Celebrating Global Perspectives

Mercer Island School District Annual Report 2000-2001

4160 86th Avenue SE
Mercer Island,
Washington 98040
206 236 3300
www.misd.wednet.edu

Global Perspectives

There are 261 certificated staff members in the Mercer Island School District with a combined 3,366 years of teaching experience.

Of these, 163 have master's degrees, 6 have doctorate degrees and 113 have additional endorsements outside their assignment area.

Many of Mercer Island School District's teachers are proficient or fluent in French, German, Spanish, Italian, Japanese, Latin, Swedish, Hungarian, Portuguese, Mandarin Chinese, Thai, Lao and Arabic.

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December, 2001

Dear Colleagues,

We are pleased to provide parents and community members with this copy of the district's 2000-01 Performance Report. The accomplishments it highlights reflect an extraordinary commitment to excellence within our entire school community. The focused work of students and staff in the classroom continues to receive outstanding support through countless volunteer hours and significant funding provided through the school PTA/PTSA's and the Mercer Island Schools Foundation. These donations supplement the strong foundation of tax support provided by our community for both operating and capital expenses.

In a sense, our parents and community members represent the stockholders of the community's schools. As with most corporate annual reports, the primary intent of this document is to update you on last year's performance, but we also highlight some of the priorities for the current year. Hopefully that mix of past and current year reporting won't be confusing. While we have included many different indicators of student and school performance, it is important to note that no report can adequately reflect the depth and breadth of our students' learning experiences.

Test scores provide one important indicator of both quality and progress in any school system. As in past years, our 3rd, 6th, and 9th grade students' performance on nationally norm-referenced tests (ITBS or ITED) continues to be among the best in the state. The Washington Assessment of Student Learning (WASL) is a test designed to measure progress in meeting challenging new state learning standards. Overall, our 4th, 7th, and 10th grade students scored well and continued to improve on that assessment. Our rate of improvement will need to increase over the next few years, though, to achieve the objective related to this test established in last year's strategic planning process. Although college entrance exams are not required for all students, a high percentage of our graduates take such tests as part of their post high school planning. Their scores on both the SAT and ACT showed significant improvement last year.

These test scores only tell part of the story about the many accomplishments of our students and staff. The district's strong music tradition was recognized last year by the American Music Conference as one of the best 100 public school music programs in the nation. MaryMargaret Welch was awarded the state's Christa McAuliffe Award for excellence in teaching. Her Biomedical Problems course (AP Biology) is regarded by leaders in the region's biotech industry as an exemplary high school science program. The middle school Science Olympiad Team earned the right last year to compete in the state championship and the Lakeridge Chess Club was very successful in many state tournaments. These achievements are only a small sample of the many accomplishments and rich learning opportunities experienced by our students last year.

Regardless of how well any organization is performing, one of the lessons of history is that without a focus on continual progress, decline is inevitable. The strategic planning process that was completed last year was undertaken to help focus our improvement efforts over the next few years. That plan is summarized within this report. In upcoming performance reports, we will share the progress made toward achieving the strategic initiatives within that plan.

We hope you find this report informative. Thank you for all that you have done to encourage and support excellence among our students and within our schools.

Sincerely

Bill Keim

Superintendent

The Board of Directors

Debora Boeck
Term expires November 2001

Rand Ginn
Term expires November 2001

Susan Kaplan
Term expires November 2003

Brenda Paull
Term expires November 2003

Dirk van der Burch, President
Term expires November 2001

New board members elected for 3-year terms in 2001/2002:

John Fry
Carrie George
Ken Glass

School Board Goals for 2000-2002:

Technology: Adopt and implement a plan that 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 and Relationships: Improve communication so that issues can be publicly discussed, decisions made, and results understood by all.

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
Sharon Gillaspie, Principal..... 206-236-3413
Bruce Dearborn, 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
Maria Spring, Principal 206-236-3415
Peggy 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, MI, WA 98040-4196
FAX #: 206-236-3333

Superintendent's Services
Bill Keim, Superintendent..... 206-236-3300
Nanette Marrah, Exec. Assistant... 206-236-3300

Business Services
FAX #: 206-230-6303
Michael Ziara, Assoc. Supt. 206-236-3305
Christy Dodd, Payroll Manager..... 206-236-3314
Liz Dodd, Business Srvcs. Manager 206-236-3316
Jacquie Garcia-Fauver, Bus. Analyst206-236-3308
Diana Fredrikson, Admin. Assist. ..206-236-3295

Food Services
Cameron Danby, Director..... 206-236-3306

Instructional Services
Michael Soltman, Assoc. Supt. 206-236-3330
Renae Harris, Dir/Student Serv. 206-236-3329
Jan Kentnor, Instr. Serv. Coord.....206-236-3330
Mike Power, Dir/Instruct. & Assess.206-236-3313
Patti Weber, Dir/Curric. & Staff Dev.....230-6227

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, Maint. & Operations . 206-236-3340
Keith Ellis, Custodial Coordinator 206-230-6339
Ray Brautigam, Transp. Manager.. 206-236-3337
Marilynn Link, Admin. Assist. 206-236-3335

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

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 Team

Janis Abkowitz .....community member
David Bentley..... teacher
Cheri Bortelson ..... teacher
Don Braman .....community member
Leslie Ferrell .....community member
Carrie George .....community member
Ken Glass .....community member
John Hill .....community member
Paul Highsmith.....Principal
Chick Hodge.....community member
Le Xuan Hy .....community member
Susan Kaplan.....Board member
Bill Keim .....Superintendent
Chuck Kheriaty .....Associate Principal
Tia Kleinkopf..... teacher
Wendy Krakauer..... counselor
Harry Leavitt .....community member
Paige Linton .....community member
Jean Miller-Aikens .....community member
Kathy Morrison .....Principal
Jason Porter ..... teacher
Elizabeth Rosane ..... teacher
Michael Soltman Associate Superintendent
Kathy TeKolste.....community member
Mike Van Orden ..... teacher
MaryMargaret Welch..... teacher
and four high school students,
James Bennett, Stephanie Blue,
Dan Ehrlichman, and Ashley Frizzel

Strategic Planning

A major step in the process of updating the district's strategic plan was completed in March of 2001. After over a year of data gathering and analysis the team reached final consensus on a revised set of beliefs, a revised mission statement, a vision statement, a revised set of objectives and operating parameters. The vision statement includes five strategic initiatives that will be the focus of district improvement efforts over the next three to five years. This revised plan was adopted by the School Board on April 5, 2001.

A thirty-member team, made up of staff, students, parents, and community members devoted hundreds of hours beginning in September 2000 to accomplish this important planning step. They analyzed survey data, student performance information, and a benchmark study of top districts in the nation. At the conclusion of that process a community forum was held in which over 400 people offered their perspectives about the priorities that had emerged from this data.

After the School Board adopted the plan, end results were drafted for each initiative and specific action plans were written for implementation during the 2001-2002 school year. Since this report focuses on the accomplishments during the 2000-01 school year, we are not reporting the progress that has been achieved this year toward the strategic initiatives. That information will become part of our future annual reports.

Vision

The vision describes specific focused improvement priorities. Each initiative within the vision will be addressed through more specific end results and detailed action plans.

Note: There are action plans under each of the following improvement targets to be completed by 2003. For complete information contact the superintendent's office to request a copy of the Strategic Plan or go to the district web site at www.misd.wednet.edu and click on "Strategic Planning."

To better achieve our mission, the near-term focus of the Mercer Island School District is to provide:

- A more rigorous, coordinated, balanced, yet flexible curriculum with options that challenge each student.
- Smaller effective class sizes.
- Methods that ensure all students have positive, meaningful relationships with peers and adults within schools.
- Mechanisms that better attract, support, and retain excellent teachers and other staff.
- A more systematic approach for measuring, reporting, and using student and district performance data to guide and recognize improvement.

The clear consensus of the planning team was that additional resources of dollars and time would be needed to fully achieve these improvement targets.

Parameters

The parameters are the guidelines within which the district will accomplish its mission. Program change decisions (regarding new and existing programs) will be based on:

- Consistency with the strategic plan
- Impact on students
- Analysis of educational benefits, impact on other programs and costs including staff time.

We will maintain open communication with the community.

Objectives

The desired results for students of Mercer Island School District.

Objectives are the specific, measurable student outcomes used to determine how well the mission has been accomplished. Unless otherwise noted, the objectives are to be achieved by 2006.

1) Students meet identified challenging academic achievement standards throughout K-12.
   - All students will graduate.
   - Beginning in 2001-2002 the percentage of 10th grade students attaining the certificate of mastery will increase by 5% annually and reach 85% by 2006 and 95% by 2008.
   - Students across the achievement spectrum will average* one year of academic gain in each year of school.

   * Aggregate gain of one year at each quintile as measured by:
   - WASL/ITBS Proficiency (where appropriate)
   - Teacher approved demonstration of knowledge skills
   - Achievement of specific subject targets
   - Other appropriate methods

2) By 2004, the number of healthy developmental assets reported by secondary students will average 25 or more with no student reporting less than 10. A similar measure will be used by elementary students.
3) At least 90% of parents will report that their children are appropriately challenged; at least 90% of students will report that they are appropriately challenged; and at least 90% of graduates will report that Mercer Island schools prepared them for success in their post-secondary education and/or career path.
4) All students, K-12, will demonstrate the personal assets of respect, responsibility, and the ability to engage in collaborative relationships.
5) All students will demonstrate the ability to set and attain annual learning goals.
6) Student outcomes will be comparable to or surpass those of other benchmark districts nationwide as measured by:
   - National Merit Recognition
   - AP tests taken/scores achieved
   - Reports from colleges about the performance of MISD students
   - College admissions data
   - SAT results
   - Other appropriate criteria

Beliefs:

The beliefs are a formal expression of the district's fundamental values: its ethical code, its overriding convictions. Beliefs define the district's character and they form the basis for determining its actions.

We believe that:

- 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 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.

Adopted by the Board of Directors: April 5, 2001

Mercer Island teachers have taught or worked all over the United States and abroad including:

Texas, Massachusetts, Oregon, Pennsylvania, Minnesota, New York, California, Wisconsin, Florida, Alaska, Montana, North Carolina, Delaware, Connecticut, Kentucky, Washington D.C., Arizona, Missouri, Nebraska, Michigan, Hawaii, Tennessee, Singapore, England, Portugal, Germany, Saudi Arabia, Japan, Belgium, Sweden, Mexico, Morocco, Spain, Taiwan, China, France, Thailand, Italy, India, Brazil, Cameroon (West Africa), Vietnam, Korea.

Many of our teachers have traveled extensively throughout Western Europe, Eastern Europe, Australia, New Zealand, the Middle East, Far East, Africa, the South Pacific, South and Central America, Mexico, and the Caribbean.

2000–2001
District Demographics

Total enrollment 4,299

Kindergarten 257
Grade 1 262
Grade 2 307
Grade 3 331
Grade 4 316
Grade 5 363
Grade 6 367
Grade 7 348
Grade 8 349
Grade 9 343
Grade 10 347
Grade 11 331
Grade 12 378

Average Class Size

Grades K-5.....20.06
Kindergarten 19.9
Grade 1 .....21.2
Grade 2 .....19.7
Grade 3 .....19.2
Grade 4 .....20.5
Grade 5 .....19.9
Grades 6-8 .....27.4
Grades 9-12 .....24.6

Student Ethnicity 4,299

Black.....68
Asian.....664
American Indian 7
Hispanic.....60
White 3,500

Special education.....354
ESL 70

Our District

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

The community has high academic expectations for the school district and has supported its maintenance and operations levy every year, as well as $54 million in capital bonds to renovate all five schools. In 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 $500,000 in annual donations to the PTA/PTSA's and the Mercer Island Schools Foundation, as well as the time and energy of countless volunteers serving on committees, planning fund-raising programs, coordinating field trips and assemblies, Career Day, serving as art docents, Great Books coordinators, general classroom volunteers, and many more activities.

The Mercer Island School District serves 4,299 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 (9-12). The annual general fund is $28.6 million, of which approximately 23% is raised through the local school district property tax levy approved by Mercer Island voters. Class size averages 20 students at the elementary schools, 27 at the middle school, and 24.6 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 state tests?

2000-2001 Washington State Testing Program

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

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

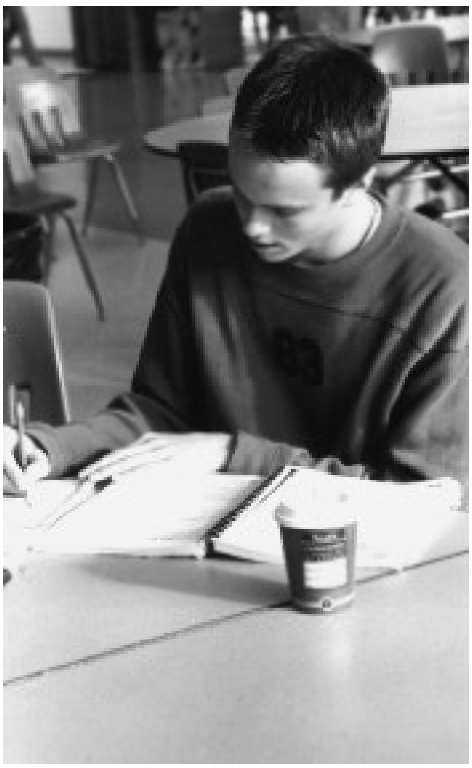
The **WASL** focuses on the Washington state Essential Academic Learning Requirements (state learning standards) and is designed to measure the application of knowledge and skills students will need in order to be prepared for the future they will face in a

changing and complex world. The district uses these test results, along with classroom-based assessment tools, to identify program strengths and areas for improvement and to adjust curriculum and instruction to increase student performance.

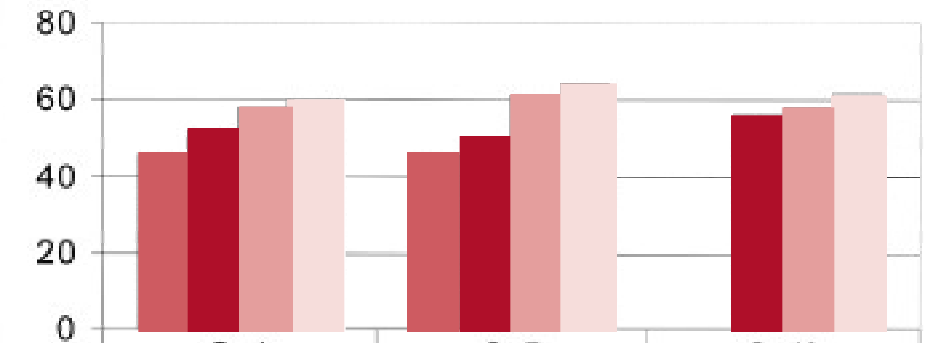
The Certificate of Mastery is scheduled to become a graduation requirement for the class of 2008. The current plan is that students will need to pass all four WASL subtests to earn the Certificate of Mastery. Although the Certificate of Mastery only applies to the WASL at the high school level, it is important to track progress in meeting that standard in all of our schools. The table on this page provides that information along with how our district and schools rank within the state.

- **Reading accountability:** Over the past three years, Washington State required districts to reduce by 25% the percent of 4th grade students not meeting the state standard. Our elementary schools averaged 76% of students at standard in 1997; the improvement goal was 82% by June of 2001. As shown in the table on page 8, the district exceeded this goal.

  During the 2001-02 school year the state is requiring reading and math improvement goals on the WASL for students at grades 4, 7, and 10. Each school will develop a reading and math improvement plan which will be a part of their school improvement plans.



MISD WASL
Percent of Students Meeting 4 of 4 Standards



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

MISD WASL Ranking
Percent of Students Meeting 4 of 4 Standards

Schools & Level of Comparison	Schools or Districts in Comparison	MI School Rankings 2000-01	1999-00	1998-99	1997-98
MI High School					
% meeting 4 standards		61%	58%	56%	
All High Schools in State	393	8th	5th	2nd	NA
Comparable Size Schools *	127	5th	3rd	1st	NA
All Districts in State	232	3rd	2nd	1st	NA
Islander Middle School					
% meeting 4 standards		63%	62%	50%	46%
All Middle Schools in State	450	4th	2nd	5th	1st
Comparable Size Schools	178	1st	1st	1st	1st
All Districts in State	253	1st	1st	2nd	1st
Island Park Elementary					
% meeting 4 standards		54%	52%	51%	47%
All Elem. Schools in State	1059	47th	37th	22nd	24th
Comparable Size Schools	712	31st	24th	10th	16th
Lakeridge Elementary					
% meeting 4 standards		73%	69%	59%	46%
All Elem. Schools in State	1059	6th	7th	10th	27th
Comparable Size Schools	712	4th	3rd	5th	19th
West Mercer Elementary					
% meeting 4 standards		52%	52%	46%	33%
All Elem. Schools in State	1059	59th	32nd	43rd	100th
Comparable Size Schools	712	41st	20th	23rd	71st
Combined Elementary					
All Districts in State	252	3rd	2nd	1st	1st

* Comparable Schools are those with tested enrollment at 60% or more of MI schools.

Spring 2001 ITBS and ITED Mean Percentile Scores

	Reading	Math	Language	Core
ITBS				
Grade 3 Total	81	86	75	81
Island Park	83	86	75	82
Lakeridge	83	85	72	81
West Mercer	78	86	77	81
State	57	64		
Grade 6 Total	79	83	77	81
State	53	56		
	Reading	**Math**	**Expression**	**Core**
ITED				
Grade 9	81	84	82	84
State	53	59	54	

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

	Verbal	Quantitative	Non-Verbal	Composite
Island Park	80	80	84	84
Lakeridge	81	79	78	83
West Mercer	75	79	75	78
District Gr. 3	79	79	79	82
Islander MS Gr. 6	77	88	79	84

2001 Washington Assessment of Student Learning Percent of Students Reaching Standard

	Math	Reading	Writing	Listening
Grade 4 Total	80.6	89.2	71.3	90.8
Island Park	72.2	80.4	67.0	89.7
Lakeridge	86.9	96.3	85.0	93.5
West Mercer	81.8	90.0	61.8	89.1
State	43.4	66.1	43.3	72.4
Grade 7	73.5	75.2	85.7	95.9
State	27.4	39.8	48.5	82.5
Grade 10	79.9	84.6	66.9	94.2
State	38.9	62.4	46.9	84.0

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.

# Tested	Class of	Mean Scores	
259	1999	Verbal	579
		Math	603
233	2000	Verbal	570
		Math	593
310	2001	Verbal	594
		Math	612

American College Test (ACT)

The ACT is not a required test. Students take it as part of applications to attend college. Fewer students take the ACT than the SAT because fewer colleges require it.

# Tested	Class of	Mean Composite Score
134	1999	25.4
101	2000	25.2
143	2001	26.0

Advanced Placement exams

In 2001, 117 MIHS students took one or more advanced placement exams in Art History, Biology, Calculus, Chemistry, Economics, English Language Composition, English Literature, Environmental Science, French, Music Theory, Psychology, Physics, Spanish, US History and Government, and Politics. Of the 180 tests taken, 91 were scored a 3 or higher (out of 5).

Elementary Schools

Use and Condition of School Buildings

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

Elementary Schools' Improvement Plan for 2000-2001

Note: All three elementary schools are engaged in a self-study and improvement process as directed by the 2001 Strategic Plan. These improvement plans are scheduled for implementation in the fall of 2003.

- Continue to work with the district Literacy Team on defining and shaping a balanced, comprehensive literacy program to include: reading, writing, communication, and thinking skills.
- Implement the K-5 math "Investigations" curriculum and year 2 of the National Science Foundation's "Extending the Community of Math Learners" program.
- Implement the K-5 visual arts curriculum
- Continue to improve and expand staff and student understanding of technology as a learning tool.
- Conduct a self-study of the attributes of high performing elementary schools as guided by the Northwest Association of Schools and Colleges and create a school improvement plan for the future.

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

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

How Can You Help?

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

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

Global Perspectives

Mercer Island teachers have an eclectic array of accomplishments including:

- author of a book for children on how to get started in writing poetry
- working as a translator at the 1968 Olympics
- author of a book on ESL reading and on Cooperative Learning
- teaching children's' art during the summer at Seattle Pacific University
- Fullbright Teacher Exchange program
- 400 meter 1A Oregon State Champ
- college track school record in 400, 600, 800 and 1,000 meter
- professional ski instructor
- professional musician

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 54 who serve approximately 550 students. There are 37 teachers and 17 support staff (including part-time teachers). 8 of our students qualify for free and reduced lunch, 20% are ethnic minorities, 62 participate in special education programs and 32 in the ESL program.

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.

Island Park Philosophy– Mission Statement

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

Beliefs

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

Island Park Goals 1999-2001

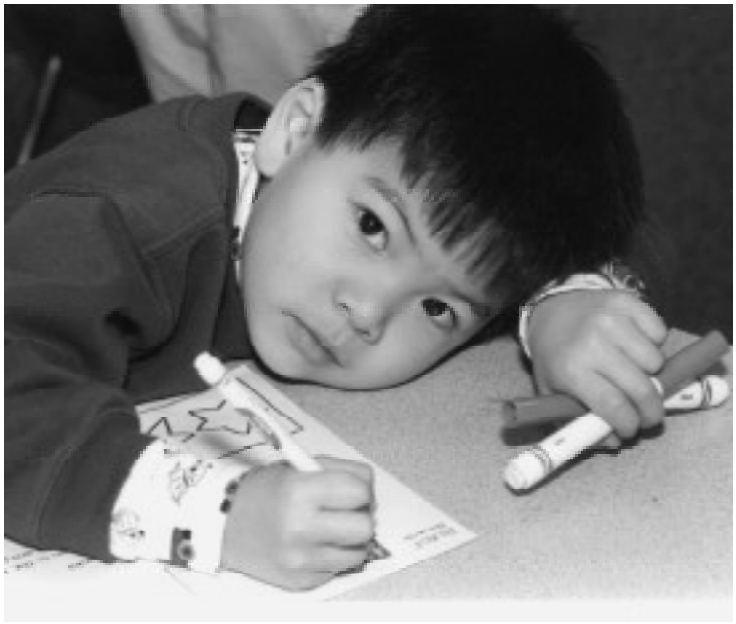
1. To implement a K-5 continuous improvement self-study.
2. To improve all Island Park students' literacy skills.
3. Develop and implement technology applications throughout the school.
4. Increase collaboration with parents and community.

What's Special about Island Park?

Island Park 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: 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 study skills classes, Cluster A Author's Night, Cluster B and C musical productions, Volunteer Orientation program, International Week, and an updated campus play area.

Technology deployment at Island Park has included 7 new machines to each of the 8 classrooms, thanks to parent donations to the Mercer Island Schools Foundation. All classroom teachers, ESL, Library, and Special Education personnel have been trained on and are using new desktop computers. The new computers in Cluster C allowed for the old computers to be redistributed to Cluster A and B. Additionally, a redistribution of computers from the district allowed for the development of a 30 station lab. Grade level competencies include basic operation, keyboarding, and multimedia projects. Every teacher at Island Park has their own web site to facilitate home/school communication.

Lakeridge Elementary



Who Are We?

Lakeridge is located at the south end of the island at 8215 SE 78th Street. Principal Maria Spring heads a staff of 53 who serve 594 students. There are 35 teachers and 17 support staff. Some teachers and support staff are part time. 2 of our students qualify for free and reduced lunch, 14.6% are ethnic minorities, 26 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 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, 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 K-3, student council, KIDS-C.A.R.E/Accident Reduction Education, after school clubs (chess, homework, community service, science), and a newly updated campus play area.

Lakeridge continues to use the new computer lab funded by a donation by a parent to the Mercer Island Schools Foundation. 30 students at a time can utilize the lab for publishing, keyboarding, multimedia projects and research. There are additional machines distributed throughout the school. Grade level competencies include basic operation, keyboarding, and multimedia projects.

Lakeridge Philosophy– Mission Statement

"Exploring today,
preparing for tomorrow."

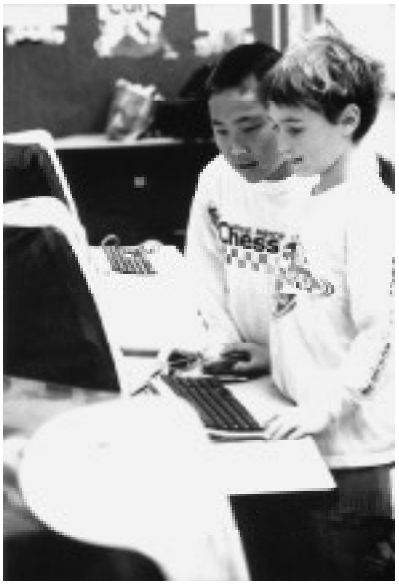
The mission of Lakeridge School is to enhance all students' ability to gain knowledge, grow in wisdom, develop confidence, and become creative, compassionate, critical thinkers. Through "EXPLORATION," our students will value learning and be empowered to succeed in a changing world.

Lakeridge Goals 2000-2002

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 K-5 visual arts curriclum.
4. To expand and improve home/school communication and parent/school partnerships.
5. To implement the new math curriculum at all levels.
6. Develop and implement technology applications throughout the school.
7. Begin a dialog on bullying/harassment issues and develop a plan to be implemented by parents, students, and staff.

West Mercer Elementary

Who AreWe?



West Mercer is located at the north end of the island at 4141 81st Avenue SE. Principal Nancy Emerson leads a staff of 56 who serve 605 students. There are 35 classroom teachers and 21 support staff. 13 of our students qualify for free and reduced lunch, 19% 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.

West Mercer Philosophy– Mission Statement

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

West Mercer Goals 2000-2002

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.

What's Special about West Mercer?

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

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

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

Islander Middle School

Who Are We?

Islander Middle School is the only middle school in the Mercer Island School District. It is located at the south end of the island at 8225 SE 72nd Street. Principal Sharon Gallespie and Associate Principals Bruce Dearborn and Chuck Kheriaty head a staff of 84.5 who serve 1,069 students in grades 6-8. There are 57 teachers and 24.5 support staff. Some teachers and support staff work part time. 13 of our students qualify for free and reduced lunch, 20% are ethnic minorities, 69 participate in special education programs, 2% are ESL students. 97 7th and 8th graders participated in the John Hopkins University Talent Search 2001 (133 were invited). Of these, 55 scored as well or above the average college-bound senior on the SAT tests (505 verbal 514 math).

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

A complete restructuring of the middle school program in 1997-1998 resulted in a wider range of mandatory and elective programs. In a six period day, students at the 6th, 7th and 8th grade levels are required to take the four core subjects of language arts, social studies, science and mathematics. These subjects are integrated as often as possible. At the sixth grade level, two-teacher teams present the four core subjects to two groups of students. In 2001-2002, the 6th grade has 7 teams. 6th graders also take Spanish and physical education each semester and a fine arts rotation. Seventh and eighth grade students participate in two hour language arts social studies block classes, and are teamed whenever possible. These students may also choose among a wide range of electives (see below).

School Curriculum

Sixth Grade

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

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

Seventh Grade

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

Extended Core Electives - Choice of two: Advanced writing, Aerospace, Band, Computer Technology, Drama, Drawing & Painting, Life Skills, Orchestra, Physical Education, Sculpture & Ceramics, Science Olympiad, Spanish 7, Accelerated Spanish, Speech, 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, Science Olympia, Spanish 8, Structured Study, Teacher's Assistant, Yearbook, Science Olympiad.

Islander Philosophy– Mission Statement

A place to learn, a place to grow.

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

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 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, 4-step discipline program, expanded elective program for 7th and 8th grades, and a 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, drama, architecture, art, Islander Club, Science Olympiad), as a 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.

Use and Condition of School Building

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, and three additional portables were added in 1999-2000. In 2000, the school completed an addition to the multi-purpose room and seven new classrooms.

The technology computer lab was updated in the spring of 2001, thanks to a donation by Qwest. The company also donated 15 Powerbook laptops. The main computer lab was upgraded in the fall of 2001, thanks to a donation by the Mercer Island Schools Foundation. The library is scheduled to receive an upgrade of 10+ student workstations, a new library server, and an upgrade to the cataloging software. Technology competencies include: basic operating system, word processing, research, and multi-media presentations.

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

Islander Middle School Improvement Plan 2000-2001

Note: IMS is engaged in a self-study and improvement process as directed by the 2001 Strategic Plan.
This planning will continue through the 2002-2003 school year with implementation in the fall of 2004.

- Complete literature anthology pilot. Plan for staff development and support.
- Examine staff development and instructional materials needs for secondary teachers around the district's reading and writing components.
- Complete grade 7 social studies pilot.
- Continue to improve and expand staff and student understanding of technology as a learning tool.
- Pilot an accelerated Spanish program in grade 7 with a plan to extend to 8th grade. Students would enter 9th grade with 2 years of high school level world language credit.
- Pilot expanded capacity for accelerated mathematics grades 6-8 to include at least 3 sections each.

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 one 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 and to facilitate school improvement planning, implementation and evaluation.

Mercer Island High School

Who Are We?

Mercer Island High School is the only high school in the Mercer Island School District. It is located at the north end of the island at 9100 SE 42nd Street. Crest Learning Center, considered part of the high school, offers an alternative program. It is located at 4150 86th Avenue SE. Principal Dr. Paul Highsmith and Associate Principals Craig Olson and Donna Zickuhr lead a staff of 88 serving 1,365 students in grades 9-12. 20% 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.

High School 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 community, and draws on the strengths of those inside and outside the high school setting.

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.

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

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

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

MIHS Core Curriculum

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

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

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

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

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

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

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

Electives

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

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

Crest Learning Center Curriculum

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

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

Special Courses and Programs

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

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

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, and BioMed AP have the option of co-enrolling at Bellevue Community College for two 5 hour course per year.

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

Foreign language includes Mandarin Chinese, French, and Spanish.

Graduation Requirements

Students must earn a total of 21 credits to graduate. One-half credit is earned for each semester class completed with a grade of D or higher. In 2000, class average grade point was 3.188. The 2001 average was 3.256.

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

National Merit Scholars

	Finalists	Commended
Class of ’97	2	16
Class of ’98	8	18
Class of ’99	6	18
Class of ‘2000	2	14
Class of ‘2001	11	27

College Placement

90.83% of the class of 2001 had plans to continue their education, 78.9% at a 4-year institution and 11.94% at 2-year schools. 48.32% of the college-bound students went out of state.

Class of 2001 students are attending 102 different schools including 83 private institutions. Some of these schools are: American U, Arizona State U, Azusa Pacific U, Barnard, Bates, Beloit College, Bennington, Berklee College of Music, Bethune-Cookman, Boston College, Boston U, Bucknell, Carleton, Chapman, Colby, College of the Holy Cross, Colorado College, Columbia, Creighton, Dartmouth, DePauw, Duke, Embry-Riddle, Emory U, Franklin College (Switzlerland), George Washington U, Harvard, Harvey Mudd, Hawaii Pacific U, Hofstra U, Indiana U, Johns Hopkins, Johnson & Wales, KNox College, LeHigh, Linfield, Loyola Marymount, Marymount College, MIT, Middlebury, Mount Holyoke, NYU, Northeastern, Occidental, Ohio State, Oregon State, Pacific Lutheran University, Parsons School of Design, Pepperdine, Pitzer, Pomona, Purdue, Reed, San Diego State, San Francisco State, Santa Clara, Scripps, Seattle Pacific U, Seattle U, Smith, Southern Methodist U, St. Mary’s College (CA), Stanford, Swarthmore, Tulane, U of Arizona, U of British Columbia, U of CA (Berkeley, Davis, and Santa Cruz), U of Chigaco, U of Denver, U of Florida, U of Hawaii – Manoa, U of Montana, U of Oregon, U of Penn, U of Portland, U of Redlands, U of Rhode Island, U of San Diego, USC, U of the Pacific, US Naval Academy, Vanderbilt U, Villanova U, Washington U-St. Louis, Wellesley, Wesleyan U, Western Kentucky U, Westmont College, Whitman, Whitworth, Willamette, William Woods U and 6 Washington State public colleges.

Other Awards

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

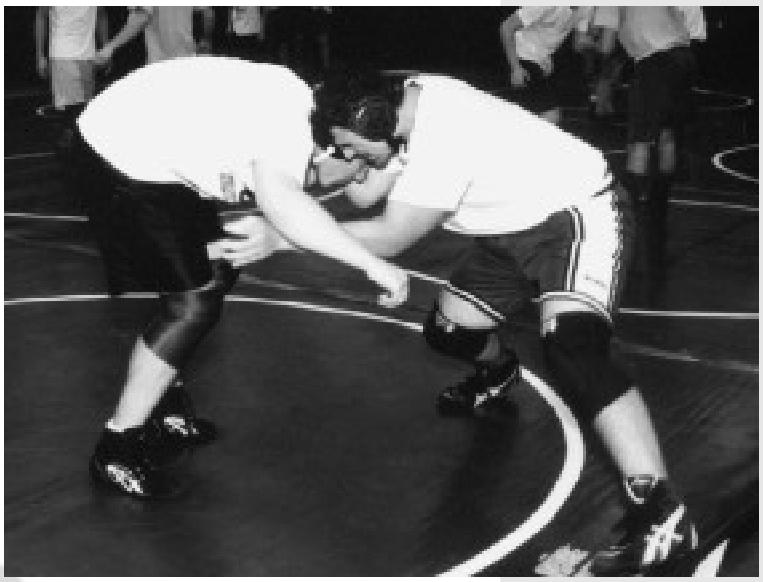
Counseling: Five full time counselors serve the needs of a college bound population and also provide guidance for those students interested in vocational education. Two additional counselors focus on issues such as drugs and alcohol, and serve as a resource for community services.

Use and Condition of School Buildings

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

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

MIHS has a combination of computer labs and carts of mobile computer equipment for student use. Three labs of 30 computers each are used for programming, engineering technology, web design, graphic design, and network support. Four mobile computer labs with 10-15 computers each are used extensively for English, Social Studies, Science, and math classes. Three of the mobile labs were updated with equipment donated from Qwest. Technology competencies include: spreadsheets, graphing calculators, data acquisition, and research.



MIHS School Improvement Plan

Note: MIHS is working on a self-improvement plan as directed by the 2001 Strategic Plan. The new plan will be in place by the fall of 2003. For more information go to the district website and click on Mercer Island High School.

- MIHS Planning Team engaged in an 18 month NASC accreditation study and self-improvement-plan
- Implementation of AP Physics text
- Implementation of AP and regular Calculus text
- Continue staff development activities focused on "writing across the curriculum" including the development of professional cohort groups.
- Continue 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.

Other accomplishments of Mercer Island teachers include:

- graduated suma cum laude
- teach at Antioch University in graduate studies program
- went to college to be a professional cellist, left with a math degree
- graduated from MIHS, class of '93
- sang in critically acclaimed community choirs
- wrote 5 textbooks for Chinese language instruction
- was an all-state football player, University of Louisiana
- danced with the American Ballet Theatre
- wrote, "French in 10 Minutes a Day"
- appeared on a Nickelodeon game show, "Finders Keepers" at age 14
- spent 2 years in the Peace Corps in Thailand
- instructed at John Hopkins Center for Talented Youth
- direct for children's theater, Youth Theater NW, Village Theater Summerstock, Studio East
- an actor with Civic Light Opera, Puget Sound Musical Theater, Seattle Fringe Festival, Snoqualmie Falls Forest Theater
- costume design and construction
- a member of a performing troupe of mummers

Special Education

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

Birth to Three

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

Age 3-6 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 to Our Schools

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

The Mercer Island Schools Foundation supports curriculum improvement at every grade level in every classroom in the district, as well as teacher initiated enrichment grants. Their only fund-raiser of the year is the Phone-a-Thon. All of these activities occur in the fall to provide funding for current year projects. Both organizations are critical in helping the district achieve desired outcomes for students. As of June 30, 2001, the PTA/PTSA's had contributed $286,070 to our schools. The MISF total was $583,317.

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.

Global Perspectives

More interests and accomplishiments of our teachers:

- involved in educating other teachers in incorporating bioethics into the classroom
- conducted a high school leadership conference for Dept. of Defense high schools in England
- co-authored a high school leadership handbook, handbook for cheerleader advisors and middle school leadership handbook
- announcer for state high school AAA basketball tournament and football championships
- on the board of Earth Ministry
- chorale singing
- recycling everything
- learning new things

Global Perspectives

More interests and accomplishments of our teachers:

- kayaked 400 miles of inland Alaska waterways
- swam across the Ganges River from Benares and back again
- passionate about teaching science, especially physics
- play the game of rugby very seriously
- competed in the Olympic Trials in synchronized swimming for Seoul, Korea
- climb mountains
- nationally competitive in over 50 league soccer
- competed in national and world championships in ultimate Frisbee
- have a 2nd degree black belt in shito-ryu karate
- a semi-professional baseball player
- a player or coach in football for 38 years
- voted outstanding young man of America, 1985
- coached two kids in volleyball to the Junior Olympic level
- co-author of a multi-cultural book organized by kids
- student teacher of the year – Metro State College, Denver
- Division I college volleyball player, University of Michigan

Grants & Commendations

Grants received during the 2000/2001 school year:

Paul G. Allen Charitable Foundation Grant

Dean Witter Foundation Grant

Eisenhower Math and Sciences Grant

Boeing Company Grant

Washington State Teacher Assistance Grant (TAP)

Washington State Arts Commission Consortium Grant

Washington State Arts Commission Curriculum Grant

Gates Teacher Leadership Grants – Sarah Olson, IMS; Julie Hovind, West Mercer; Robin Campbell, Lakeridge; Maura Danforth, MIHS

NEVAC Partner School – National Science Foundation

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

Commendations received during the 2000/2001 year:

MIHS KingCo 3 A champions: Boys' Basketball

State Champions: Girls' Water Polo, Boys' Water Polo, MIHS Debate Team

State Academic Champions: Wrestling, Gymnastics, Drill Team, Boys' Swimming (awarded for the highest collective GPA for that sport last year)

MISD was voted among the top 100 school districts in the country for quality music education by the American Music Conference

Vicki White-Miltun, Washington State high school music educator of the year

Craig Olsen, KingCo Athletic Director of the Year

MaryMargaret Welch, winner of the Christa McAuliffe Award for Excellence in Teaching

Frank Perry, 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 income include: the state of Washington basic education allocation of $3,918 per student per year and local levy funds of $1,569 per student per year.

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

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

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

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

It costs $38.16 per school day to educate a Mercer Island student:

$21.72.....Teaching

4.08.....Teaching support

2.32..... Other support

1.67..... Custodial

1.10.....Maintenance

1.23.....Utilities

0.15.....Insurance

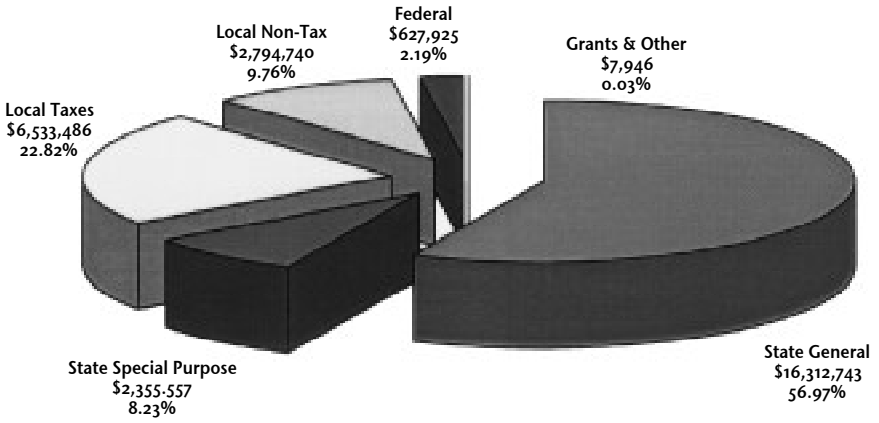
2.56..... School Administration

.55..... District Administration

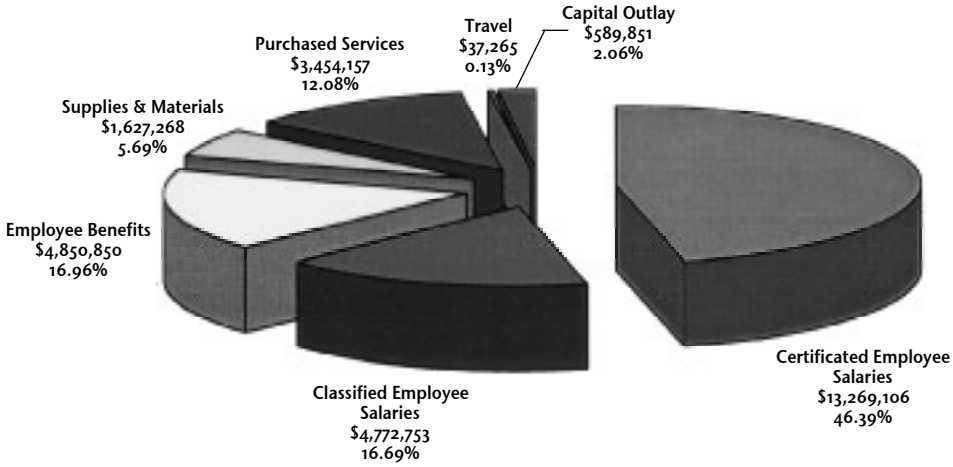
1.39..... Food services

1.39..... Transportation

Total Revenue



Total Expenditures



Other Sources of $

	Discretionary	PTA/PTSA
MIHS	$227,151	$36,500
IMS	$101,545	$43,500
Island Park	$62,022	$61,570
Lakeridge	$63,857	$72,500
West Mercer	$66,588	$72,000
Total	**$521,163**	**$286,070**

Mercer Island Schools Foundation Funding for District

Classroom..... $ 59,731
Fine Arts 81,115
Language Arts..... 40,158
Math..... 55,937
Science..... 52,390
Social Studies 40,590
World Language 37,365
Technology 217,280
Total..$584,567 *Includes earmarked funds*

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

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

PTA/PTSA (Parent/Teacher/Student Assoc): funds finance field trips, assemblies, teacher grants, artist-in-residence, and other cultural and enrichment activities.

Global Perspectives

Mercer Island teachers have varied outside interests:

- Chinese folk-dancing
- competitive swimming
- competitive horseback riding
- Western horseback " team roping"
- volunteering in local theater
- the Girl Scouts
- church and community events
- family and friends
- improving the environment
- coaching
- book club
- yoga
- graphic arts and card-making
- piano, guitar
- fly-fishing
- tap dancing
- walking
- jogging
- gardening
- rock climbing
- snowboarding
- studying other cultures
- visiting Disneyland
- white water rafting
- motorcycle cruising

Mercer Island School District

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

"I hope my students will be empowered to make educated decisions in a technologically driven, fast paced world. I want them to stop and ask questions, to challenge ideas, and to think for themselves. I expect to have given them the background to make good choices about their bodies and their environment. I hope they have an appreciation, a respect, and a sense of responsibility to their ecosystem. I hope I have challenged them to think, to reason, and to know how to use their resources to research ideas. I hope I have instilled in them an appreciation for the complex, yet beautifully simple phenomenon we call life."

MaryMargaret Welch,
MIHS Biology Teacher
Winner of the Christa McAuliffe Award
for Excellence in Teaching

Mary Margaret Welch and student at work in the high school's new Environmental Learning Garden.

Mercer Island School District
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