsmith, Principal 206-236-3350
Craig Olson, Associate Principal 206-236-3386
Donna L. Zickuhr, Assoc. Principal 206-236-3387
Jean Schembs, Admin. Assist. 206-236-3350

Crest Learning Center
4150 86th Avenue SE, Mercer Island, WA 98040
FAX #: 206 236 4521
Information/Messages 206-236-3390
Patty North, Head Teacher 206-236-3344
Linda Holt, Secretary 206-236-3390

Islander Middle School
8225 SE 72nd, Mercer Island, WA 98040
FAX #: 206 236 3408
Judith Murdock, Principal 206-236-3413
Jeff DeGallier, Assoc. Principal 206-236-3413
Chuck Kheriaty, Assoc. Principal 206-236-3413
Patty McCann, Admin. Assist. 206-236-3413

Island Park Elementary
5437 Island Crest Way, Mercer Island, WA 98040
FAX #: 206 230 6251
Kathleen Morrison, Principal 206-236-3410
Sandy Gruwell, Admin. Assist. 206-236-3410

Lakeridge Elementary
8215 SE 78th, Mercer Island, WA 98040
FAX #: 206 230 6232
John Cameron, Principal 206-236-3415
Reggy Chapman, Admin. Assist. 206-236-3415

West Mercer Elementary
4141 81st Avenue SE, Mercer Island, WA 98040
FAX #: 206 230 6043
Nancy Emerson, Principal 206-236-3430
Valerie DeGier, Admin. Assist. 206-236-3430

District Office
4160 86th Avenue SE, Mercer Island, WA 98040-4196
FAX #: 206 236 3333

Superintendent's Services
Bill Keim, Superintendent 206-236-3300
Nanette Mamah, Executive Assistant 206-236-3300

Business Services
FAX #: 206 230 6303
Michael Zira, Associate Superintendent 206-236-3305
Christy Dodd, Payroll Manager 206-236-3314
Liz Dodd, Business Svcs. Manager 206-236-3316
Jacque Garcia-Fauver, Business Analyst .. 206-236-3308
Dana Fredrikson, Admin. Assist. 206-236-3295

Food Services
Cameron Danby, Director 206-236-3306

Instructional Services
Michael Soltman, Assoc. Superintendent 206-236-3330
Gayle Nilson, Director of Instruct. Services 206-236-3313
Renee Hanis, Instr. Suppt. Admin., SpEd 206-236-3329
Jan Kennor, Executive Coordinator 206-236-3330

Personnel Services
Judy Shannon, Personnel Analyst 206-236-3318
Carol Bain, Substitute Scheduler 206-236-3311

Maintenance/Operations/Transportation
4136 86th Avenue SE, Mercer Island, WA 98040
FAX #: 206 236 3385
John Mead, Maintenance & Operations 206-236-3340
Keith Ellis, Custodial Coordinator 206-236-3339
Ray Brautigam, Transp. Manager 206-236-3337
Marilynn Link, Admin. Assist. 206-236-3335

School Board Goals for 2000–2002:

Technology:

Adopt and implement a plan which blends technology into the everyday lives of our students, faculty and administrative staff, and results in higher quality educational outcomes for students.

Academic Structure:

Review programs K-12 in the following areas and develop plans to improve educational results for students: learning opportunities for highly capable students, special education, vocational education.

Accountability:

Define what our schools should be accountable for and how we, and our community, hold ourselves accountable to it.

Staff Retention:

Recruit and retain the most highly effective staff (administrative, teaching and support) through active recruitment, innovative incentives, mentor programs and increased recognition and appreciation.

Effective Management:

Ensure the successful formation of a strong, focused, effective management team.

Communication & Relationships:

Improve communication so that issues can be publicly discussed, decisions made, and results understood by all.

Mercer Island School District Board of Directors

Director	Term Expires
Deborah Boeck	Nov. 2001
Susan Kaplan	Nov. 2003
Brenda Paull	Nov. 2003
Dirk van der Burch ...	Nov. 2003
President	
(Vacant)	Nov. 2003

The Board of Directors

is committed to...

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

Adopted by the Board of Directors:
July 20, 2000

The district wishes to express appreciation to board members who completed their service in 1999-2000:

Laurie Koehler, Terry Pottmeyer, and Fred Jarrett.

MISD's Mission Statement

The mission of the Mercer Island School District, in partnership with our community, is to prepare every student to be a critical and creative thinker, a productive and collaborative worker, a responsible and caring citizen, and a lifelong learner in a changing world. We will accomplish this mission by setting high expectations for ourselves and each student, by demonstrating continuous improvement in our performance, and by making a commitment to educational excellence.

Strategic Planning

in the Mercer Island School District

The district's Strategic Plan, adopted in 1995, includes mission and belief statements, results-oriented objectives, strategies to develop and/or improve educational programs, action plans for implementation, operating parameters for decision-making, a process to update the plan, and priorities for resource allocation of staff time and dollars. It was created within the context of education reform and the Washington State Essential Learning Requirements, and represents over 10,000 hours of time spent by teams of staff and volunteer community members. Plan implementation involves teams of teachers from every grade span, in each discipline who meet on a regular basis to develop K-12 curriculum frameworks, describing what students should know and be able to do in science, mathematics, social studies, literacy, world languages, fine arts, technology and career/technical education. There is a system in place for identifying appropriate assessments, allocating resources and communicating with parents, students and the community.

Note: The 1995 Strategic Plan is currently being reviewed. Results of a parent and community survey conducted in November/December 2000 will provide direction to the Strategic Planning Team. An updated plan will be in place by May 2001.

Parameters: Guidelines within which the district will accomplish its mission

- No new programs will be added without considering budget, adequate provisions for staff development, and evaluation.
- Program change decisions (including new programs and revision or discontinuance of existing programs) will be based on: consistency with the strategic plan, analysis of costs and benefits and commitment of staff time, consideration of the impact on students, coordination of sequential programs
- We will not tolerate behavior which demeans the dignity of any individual
- We will always maintain open communication among all elements of the community.
- A criterion for newly hired employees will be their willingness to agree to and support the spirit of the strategic plan.



Objectives: The desired results for students of Mercer Island School District

- All students find challenge and relevance in school and value being there.
- All students meet the district learning goals for: thinking creatively, thinking critically, working cooperatively.
- All students demonstrate a commitment to public service.
- All students graduate and demonstrate the ability to create and implement a plan for career development and learning.
- All of our students are sufficiently prepared for and are successful in their college, vocational school, or work place, as reported by their instructors, employers and the students themselves.
- Graduates report that school prepared them to continue to find joy in learning and have the skills they need to continue to learn.

Beliefs: Statements of the community and district's fundamental convictions, values and character. We believe that:

- Every person has inherent worth
- All individuals have unrealized potential
- Learning is an essential lifelong process
- Ethical considerations guide our critical decisions
- Mutual respect is essential for effective relationships
- Integrity builds trust
- Diversity enriches our shared experiences
- People are responsible for their own choices and actions
- People perform their best when the best is expected and supported
- Excellence requires the courage and ability to create change and adapt to change
- A community functions best when its members have common beliefs and goals
- Collaboration enhances and expands our capacity for success

*Adopted by the Board of Directors:
April 13, 1995*

1999-2000 Strategies

Strategy #1:

Continue to strengthen our standards, curriculum and assessments consistent with best practices to insure high quality learning experiences for every student.

Action Plan: Implement year one of district-wide multi-year K-12 literacy program review and improvement. (See school improvement plans).

Strategy #2:

Review, transform where necessary, and evaluate the K-12 delivery structures and instructional strategies in order to support all students in reaching their personal best and to support the mission and objectives of the strategic plan.

Action Plan: Implement a K-5 Structures Committee to study and make recommendations for the K-5 program. Implement a 9-12 Structures Committee to coordinate with the work of the K-5 structures committee and explore strategies to create opportunities for flexible 9-12 teacher/student grouping.

The K-5 Structures Committee, charged with coordinating the elementary school improvement process, has identified measurable attributes and indicators of excellence of high performance elementary schools. Each elementary school is implementing a school improvement process designed to improve performance on the attributes and indicators for excellence. The process is guided by the requirements of the Northwest Association of Schools and Colleges for elementary school accreditation. The 9-12 group is engaged in an 18 month self-study for renewed accreditation by NWSC based on standards in ten areas: Educational Program, Student Personnel Services, School Plant and Equipment, Library Media Program, Records, School Improvement, Preparation for Personnel, Administration, Teacher load, and Student Activities. The process requires documentation of performance in each area and a peer review conducted by members of the NWSC.

Strategy #3:

Identify and obtain new resources (volunteers, monetary, in-kind) to support strategic priorities.

Action Plan: Create and implement a district communication plan to inform various audiences. Convene a district resource development committee.

The Communications Plan is in place and includes regular updates on teaching and learning, Strategic Planning, Resource Development, K-5 Structures, 9-12 Structures, Curriculum Team planning, Technology planning and School Board goals. Communication vehicles include: the district web site (www.misd.wednet.edu), bi-monthly District NEWS, community forums, school board meetings, annual Performance Report, District calendar, PTA newsletters, Mercer Island Schools Foundation newsletters and the Mercer Island Reporter.

The Superintendent is currently reviewing the membership and outcomes of the Resource Development Committee.

District Demographics

Total Enrollment	4,212
Student Ethnicity	
Black:	62
Asian:	651
Hispanic:	59
Native American:	6
White:	3,434
Elementary	
Kindergarten:	225
Grade 1:	295
Grade 2:	314
Grade 3:	299
Grade 4:	355
Grade 5:	336
Middle School	
Grade 6	336
Grade 7	340
Grade 8	341
High School	
Grade 9:	365
Grade 10:	339
Grade 11:	378
Grade 12:	289
Average Class Size	
Grades K-5	23.5
Kindergarten	20.6
Grade 1:	21.1
Grade 2:	22.2
Grade 3:	23.7
Grade 4:	27.2
Grade 5:	26.3
Grades 6-8:	27.0
Grades 9-12:	26.5

Mercer Island School District

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



The community has high academic expectations for the school district and has supported its maintenance and operations levy every year, as well as \$54 million in capital bonds to renovate all five schools. In 1997 voters approved a 4-year replacement maintenance and operations levy which will provide funding stability through 2001. The district continues to be challenged by the additional costs of providing up-to-date technology, on-going staff training, network expansion and support, and maintenance for teaching and learning through technology. While the Mercer Island Schools Foundation has received significant generous donations to support technology in our schools, a long-term funding solution has yet to be found.

Mercer Island students and teachers benefit from well 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, Career Day, serving as art docents, Great Books coordinators, general classroom volunteers and many more activities.



The Mercer Island School District serves over 4,200 students enrolled in five facilities: West Mercer Elementary (K-5), Island Park Elementary (K-5), Lakeridge Elementary (K-5), Islander Middle School (6-8), Mercer Island High School (9-12) and Crest Learning Center (alternative 9-12 highschool). The annual general fund is \$27.2 million, of which approximately 23% is raised through the local school district property tax levy approved by Mercer Island voters. Class size averages 23.4 students at the elementary schools, 27 at the middle school, and 26.5 at the high school. A comprehensive strategic plan, updated and revised annually, guides district action.

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

How are our students doing on required tests?

1999-2000 Washington State Testing Program

Scores Represent the Mean

National Percentile Rank

The Mercer Island School District is required by Washington state law to administer the Iowa Test of Basic Skills (ITBS) to all 3rd and 6th graders, the Iowa Test of Educational Development (ITED) at grade 9, and the Washington Assessment of Student Learning (WASL) to 4th, 7th and 10th graders every year. The District also administers the Cognitive Abilities Test (CogAt also known as IQ) at grade 3 and 6. The ITBS and ITED are multiple choice tests designed to measure basic skills. The CogAt measures a cluster of general abstract reasoning skills that are related to learning and problem

Cognitive Abilities Test (CogAt)

Mean National Percentile Rank

Grade 3:	West Mercer	86
	Island Park	82
	Lakeridge	88
	District Average	86

Grade 6:	IMS	85
----------	-----	----

solving both in and out of school. The primary purpose of the CogAt is to provide a description of the kinds and strengths of a student's reasoning skills that teachers can use to help students achieve instructional objectives. The WASL tests are 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

Iowa Test of Basic Skills - (ITBS, Form M)

Mean National Percentile Rank

		Reading	Math	Reading/Math Composite
Grade 3	West Mercer	82	91	87
	Island Park	75	83	79
	Lakeridge	84	90	87
	District Average	81	88	85
	State	56	63	63

134 3rd graders out of 298 scored 90% or above on the reading/math composite.

	Reading	Math	Language	Core
Grade 6	75	82	76	79
(State)	54	56	56	55

107 6th graders out of 342 scored 90% or above on the reading/math composite.

Iowa Test of Educational Development (ITED)

Mean National Percentile Rank

	Reading	Expression	Quantitative Thinking	Core
Grade 9	82	83	87	85
(State)	54	55	60	58

148 9th graders out of 358 scored 90% or above on the reading/math composite.

2000 Washington Assessment of Student Learning (WASL)

Grade 4 WASL Percent of Students Meeting Standard:

	Math	Reading	Writing	Listening
West Mercer	76.1	93.8	69.9	86.7
Island Park	75.9	92.0	71.4	85.7
Lakeridge	84.5	92.2	81.4	92.2
District	79.1	92.7	74.6	88.4
State	41.8	65.8	39.4	65.3

Grade 7 WASL Percent of Students Meeting Standard:

IMS	72.4	80.2	77.0	93.6
State	28.2	41.5	42.6	79.6

Grade 10 WASL Percent of Students Meeting Standard:

MIHS	78.3	86.6	65.0	88.7
State	35.0	59.8	31.7	77.8

Advanced Placement Exams

In 2000, 68 MIHS 10th – 12th graders took one or more advanced placement exams in Biology, French, German, Calculus, Spanish, US History and Government and Politics. Of the 79 scores reported, 71 were scored a 3 or higher (out of 5).



for improvement, and to make improvements designed to increase student performance. For reading accountability at the elementary level, Washington State requires districts to achieve a three-year 25% reduction in the percentage of 4th grade students not meeting the state standard. Our elementary school's baseline was 76% in 1997; the district improvement goal for all schools was 82% by June of 2001. As of October 2000, all schools exceeded this goal. During the 2000-01 year the district will continue to strengthen reading and writing programs through the district-wide multi-year K-12 literacy program review and improvement plan. We will continue to focus on essential reading skills in Grades K-2, strengthening comprehension and vocabulary skills in Grades 3-5, and identify students who are not reading at grade level by 2nd grade. With support from blended services (Title IV, special education, volunteers and basic education), we will develop individual improvement plans for students identified below grade level.

Other Testing

Preliminary Scholastic Aptitude Test/National Merit Scholastic Qualifying Test (PSAT/NMSQT)

<i># Tested</i>	<i>% Tested</i>	<i>Class of</i>	<i>Mean Scores</i>	
176	65%	2000	Verbal	53.6
			Math	55.4
			Writing	56.2
262	91%	2001	Verbal	56.6
			Math	58.4
			Writing	56.5

SAT 1

<i># Tested</i>	<i>% Tested</i>	<i>Class of</i>	<i>Mean Scores</i>		<i>Mid-50%</i>
252	83%	1999	Verbal ... 579	530 - 640
			Math 603	550 - 670
233	86%	2000	Verbal ... 570	500 - 630
			Math 593	530 - 660

American College Test (ACT)

<i># Tested</i>	<i>% Tested</i>	<i>Class of</i>	<i>Mean Composite</i>
134	49%	1999	25.4
101	37%	2000	25.2

Mercer Island Elementary Schools

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.

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.

Our elementary school PTA's are very active and sponsor family activities such as International Week (Island Park), Reflections contest, Metrathon, Ice Cream Socials, Book Fairs and parent education evenings. Volunteer opportunities include: Great Books, room parents, art docents, 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 usually have 4 parent representatives: one each for parents of students in 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.

How Can You Help?

If you wish to volunteer in a classroom, on the playground, or in a special area, contact your child's teacher, the school administrative assistants, or the PTA. Island Park offered a volunteer orientation session in October, 2000. The goal is to expand this to all elementary schools by October 2001. A Volunteer Handbook is available in the Island Park office or on the district web site www.misd.wednet.edu.

Elementary Schools' Improve- ment Plan for 1999-2000

- Under the district Literacy Team define and shape a balanced, comprehensive literacy program to include: reading, writing, communication and thinking skills; implement the Bonnie Campbell Hill developmental reading and writing continuum.
- Draft a new K-3 social studies guides on China, Africa, Mexico and Japan and a new 4/5 social studies text.
- Implement the K-5 math pilot and year 1 of the National Science Foundation's 'Extending the Community of Math Learners' program.
- Implement the new K-5 visual arts curriculum
- Continue to improve and expand staff and student understanding of technology as





Island Park's Philosophy Mission Statement

“Building for the Future”

Island Park is a multi-age, K-5 program which strives to develop and provide students with learning experiences that stimulate the fullest academic and social growth and promote learning as a lifelong endeavor. The school is dedicated to learning partnerships, internally and with the community at large, which prepares students for the challenges of the 21st century. This commitment is reflected through using current technology tools, providing on-going opportunities for critical thinking and problem solving, maintaining performance standards, and offering activities which foster a sense of caring and responsibility for self and the world at large.

Island Park Goals 1999-2001

1. To implement a K-5 continuous improvement self-study.
2. To improve all Island Park students' literacy skills.
3. Develop and implement technology applications throughout the school.
4. Increase collaboration with parents and community.

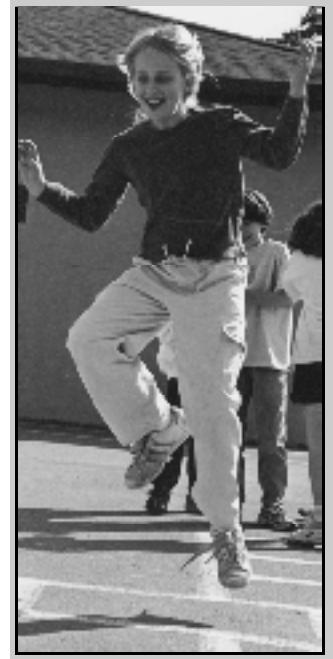
Island Park Elementary

Who are we?

Island Park is one of three elementary schools in the Mercer Island School District. It is located in the middle of the island, at 5437 Island Crest Way. Principal Kathy Morrison leads a staff of 61 who serve approximately 580 students. There are 33 teachers and 24 support staff (including .2 FTE teachers). 8 of our students qualify for free and reduced lunch, 21% are ethnic minorities, 53 participate in special education programs.

Students are taught in multi-age and single grade clusters by teams of teachers, rotating through 30 minute back-to-back sessions with specialists in music, PE, K-1 Spanish and library to provide teachers a weekly planning block. More than 80% of the classrooms have been multi-age for at least 25 years; students usually spend two years with team teachers. Technology lessons are linked to academic classes, including 2nd and 3rd grade keyboarding skills, 4th and 5th grade multi-media projects and 5th grade math database projects.

Island Park uses district adopted curriculum as the foundation for its instructional program. Individual teachers and/or grade level teams assess student needs and adapt instruction as necessary for learning to occur. Teachers frequently integrate material from several disciplines to make learning more meaningful to students. 100% of our teachers participate in staff development activities outside of their work day and/or school year.



What's Special about Island Park?

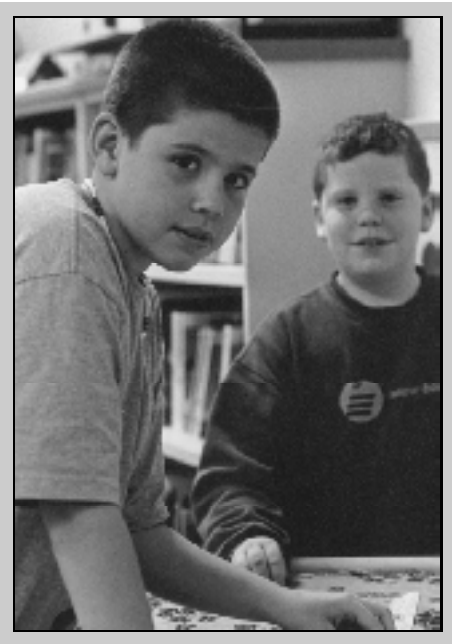
Island Park is unique in its approach to a multi-age and single grade “cluster” team teaching system. The school provides morning and afternoon kindergarten, as well as an all day, tuition based extended kindergarten program. We are host to the district's English as a Second Language (ESL) program, and offer an Extended Resource Room (ERR) for students with special learning needs. There is a strong fine arts focus including art docents, artist in residence and dance education K-3. Other special programs include: Cross Age Tutoring, Counseling, LAP – remedial reading, a tuition-based foreign language program, technology integrated classrooms, technology applications K-5, student council, after school clubs (chess, homework, cartooning, and science) before school choir, Cluster A Author's Night, Cluster B and C musical productions, Volunteer Orientation program, International Week and an updated campus play area.

Student-computer ratio: 4:1. Thanks to parent donations to the Mercer Island Schools Foundation, Cluster C now has 7 new IMAC DVD's and 2 ibooks for each of the 8 classrooms. All K-5 teachers, ESL, Library and Special Ed have new IMAC DVD teacher stations. Older computers have been redistributed to Cluster A & B. The contribution also includes funds for teacher training. There are a total of 180 computers in the school.

Lakeridge Elementary



Who are we?



Lakeridge is located at the south end of the island at 8215 SE 78th Street. Principal John Cameron heads a staff of 55 who serve 623 students. There are 35 teachers and 20 support staff. Some teachers and support staff are half-time. 2 of our students qualify for free and reduced lunch, 12.5% are ethnic minorities, 45 students participate in special education programs.

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

Lakeridge uses district adopted curriculum as the foundation for its instructional program. Individual teachers and/

or grade level teams assess student needs and adapt instruction as necessary for optimal learning to occur. Teachers frequently integrate material from several disciplines to make learning more meaningful to students. A variety of teaching strategies, styles, and personalities provide diverse experiences for students throughout their elementary years.

What's Special about Lakeridge?

Lakeridge provides morning kindergarten and an all day, tuition based extended kindergarten program. We are also host to the district's pre-school program. Other special programs include: Counseling, Tutoring, Special Education, a tuition-based foreign language program, technology applications K-5, all-school musical, 5th grade operetta, Peer Mediation program, fine arts including art docents, artist in residence and dance education grades 2-3, student council, after school clubs (chess, community service, math), KIDS-C.A.R.E./Accident Reduction Education and a newly updated campus play area.

Student-computer ratio: A newly updated computer lab purchased with funds donated to the Mercer Island Schools Foundation provides 1:1 access for 30 students at a time. There are an additional 137 computers distributed throughout the school. Grade level technology competencies include: basic operating system, K-2, 3rd grade keyboarding, 4th and 5th grade multi-media projects and 5th grade math/database projects.

Lakeridge's Philosophy Mission Statement

"Exploring today,
preparing for tomorrow"

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

Lakeridge Goals 1999-2000

1. To implement a K-5 self study and school improvement process.
2. To improve and expand all Lakeridge K-5 students literacy skills.
3. To implement the new K-5 Arts Connection curriculum at all levels.
4. To expand and improve home/school communication and parent/school partnerships.
5. To update and modernize our playground.
6. Develop and implement technology applications throughout the school.



West Mercer's Philosophy Mission Statement

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

West Mercer Goals 1999-2001

1. To implement a K-5 self study and school improvement process.
2. To improve all West Mercer students' literacy skills
3. To further enable all West Mercer teachers to further develop knowledge of and skills in assessment focused on improving teaching and learning
4. To improve communication between school and home.
5. To implement technology use to meet district and site benchmarks while using technology to enhance teaching and learning.

West Mercer Elementary

Who are we?

West Mercer is located at the north end of the island at 4141 81st Avenue SE. Principal Nancy Emerson leads a staff of 52 who serve 622 students. There are 32 classroom teachers and 20 support staff. 21 of our students qualify for free and reduced lunch, 18.5% are ethnic minorities, 40 students participate in special education programs.

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

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



What's Special about West Mercer?

West Mercer provides morning and afternoon kindergarten, as well as an all day, tuition based extended kindergarten program. Other special programs include: Counseling, Tutoring, Special Education, a tuition-based foreign language program, Title I - remedial reading and math, all volunteer Reading Advancement Program (R.A.P.) fine arts including art docents, artist in residence and dance education grades 2-3, KIDS-C.A.R.E/Accident Reduction Education, after school art and drama club, student activity clubs (Computer, Recycling, Chess), student council, 3rd-5th grade musical, before school choir, and an updated campus play area.

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

Student-computer ratio: A newly updated computer lab purchased with funds donated by parents to the Mercer Island Schools Foundation provides 1:1 access for 30 students at a time. There are an additional 103 computers distributed throughout the school. Grade level technology competencies include: basic operating system, K-2, 3rd grade keyboarding, 4th and 5th grade multimedia projects and 5th grade math/database projects.

Islander Middle School

Who are we?

Islander Middle School is the only middle school in the Mercer Island School District. It is located at the south end of the island at 8225 SE 72nd Street. Principal Judith Murdock and Associate Principals Jeff DeGallier and Chuck Kheriaty head a staff of 70 who serve 1,061 students in grades 6-8. There are 55 teachers and 15 support staff. Some teachers and support staff are half time. 17 of our students qualify for free and reduced lunch, 19% are ethnic minorities, 78 participate in special education programs, 2% are ESL students and 52 7th and 8th graders participated in the John Hopkins University Talent Search 2000 (145 were invited). Of these, 29 scored as well or above the average college-bound senior on the SAT tests (505 verbal 511 math).

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

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

Islander's Philosophy Mission Statement

A place to learn, a place to grow.

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

Sixth Grade

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

Every other day: Extended Core, Fine Arts (including performing music or a rotation of art, choir and drama)

Seventh Grade

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

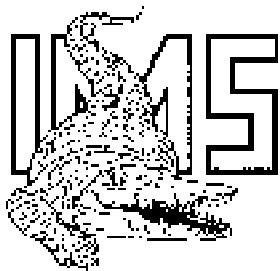
Extended core electives - Choice of two: Advanced writing, Aerospace, Band, Computer Technology, Drama, Drawing & Painting, Life Skills, Orchestra, Physical Education, Sculpture & Ceramics, Spanish 7, Structured Study, Yearbook, Science Olympiad

Eighth Grade

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

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





Islander Middle School



What's Special about IMS?

Islander Middle School is a unique community especially designed for young people in the process of becoming adults. Students are encouraged to reach their highest potential in academics, health and fitness and the arts.

Respect and consideration for each other and the school community is emphasized every day. Special programs include an exceptional music program, a Grade 5-6 transition program to make the move to middle school successful, Title I- study skills, English as a Second Language, Special Education, Peer conflict mediation program, 4-step discipline program, expanded elective program for 7th and 8th grades, Gator Pride program to recognize individual efforts in academic and community improvement. Other recognition includes the Honor Roll (for 7th and 8th students with a 3.5

grade point or better), awards for graduating 8th grade students, PTA Reflections awards, music awards and leadership and citizen awards.

The school offers many other student activities including: School clubs (chess, math, computer, drama, video, cycling, art) as a well as a wide range of after-school programs. A special activity bus is available to transport students home from these programs, which end at 4:15 pm every day. Other programs include Natural Helpers, Student Government, Homework Center, and a wide range of intramural and interscholastic sports.

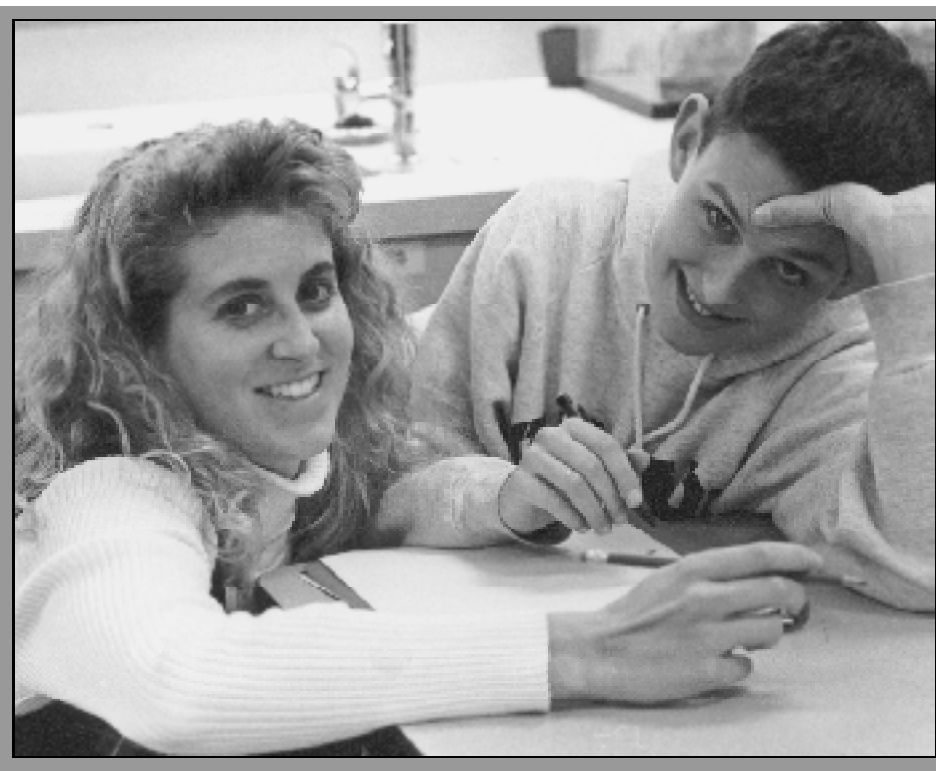
Student-computer ratio: A computer lab provides 1:1 access for 35 students at a time. There are also 147 computers

distributed throughout the school. Technology competencies include: basic operating system, word processing, research and multi-media presentations.

Counseling Services: There are 4 counselors who provide 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.

Islander Middle School Improvement Plan 1999-2000

- Develop literature anthology pilot. Plan for staff development and support.
- Implement staff development in “writing across the curriculum” including the development of professional cohort groups.
- Examine staff development and instructional materials needs for secondary teachers around the district’s reading and writing components.
- Develop grade 7 social studies pilot
- Select grade 8 civics textbook
- Continue to improve and expand staff and student understanding of technology as a learning tool.
- Replace outdated computer lab equipment

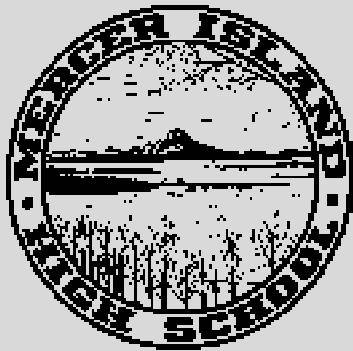


IMS completed an extensive, \$11 million remodel in August 1994. The building was brought up to code for health and safety standards. The project added 11 new classrooms, including new science facilities; increased gym and music areas; and included a technology upgrade. Four new portables were added in 1996-97. The computer lab was last updated in 1998-99, and 3 portables were added in 1999-2000. The school has recently completed an addition to the multi-purpose room and seven new classrooms.

IMS’s buildings and fields are used extensively in the evenings and on weekends for special events and by the community.

How can you help?

IMS welcomes parent and community member involvement in many areas of the school community. The very active Islander PTSA has over 960 members, representing over 100% of Islander families. The school’s Site Council elects new members on a rotating basis for 2 year terms. Site Council is comprised of 1 parent representative for each grade, faculty grade level representatives, IMS administrators, a MISD School Board representative, and a PTSA executive board member. The council meets monthly to provide a forum for discussion and recommendations as appropriate on site related issues.



High School's

Philosophy Mission Statement

Mercer Island High School includes all of its members in a learning community. Our school welcomes all learners, contributes to the larger



Mercer Island High School

Who are we?

Mercer Island High School is the only high school in the Mercer Island School District. It is located at the north end of the island at 9100 SE 42nd Street. Crest Learning Center, considered part of the high school, offers an alternative program. It is located at 4150 86th Avenue SE. Principal Dr. Paul Highsmith and Associate Principals Craig Olson and Donna Zickuhr lead a staff of 101 serving 1,371 students in grades 9-12. 19% of our students are ethnic minorities, 73 students at MIHS and 15 at Crest participate in special education programs, 3% are ESL students served in regular classrooms and 820 students are enrolled in AP (357) Honors (438), or Running Start (25) courses.

What's Special about MIHS?

MIHS offers a strong academic program using a blocked seven class schedule, with students regularly carrying five to seven academic subjects each semester. In addition to regular course offerings, the school provides a variety of honors, advanced placement classes and classes for students who travel at a slower pace.

MIHS is a member of NEVAC (Northeast Vocational Area Cooperative), a designated High Tech Learning Center offering a wide variety of career and technology courses.

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

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

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

MIHS Core Curriculum

Special Courses and Programs

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

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

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

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

Integrated language arts and social studies courses are offered in World Cultures, American Studies, and International Studies

Foreign language includes Mandarin Chinese, French and Spanish.

English	(3 years required for graduation): English 9, English 10, American Studies - English 11, Humanities-English 12 or Creative Writing
Social Studies	(2.5 years required for graduation): Washington State History/Gov't, World History, American Studies - US History, International Studies
Mathematics	(2 years required for graduation): Integrated Math I, Integrated Math II, Integrated Math III, Precalculus, Calculus
Science	(2 years required for graduation): Chem/Physics I, Chem/Physics II, Biology, Chemistry, Physics, Adv Physics, BioMedical Problems (AP Biology), Environmental Science
Fine Arts	(2 semesters required for graduation): Choir, Jazz Choir, Symphonic Band, Concert Band, Jazz Ensemble, Steel Drum Bands, Drama, Debate, Photography, Ceramics, Graphic Arts, Jewelry, Drawing and Painting, Sculpture
Career & Technology	(2 semesters required for graduation): Accounting, Business Law, Keyboarding, Word Processing, Computer Applications, Computer Programming, Engineering Technology, Small Gas Engines, Business Math, Web/Multimedia, Video Arts, Digital Imaging, Computer Network Administration and Support, Marketing, Media Broadcast Technology, Broadcast Media, Image, Personal and Family Relationships, Child Psychology
Physical Education	(1.5 semesters required): PE Core, PE Activities, Dance, Weight Training

MIHS Electives:

World Language: Spanish 1-5, French 1-5, Mandarin Chinese 1-4

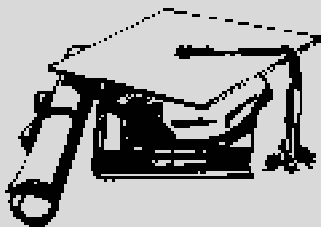
- Any course taken beyond those required to graduate are electives
- Other: Leadership, Teacher Assistant, Work Experience, School Without Walls

Crest Learning Center Curriculum



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

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



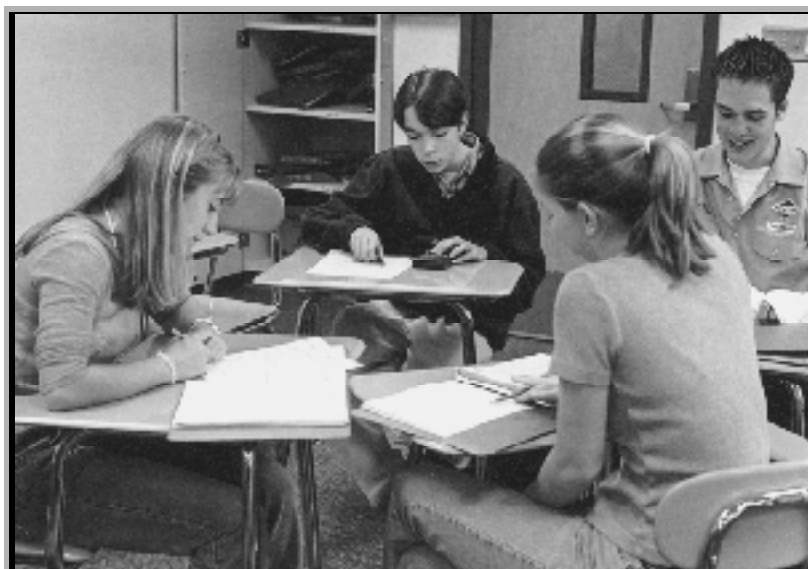
Graduation Requirements

Students must earn a total of 21 credits to graduate. One-half credit is earned for each semester class completed with a grade of D or higher. In 1999, class average grade point was 3.25; the class of 2000 averaged 3.188.

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

National Merit Scholars

	Semi Finalists	Finalists	Commended
Class of '97	3	2	16
Class of '98	8	8	18
Class of '99	7	6	18
Class of '2000	2	2	14



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

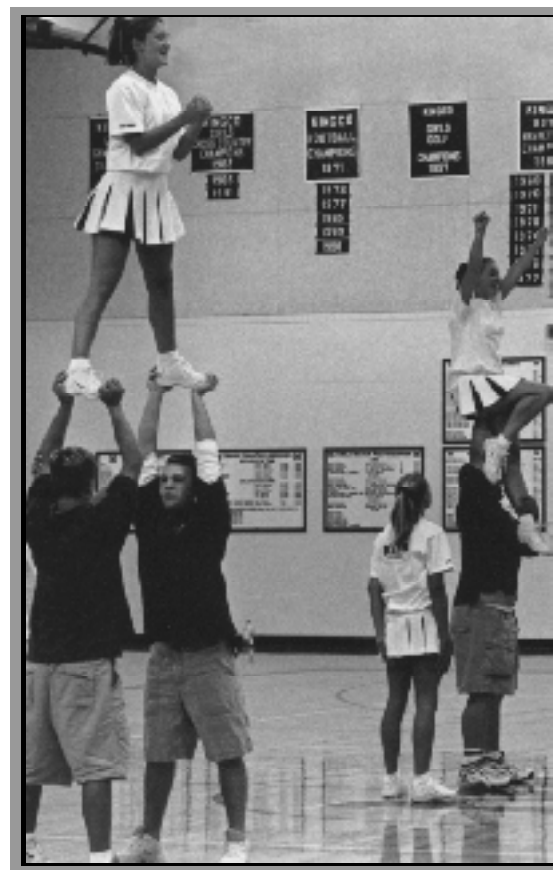
Use and Condition of School Buildings

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

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

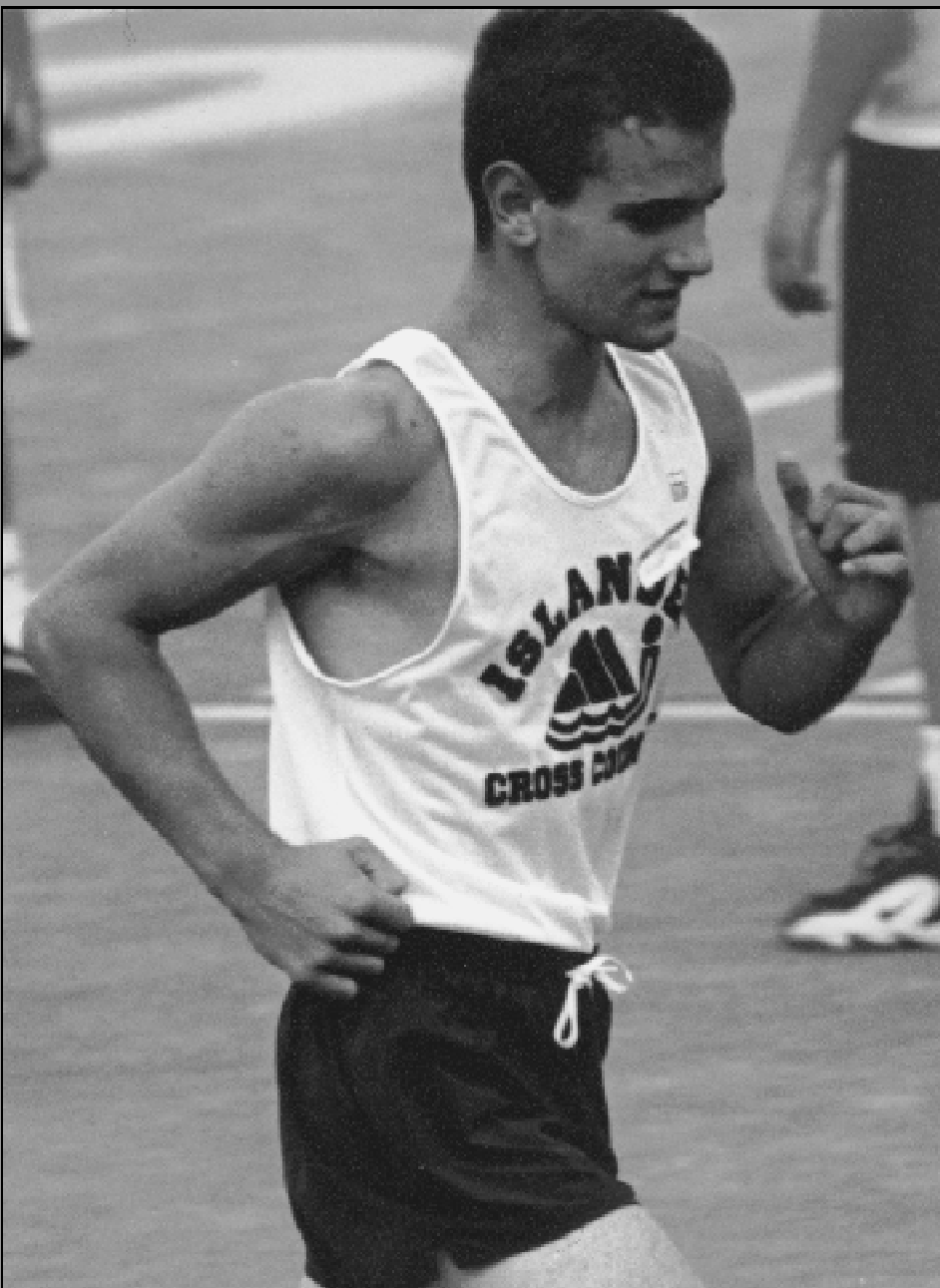
Student-computer ratio: 6:1.

Special uses include: programming, engineering technology and network support in 3 labs with 30 computers in each one. 4 mobile computer labs with 10-15 laptops each are used extensively for English, Social Studies, Science and Math classes. Grades 9-12 technology competencies include: spreadsheets, graphing calculators, data acquisition and research. There are a total of 369 computers at the high school.



MIHS School Improvement Plan

- 9-12 Structures Committee engaged in an 18 month NASC accreditation study
- Implementation of Precalculus course
- Implementation of Chem2/Phys2 honors course
- Implementation of new Environmental Science course
- Implementation of new AP Chemistry text book
- New Spanish texts for grades 9 & 10.
- Continue staff development activities focused on "writing across the curriculum" including the development of professional cohort groups.
- Begin to examine staff development and instructional materials needs for secondary teachers around the district's reading and writing components.



How can you help?

MIHS welcomes parent and community member involvement in many areas of the school community. Contact the school office or PTSA if you would like to help with: Career speakers, parent newsletter, sports booster clubs, registration, counseling center, classroom guests, music booster committee, Fine Arts showcase, office help or book room. The MIHS Site Council has 30 members: 15 staff, 8 students, 6 parents, 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.



ChildFind

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. State of Washington Administrative Code (WAC-392-172-100-190).

In 1999-2000, 8.6% percent of the K-12 student population qualified for one or more special education services. Special education is a federal and state mandated program that districts are obligated to provide. Funding for this mandate, however, is insufficient, requiring school districts to support the shortfall out of their general operating budgets.

Special Ed Contact Number:

Renae Harris, Administrator
236-3329

Special Education

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 3-6 Resource Center

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

K-5 Resource Centers

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

K-5 Extended Resource Room (ERR)

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

6-8 Learning Resource Center

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

9-12 Learning Resource Center

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

9-12 Extended Learning Center

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

School Transition Program

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

Giving

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, discretionary funds and classroom activities. Their primary fund-raisers of the year are the Metrathon at the elementary level, Magazine Drive and Ski Swap at the middle school, and "Pass the Hat" at the high school.

The Mercer Island Schools Foundation supports curriculum improvement at every grade level in every classroom in the district, as well as teacher initiated enrichment grants. Their only fund-raiser of the year is the Phone-a-

Thon. All of these activities occur in the fall, to provide funding for current year projects. Both organizations are critical in helping the district achieve desired outcomes for students. In 1999-2000, the PTA/PTSA's contributed \$357,162 to our schools. The MISF total was \$658,505.

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



Grants & Commendations

Grants received during the 1999/2000 school year:

- Paul G. Allen Charitable Foundation Grant
- Eisenhower Math and Sciences Grant
- Goals 2000 Grant
- Boeing Company Grant
- Washington State Arts Commission Consortium Grant
- Washington State Arts Commission Curriculum Grant
- Gates Learning Grant – Jennifer Tucker, Island Park
- NEVAC Partner School– National Science Foundation
- “Developing A Community of Mathematics Learners”– partner grant, National Science Foundation

Commendations received during the 1999/2000 year:

- MIHS KingCo 3 A champions: girls’ tennis, boys’ swimming
- State champions : girls’ tennis, boys’ tennis, girls’ water polo
- John Cameron, Distinguished Principal, Washington State Association of Elementary School Principals
- Gayle Nilsen, President Washington State Association of Elementary School Principals
- Michael Soltman, President Washington State Association of School Administrators
- Karen Hagen, Teacher of the Year, Mercer Island School District



Mercer Island School District Financials

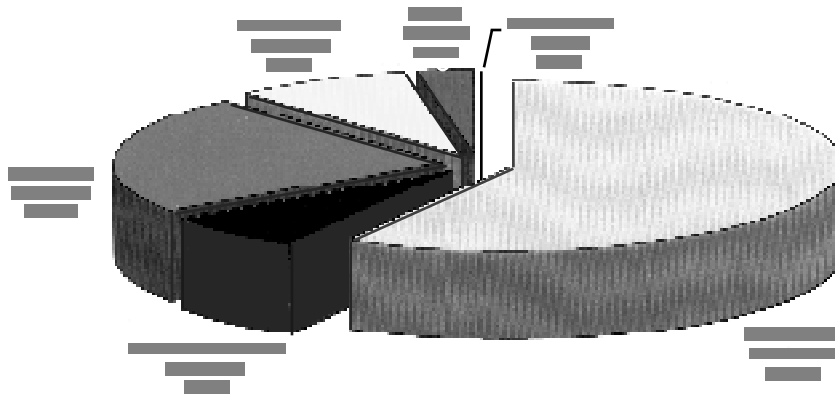
The Mercer Island School District is a public supported organization governed by the Washington state laws and regulations. Major sources of 1999-2000 income include: the state of Washington basic education allocation of \$3,899 per student and local levy funds of \$1,580 per student.

In 1997 MI voters approved a 4 year maintenance and operations levy. Approximately 25.75% of the annual property tax bill is dedicated to local schools. Other sources of income include: state special purpose for special education, bilingual education and transportation, local non-tax revenue from fees, lunches, donations, rentals and investment earnings, federal for special education and staff development, and grants.

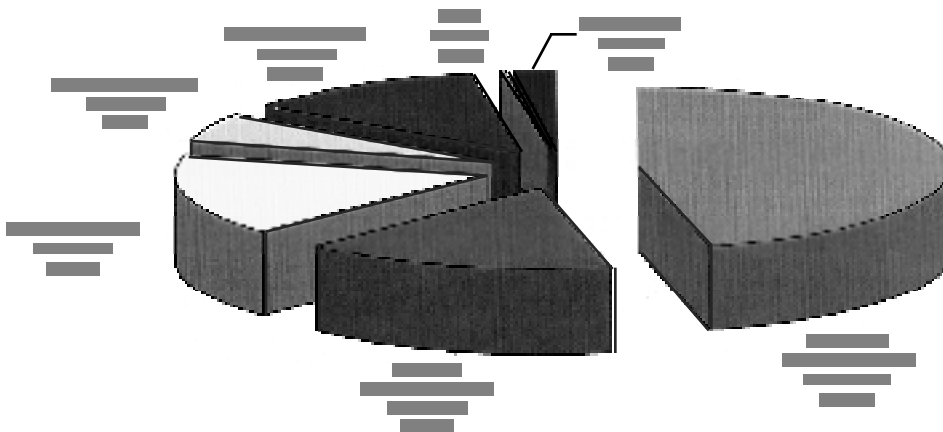
Major expenses include salaries and benefits, supplies and materials, purchased services, travel and capital outlay. The Mercer Island School District is one of a very few districts in Washington to receive a AA bond rating from Standard & Poors and Moodys. (6 districts out of 297).

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

Total Revenue



Total Expenditures



Financial Resources

The 1999-00 cost to educate a child in the district for one day – \$38.63

Teaching	\$22.65
Teaching Support.....	\$4.13
Other Support.....	\$2.26
Custodial.....	\$1.54
Maintenance	\$1.02
Utilities	\$1.19
Insurance	\$.15
School Administration	\$2.58
District Administration	\$.57
Food Services	\$1.24
Pupil Transportation	\$1.30

Other Sources of \$

	Discretionary ¹	MISF ²	PTA/PTSA ³
MIHS	\$190,745	\$176,653	\$ 34,000
IMS	\$104,275	\$ 72,591	\$ 32,750
Island Park	\$ 51,023	\$ 47,862	\$ 52,000
Lakeridge	\$ 51,901	\$ 45,712	\$ 71,500
West Mercer	\$ 52,601	\$ 45,659	\$ 59,000
Total	\$450,545	\$388,477	\$249,250

¹ Discretionary: State Basic Education money to fund teaching and student supplies; staff development; and technology software and maintenance. Does not include salaries.

² Mercer Island Schools Foundation: community donations provide funding for curriculum improvements in all areas, classroom enrichment support and technology.

³ PTA/PTSA funds finance field trips, assemblies, teacher grants, artist-in-residence and other cultural and enrichment activities.

Additional PTA Funds raised in 1999-2000

Lakeridge Auction Net for Playground Project: \$107,912

Additional MISF Funds raised in 1999-2000

Island Park technology \$162,576

Lakeridge technology \$ 60,000

West Mercer technology \$ 47,452



"I feel lucky. I also feel that I have an obligation to do something with my life. I am fortunate enough to have been born with all the tools to make a difference in this world and I feel as if it is my duty to do so.

By making a difference I do not mean becoming a world leader or the next Mother Theresa. Making a difference means using what I have been given to benefit others.

If when I die I feel that I have made even just five people's lives easier, more enjoyable, or in any way better, then I will have satisfied my task in life. "

Matt Mormino,
MIHS graduate, 2000

Mercer Island School District

Committed to lifelong learning in a changing world.....

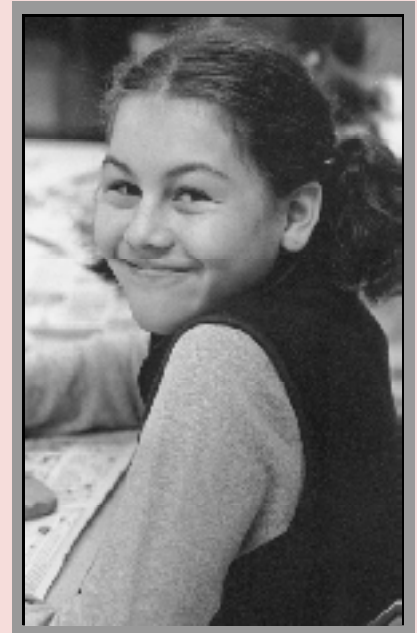
Board of Directors

Deborah Boeck

Susan Kaplan

Brenda Paull

Dirk van der Burch



Mercer Island School District
4160 86th Avenue Southeast
Mercer Island, Washington 98040-4196

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