

Mercer Island School District

Annual Report 2002-2003

"Committed to lifelong learning in a changing world"

Superintendent's Message







Published by
Mercer Island School District

Edited by Marion Mohler

Photos by Kira Stewart and
Marion Mohler

Graphic design by
Vanessa Adams,
MISD Publishing Center

Printed by EduPrinters,
March 2004

I am pleased to provide parents, students, staff members and community members with the Mercer Island School District's Annual Report for the 2002-2003 school year. Our 2003-2004 Annual Report will be released in October, 2004, to better align with the ending of the prior school year.

As your new superintendent, I appreciate the tremendous work of all members of the MISD learning community as well as the support of the community at large. With your help, we are making steady, measurable progress on our strategic plan and school improvement plans. Our goal is to know each student's learning needs and provide an appropriately challenging course of studies for all students, making sure that we address individual student's needs within available resources.

> Our goal is to know each student's learning needs and provide an appropriately challenging course of studies for all.

We are concerned about funding for public schools in our state. Basic revenue from the State of Washington was reduced again in 2002-2003, and we continue to operate under the legislatively imposed levy lid. But due to the tremendous efforts of our school PTA's, the Mercer Island Schools Foundation, and countless volunteer hours spent both inside and outside of our schools, we are able to achieve our goal of continuous improvement in our educational programs and challenge for all students.

Here are some highlights from last year's accomplishments:

- Aggregate scores on the Washington Assessment of Student Learning (WASL) positioned our students first statewide: 73.9% of 4th graders, 71.9% of 7th graders and 71.9% of 10th graders met all four standards in writing, math, reading and listening. 2002 scores were 59.7% for 4th, 65.9% for 7th, and 64.4% for 10th.
- 80% of Islander Middle School Students and 67.7 % of MIHS students met standards on the new science section of the WASL, the first time the test has been scored in Washington State.
- The District's Math Curriculum Team has published K-12 grade level targets in math, aligned curriculum to match the targets, and identified gaps in curriculum. Last year the District provided training to all teachers in differentiated instruction for students at all levels.
- The District's Literacy Team has published K-12 grade level targets in writing, aligned curriculum to match the targets, and identified gaps in curriculum. All teachers have received training in the "Six Trait Writing" instructional program.

A highlight for this school year is the honor received by Islander Middle School as the state's only middle school to receive the U.S. Department of Education's prestigious Blue Ribbon School Award for 2003. In addition, Mercer Island High School was recognized by the Manhattan Institute as having the highest graduation rate of any high school in the country (91.27%).

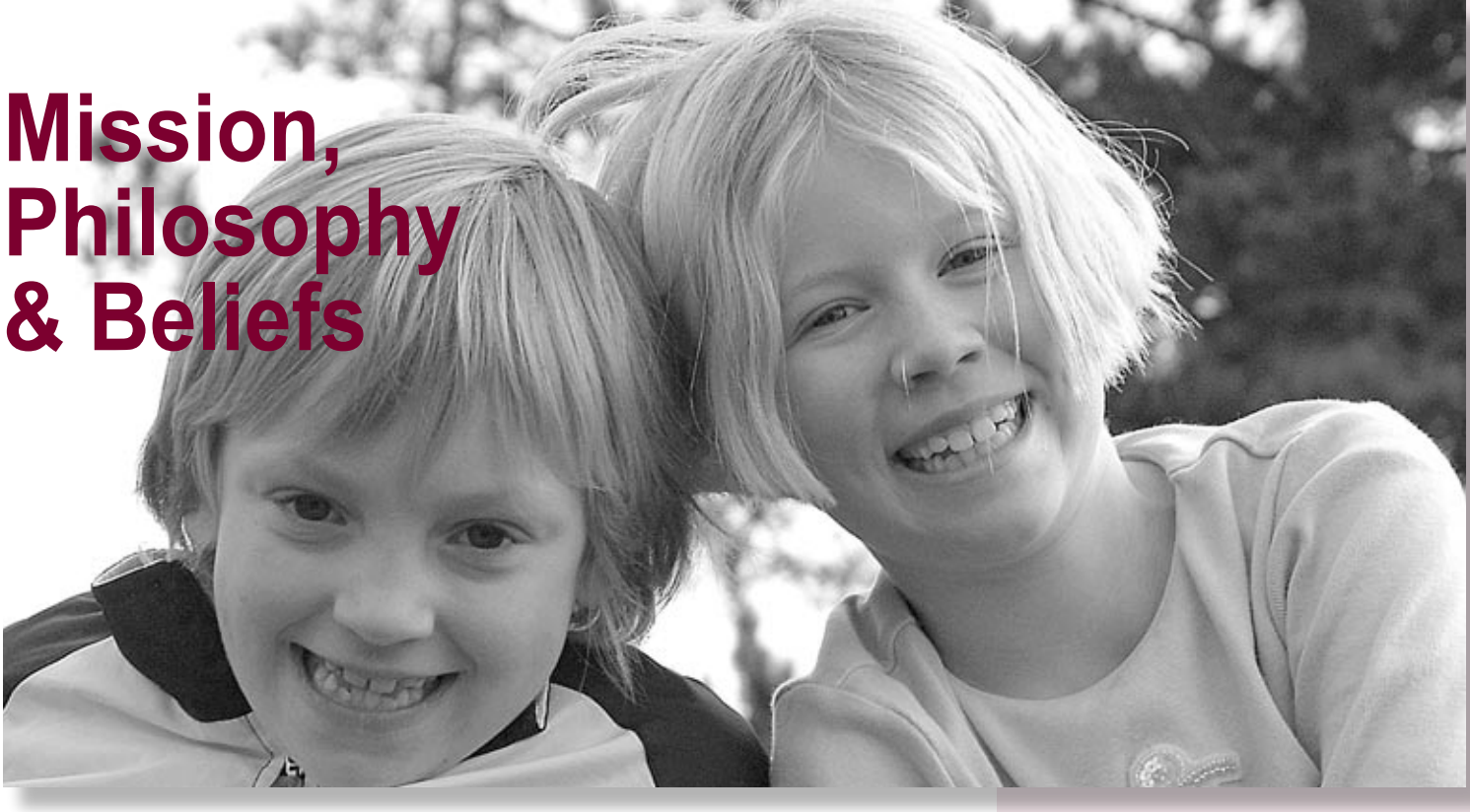
Clearly our community and our district have much to celebrate. I am grateful and honored to be a part of the on-going efforts of continuous improvement in educational programs for all students at all levels in the Mercer Island School District.

Sincerely,

Cynthia Sickman Simms, Ph.D.

Superintendent, March 2004

Mission, Philosophy & Beliefs



Our Mission

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.

Philosophy: High Expectations for All Students

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

Beliefs

Our beliefs are a formal expression of our district's fundamental values: our ethical code and overriding convictions. These beliefs define our district's character and form the basis for determining our actions.

- Every person has inherent worth and potential.
- Learning is a lifelong process.
- Mutual respect is essential for effective relationships.
- Integrity builds trust.
- A community functions best when diversity is honored.
- Individuals are accountable for their decisions.
- Individuals are successful when their best is expected, supported and appreciated.
- Achieving excellence requires the courage and ability to create and adapt to change.
- Collaboration enhances and expands our capacity for success.
- Stewardship of time is essential for effectiveness.

The School Board



Pat Braman



Lisa Eggers



Leslie Ferrell



John Fry



Carrie George

MISD would like to thank these school board members who completed their service to the district in November 2003.



Ken Glass



Susan Kaplan



Brenda Paull



Contact Information

Mercer Island School District

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General Information (206) 236-3330
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District Web Site: *www.misd.wednet.edu*
Individual school web sites are accessible through the scroll down menu on the main site. All addresses are Mercer Island, WA 98040

Mercer Island High School

9100 SE 42nd
(206) 236-3345 phone
(206) 236-3358 fax

Crest Learning Center

4150 86th Avenue SE
(206) 236-3390 phone
(206) 236-4521 fax

Islander Middle School

8225 SE 72nd
(206) 236-3413 phone
(206) 236-3408 fax

Island Park Elementary

5437 Island Crest Way
(206) 236-3410 phone
(206) 230-6251 fax

Lakeridge Elementary

8215 SE 78th
(206) 230-3415 phone
(206) 230-6232 fax

West Mercer Elementary

4141 81st Avenue SE
(206) 230-3430 phone
(206) 230-6043 fax

Strategic Planning: 2001–2006

The Mercer Island School District is currently operating under the direction of the 2001-2006 Strategic Plan adopted by the school board in April, 2001. Each year we identify objectives to support five strategic planning goals:

- **Challenge for all students.** Provide a more rigorous, coordinated, balanced, yet flexible curriculum with options that challenge each student.
- **Smaller class sizes.** Provide smaller, effective class sizes through facilities expansion or other resources.
- **Positive relationships.** Provide methods that ensure all students have positive, meaningful relationships with peers and adults within the schools.
- **The best teachers and staff.** Provide mechanisms that better attract, support and retain excellent teachers and other staff.
- **Measureable results.** Design a more systematic approach for measuring, reporting, and using student and district performance data to guide and recognize improvement.



The following are examples of last year's accomplishments :

Finalized plans for an academic program and services for gifted elementary students.

The program implementation plan and guidelines were completed in the spring of 2002, but deferred until fall 2004.

Continued the school improvement planning process.

Each school is engaged in planning and implementing programs designed to address the needs of students who may need enrichment beyond the core classroom program, students who have not met state standards on time, and students performing in the middle range.

Improved the alignment of grade level learning targets, classroom instruction, and student assessment and reporting.

The district has completed K-12 math and writing targets and is currently working on aligning classroom instruction and student assessments and reporting with the new targets.

Continued to work on providing smaller, effective class sizes.

While enrollment projections and funding constraints have deferred facilities planning to reduce class size, the district is continuing to work on increasing the ratio of adults to students through better utilization of volunteers, as well as identifying and employing instructional methods, scheduling options, distance learning, technology solutions, staffing, and other strategies to attain functionally smaller class sizes.

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

In the fall of 2003, the district adopted a new K-12 Health Curriculum and an anti-bullying policy for all schools. Each school has developed specific strategies to improve relationships with peers and adults.

Provided mechanisms to better attract, support and retain excellent teachers and other staff.

MISD has developed a plan to address recruitment challenges that is updated every spring, based on district needs and budget considerations.

Year Four of the Teacher/Mentor program was initiated in fall 2003.

The district is continuing to work with the Mercer Island Education Association to design an evaluation process and revisions to the MIEA contract.

We have completed and analyzed a staff survey designed to improve job satisfaction of teachers and created a plan and schedule of implementation based on the realistic availability of funds.

In the fall of 2002, the district recommended additional planning time for teachers in the form of "Early Release Mondays" in which K-12 students are released one hour early each Monday.

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

The district now has a highly secure Assessment Data Base that is updated every year. The database contains all of the total and subtest scores from the four district and state assessments (ITBS, CogAt, ITED, WASL), a program comparison data base and internet access. The science WASL will be added in the fall of 2004.

Please note that the complete documents relating to this summary may be viewed on the district web site at www.misd.wednet.edu "strategic plan", or on the individual school web sites. You may also request paper copies by calling the district office at 206 236-3330.



Our District

The Mercer Island School District is located on Mercer Island, a six square mile suburban community of 21,000 residents in the middle of Lake Washington, within a 10 minute drive to Seattle and Bellevue. The school district is one of 35 King and Pierce County school districts affiliated with Puget Sound Educational Service District, a regional support educational agency.

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

Mercer Island students and teachers benefit from well over $900,000 in annual donations to the PTA/PTSA's and the Mercer Island Schools Foundation, as well as the time and energy of countless volunteers serving on committees, planning fund-raising programs, coordinating field trips and assemblies, serving as art docents, Great Books coordinators, 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 be "lifelong learners in a changing world."

2002-2003 District Demographics
(as of October 2003)

Total enrollment	4,153
Kindergarten	234
Grade 1	257
Grade 2	276
Grade 3	309
Grade 4	297
Grade 5	330
Grade 6	349
Grade 7	325
Grade 8	381
Grade 9	351
Grade 10	360
Grade 11	334
Grade 12	350

Average Class Size
(K-5 reduced by an average of 2.5 students in the past 2 years; 6-8 by 1.5 students and 9-12 by .5 students)

Elementary	22.2 per class
IMS	26.5 per class
MIHS	26 per class

Student Ethnicity

Black	55
Asian	735
American Indian	11
Hispanic	68
White	3,284
Special education	369
ESL	76

Staff

	Certified	Classified
MIHS	86	27
IMS	57	24
Island Park	34	16
Lakeridge	40	14
West Mercer	42	18

Total teaching staff: 259

Administrators

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

Years of Experience

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

179 certificated staff members hold Master's Degrees, 5 faculty members have a Ph.D



Mercer Island School District Testing Program

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

The **Iowa Test of Basic Skills** (ITBS) is given to all 3rd and 6th graders in the state. In 2002-2003 the District also administered the ITBS at grades 5 and 8 for the first time.

The Iowa Test of Educational Development (ITED) is given to all students statewide at grade 9.

The Washington Assessment of Student Learning (WASL) is given to all students statewide in 4th, 7th and 10th grade every year in reading, writing, math, and listening. In 2002-2003, for the first time the state administered the Science WASL at grades 8 and 10.

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

District Summary 2003 WASL RESULTS

Grades 4, 7, 10 – Percent of Students Reaching Standard

	Math	Reading	Writing	Listening
Grade 4 Total	86.8	86.2	85.2	87.4
Island Park	86.1	84.2	85.1	87.1
Lakeridge	90.3	86.4	89.3	91.3
West Mercer	84.2	87.7	81.6	84.2
State	55.2	66.7	53.6	65.8
Grade 7	80.7	84.0	89.6	97.6
State	36.8	47.9	54.6	86.9
Grade 10	78.4	82.8	83.9	91.4
State	39.4	59.9	60.4	75.8

** 2002-2003 is the last year that Listening will be included in the WASL.*

District Summary 2003 SCIENCE WASL RESULTS

Grades 8 and 10 – Percent of Students Reaching Standard

Grade 8 District	79.4
State	35.8
Grade 10 District	67.7
State	31.8

**In 2003-2004 the Science WASL will be added at grade 5.*

Spring 2003 ITBS and ITED Mean Percentile Scores

ITBS	Reading	Math	Language
Grade 3 Total	80	87	80
Island Park	82	87	77
Lakeridge	82	89	80
West Mercer	77	85	81
State	58	67	Not tested
Grade 5 Total	78	80	78
Island Park	82	81	78
Lakeridge	76	78	78
West Mercer	76	82	78
Grade 6	80	83	81
State	55	58	56
Grade 8	80	82	78

ITED	Reading	Math	Expression
Grade 9	81	86	77
State	53	59	54

Other Testing

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

Class of	Mean Scores	
1999	Verbal 579	Math 603
2000	Verbal 570	Math 593
2001	Verbal 594	Math 612
2002	Verbal 583	Math 606
2003	Verbal 582	Math 615

Advanced Placement Exams: In 2003, 205 advanced placement exams were taken by MIHS 10th - 12th graders in Biology, Calculus, Chemistry, Computer Science, English Language, English Literature, Environmental Science, French, Government, Physics, Spanish, Statistics, US History, and World History. This is an increase of 20 tests taken over last year. Of the 205, 150 were scored a 3 or higher (out of 5). Most colleges and universities require a score of at least 3 to give college credit for AP exams.

John Hopkins University Talent Search: 86 Mercer Island 7th and 8th graders participated in the John Hopkins University Talent Search 2003 (140 were invited). Of these, 43 scored as well or above the average college-bound senior on the SAT tests (505 verbal 516 math).



Elementary Schools

Use and Condition of School Buildings

All three elementary schools underwent $6 million remodels that were completed in September 1995. The schools' multi-purpose rooms and fields are often used by the community in the evenings and on weekends. Passage of the Capital Fund Levy in 2002 has provided equipment and teacher training for technology integrated classrooms.

Improvement Planning 2001-2006

The following areas of focus for each school are a part of the district's 2001-2006 Strategic Plan:

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

Counseling Services

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

D.A.R.E. program

The City of Mercer Island supports this drug and alcohol education program for all kindergarten, 2nd, and 5th grade students.

Volunteer Opportunities

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. 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 have 4-8 parent representatives for various grade level groups i.e K/1, 2/3, 4/5, and Support Services (ESL, Title IV/LAP, Special Education). These councils are a representative group of administrators, staff, and parents who meet monthly to discuss school issues such as: instructional programs, organization of school and classrooms, allocation of resources, schools' response to district-wide issues, and/or operational requirements of the school building. All of our elementary schools work closely with parents and other volunteers to create an exemplary school experience for each student.

Island Park Elementary

Island Park is a school with a heart. The district's English as a Second Language (ESL) program and Extended Resource Room (ERR) for students with special learning needs are an important part of our school community. We foster diversity, creativity, compassion and philanthropy while maintaining a strong academic focus. Respectful relationships are stressed through our Theme of the Month program as well as Second Step, an anti-violence curriculum.

Fine arts programs include art docents, artists in residence, and dance education K-3. Other special programs include: Counseling, LAP – remedial reading, a tuition-based foreign language program, technology integrated classrooms, technology applications K-5, student council, after school clubs (including chess and science), Peer Mediation program, before school choir and math classes, K-1 Author's Night, Grades 3-5 musical productions, Volunteer Orientation program, International Week, and an updated campus play area.

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

Passage of the Technology Levy in 2002 has enabled all teachers to be trained on and use iBook laptop computers. Our classrooms have additional computers as well, provided by parent donations to the Mercer Island Schools Foundation.

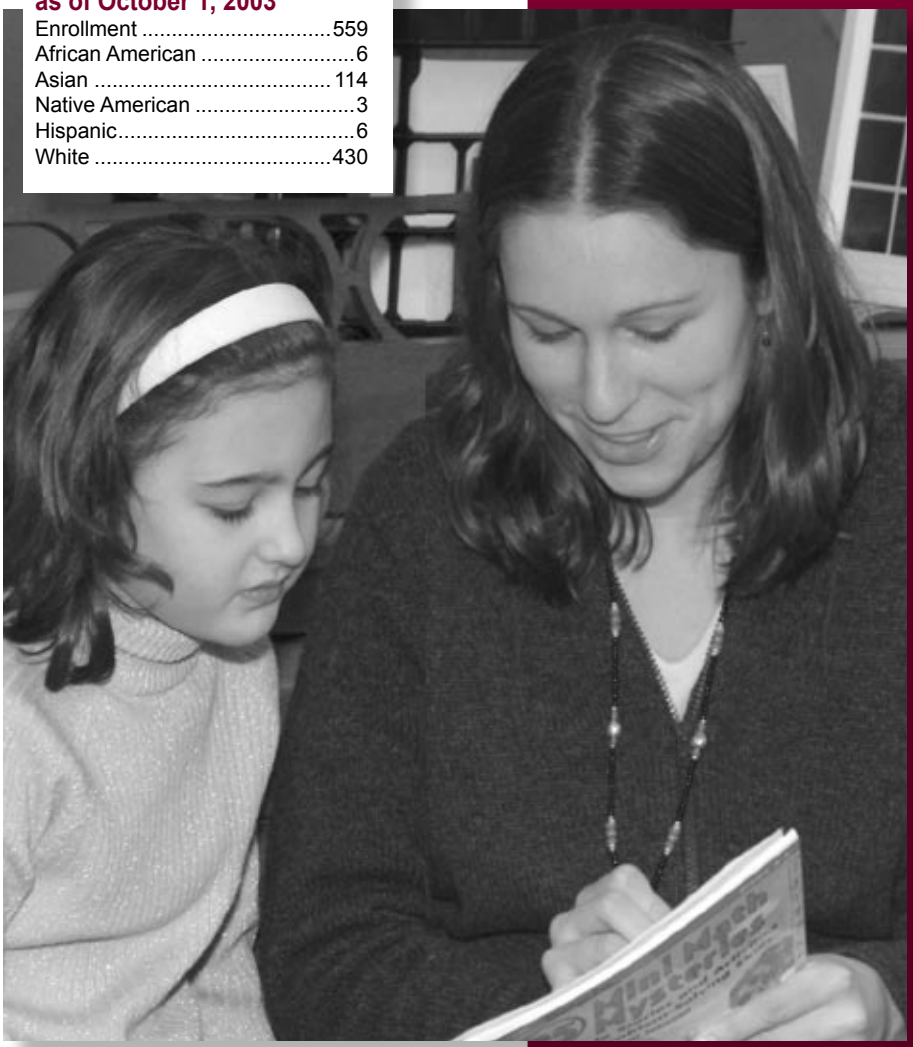
Technology lessons are linked to academic classes and include grade level competencies in basic operations, keyboarding, and multimedia projects.

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

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

Island Park Demographics as of October 1, 2003

Enrollment	559
African American	6
Asian	114
Native American	3
Hispanic	6
White	430

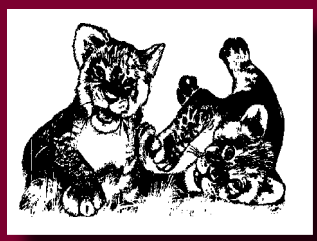


Island Park's Philosophy– Mission Statement

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

Goals 2002-2003

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



Lakeridge'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.

School Improvement Plan Goals for 2002-2003

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

Lakeridge Demographics as of October 1, 2003

Enrollment	558
African American	4
Asian	94
Native American	2
Hispanic	8
White	450

Lakeridge Elementary



Lakeridge provides a half day kindergarten program and an all day, tuition-based extended kindergarten program. Other special programs include: Counseling, the Learning Support Program and Sound Partners reading instruction, technology-integrated classrooms, Special Education, a tuition-based foreign language program, Drug and Alcohol Awareness and Resistance Education (DARE), Gender Equity and Mediation (GEM) and summer school. Fine arts activities include music education, an all-school musical and fifth grade operetta each year. Many after school activities are provided, including chess club, homework center, Kids ROC (community service), chorus, steel drum band, plus special art classes on early release Mondays.

Lakeridge uses district adopted curriculum as the foundation for its instructional program. Individual teachers and/or grade level teams assess student needs and adapt instruction as necessary for optimal learning to occur. A Site Council involves parents and staff in guiding school improvement. Lakeridge meets the learning needs of all students in Math, Writing, and Relationships through differentiated instruction—adjusting teaching strategies, materials and expectations according to individual student needs and interests.

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

West Mercer Elementary

West Mercer provides morning and afternoon kindergarten, as well as an all day, tuition based extended kindergarten program. Other special programs include: morning and afternoon preschool, counseling, tutoring, technology-integrated classrooms, special education, a tuition-based foreign language program, Title I - remedial reading and math, including several pods (4-5 computers) of computers for student use, as well as a cart of laptops. Grade level competencies include basic operation, keyboarding, and multimedia projects.

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.



all volunteer Reading Advancement Program (R.A.P.), fine arts including art docents, artist in residence and dance education grades K-3, after school art and drama club, before school choir, 3rd-5th grade musical, student activity clubs (Recycling, Chess), and student council.

West Mercer's unique all-school student-behavior plan focuses on respect and safety. West Mercer continues to use their updated computer lab purchased with funds donated by parents to the Mercer Island Schools Foundation, which provides 1:1 access for 30 students at a time. There are additional computers distributed throughout the school

West Mercer Demographics as of October 1, 2003

Enrollment	579
African American	10
Asian	92
Native American	3
Hispanic	7
White	467

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 2002-2003

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

Islander Middle School

IMS'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.

Blue Ribbon School for 2003

Islander Middle School is a unique community especially designed for eleven to thirteen year old preadolescents' transition from elementary school to high school. Students are encouraged to reach their highest potential in academics, health and fitness, and the arts. In a six period day, students at the 6th, 7th and 8th grade levels are required to take the four core subjects of language arts, social studies, science and mathematics. These subjects are integrated as often as possible. At the sixth grade level, two-teacher teams present the four core subjects to two groups of students. 6th graders also take Spanish and physical education each semester and a fine arts rotation. Seventh and eighth grade students participate in two hour language arts social studies block classes, and are teamed whenever possible. These students may also choose among a wide range of electives.

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

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

Counseling Services: Each of three full time counselors follows a class of students through their 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.

2001-2006 IMS Improvement Plan

IMS is engaged in a self-study and improvement process as directed by the 2001 Strategic Plan. This year, three goal



areas emerged: mathematics, reading, and relationships. The IMS Site Council implemented the following initiatives for 2002-2003:

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

Our Buildings

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

Thanks to the success of the Technology Levy, IMS was able to complete planning for deployment of laptop computers for all teachers, the first phase of technology improvements funded by the levy.

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 nearly 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 deliberation and decision-making related to school improvement planning, implementation and evaluation, as well as building-related issues.

IMS Demographics as of October 1, 2003

Enrollment	1057
African American	10
Asian	185
Native American	1
Hispanic	15
White	846



Mercer Island High School

High School's Mission

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

Individual Academic Growth, Critical Thinking, Creativity, and Lifelong Learning, Involved Citizenship and Social Responsibility , Personal Integrity, Mutual Respect, Tolerance, Health and Well-being.

Beliefs

We believe that:

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

There were 348 seniors in the class of 2003. 20% of our students are ethnic minorities, 103 students participate in special education programs, 30 are ESL students served in regular classrooms and 662 students are enrolled in AP (300) Honors (352), or Running Start (11) courses

MIHS offers a strong academic program that includes 7 class periods of 50 minutes beginning at 8:00 am and ending at 3:00 p.m. A standard school day is six periods, although students may choose to take seven classes.

lacrosse, volleyball, football, soccer, track and field, 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 programs include: an exceptional music program; a community recycling program run by MIHS's Committee to Save the Earth; over 200 students take one or more career and technology classes; MIHS hosts the district-wide Fine Arts Showcase, an annual event that features the combined musical and artistic endeavors of K-12



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 classes, advanced placement classes, and classes for students who travel at a slower pace.

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

80-85% of the student body participates in organized athletics including: swimming, tennis, cross country, gymnastics, wrestling,

students; Crest Learning Center offers a successful horticulture program that provides thousands of tomato and bedding plants to the community and area food banks.

School Improvement Plan

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

Goal 1: Develop appropriately challenging academic programs for all students

The MIHS Academics Team has developed ideas for improvements based on studies of data and subsequent discussion. Courses implemented in the fall of 2003 include: AP Comparative Government,

AP English Language and Composition, AP Economics, AP Studio Art, as well as a new Introduction to Art course. In addition, the team is recommending an English class that concentrates on and reinforces basic composition skills, a Writing Center and Math Center open throughout the day offering tutoring/mentoring help, a challenge process for science class placement and a published timetable showing when teachers are available to work with students.

Goal 2: Help students recognize and meet their individual academic, creative, social, and emotional needs

The Culminating Project, required by the state by the fall of 2004 as a way for students to demonstrate their learning, is the main focus of Goal 2 for 2002-2004. The Culminating Projects Team was formed in 2001-2002 to research projects in other schools and make recommendations. This requirement will be piloted in 2003 and implemented in 2004.

Goal 3: Provide an environment in which meaningful connections between members of the learning community may occur

The Connections Committee is exploring mentor programs, advisory groups, homerooms (or comparable programs) designed to increase the number of positive developmental assets and that model attributes such as citizenship, responsibility and respect. In October 2003 the committee voted to implement "Link Crew", a cross-grade student mentor program for all students.

Volunteer opportunities

MIHS welcomes parent and community member involvement in many areas of the school community. Contact the school office or PTSA if you would like to help. 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.



MIHS Demographics as of October 1, 2003

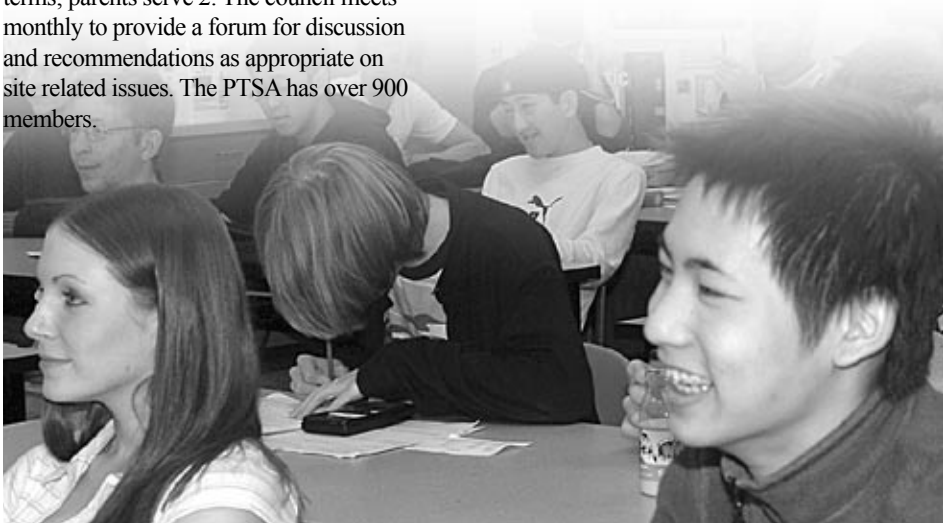
Enrollment	1395
African American	25
Asian	250
Native American	2
Hispanic	32
White	1086

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.

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

As a result of the technology levy last year, all teachers at MIHS have use of a laptop computer as well as access to mobile and stationary computer labs. Training in basic computer skills and classes focusing on integrating technology into the classroom were offered in 2002-03.



Special Courses and Programs

Advanced Placement (AP) courses available in Biology (BioMed), Chemistry, Calculus, Humanities/English AP, Economics, French, Studio Art, Computer Science, Comparative Government, Spanish, Environmental Science and Physics.

Honors sections available in English 10, Chemistry 2 Honors, Physics 2 Honors, American Studies (English 11 and US History), Humanities/Social Studies 12.

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.

College in the High School: Students in Humanities, AP Chemistry, BioMed AP and AP Physics have the option of co-enrolling at Bellevue Community College for one or two 5 hour courses per year. Students in PreCalculus and Calculus can earn college credits through the University of Washington.

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

Foreign language includes Mandarin Chinese, French, and Spanish.

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.

High School continued...

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 2002, class average grade point was 3.27. The 2003 average was 3.29.

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

CLASS OF	Finalists	Commended
98	8	8
99	8	18
00	2	14
01	11	27
02	7	18
03	16	9
04	13	19

College Placement

95% of the class of 2003 had plans to continue their education, 80.3% at a 4-year institution and 12.3% at 2-year schools. 39.8%% of the college-bound students went out of state.

Students from the class of 2003 are attending 104 different colleges and universities across the nation and in Canada. Of the 104 colleges, 70 are private institutions. Some of the schools are: American U, Arizona State U, Bard, Bowdoin, Brandeis, Brigham Young, Carleton, Case Western Reserve, Chapman, Claremont McKenna, Colorado College, Cornell, DePaul, Drexel U, Duke, Georgetown, Gonzaga, Harvard, Harvey Mudd, Hofstra, Johns Hopkins, Johnson & Wales, U of Kansas, Loyola Macalester, Marymount, Middlebury, Montana State, Mt. Holyoke, Occidental, Oregon State, Pacific Lutheran U, Pepperdine, Pitzer, Pomona, Rensselaer Polytechnic Institute, Rochester, Rose Hulman Institute, Santa Clara, Seattle U, St. Mary's College (CA), Stanford, Swarthmore, Syracuse, Texas A & M, Trinity, Tulane, U of Arizona, U of California: Berkeley, Los Angeles, San Diego, Santa Barbara and Santa Cruz, U of Denver, U of North Dakota, U of Portland, U of Wyoming, U of Michigan, U of Oregon, U of Penn, U of Redlands, U of San Diego, USC, Wake Forest, Washington U-St. Louis, Wellesley, Wheaton (MA), Whitman, Whitworth, Xavier of Cincinnati, in addition to 6 Washington Public Colleges.

Special Education

in the Mercer Island School District

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 2002-2003, 8.9% percent of the K-12 student population qualified for one or more special education services. Special education is a federal and state mandated program that districts are obligated to provide. Funding for this mandate, however, is insufficient, requiring school districts to support the shortfall out of their general operating budgets.

Birth to Three

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

Age 3-6 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.

5-9 Functional: Academics & Community Instructional Program

This new program bridges the gap between the K-5 Extended Resource Room program at Island Park and the Extended Learning Center at the high school. Student abilities range from multi-handicaps to varying levels of developmental disabilities. Services for students include individualized academics and living skills as well as the opportunity to be involved in community settings learning job skills.

6-8 Learning Resource Room

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

9-12 Learning Resource Center

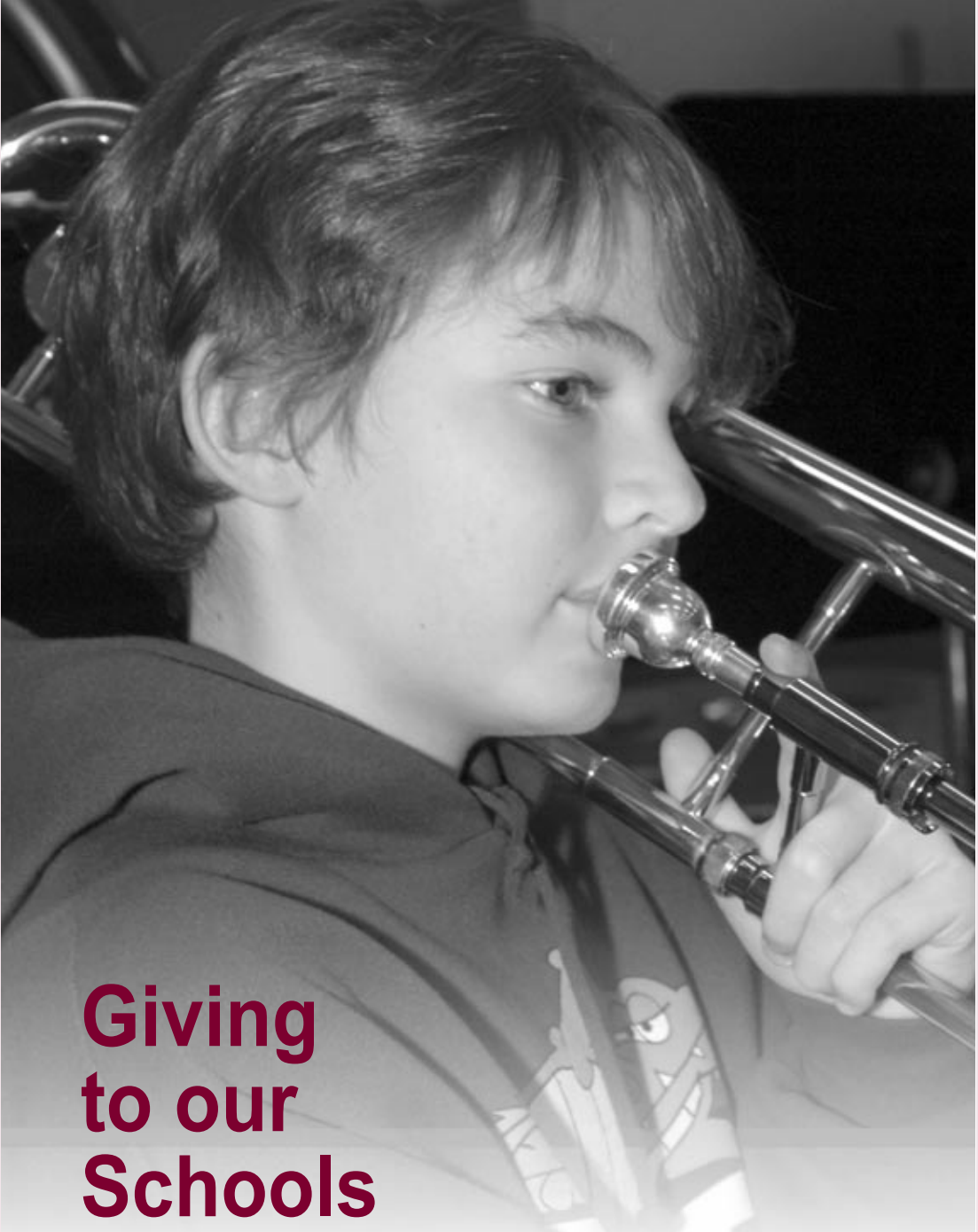
Students are scheduled into the LRC for specially-designed instruction in their area of disability. Organization/study skills are taught along with direct instruction in academic areas.

10-12 Extended Learning Center

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

School Transition Program

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



Giving to our Schools

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

The Mercer Island Schools Foundation supports curriculum improvement at every grade level in every classroom in the district, as well as teacher initiated enrichment grants. Their primary 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.

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 2002/2003 school year:

Boeing Company Grant

Washington State Teacher Assistance Grant (TAP)

NEVAC Partner School – National Science Foundation

Developing A Community of Mathematics Learners" – partner grant, National Science Foundation

Commendations received during the 2002/2003 year:

Kingco 3A Coaches of the Year: Joyce Hedlund, Boys Tennis, Erica Hill, Cross Country, Dick Nicholl, Football, Jeff Lowell, Girls' Swimming and Washington State Coach of the Year

MIHS KingCo 3A Champions: Boys' Swimming (Winter), Girls' Swimming (Fall); Girls' Tennis (Spring), Boys' Tennis Singles (Fall)

State winners: Girls' Waterpolo (Spring), Boy's Waterpolo (Fall), Girls' Tennis (Spring)

State Runner-Ups: Boys' Swimming (Winter), Girls' Swimming (Fall), Girls' Soccer (Fall)

Mercer Island High School music department is named a "Grammy Signature School" by the National Association of Recording Arts and Sciences

Islander Middle School is named a "Blue Ribbon School" by the US Department of Education

David Bentley, Teacher of the Year for the Mercer Island School District

Arlene Naganawa and Jan Formisano, District nominees for State Teacher of the Year

Mary Margaret Welch, Amgen Science Teacher of the Year

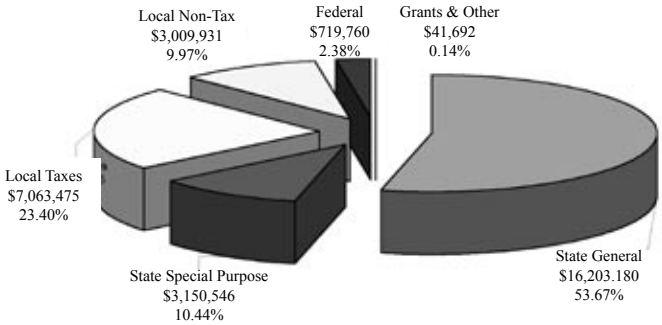


District Financials

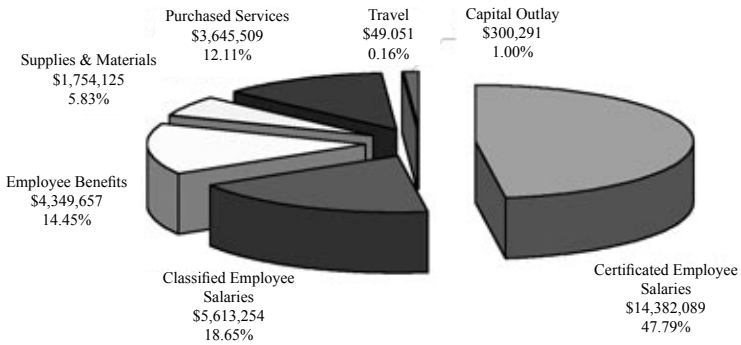
The Mercer Island School District is a public supported organization governed by the Washington state laws and regulations. Major sources of income include: the state of Washington basic education allocation of $4,007 per student per year and local levy funds of $1,664 per student per year.

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

Total Revenue



Total Expenditures



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

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

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

Other Sources of $

PTA/PTSA **$550,000**

Mercer Island Schools Foundation

Classroom Enrichment	$81,846
Extra Curricular	6,443
Fine Arts	61,860
Language Arts	88,785
Mathematics	36,920
Science	23,795
Social Studies	20,299
Special Education/ESL	5,890
Technology	73,796
Connections Program	12,764
Teacher Development	59,846
Total	**$472,244**

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

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



$41.61

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

$22.61	Teaching
4.78	Teaching support
3.14	Other support
1.85	Custodial
1.19	Maintenance
1.37	Utilities
0.27	Insurance
2.52	School administration
.76	District administration
1.49	Food services
1.62	Transportation

With your help, we are making steady, measurable progress...

Mercer Island School District
Annual Report for 2002-2003



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