

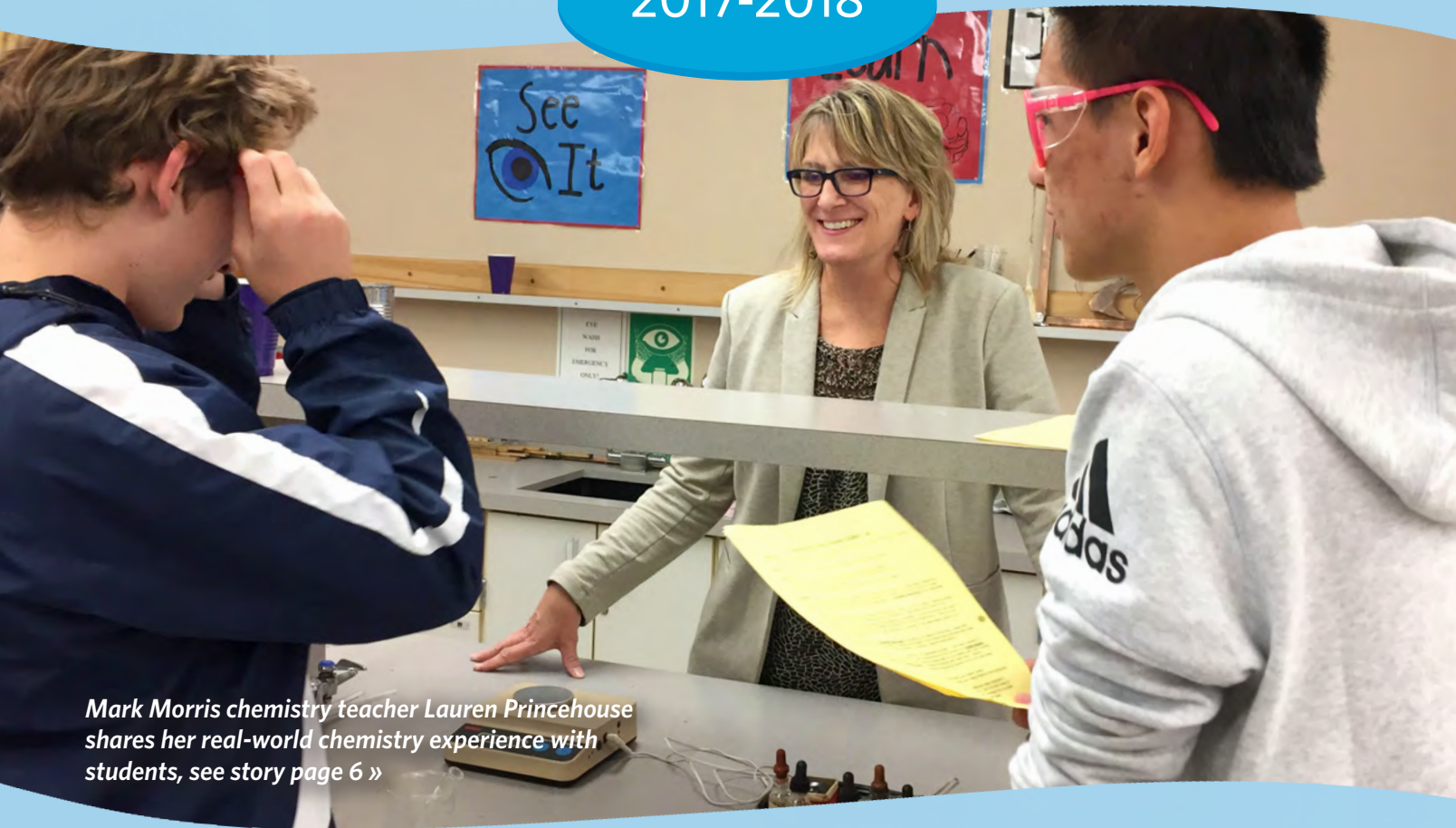


LONGVIEW
PUBLIC SCHOOLS

Report

TO OUR COMMUNITY

2017-2018



Mark Morris chemistry teacher Lauren Princehouse shares her real-world chemistry experience with students, see story page 6 »

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Mission Statement:

The mission of the Longview Public Schools is to ensure that every student learns the knowledge, skills, attitudes and behaviors to become a responsible citizen in a rapidly changing society.

Board of Directors:

- C.J. Nickerson, President (Current term expires 11/2017)
- Barb Westrick, Vice Pres. (Current term expires 11/2019)
- Jennifer Leach (Current term expires 11/2019)
- Richard Lord (Current term expires 11/2019)
- J.D. Rossetti (Current term expires 11/2017)

Message from the Superintendent

Dear Community Members,

A sign hangs in my office, right above my computer monitor. It says, "I will devote time each day to improving the literacy skills of our students."

It's a promise I made to myself March 18, 2008, when I was an assistant superintendent in Montana, and it's a promise I continue to keep today.

Declaring my intention to help improve student reading and writing might seem like a strange goal for a superintendent, because my job is to oversee an entire school district—15 campuses, 908 employees, nearly 6,500 students and an \$87 million budget. My days revolve around community outreach, and meetings about curricula, facilities and future planning.

But when it comes right down to it, my goal as superintendent is to position the school district so it has the skilled people, the functional buildings and the up-to-date technology that make learning not just possible but inevitable.

Why? To help each of our students become literate learners. Literacy is the most important thing we do. It is the key to opening the gateway of opportunity and success for our students.

In this Report to Our Community, you will see that Longview's students and staff are making progress. Our graduation rate is rising, and our students' results on state-mandated testing show areas of improvement.

You also will read that Longview has a vision for the

future. That involves updating our facilities, beginning with those that support our youngest learners.

Do new buildings improve our students' ability to read and write? Not by themselves. But when you add the passion and talents of LPS staff to facilities that work—buildings that accommodate the latest teaching technology and methods—it's a recipe for student success.

And seeing our students' success is what makes all the planning and strategy worthwhile.

Thank you, as always, for your support of Longview Public Schools!

Sincerely,
Dan Zorn, Superintendent

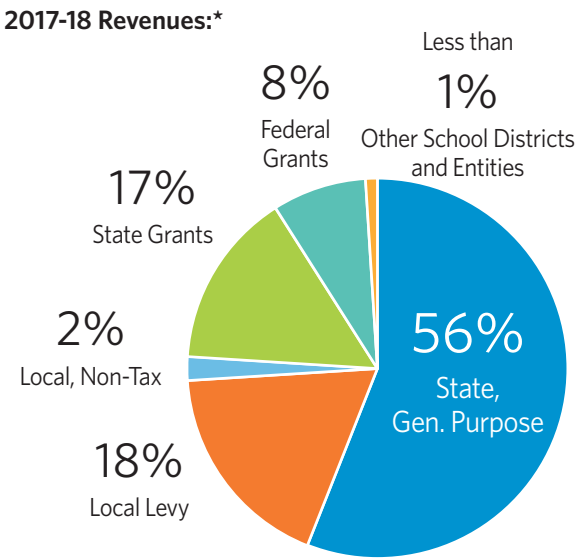


Financial Prudence

2017-18 BUDGETED REVENUES & EXPENDITURES

~ Revenues ~

The Longview School District receives its revenue to operate schools from the following sources:



Levy: Collection of maintenance and operations levies approved by the voters, as well as other "in lieu of" tax collections.
2017-18: \$15,289,201 | 2016-17: \$15,135,057

Local Non-Tax (Misc): Locally generated revenues not resulting from tax assessments. An example would be food service sales, e-rate reimbursement for phone bills, other reimbursements, facility rental fees, classroom fees, investment earnings.
2017-18: \$1,444,250 | 2016-17: \$1,399,486

State, General Purpose: Funding allocated by the state based upon enrollment and the work experience of the certified teaching staff.
2017-18: \$48,375,127 | 2016-17: \$45,619,459

State Grants: Special purpose state revenues, such as Special Education, Learning Assistance Program, Highly Capable, Transitional Bilingual, Food Services, Pupil Transportation, etc.
2017-18: \$14,439,371 | 2016-17: \$12,520,223

Federal Grants: Special purpose federal revenues, such as Special Education, Title I, Title II, Food Services, etc.
2017-18: \$6,815,549 | 2016-17: \$6,568,807

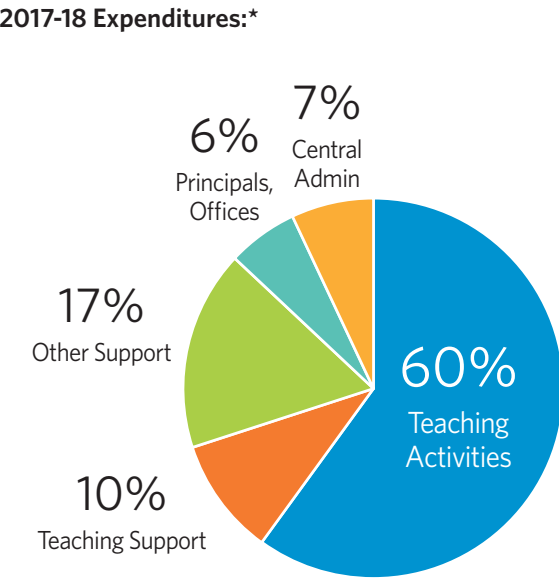
Other School Districts: Reimbursements from other districts for use of services such as food service sales and print shop sales.
2017-18: \$94,500 | 2016-17: \$72,250

Other Entities:
2017-18: \$42,250 | 2016-17: \$42,250

TOTAL REVENUE:
2017-18: \$86,500,248 | 2016-17: \$81,357,532

~ Expenditures ~

The major General Fund Activities are defined below:



Teaching Activities: Classroom, extra-curricular activities and payments to other school districts (for example students attending Special Education programs operated by another district or ESD).
2017-18: \$52,151,321 | 2016-17: \$47,573,163

Teaching Support: Library, Guidance and Counseling, Pupil Management & Safety, Health/Related Services, Instructional Professional Development and Curriculum.
2017-18: \$9,107,475 | 2016-17: \$8,339,232

Other Support Services: Maintenance/Custodial/Grounds, Building Security, Utilities, Insurance, Technology, Print Shop, Warehouse, Food Services, Motor Pool, Pupil Transportation, Public Activities.
2017-18: \$15,139,519 | 2016-17: \$14,301,334

Principals, School Offices: Principals and clerical staff salaries and benefits, in addition to supplies, materials, contractual and equipment.
2017-18: \$5,230,390 | 2016-17: \$4,938,971

Central Administration: Central Administration Offices and Supervision of Instruction, Food Services, Maintenance & Operations and Transportation.
2017-18: \$5,821,581 | 2016-17: \$5,799,135

TOTAL EXPENDITURES:
2017-18: \$87,450,286 | 2016-17: \$80,951,835

EXPENDITURES PER STUDENT:
2017-18: \$13,224.36 | 2016-17: \$12,296.73

2017-18 District Facts

- » We have approximately 6,482 students.
- » Our students are served by 15 campuses:
 - » 1 preschool special education program
 - » 8 elementary schools
 - » 3 middle schools
 - » 2 high schools
 - » 1 alternative high school
- » Our total 2017-18 budget: \$87,450,286.
- » Our average student : teacher ratios are:
 - » Kindergarten student/teacher ratio: 18:1
 - » Grades 1-3 student/teacher ratio: 20:1
 - » Grades 4-5 student/teacher ratio: 23:1
 - » Grades 6-8 student/teacher ratio: 20:1
 - » Grades 9-12 student/teacher ratio: 27:1
- » We are among the largest employers in our community:
 - » 432 teachers
 - » 443 support staff
 - » 22 school administrators
 - » 11 district level administrators
- » 60.5% of Longview's students qualified for free or reduced-priced meals in May 2017.

2016-17 Student Demographics

ENROLLMENT		ETHNICITY	
Oct. 2016: 6,826		American Indian/AK Native	1.3%
		Asian	1.7%
		Black	1.1%
		Hispanic/Latino	20.3%
		Pacific Islander/Hawaiian	0.5%
		White	67.7%
		Two or more races	7.5%
GENDER			
Male	50.3%		
Female	49.7%		

On-Time Graduation Rate

CLASS OF 2015	CLASS OF 2016	CLASS OF 2017
73.0%	75.5%	80.1%*



Task force to analyze sports facilities

Longview has a rich tradition of competitive athletes and ardent fans. Recognizing that athletics provide an important school connection for both students and community members, and that sports have specific facilities needs, the Board of Directors created a 30-member Athletic Facilities Task Force.

The group began meeting Sept. 27 to assess conditions of athletic facilities district wide and prepare a report for the Board that will:

- Describe each athletic facility, including location, dimensions required for activity, general condition and usage per year
- Assess condition and space of lockers and dressing rooms for each facility
- Research playing surfaces and their pros and cons
- Recommend facility upgrades and modifications
- Offer cost projections, including maintenance
- Suggest priorities for facility upgrades
- Identify funding sources and strategies

State Testing Data

Working toward its main goal of increasing student achievement, Longview Public Schools uses state-mandated test scores as one measure of progress. Last year's scores show that LPS schools have a ways to go to reach state levels in most areas but are making strides.

In the 2017 Smarter Balanced math assessment, Longview 11th graders met learning standards at a rate higher than students statewide, and fifth, seventh and eighth graders made gains over previous-year scores.

In the language arts assessment, our 11th graders met learning standards at the same rate as their counterparts statewide. Seventh and eighth graders also made gains over the previous year.

Superintendent Dan Zorn says he anticipates improvements ahead, especially with the state adding \$900,000 in funding for extra help in reading and other learning supports.

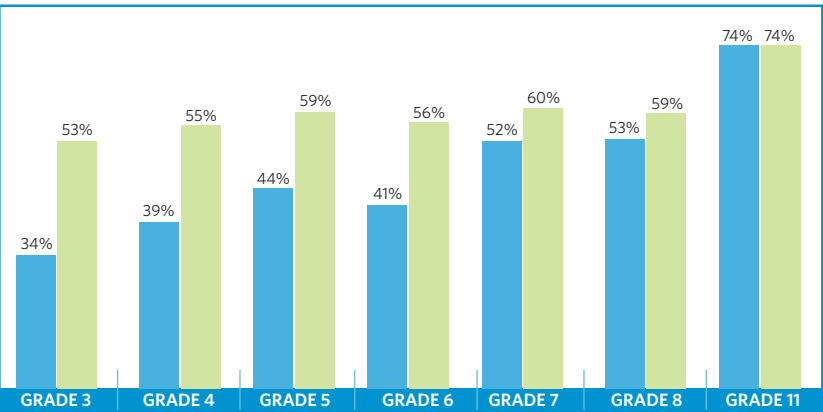
Columbia Valley Gardens, Mt. Solo make strides

Data at individual schools show some exciting results, including: Columbia Valley Gardens' fifth graders surpassed the state's average proficiency in reading by 9 percentage points and math by 10 points in 2017. In reading, they increased their proficiency scores by 26 percentage points since their third grade testing. Mt. Solo's eighth grade class increased its math proficiency 22 percentage points since its sixth grade testing—from 31 to 53 percent—and surpassed the state's performance by 11 percentage points.

Smarter Balanced Results

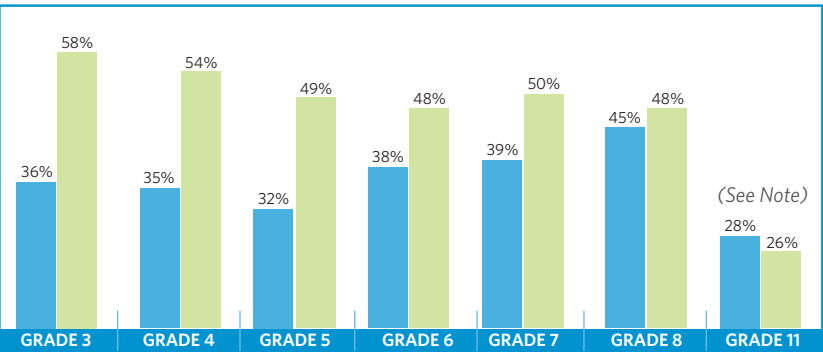
English Language Arts

2017 Percentage of Students Meeting Standards



Mathematics

2017 Percentage of Students Meeting Standards

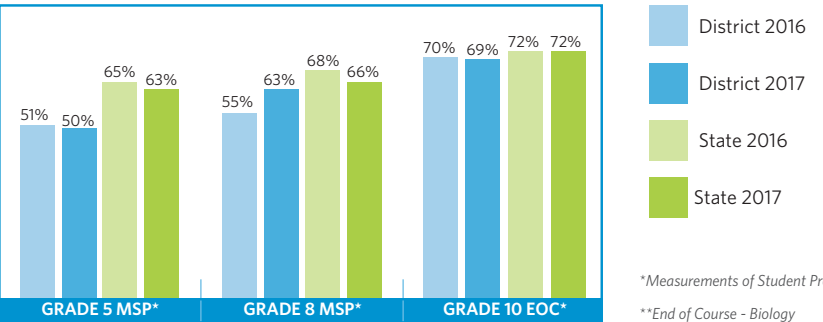


Note: Math Assessment was optional for grade 11, and percentages are based on total student enrollment. This spring all 11th graders will be required to take the math portion.

District 2017
State 2017

Science Results

Percentage of Students Meeting State Science Standards



*Measurements of Student Progress
**End of Course - Biology

Many roads lead ... to teaching

LONGVIEW EDUCATORS COME FROM VARIOUS CAREERS

Although many of Longview's teachers went directly from high school to college and then back into the classroom, others took more winding routes. They show their students—and all of us—that there is more than one way to get from Point A to Point B.

PERRY SMITH

NORTHLAKE ELEMENTARY 2ND GRADE TEACHER

After graduating from Clatskanie High School, Northlake Elementary teacher Perry Smith found employment at a saw mill. He worked on the line and in the mill before becoming a supervisor to 70 workers. Later he worked at a sheetrock plant until he was laid off in 2009, in the economic downturn.

When he told his wife he was interested in being a teacher, she advised him to go for it. "She opened the door, pushed me through and slammed it shut," Smith recalled with a smile.

Teaching turned out to be a great fit—one Smith said he would not have been ready for when he was younger.

"With teaching, there's a heavier weight on my shoulders compared with the other places I worked," he said, reflecting on how his concern for his students follows him home. "With teaching, it's always with you."

Now in his fourth year of teaching, Smith says he is glad for the perspectives he brings from his earlier work.

"The biggest thing I want to teach my students—and parents—is they are who they are. They're at their level, and they learn at their pace," he said. "You can't compare yourself to what others are doing."

When his second graders grasp a new skill or a new bit of knowledge, he stops them and says, "Point to yourself, and say 'Good job, me!' Point to a friend, and say 'Good job, you!' Point to the class, and say, 'Good job, us!'"

LAUREN PRINCEHOUSE

MARK MORRIS HIGH SCHOOL CHEMISTRY TEACHER

When Mark Morris High chemistry teacher Lauren Princehouse was choosing a career, her father encouraged her to pursue math and science. Working at the Camas paper mill, he saw there was a high demand for women in those fields.

Princehouse studied chemical engineering and became a project engineer at Proctor & Gamble in California.

"It was kind of like doing investigative work," she said. "It's all tanks and pipes, and you can't see what's really going on, so you make your best guess as to 'where's the clog?'"

She had always liked teaching, though, and when she led trainings at P&G, she was told she was a natural. Meanwhile, the rest of her work felt different: "I was working very hard," she recalled, "and it didn't seem to matter very much."

Princehouse got her teaching certificate and moved back to Longview to teach at the alternative high school and then Mark Morris, where she's been since 1992.

Princehouse says she continues to bring her three years of corporate experience to her teaching:

First, she shares with her students how what they are learning in her chemistry class matters in the "real world."

"If you can make a story instead of just a fact, it's an asset," she said.

Second, having tried something else before, she knows she's in the right place now. "I really made a choice. This is really what I want to do for a living," she said. "I never looked back."



Mark Kleiner greets students arriving at Discovery High School.

MIKE KLEINER

DISCOVERY HIGH SCHOOL PRINCIPAL

Visit the principal's office at Discovery High School, and instead of seeing a diploma on the wall, you'll find a print of a pipe wrench.

"I want my kids to know those of us in education support things other than college," said Principal Mike Kleiner. "And we whole-heartedly support college if that's what fits."

Kleiner has spent more of his adult life outside education than in it—shingling houses and doing carpentry, getting a college degree along the way.

After college, he planned to start building custom homes. "Then, I had all my tools stolen," he said. "All of them."

So he switched careers—selling tools (ironically) in the Chicago area, managing national sales distribution for a startup company and then doing industrial distribution and sales engineering, working with factories to build everything from spark plugs to prosthetics.

For years, his work included nearly constant travel, and after a while he had had enough. Kleiner earned a master's degree in education and taught in Michigan, and then in Battle Ground and Evergreen school districts before arriving in Longview.

He said he has seen many ways to make a good living, with and without higher education.

"It's really helped me hone in on the 'whatever it takes' attitude to get kids through, to get them ready to be self-supporting," he said.



Perry Smith works with his students at Northlake Elementary.

Curious for more?

Learn why Tony VanderMaas, executive director for Teaching and Learning, switched from nuclear engineering to education, and how Tracy Gould, an eighth grade teacher at Monticello Middle School, transitioned from accounting to teaching.

Visit <http://bit.ly/Many-roads>



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District Report Card

If you would like more information on our district and our accomplishments, see the OSPI website: reportcard.ospi.k12.wa.us. Find Longview in the dropdown menu.

L-town proud!

Did you know Longview Public Schools alumni include Longview's first female mayor, a sports writer at ESPN and a former U.S. ambassador to Tunisia?

Or that in 2017 Longview students were recognized by the Association of Washington Cities, inducted into the AAA School Safety Patrol Hall of Fame and received Gold Honor Troupe status from the Washington Thespian Festival?

Longview has many points of pride—and more coming soon. Stop by and see who's who at <http://bit.ly/LPSpride!>

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www.longviewschools.com

Sign up here to receive our monthly e-newsletter: <http://bit.ly/LPSnews>



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@DrDanZorn



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The Longview School District is an Equal Opportunity district in education programs, activities, services, and employment. Longview School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, veteran, or military status, sexual orientation, gender expression or identity, genetic information, disability, or the use of a trained dog guide or service animal. We provide equal access to the Boy Scouts of America and other designated youth groups. If you have a physical or mental disability that causes you to need assistance to access school facilities, programs, or services, please notify the school principal. This district endeavors to maintain an atmosphere free from discrimination and harassment. Any person who believes he or she has been discriminated against should contact the school principal. In addition, the following district employees, located at 2715 Lilac Street, Longview, have been designated to handle questions and complaints of alleged discrimination:

TITLE IX COORDINATOR AND CIVIL RIGHTS COMPLIANCE COORDINATOR: Ron Kramer, Director of Human Resources • (360) 575-7004 • rkramer@longview.k12.wa.us

SECTION 504/STUDENT ADA COORDINATOR: Elizabeth West, Director of Special Services • (360) 575-7008 • ewest@longview.k12.wa.us