

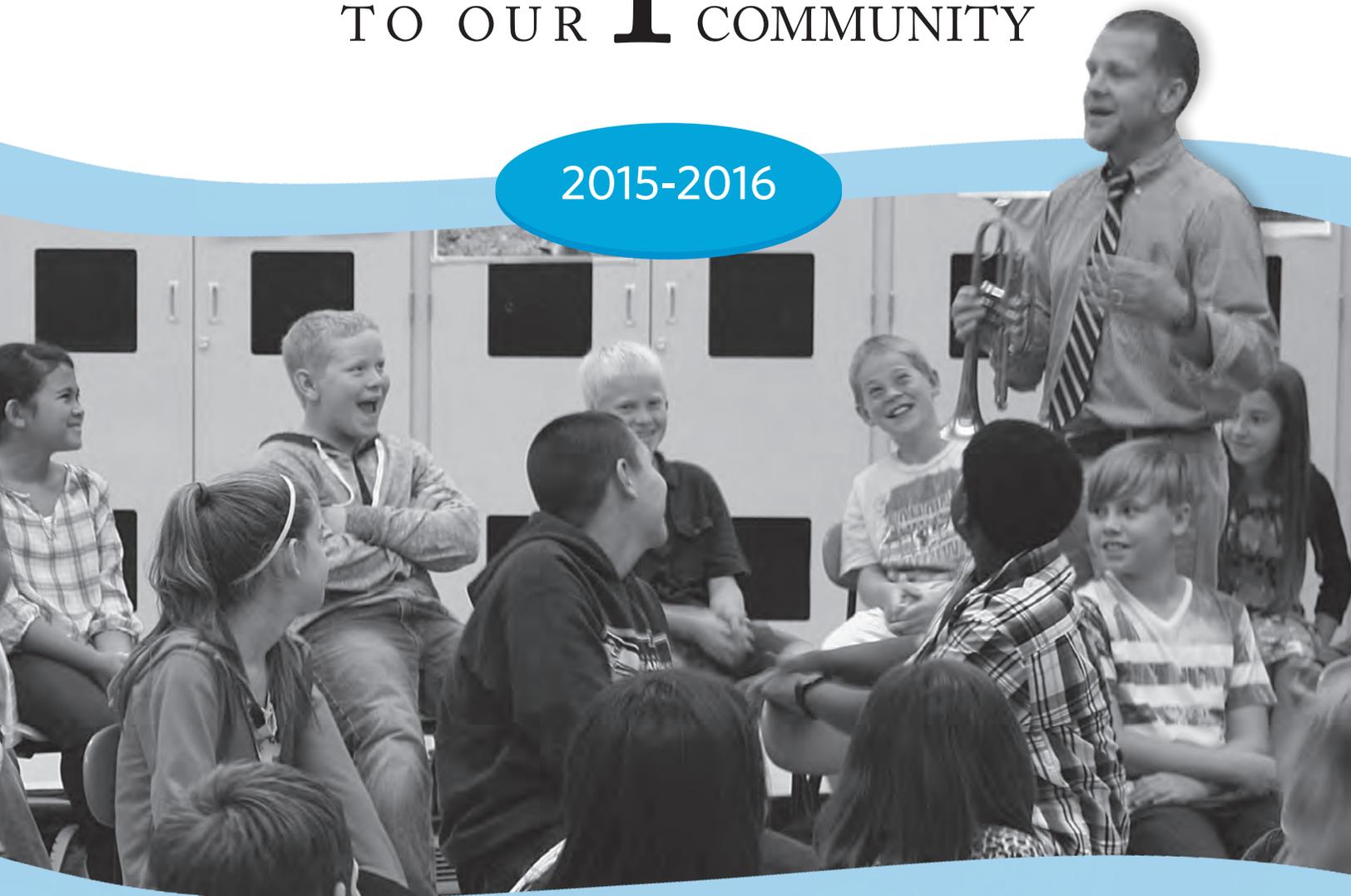


LONGVIEW  
PUBLIC SCHOOLS

# Report

TO OUR COMMUNITY

2015-2016



## FIND INSIDE

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- Longview educators remain in district for long careers | 8

## 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.*

## Board of Directors:

Jennifer Leach, Board President  
 Barb Westrick, Board Vice President  
 C.J. Nickerson  
 J.D. Rossetti  
 Robbie Alba-Estrada (through Nov. 9, 2015)  
 Richard Lord (swearing in Dec. 14, 2015)

## Message from the Superintendent

Dear Community Members,

I couldn't be more excited to serve as the Longview Public Schools superintendent of schools.

In my short time here I have been incredibly impressed by the community's commitment and support for our public schools and the talented group of staff members that serve our students.

My personal mission as your superintendent is to serve, challenge, support and inspire. Our schools' primary responsibility will always be to effectively serve each and every student under our care, and this is done by always challenging the system to improve while providing the support and resources necessary.

I am committed to making the Longview Public Schools the district of choice for families, employers and for educators. Realizing this will require a focused commitment to improve academic achievement, school culture and climate and the social and emotional health of our student body. Our challenges also include the creation of a long-range facilities plan that will meet the future needs of our students, staff and community. Meeting these challenges requires a partnership between educators and the community and will take a tremendous amount of hard work. I know that we are up to the task before us.

I believe that the public education system is THE bedrock of our nation and am committed to working with the community and our staff to deliver on our district's mission to ensure that every student learns the skills, attitudes and knowledge to become a responsible citizen in a

rapidly changing society.

In this document you will find facts, figures and information about our district. If you have questions about our district, its programs and its direction, please don't hesitate to give me a call—or arrange for a time to sit down and visit. I can be reached via email at: [supt@longview.k12.wa.us](mailto:supt@longview.k12.wa.us) or by phone at 575-7016. You also are invited to follow me on Twitter—@danzorn22—or like my Facebook page—Dr. Dan Zorn.

I am hopeful and excited for the future of the Longview Public Schools and am honored to be engaged in the work of serving the children of Longview.

Sincerely,

*Dan Zorn, Superintendent*



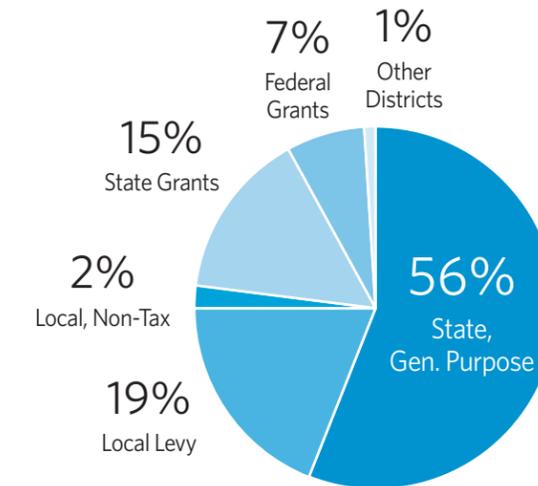
# Fiscal Responsibility

## 2015-16 BUDGETED REVENUES & EXPENDITURES

### ~ Revenues ~

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

#### 2015-16 Revenues:



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

2015-16: \$14,985,343 | 2014-15: \$14,840,962

**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.

2015-16: \$1,310,281 | 2014-15: \$1,262,750

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

2015-16: \$42,664,160 | 2014-15: \$39,349,617

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

2015-16: \$11,331,250 | 2014-15: \$11,217,162

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

2015-16: \$5,992,353 | 2014-15: \$6,413,111

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

2015-16: \$114,500 | 2014-15: \$105,000

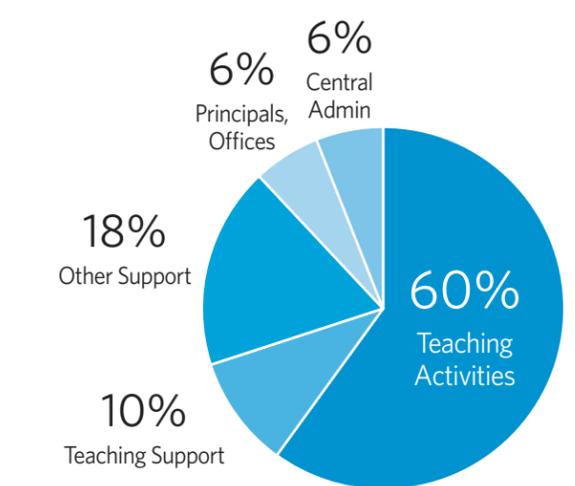
#### TOTAL REVENUE:

2015-16: \$76,397,887 | 2014-15: \$73,188,602

### ~ Expenditures ~

The major General Fund Activities are defined below:

#### 2015-16 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).

2015-16: \$44,906,947 | 2014-15: \$44,137,496

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

2015-16: \$7,600,361 | 2014-15: \$7,085,020

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

2015-16: \$13,783,240 | 2014-15: \$13,487,702

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

2015-16: \$4,772,368 | 2014-15: \$4,567,127

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

2015-16: \$4,750,256 | 2014-15: \$4,490,489

#### TOTAL EXPENDITURES:

2015-16: \$75,813,172 | 2014-15: \$73,767,834

# Literacy & Music

## TEACHERS USE MUSIC TO BUILD LANGUAGE AND MATH SKILLS

*When you think of students learning the basics—reading, writing and arithmetic—you might not think of tubas, tenors and timpanis. But in Longview Public Schools, music classes play a growing role in developing students' literacy and math skills.*

### The language of learning

Band and choir teacher Erik Edmundson likens the work his music students do at Cascade Middle School to learning a foreign language.

"Though it's not necessarily a language of words," he says, "they are looking at symbols, and their brain has to decipher those and put meaning to them."

Edmundson asks students to read a piece of music and answer questions about it. When his students say a song makes them feel hopeful, Edmundson encourages them to dig deeper. He guides their discussion using language they encounter in standardized tests and Common Core State Standards.

"Cite the text," he tells them. "What's your evidence for that—not your feeling, not what you think—what's your evidence from the text?"

Their answers could involve the speed of the notes or the dynamics, whether a phrase is growing louder or softer. Or they might explore the composer's intent for the song.

At Mark Morris High School, Brian Mitchell's choir students judge recordings of their own performances, writing critiques based on the music score. These exercises, Mitchell finds, help students take their performances beyond notes and rhythm.

"By exploring what the composer was trying to communicate, the students begin to communicate what's behind the music at a deeper level," Mitchell says. "Ultimately I try to get kids to pull this black and white, 2D thing off the page and make it breathe in color."

### The mathematics of rhythm

Younger students, such as those in Dan Reed's music classes at Robert Gray Elementary, work on fractions.

"Kids are learning fractions in third and fourth grade," Reed says, "so when they're doing that, I'm doing time signatures in music, because they're based on fractions. Quarter notes, eighth notes, sixteenth notes—they're directly related to fractions."

With even younger students, he works on counting rhythms, throwing in simple math problems: "If I take away two quarter notes from this rhythm, how many beats would I have left?"

"Once in a while I'll get a kid who blurts out, 'Why are we doing math in music class?'" Reed says. "And I'll answer, 'Because music is full of math.'"

### A research-oriented music class

In the Cascade and Monticello middle school orchestra rooms, Lanette Shepherd leads students on explorations of music and also through research projects using the scientific method.

Last year she and her students explored a question that has long niggled at Shepherd: "How do we reach those kids who don't believe they can learn?"

Crisscrossing school curricula, they designed a study that tested approximately 1,000 middle and high school students in their ability to recognize various rhythms. First, the students took a "pretest." After the pretest, half of the students received resilience training—designed by Shepherd's students—to help them learn strategies for bouncing back from stress.

Then, everyone was tested again—both the students who had the training and those who did not. Shepherd's students helped interpret the test results, write reports and share their findings. They showed that resilience training especially benefitted seventh and eighth graders.

"It really worked," Shepherd says. "It was a big motivator."

### Teaching a thinking style

At Cascade Middle School, Edmundson describes one student who receives special education services and struggled with notation and rhythm. As a sixth grader, she was unable to properly form notes or place the correct number of beats in a measure. But by eighth grade, her notes looked good, and every measure had the right number of beats.

"How could somebody progress in that and not progress in understanding the symbols of letters, the math in the sequence and value of the notes?" Edmundson reflects. "I am pretty convinced that literacy is a style of thinking and that a lot of subjects we teach increase our literacy."



*"Once in a while I'll get a kid who blurts out, 'Why are we doing math in music class?' And I'll answer, 'Because music is full of math.'"*

- Dan Reed, Robert Gray Elementary teacher

### Music, science and math—oh, my!

Some Longview music students find their music classes fortified with science and math. Mark Morris High School teacher Brian Mitchell offers units on the physics of sound, body mechanics and anatomy, and even algebra. Here is one of the problems he works with his students to solve:

$$\begin{aligned}x^d + p \cdot x - 0 \\ = (x + p)(x - 0)\end{aligned}$$

# Fostering School Culture

## SCHOOLWIDE EXPECTATIONS EASE STRESS FOR STUDENTS AND STAFF



"It's all about the students."

That's the refrain you'll likely hear when you talk to Longview Public Schools staff members.

One of the ways that staff members focus on students is by making their schools student-friendly through Positive Behavior Interventions & Supports (PBIS).

Used at most Longview schools, PBIS teaches and reinforces good behavior as if it was a core subject rather than focusing on what students should not do.

When Olympic Elementary adopted PBIS several years ago, teacher Phil Hartley found the new system led to positive shifts in the school culture. "It wasn't just, 'These are my rules in my classroom,'" he recalls. "It was, 'You're here at Olympic, and you're

*"This plan works for 90 or 95 percent of our students."*

- Lori Larson, assistant principal  
Mt. Solo Middle School

an Olympic student, and this is how we do things here."

Suddenly there were no gray areas, he says—just consistent expectations that gave students an opportunity to succeed and be rewarded by their teachers.

"What PBIS does is help us identify exactly the behaviors we want to see in all parts of the school," says Jay Opgrande, principal at Mt. Solo Middle School. "The expectation is that we teach those to the students and reinforce them."

To set up PBIS, school staff list expectations for behaviors and the different parts of the school, explains Ken Hermanson, executive director of Leadership and Learning for the district. Together they decide, "What does 'being responsible' look like in the hallway, in the classroom, in the cafeteria, on the playground?"

At the beginning of the year, teachers explain what is expected. To understand what "being responsible" means, students might go through "recess school" at the start of the year. Staff walk them around the playground and explain how

equipment is to be used, how they are to line up and so on.

No one expects students to be perfect, though, so "fixit" forms lay out what happens next when things go sideways.

"It's based on restorative justice," explains Lori Larson, assistant principal at Mt. Solo. "If I harmed someone, how can I make that better?"

In one situation this fall, some students took food from others. Their fix was to replace it with the exact items they stole. Another problem arose when a student brought a pet snake to school. The school contacted the family, which took away the student's TV privileges for two weeks.

"This plan works for 90 or 95 percent of our students," Larson says.

The remaining students may have trouble staying calm, and PBIS lends itself to customizing next steps—whether that means having the student take a quiet walk with a counselor or staying low-key at recess with a Lego project.

And sometimes schools find they simply need to rethink the rules.

Mt. Solo used to prohibit the use of phones and other electronic devices in school, including the hour before classes started, and would confiscate them if the rule was violated. "It created stress and hostility between staff and students and parents," Opgrande recalls.

Staff analyzed the students' needs—including their need to

communicate—and changed the rule. They allowed students to use their electronics responsibly. Now if there is a problem, teachers simply write up a referral, as they do for other rule violations.

"The stress is gone," Opgrande says.



## Examples of PBIS expectations in Longview schools:

### Mt. Solo Middle School

- Be a Learner
- Be Respectful
- Be Responsible
- Be Safe

### R.A. Long High School

- Respect
- Achieve
- Lead

### St. Helens "Star Behavior"

- Show respect and kindness
- Take responsibility
- Act promptly
- Remember safety

### Mint Valley

- Be Responsible
- Be Safe
- Be Kind
- Be Respectful
- Voice Level



*"I feel like we are all here for the students, and everybody's doing what they can to help each other. We have that common goal—it's not everybody for themselves."*

- Alison Dickinson, R.A. Long math teacher

# Retaining Quality Teachers

## LONGVIEW EDUCATORS SETTLE IN FOR LONG CAREERS IN DISTRICT

When Phil Hartley arrived in Longview for his first teaching job, it was a homecoming.

He and his wife, Amy, had grown up in Longview, and Phil stayed in touch with Longview teachers while an education student at Central Washington University. When he was assigned interviews and observations for his college courses, he often drove back to Longview to speak with Fred Hanson, who had been his teacher in both third and fifth grades at Robert Gray Elementary.

Fast forward a few years: "It comes to pass that he's the one who calls and says, 'I have an opening,'" recalls Hartley. "I taught with him for eight years."

Now in his 18th year as a Longview teacher, Hartley has joined the district's tradition of hiring educators who settle into its schools for the long haul. Over the past three years, 91 percent of Longview Public Schools' teachers have stayed with the district.

In fact, when Hartley was hired at Olympic Elementary, he taught alongside several teachers he had studied with at Robert Gray, Cascade Middle and Mark Morris High.

Hartley transferred two years ago to Monticello Middle, where he teaches sixth grade math, and Amy Hartley teaches at Columbia Valley Gardens. The Hartley children are students at their parents' schools.

"I've never looked anywhere else for a job," he says. "I'm happy here."

Alison Dickinson, who teaches math at R.A. Long High School, has spent all but one semester in Longview Schools, having taught one year at Mark Morris and seven at R.A. Long.

"I love what I do, and I love the kids that I work with," she says.

Part of what has kept Dickinson in Longview is her administrators and colleagues, and their shared attitude toward teaching.

"I feel like we are all here for the students, and everybody's doing what they can to help each other," she says. "We have that common goal—it's not everybody for themselves."

Hartley describes a similar attitude at Monticello.

"We have PLC (professional learning committee) meetings, and we talk about kids—their struggles and their successes," Hartley says. "If some kids need help after

*"I've never looked anywhere else for a job. I'm happy here."*

- Phil Hartley, Monticello Middle School math teacher

school, somebody's available to do that."

The staff meet students where they're at, telling them, "You can learn, everybody can learn," Hartley says. "In this building, we've done a lot of work around that growth mindset."

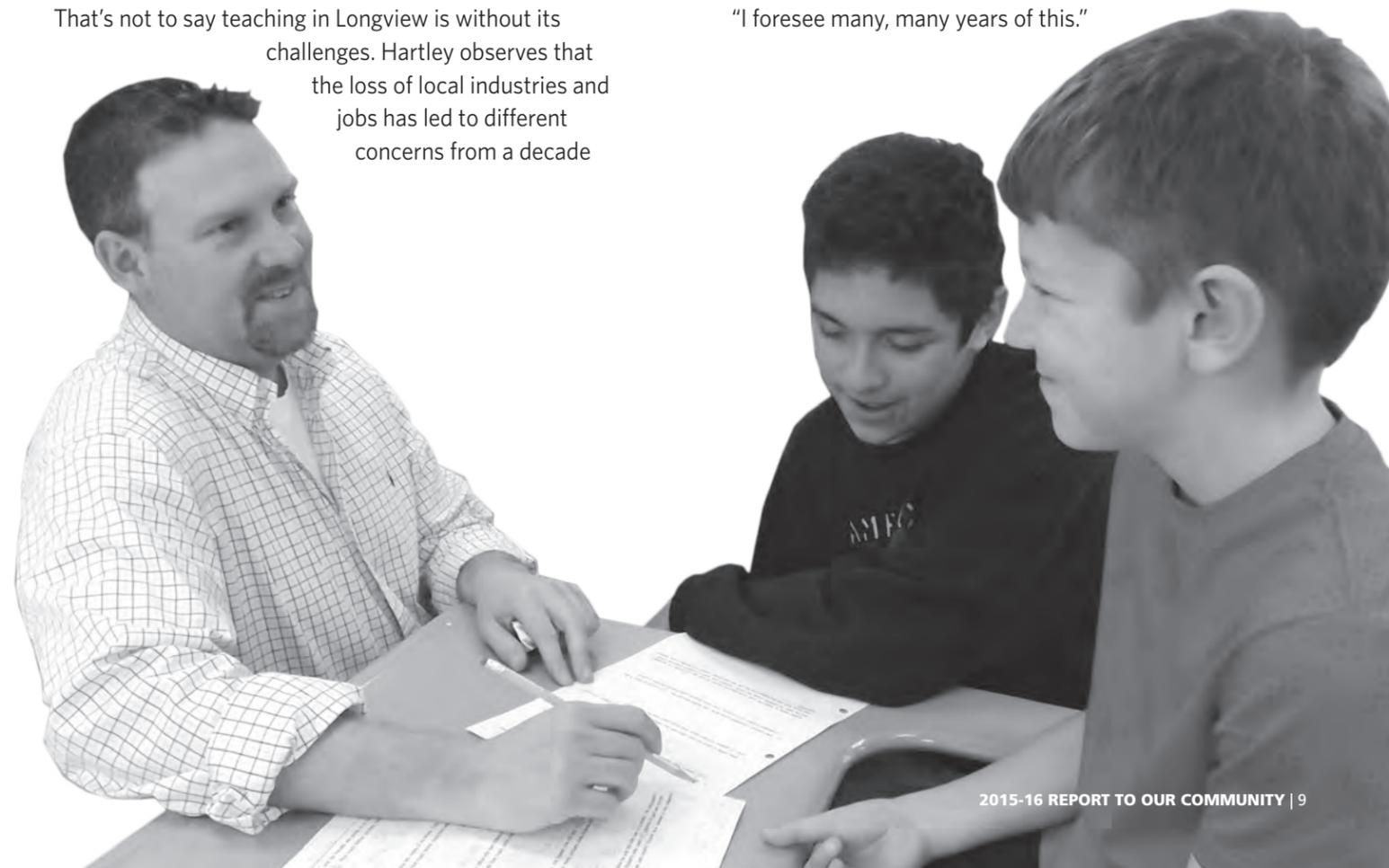
That's not to say teaching in Longview is without its challenges. Hartley observes that the loss of local industries and jobs has led to different concerns from a decade

ago. "We focus on what can we do to move forward," he says. "I think the district does a pretty good job offering professional development opportunities to help us better prepare to meet these learners that are coming in."

Dickinson says her biggest challenge has been keeping up with changing requirements resulting from implementation of the Common Core State Standards and making sure students are prepared for the new assessments, like Smarter Balanced.

"I feel like the job is constantly changing, so it never gets boring, it never gets dull," Dickinson says. "We're always trying to do better, whether it's learning standards or incorporating more instructional strategies. For me it's the best career, because I love doing math and I love working with students."

"I foresee many, many years of this."



# School Facilities

## DISTRICT STUDIES FUTURE NEEDS

*An initial facilities study commissioned last spring by the Longview School Board is complete and signals the district's need for some major investment in modernization or replacement.*

"We have some older buildings, and we need to have a factual conversation about what we're going to do with them," Assistant Superintendent Chris Fritsch explains.

The facilities study was conducted by building



specialists from Educational Service District 112, which was selected because it is an impartial entity with no vested interest in the outcome. (The district began a study with an architectural firm in 2011, but the process proved controversial, and in January 2014 the School Board decided not to act on any of the recommendations.)

The last time the district had an updated long-range plan was 2002, and much has changed since then—including the approval of Initiative 1351, which sets smaller limits for class sizes.

To comply with the initiative, schools need more classrooms to serve the same number of students. "Smaller class sizes are really redefining what a school looks like," Fritsch says.

*"We have some older buildings, and we need to have a factual conversation about what we're going to do with them."*

- Chris Fritsch, Assistant Superintendent

Findings from the ESD 112 study have been shared with staff in each building districtwide. The next step is for the Facility Advisory Committee—a group of district staff and citizens—to consider the study and staff input, and develop some possible recommendations.

Staff will bring the Committee's ideas to the community for feedback before proposing a new facilities plan for the School Board to consider in 2016.

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.

# DISTRICT PROFILE

## 2014-15 Student Achievement Data

The Smarter Balanced Assessment (SBA) and Measurements of Student Progress (MSP) are state-mandated tests that measure student skills and abilities in English Language Arts/literacy (ELA), math and science.

GRADE	SBA ELA	SBA MATH	MSP SCIENCE
3 <sup>rd</sup> Grade	33.4	40.7	NA
4 <sup>th</sup> Grade	39.5	32.3	NA
5 <sup>th</sup> Grade	46.2	32.5	47.1
6 <sup>th</sup> Grade	44.6	31.8	NA
7 <sup>th</sup> Grade	41.4	30.2	NA
8 <sup>th</sup> Grade	54.8	43.9	52.9
10 <sup>th</sup> Grade	52.9	20.1	NA

## End-of-Course Exam Results

Students in 10th grade take 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 Smarter Balanced Assessment (SBA) that assesses overall knowledge.

END-OF-COURSE ASSESSMENT	BIOLOGY	69.9
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## 2014-15 Student Demographics

ENROLLMENT		ETHNICITY	
6,395		American Indian/AK Native	1.2%
		Asian	1.8%
GENDER		Black	1.0%
Male	52.7%	Hispanic	19.6%
Female	47.3%	Pacific Islander/Hawaiian	0.3%
		White	69.1%
		Two or more races	7.0%

## On-Time Graduation Rate

CLASS OF 2013	CLASS OF 2014	CLASS OF 2015
76.7%	72.2%	73.0%



## 2015-16 Quick Facts:

- » We have approximately 6,439 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 2015-16 budget: \$75,813,172.
- » The average class size is:
  - » Kindergarten student/teacher ratio: 20:1\*
  - » Grades 1-3 student/teacher ratio: 22:1\*
  - » Grades 4-5 student/teacher ratio: 25:1\*
  - » Grades 6-8 student/teacher ratio: 24:1\*\*
  - » Grades 9-12 student/teacher ratio: 27:1\*\*
- » We are among the largest employers in our community:
  - » 422 teachers
  - » 402 support staff
  - » 22 school administrators
  - » 11 district level administrators
- » 57% of Longview's students qualify for free or reduced-priced meals.

\*based on November 2015 head count

\*\*based on October 2015 head count

## District Report Card

If you would like more information on our district and our accomplishments, see the OSPI website [www.k12.wa.us](http://www.k12.wa.us) and click on State Report Card on the right hand side of the page. Then type Longview in the search box. When you arrive at the Longview page, select 2014-15 for the most recent update.



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PUBLIC SCHOOLS

CREATING THE FUTURE TODAY

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# Longview and You

COMMUNITY IS KEY TO STUDENT SUCCESS

Lots of organizations focus on “public engagement,” and Longview Public Schools is no exception. It’s important to us, because students tend to be more successful when their families and communities are involved, supporting and encouraging them.

Our school district’s online communications are one way we foster public engagement. The district website offers everything from statewide assessment scores to school lunch menus; individual school websites keep families posted on school-specific events; and districtwide social media platforms showcase the latest happenings.

“We try to post informative updates,” says Robert Gray Elementary principal Kala Lougheed, “but also good news about the things that happen every day at school that parents who aren’t in our halls don’t have the opportunity to see.”

## It's easy to stay connected!

Curious? Check out the links below to see what is happening in your school district.



[longviewschools.com](http://longviewschools.com)

[longviewnewsandviews.blogspot.com](http://longviewnewsandviews.blogspot.com)

[www.longview.k12.wa.us/newsletters.html](http://www.longview.k12.wa.us/newsletters.html)

(including invitation to sign up for Digital Review)



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[www.facebook.com/DrDanZorn](http://www.facebook.com/DrDanZorn)



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