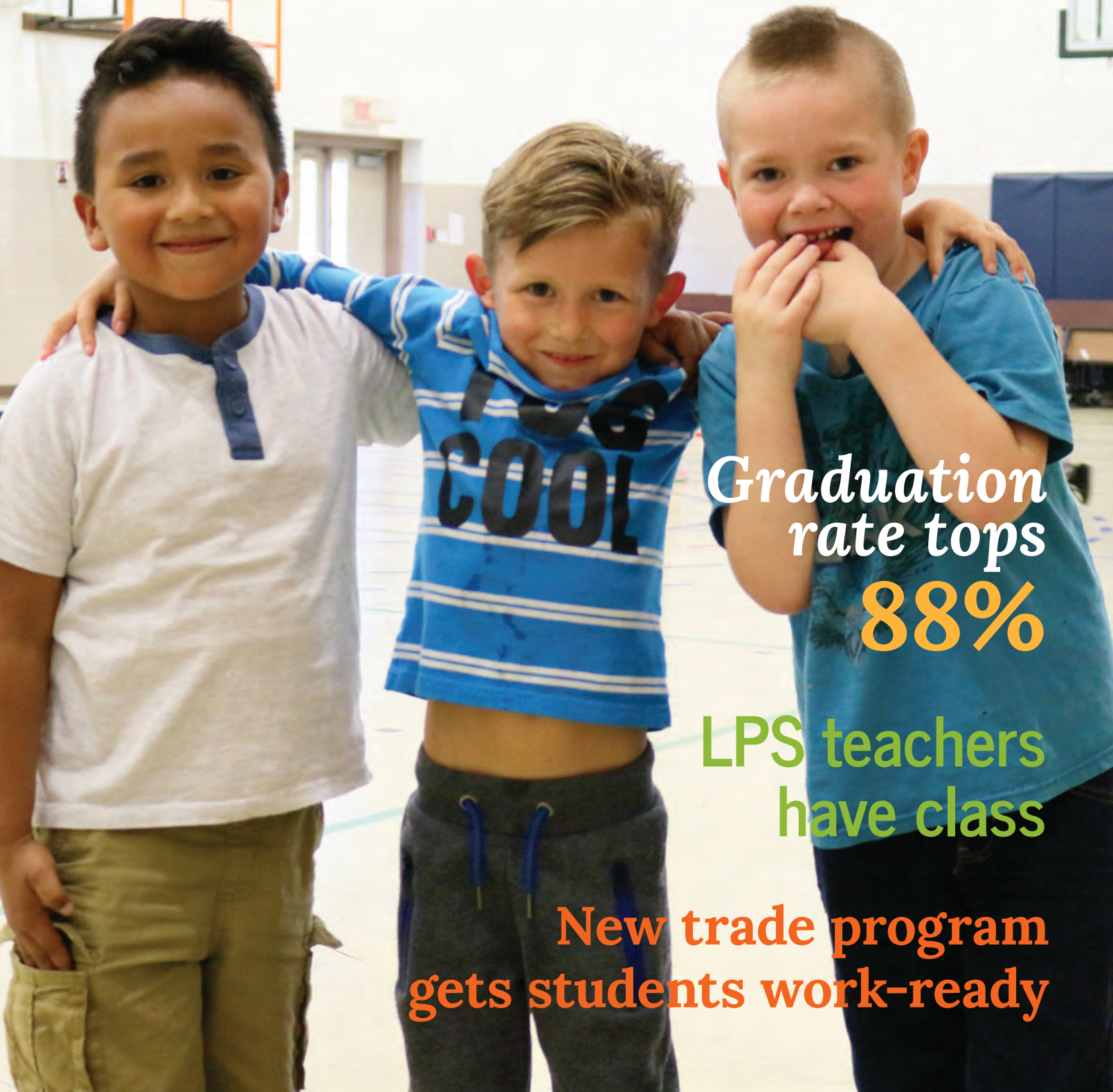


Report to Our Community

2018-19

Longview

PUBLIC SCHOOLS



Graduation
rate tops
88%

LPS teachers
have class

New trade program
gets students work-ready

A MESSAGE FROM SUPERINTENDENT DAN ZORN

Giving it our all



In Longview Public Schools we offer many extra-curricular opportunities that teach important lessons beyond what students learn in the classroom.

Sitting in the stands this football season brings back memories of my own coaching experiences—and how they shaped me as a teacher and an administrator.

When I was starting out my career in Whitefish, Montana, I had the great fortune to work as an assistant to two highly skilled coaches: Scott Sword, a football coach who rarely raised his voice, and Julio Delgado, a basketball coach who rarely lowered his.

I learned invaluable lessons from Coach Sword—give maximum effort in everything you do. These mentors always supported kids and staff to do their best every day, including reminding us that when things get tough we must be at our best.

I've often reflected on advice from Coach Sword. He taught me to look forward and always remain focused on how we can get better at whatever task we undertake.

As for Delgado, I've never met a man who hated to lose more than he did. Still, he taught me that there

is something more important than winning. It's to give all you have—to do everything you possibly can to make your team successful. That advice holds true on the field, on the court, in the classroom and throughout the school district.

I've carried these lessons through my career, from my days as an elementary school teacher, coach and principal, into my work as an assistant superintendent and now as your superintendent.

Our staff is working extremely hard, and we share the common goal of giving all we have—as a team. This is leading all of us to be a little better than we were the day before.

The Longview team's focus is to help every single one of our students read and write better. Period. Students who read and write well graduate from high school. They go on to trade school, college, military service, apprenticeships and get good paying jobs. They effect positive change, create bounty and joy, and have the tools to lead our society toward a better tomorrow.

In Longview, literacy is the most important thing we do, and we give all we have to support student achievement.



is something more important than winning. It's to

Dan's favorite children's book: *Mike Mulligan and His Steam Shovel*

"I like this book because it brings back memories of my mom reading to me when I was a little kid. And I appreciate its inspirational message—Mike and his steam shovel really turn life's lemons into lemonade."

WORK READY

NEW PROGRAM PREPARES STUDENTS FOR TRADE CAREERS

The district's new pre-apprenticeship program is bringing new career opportunities to Longview high school students.

Based on the Mark Morris High School campus, the program prepares students who are interested in working in electrical, construction, welding, plumbing, pipefitting and other trades.

Pre-apprenticeship students spend the first two years of high school taking regular courses plus trades-oriented electives. Then, during their junior and senior years, they focus on technical writing, industrial math and technical skills courses.

The goal is to prepare them—by graduation—to enter union apprenticeship programs.

“This is a fantastic program,” said Brian Blake, state representative for the 19th District. “It’s great to see the school district partner with business and the trades to prepare young people for rewarding careers.”



The district developed the program in partnership with local trades, including the International Brotherhood of Electrical Workers (IBEW) Local 48 and United Association (UA) Local 26, and with generous funding from JH Kelly.

The pre-apprenticeship program is open to students from all three Longview high schools and currently has approximately 30 students enrolled.

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

Our teachers have class

We're proud of our educators and want to introduce you to two of them. Each has different interests, but they share a common passion for preparing Longview students for successful futures!

Sam Kell practices what he teaches. At school, he introduces pre-apprenticeship students (page 3) to technical skills like carpentry. In his spare time, he works on his own fixer-upper house.

Gail Wells believes everyone can do math. She works the classroom like a stage and uses technology to gauge how much each student understands, even those who never raise their hands.



Sam Kell, industrial arts teacher Mark Morris High School

Where did you grow up and go to school? I spent my childhood in Kelso and Longview, and went to Catlin Elementary, Columbia Heights Elementary, Cascade Middle School and Mark Morris High School. I spent one year at Lower Columbia College and finished my final three years at Central Washington University in the industrial arts program.

Why did you get into teaching? I always liked working with people and going through the learning process. My mom is a pre-school teacher.

Who introduced you to industrial arts? My dad is a self-employed residential contractor. He flips houses and owns rentals. I started working with my dad when I was 10 or 11 years old. I was just a helping hand with sheetrock and roofs. In school I excelled in shop classes and was happiest in project-based learning.

What's the best part about being a teacher? Building relationships with the students. Teaching is all about the relationships and the growth.

What are the students of today like? They are hard-working and task driven. People may assume students never get off their smartphone or think, "It's not like when we were in school." But I still see the drive in students to get things done. Sometimes it takes different teaching styles to motivate different students.

What would you like people to know about school? School is about learning, and failure is OK.

Anything else? It's important for young people in our community to recognize their own skills and recognize what Longview has to offer. Longview is a great place.





**Gail Wells, math teacher
Monticello Middle School**

Where did you grow up and go to school? I was born in North Dakota and grew up in Federal Way, Washington. I was in the first graduating class at Thomas Jefferson High School in Auburn and went to Western Washington University for a degree in home economics.

How did you get from home economics to math? My passion was food and nutrition, but math is completely entrenched in home economics—measuring food, finances, sewing ...

How long have you been teaching? Twenty-six years—10 years at St. Helens and 10 years at Robert Gray, with four years as a math coach at Kessler and Robert Gray. Now I'm finishing at Monticello Middle School.

What is the best thing about being a teacher? That look on a student's face when they "get it"—it's priceless.

What's something people might not know about you? I've been making gingerbread houses for 30 years. I have two sons who were in the armed services—one still is. I send gingerbread houses to Afghanistan and Bosnia. My daughter taught English in South Korea, so I sent one to her, too.

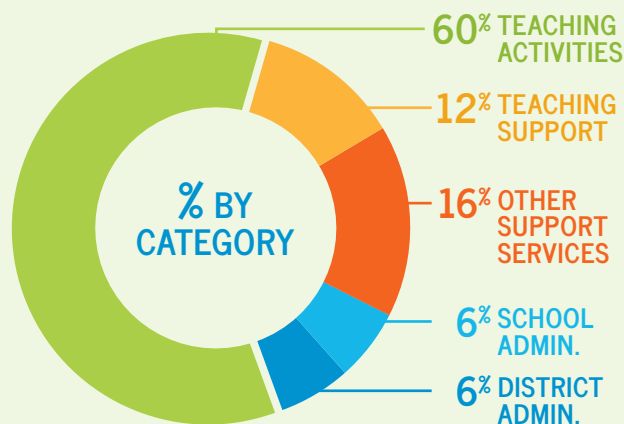
What would you tell the community about what life is like in school? When those kids come up the stairs and say hi to me, it's wonderful. It's the best place in the world to work.

Anything else? This is my last year of teaching. I want to have more time with my family and visit my grandchildren—I have six. My career as a teacher has been an amazing journey. I feel deeply blessed by every student I've ever had.

Read Sam & Gail's full interviews at: tinyurl.com/y8qwd67v

District Finances

2018-19 BUDGETED EXPENDITURES



TOTAL EXPENDITURES

2017-18 **\$87.5M** 2018-19 **\$93.3M**

NOTE: The 2017-18 financial statements are not yet closed, but the district will cover any expense overages with strategically used reserve dollars. For 2018-19, the district plans to manage expenses to minimize or eliminate any budget deficit.

EXPENDITURES PER STUDENT

2017-18 **\$13.2K** 2018-19 **\$14.3K**

REVENUE SOURCES

SOURCE	2017-18	2018-19*	% +/-
LOCAL LEVY	\$15,289,201	\$11,274,855	-26.3%
LOCAL NON-TAX	\$1,444,250	\$1,603,825	+11.0%
STATE	\$48,375,127	\$55,392,423	+14.5%
GRANTS	\$21,254,920	\$24,219,625	+13.9%
OTHER	\$136,750	\$194,206	+42.0%
TOTAL	\$86,500,248	\$92,684,934	+7.1%

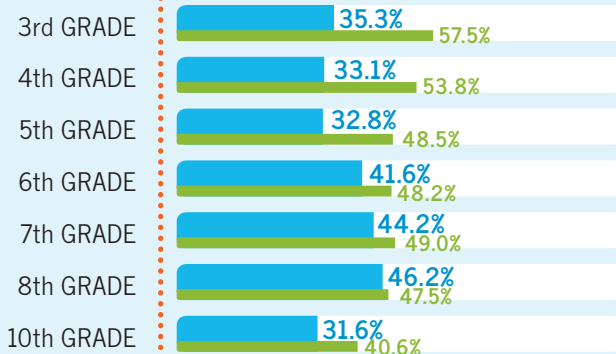
*Budgeted

2017-18 Standardized Test Results

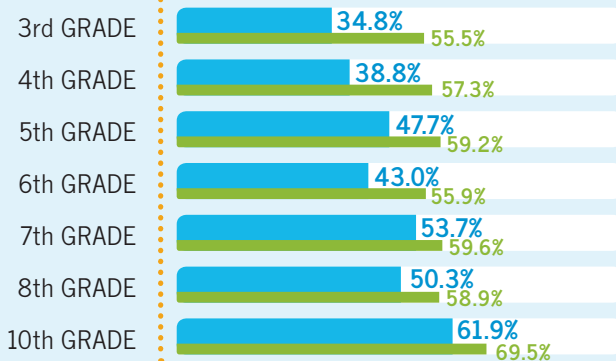


● LONGVIEW ● STATE AVG.

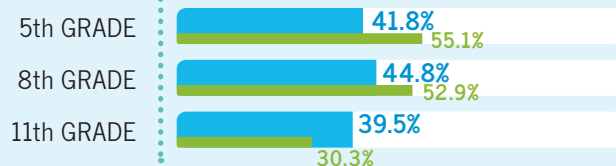
MATHEMATICS



ENGLISH LANGUAGE ARTS



SCIENCE



For more details, visit reportcard.ospi.k12.wa.us.
Under "Organization Type," select "School District,"
and under "Organization," select "Longview."



Making progress

*"A goal without a plan is just a wish."**

That's why in 2016, the Longview Public School community created a strategic plan to help achieve our goal—to ensure all our students are well prepared for success in college or career.

This plan—named the Design for Excellence—calls for increasing student achievement, and improving culture and climate in the schools. These two key components are intertwined, because learning happens best when students feel socially and emotionally secure.

Longview has made many positive changes, including hiring a district curriculum director to oversee materials used for teaching students; adding leadership coaches to help our principals be more effective; and adding full-time climate and behavior specialists to work with our elementary school students.

In terms of achievement, Longview is striving to perform at state levels or higher. We have made significant growth in graduation rates, are seeing improvements

* Often attributed to Antoine de Saint-Exupéry, author of *The Little Prince*.



on our goals

in standardized test scores for many grades and have recently had two schools recognized as schools of distinction.

It all starts with literacy. Our district literacy specialists work with teachers and use the latest materials to get every child reading by the end of first grade. Similarly, math instructional coaches are supporting elementary school teachers, who have been implementing new curricula districtwide.

From a climate and culture standpoint, the district aims for a clear and shared focus among schools, effective leadership and supportive learning environments. Schools are evaluated on these traits every year by families, students and staff, and their feedback helps identify future areas for improvement.

Through improved student achievement and school culture, Longview aspires and plans to be the district of choice in Southwest Washington for families, educators and staff.

LPS EARNS TWO STATE AWARDS

Two Longview schools were recently named Schools of Distinction by the Center for Educational Effectiveness (CEE)—Monticello Middle School for the first time and R.A. Long High School for the fourth time.

The awards recognize sustained improvement over a five-year period in English and math for middle schools, and graduation rate for high schools. Recipients are in the top 5 percent of improvement for their levels statewide.

Monticello has shown outstanding growth, especially in math (read about one of its teachers on page 5). R.A. Long's preliminary 2018 graduation rate is one of the highest in the state.

Only five schools in Southwest Washington received School of Distinction awards, including the two from Longview Public Schools. They were among 91 schools selected statewide.

GRADUATION RATE REACHES 88%

Longview's graduation rates increased for the fourth year in a row.

Preliminary numbers for the 2018 school year put the districtwide graduation rate at 88.1 percent.

All three high schools showed growth over the previous year. R.A. Long High School finished the 2017-2018 school year with 96.3 percent of seniors graduating, Mark Morris with 89.3 percent and Discovery with 60.6 percent.

The 2018 statewide graduation rate is not yet available, but in 2017 Longview's 81.3 percent rate was 2 points better than the state average. (See chart on back page.)





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2017-18 Quick Facts



6,731 STUDENTS
AT **15** CAMPUSES



1 preschool



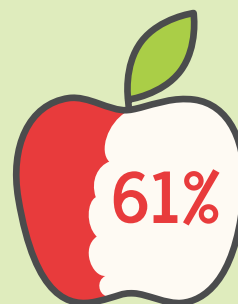
3 middle schools



8 elementary schools



3 high schools



FREE/REDUCED LUNCH

% of students who qualified

LPS is estimated to be the **4th largest employer** in Cowlitz County with:



435 | teachers

437 | support staff

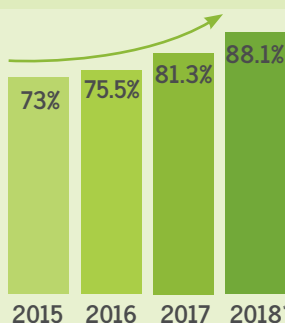
22 | school administrators

11 | district administrators

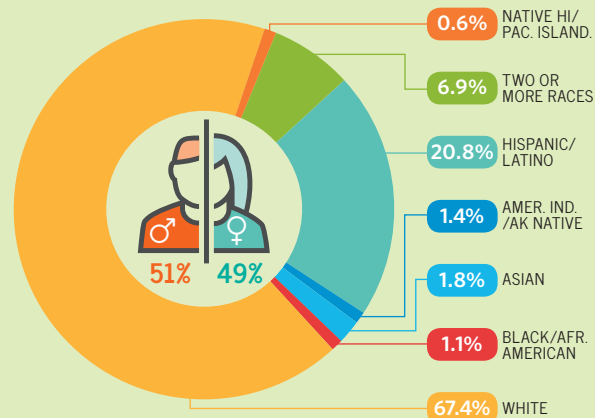
2017-18 BUDGET = **\$86,500,248**



ON-TIME GRADUATION RATES



STUDENT DEMOGRAPHICS



STUDENT : TEACHER RATIOS (AVERAGE)

Kindergarten | **18:1**

Grades 1-3 | **20:1**

Grades 4-12 | **23:1**

