



LONGVIEW  
PUBLIC SCHOOLS

# Report

TO OUR COMMUNITY

2014-2015



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## Longview School District Mission Statement:



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

## Message from the Superintendent

Dear Longview Community Members,



On behalf of the dedicated school district Board of Directors and school district staff, I would like to welcome you to the 2014-2015 school year. It is my pleasure and honor to join the district and community as your interim superintendent.

As a 40-year teacher, administrator and former superintendent of Chehalis School District, education has been my life's passion and a career of which I am extremely proud. I have had the good fortune of serving children, parents, school districts and communities in a variety of roles and have greatly enjoyed supporting their educational journey.

In my short time in Longview, I have already been impressed with the teachers and administrators in our school district. I quickly found that we have much to be proud of in Longview. Here are just a few reasons for pride:

- Thanks to the Technology and Capital Levy money, Wi-Fi is now accessible throughout the district and students are able to bring their own devices (BYOD) for learning activities in classrooms.
- R. A. Long organized its third year of incoming freshmen AVID (Advancement Via Individual Determination) students this fall. Now, the school has students in 9th, 10th, and 11th grade preparing to be the first in their families to attend college.
- By the end of last school year Cascade students

sent more than 1,000 birthday and thank you cards to military men and women serving in active duty overseas and veterans in local hospitals.

- Mint Valley, Olympic, and St. Helens Elementary schools are once again offering the Read and Grow program that brings preschool students and their families together to learn.

These are just a sampling of the many positive things that are happening in Longview Public Schools. There are so many more! Look for the points of pride in this report, and you will be able to see that we value our partnerships with our parents and our community members.

Our Board of Directors continues to work hard to support the mission and vision of a district dedicated to student achievement. Our test scores show progress, but we have more work to do. We will continue to work hard to support struggling learners and to ensure all students are equipped with the skills they need to become knowledgeable and productive citizens.

As you know, this will be a year of transition. As a district, we have set our sights high and are ready to meet the expectations of our community. By working together, we will pave the way for many productive and positive years ahead for Longview Public Schools.

I invite you to join me in the support of our students. My door is always open, so please don't hesitate to contact me with any questions you may have. Here's to a great school year!

Sincerely,  
Greg Kirsch, Superintendent

# Fiscal Responsibility

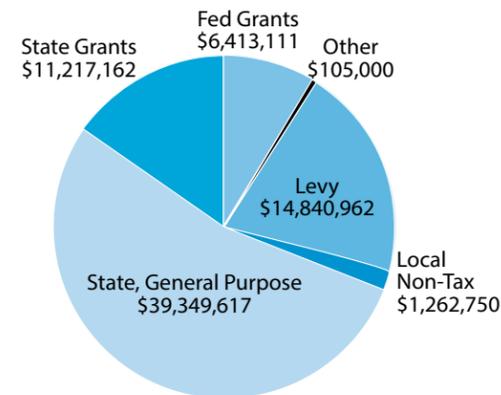
## REVENUES AND EXPENDITURES

The fiscal year for school districts in Washington begins September 1 and ends August 31. The following represents the budget prior to the year-end closing of the books.

### ~ Revenues ~

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

#### 2014-15 Revenues:



**Levy:** Collection of maintenance and operations levies approved by the voters, as well as other "in lieu of" tax collections.

2014-15: \$14,840,962 | 2013-14: \$14,765,276

**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.

2014-15: \$1,262,750 | 2013-14: \$1,327,587

**State, General Purpose:** Funding allocated by the state based upon enrollment and the work experience of the certified teaching staff.

2014-15: \$39,349,617 | 2013-14: \$35,868,099

**State Grants:** Special purpose state revenues, such as Special Education, Learning Assistance Program, Highly Capable, Transitional Bilingual, Food Services, Pupil Transportation, etc.

2014-15: \$11,217,162 | 2013-14: \$10,098,592

**Federal Grants:** Special purpose federal revenues, such as Special Education, Title I, Title II, Food Services, etc.

2014-15: \$6,413,111 | 2013-14: \$6,563,306

**Other School Districts:** Reimbursements from other districts for use of services such as food service sales and print shop sales.

2014-15: \$105,000 | 2013-14: \$52,000

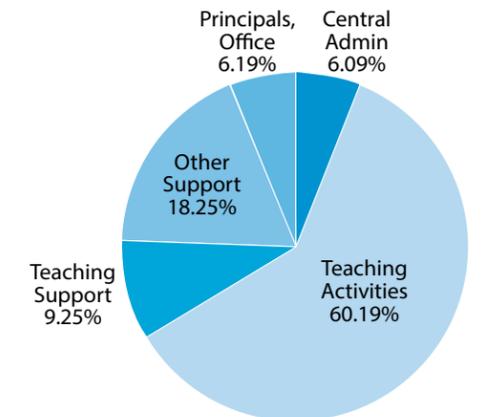
#### TOTAL REVENUE:

2014-15: \$73,188,602 | 2013-14: \$68,674,860

### ~ Expenditures ~

The major General Fund Programs are defined below:

#### 2014-15 Expenditures:



**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).

2014-15: \$44,401,185 | 2013-14: \$42,239,010

**Teaching Support:** Library, Guidance and Counseling, Pupil Management & Safety, Health/Related Services, Instructional Professional Development

2014-15: \$6,821,331 | 2013-14: \$6,145,105

**Other Support Services:** Maintenance/Custodial/Grounds, Building Security, Utilities, Insurance, Technology, Print Shop, Warehouse, Food Services, Motor Pool, Pupil Transportation, Public Activities.

2014-15: \$13,487,702 | 2013-14: \$12,442,801

**Principals, School Offices:** Principals and clerical staff salaries and benefits, in addition to supplies, materials, contractual and equipment.

2014-15: \$4,567,127 | 2013-14: \$4,415,383

**Central Administration:** Central Administration Offices and Supervision of Instruction, Food Services, Maintenance & Operations and Transportation.

2014-15: \$4,490,489 | 2013-14: \$4,234,034

#### TOTAL EXPENDITURES:

2014-15: \$73,767,834 | 2013-14: \$69,476,333

# Technology in the Classroom

ENCOURAGING ANYTIME, ANYWHERE, ANY DEVICE LEARNING

## Community Support Enables Student Growth

*Thanks to the Capital and Technology Levy, wireless learning is possible in all schools.*

Bring Your Own Device (BYOD) is gaining popularity in many schools as a way of increasing access to vital technology. It acknowledges the reality that many students — even those in relatively low-income communities — often have ready access to educationally-valuable technology that, until recently, they were forced to turn off when they entered the school building.

- Establishment of this adult-controlled Wi-Fi involved Leadership Class students at R.A. Long and Mark Morris who helped craft a “Bring Your Own Device Acceptable Use Agreement” which is in every student handbook and must be “accepted” when connecting to the student network.
- The BYOD network provides safe learning through tightly-filtered access to websites during times that students are on campus.

- Teachers have established classroom expectations for students on the appropriate use of devices in the classroom, and are creating digital citizenship lessons that address positive and negative issues around access.
- Having Wi-Fi throughout the district allows students to bring personal devices to school, and makes it easier to get information anywhere on campus.

## The Impact of Technology in Elementary Classrooms

*(Source: EdTechReview, 2013)*

- 46% of apps specifically designed for children are geared towards math and science
- 90% of students of all ages believe that mobile tablets help them study more efficiently, and ¾ of the students prefer tablets over textbooks.
- Studies show that educational apps increased vocabulary of three- and five-year-olds by almost 20%.



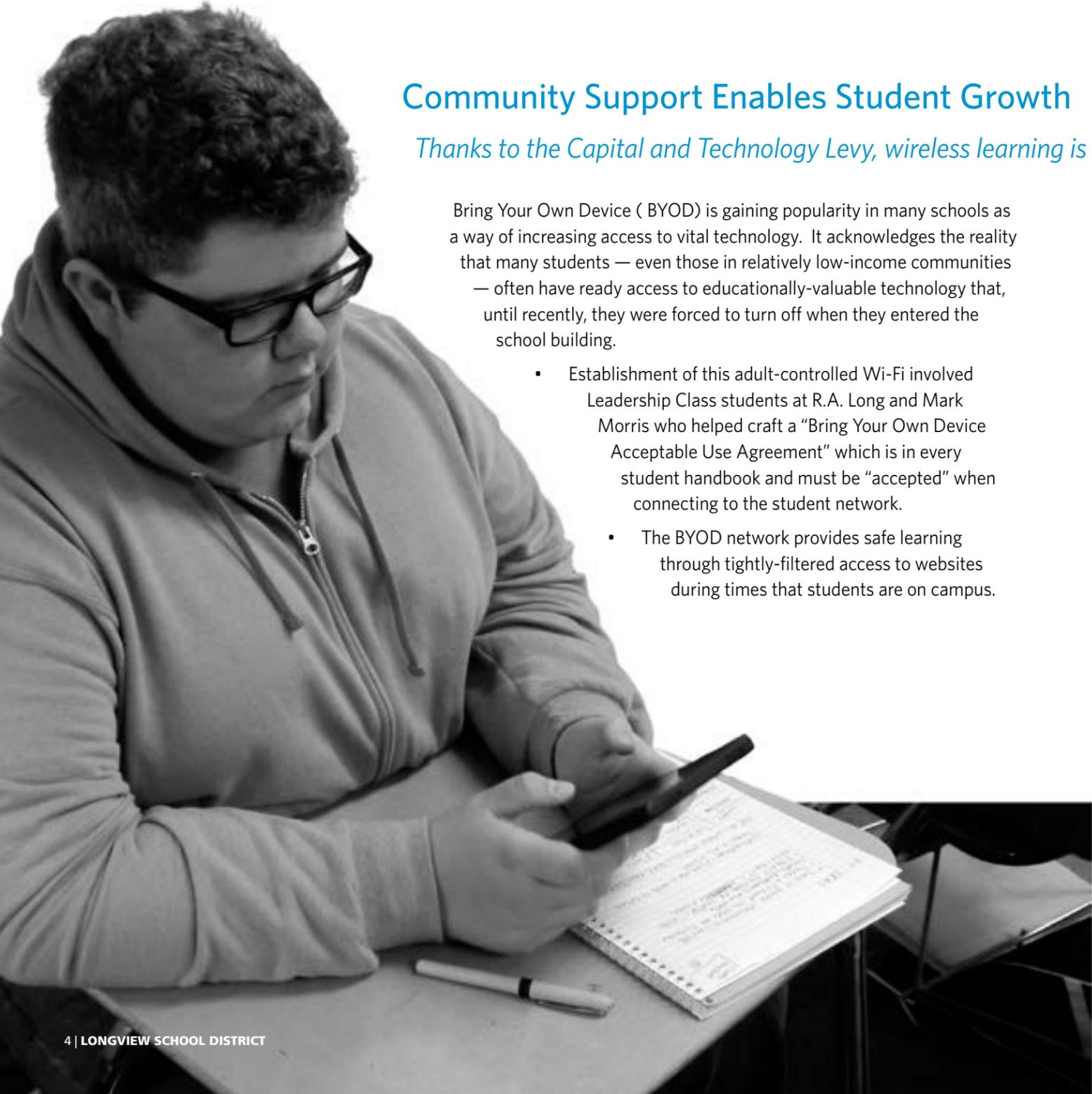
*“Twenty nine percent of students surveyed said they’ve used an online video to help them with their homework.”*

*– eSchool News, 2013*

## Kids and Everyday Technology

*(Source: Everyday Family, 2013)*

- 54% of 21st century kids start using mobile devices when they are 5 to 8 years old.
- 30% of the apps on parents’ mobile devices are downloaded specially for their children’s usage.
- 77% of parents accept that usage of tablet increases children’s learning & creativity.
- 72% of iTunes top selling apps are designed for pre-schoolers and elementary students.



# Building Connections

PARTNERING SCHOOLS AND FAMILIES FOR EARLY LEARNING SUCCESS

## Read and Grow Program

*Literacy begins at birth, long before the start of formal instruction in elementary school. Babies are born learning; parents are their first teachers and home is their first "school." By the time a child enters kindergarten, he or she arrives with five to six years of learning and growth.*

- Research shows that parent involvement can improve students' behavior, attendance, and achievement. Two years ago, Longview Public Schools implemented the Read and Grow Program to open the doors for early student learning among families at St. Helens, Olympic and Mint Valley elementary schools.
- Preschool students, from infancy to 5 years, and parents are invited to the school for 90 minutes

once a week throughout the school year. Sessions are comprised of song, dance, play and, most importantly, reading. "We teach mothers and children—even babies—how to play with literacy," explains Early Learning Director Mary Carr-Wilt. "Reading is the core of the program; 90 minutes gives them the opportunity to learn new information and then time to put it into practice."

- The Read and Grow Program is funded by federal Title I parent involvement dollars and is supported by Parents Place in Longview which has been serving educational needs for over 25 years.

## How Read and Grow Can Help

- Proven involvement strategies to reach young children and their families.
- Activities that foster trust and comfort in an educational setting for both children and parents.
- Early social and educational experiences that are aligned with state standards.
- Parent support and activities that lay the foundation for later school involvement.

*Children's school "readiness" is affected by the early care and learning experiences they receive.*

### School "readiness" means:

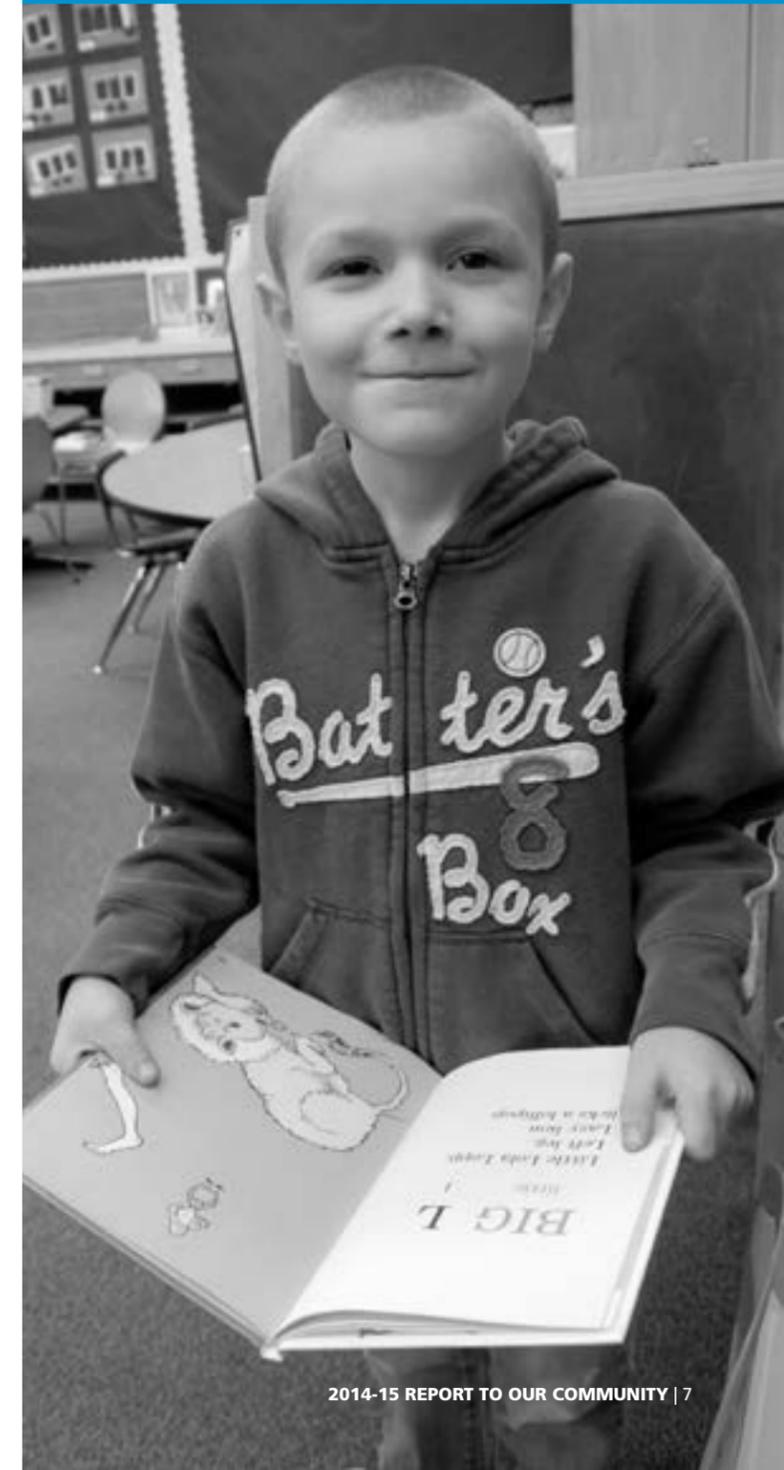
1. A child has the skills to be successful in school.
2. The school has the resources to best serve the child.
3. The family and community provide the necessary support for a positive student and school relationship.

## Contact Read and Grow

The Read and Grow Program is available for children birth to five at Olympic, St. Helens and Mint Valley. For additional information please contact Mary Carr-Wilt at 360.575.7007.

## Did you know?

A recent study of kindergarten teachers statewide found that fewer than half of incoming students had the necessary skills to be successful in school. Research clearly demonstrates that children who start school behind their peers frequently never catch up.





# Patriotism in the Classroom

STUDENTS CONNECT WITH VETERANS AND ACTIVE DUTY SERVICE PERSONNEL

*"It's wonderful to watch these eighth graders stop everything to read a letter from a vet or active duty service person."*

- Amy Johnson, teacher

## Veterans Day project flourishes at Cascade Middle School

*When Cascade Middle School social studies teachers Amy Johnson, Leon Kessler, and Madeline Morris got together to plan a Veteran's Day activity last fall, they started with the idea of student-created cards for Vets and active duty service men and women but they had no idea what an impact the project would make.*

Students in grades 6-8 created beautiful and heartfelt "thank you" cards to show their appreciation for service to our country. Students wrote only their first name and the name of their school on the cards and Assistant Principal Kala Lougheed helped get the cards into the hands of veterans. What happened next was completely unexpected. "The project took on a life of its own," said teacher Amy Johnson. Veterans wrote back to thank students for the cards and a penpal relationship was created.

a pilot and was thrilled to make a connection. "It's wonderful to see their beaming faces because of this worthwhile educational experience," said Johnson. "This correspondence has really given them an appreciation and respect for those who have served our country."

Students recently received a letter from an Air Force captain, who said, "your exceptionally thoughtful and generous words have not gone overlooked. I have shared your letters throughout the entire squadron as a nice reminder that we are not forgotten." This soldier had

a flag flown on an E-3 AWACS in Cascade's honor, and sent the flag that will be displayed at the middle school.

In January, as part of Temperance and Good Citizenship Day, the students sent birthday cards to the VA hospital so that when a patient celebrates a birthday, they'll receive a Cascade Middle School card.

This year, plans are underway to not only continue, but to expand the program to include get well cards for injured and recovering vets and service people.

*"It was quite amazing to watch my students as their respect blossomed for those who served our country."*

When thank you letters arrive at the school, Johnson passes them out during class for students to read. "It's the highlight of their day," she said. "It's wonderful to watch these eighth graders stop everything to read a letter from a vet or active duty service person." Johnson shared a story about a student who was interested in becoming a pilot. That student, coincidentally, received a letter from



# District Profile

## HOW WE MEASURE UP

### 2013-14 Student Achievement Data

These are the Longview School District MSP/HSPE Results.

GRADE	READING	MATH	WRITING	SCIENCE
3 <sup>rd</sup> Grade	58.4	41.6		
4 <sup>th</sup> Grade	56.3	46.5	52.1	
5 <sup>th</sup> Grade	66.0	48.9		61.8
6 <sup>th</sup> Grade	58.5	47.0		
7 <sup>th</sup> Grade	59.3	48.6	68.6	
8 <sup>th</sup> Grade	62.5	40.4		55.5
10 <sup>th</sup> Grade	79.5		85.9	

### End-of-Course Exam Results

Students in grades 7-12 take math and biology end-of-course (EOC) exams. EOCs allow students to be tested on the knowledge and skills they've gained from a specific course, rather than on a comprehensive test like the High School Proficiency Exam (HSPE) that assesses overall knowledge.

END-OF-COURSE ASSESSMENT	7 <sup>TH</sup> -10 <sup>TH</sup> GRADES
Math Year 1	63.7
Math Year 2	64.1
Biology	71.9

### Student Demographics

BASED ON OCTOBER 2013 HEAD COUNT

<b>Enrollment</b>	6,807
<b>Gender</b>	
Male	50.8%
Female	49.2%
<b>Ethnicity</b>	
American Indian/Alaskan Native	1.1%
Asian/Pacific Islander	4.1%
Black	.9%
Hispanic	19%
White	69.4%
Other	7.5%

### Graduation Rate

Class of 2013 Extended Graduation Rate	76.7%
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*"We will continue to work hard to support struggling learners and to ensure all students are equipped with the skills they need to become knowledgeable and productive citizens."*

- Greg Kirsch, Superintendent

### Longview School District Board of Directors

- Jennifer Leach, Board President
- C.J. Nickerson
- J.D. Rossetti
- Barb Westrick
- Robbie Alba-Estrada (sworn in October 13, 2014)

### Strategic Plan Review Process

As a long-standing tradition, each year a panel of Longview staff and community members gather to review the District's Strategic Plan. In October, each school and department reviews accomplishments from the previous year and reports on plans for the upcoming school year. This annual review is a critical link in accelerating student achievement.

## 2014-2015 FACTS

- » We have approximately 6,200 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 program
- » Our total 2014-15 budget: \$73,767,834
- » The average class size is:
  - » Kindergarten student/teacher ratio: 19:1
  - » Grades 1-3 student/teacher ratio: 23:1
  - » Grades 4-5 student/teacher ratio: 25:1
  - » Grades 6-8 student/teacher ratio: 24:1
  - » Grades 9-12 student/teacher ratio: 26:1
- » We are among the largest employers in our community:
  - » 426 teachers
  - » 386 support staff
  - » 22 school administrators
  - » 11 district level administrators
- » 56% of Longview's students qualify for free or reduced-priced meals.

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 race, creed, color, religion, gender, national origin, marital status, sexual orientation, including gender expression or identity, age, families with children honorably discharged veteran or military status, the presence of any sensory, mental, or physical 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. We also comply with Section 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Older Worker Protection Act, and all other state, federal, and local equal opportunity laws. 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. The 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 or one of the following district designees—Rod McHattie, Director of Special Services, (360) 575-7008 (ADA/Students Title VII, 504 and IDEA); or Chris Fritsch, Assistant Superintendent, (360) 575-7003 (ADA/Employees, Affirmative Action, Title IX, Athletic Equity). For individuals with disabilities, alternate forms of communication with the district or accommodations at school functions may be arranged by calling 575-7009.





**LONGVIEW**  
PUBLIC SCHOOLS

CREATING THE FUTURE TODAY

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## Residential Customer



## Superintendent Search Update

Last Spring, the Longview Schools Board of Directors hired Dr. Gregory Kirsch as interim superintendent for one-year with the understanding that the board would begin the search for a new superintendent in the fall.

At the September 22 board meeting, search consultants Mike Boring and Al Cohen of McPherson & Jacobson proposed the process timeline and the parameters the board might establish for the new superintendent search.

The Longview superintendent position is currently posted and applications will remain open until December 10. According to the proposed timeline, applicants will be screened, finalists interviewed and a decision made at the regularly scheduled board meeting on February 9, 2015 .

Ready to learn.

Ready for life.

Together we aspire and achieve.