MESSAGE FROM THE SUPERINTENDENT

Dear Monroe community,

We are pleased to share our Annual Report, featuring information about the past year from throughout our district. On behalf of the School Board of Directors and myself, I want to express my deep appreciation to our community for your continued support and engagement with our schools.

In this Annual Report, you will find information about our staff and student demographics, how we are using the resources our community has entrusted to us to support student achievement, information to help you understand how our schools are funded, and how well our students are doing in meeting grade level standards. We are very proud to announce that last year’s Annual Report publication received both state and national top honors for effective school communication, demonstrating that we are sending the very best to our community.

In November 2019, Chuck Whitfield and Shawn Anderson were elected to the Board of Directors and Jerry Martin was re-elected. These board members join established board members Jim Langston and Darcy Cheesman, along with our outstanding student representative, Francesca Hanen. We thank them all for their service to our students!

In other news, it is with mixed emotions that I share that I will be making a career shift to work at the NWESD 189 in Anacortes, serving as the Assistant Superintendent for Teaching and Learning at the end of the 2019-20 school year. After five years serving as the Superintendent in Monroe, I am exceptionally proud of the work that has been done by our team of passionate educators.

It has been a privilege to serve alongside our dedicated staff members and to live and work in a community that is so supportive of its schools.

I am so proud of the work we have accomplished together and the work we have underway. Our School Board will soon be communicating next steps to find an exceptional superintendent to continue to lead the work in moving the Monroe School District forward.

Again, I would like to sincerely thank our community for your ongoing support for our students and families. We are very proud of the students we serve and the experience certainly would not be the same without your active involvement in our schools.

Sincerely,

DR. FREDRIKA SMITH
Superintendent

COMMUNITY CONVERSATIONS WITH THE BOARD OF DIRECTORS

The Monroe Board of Directors value community engagement and have scheduled an opportunity for community members to join in conversation directly with board members. Whether you have questions, input to share, or would like more information about things going on throughout the district, you are invited to join our Board of Directors for informal conversation on the following date:

MAY 21
THURSDAY
6:00 p.m.
Park Place Middle School Library

SCHOOL BOARD

SHAWN ANDERSON
Washington Interscholastic Activities Association (WIAA) Representative
DIST. 1 Years of Service: 1 Term Expires: 2021

CHUCK WHITFIELD
DIST. 2 Newly Elected Term Expires: 2023

DARCY CHEESMAN
Vice President, WSSDA Legislative Representative
DIST. 3 Years of Service: 6 Term Expires: 2021

JIM LANGSTON
President
DIST. 4 Years of Service: 3 Term Expires: 2021

JERRY MARTIN
President Pro-Tem, Instructional Materials Committee (IMC) Representative
DIST. 5 Years of Service: 2 Term Expires: 2023

“...In addition to this community meeting, all regular board meetings are open to the public and we welcome parent, student, teacher and community involvement.”

Pictured from left to right: Shawn Anderson, Jim Langston, Darcy Cheesman, Jerry Martin, Chuck Whitfield
WHO WE ARE
DISTRICT PROFILE AND DEMOGRAPHICS

STUDENT DEMOGRAPHICS

- White: 68.5%
- Hispanic/Latino of any race(s): 22.0%
- Two or more races: 5.4%
- Asian: 2.1%
- Black/African American: 1.3%
- American Indian/Alaska Native: 0.4%
- Native Hawaiian/Pacific Islander: 0.2%

FEMALE STUDENTS: 49%
MALE STUDENTS: 51%

Low Income: 30.8%
Students with Disabilities (Special Ed.): 13.6%
Section 504: 4.6%
Migrant: 0.1%
English Learners: 9.1%

6,937 STUDENTS ENROLLED

DISTRICT GRADUATION RATE

CLASS OF 2019

DISTRICT GRADUATION RATE: 80.9%
WA STATE AVERAGE GRADUATION RATE: 82.6%
4-YEAR GRADUATION RATE: 87.4%

OF STUDENTS REGULARLY ATTEND

Teachers
Certificated Staff: 391
Average Years of Teaching: 12.8
Teachers with at least a Master's Degree: 63%
National Board Certified: 9.5%
Classified Support Staff: 311
**REVENUE**

WHERE FUNDING COMES FROM

- **State Dollars**
  - $74,471,592.89
  - 79.67%

- **Local Learning Levy Dollars**
  - $15,601,011.17
  - 16.69%

- **Federal Dollars**
  - $3,127,080.84
  - 3.34%

- **Other Sources**
  - $277,732.72
  - 0.30%

**ANNUAL REVENUE**

- $93,477,417.62

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**EXPENSES**

WHERE FUNDING GOES

- **Teaching & Teaching Support**
  - $68,416,218.00
  - 74.85%

- **School & District Office Staff**
  - $8,652,780.00
  - 9.46%

- **Custodial, Maint. & Grounds**
  - $4,633,560.00
  - 5.07%

- **Transportation**
  - $4,138,802.00
  - 4.53%

- **All other Support Services**
  - $2,488,889.00
  - 2.66%

- **Utilities**
  - $1,646,019.00
  - 1.80%

- **Nutritional Services**
  - $1,467,361.00
  - 1.61%

**ANNUAL EXPENSES**

- $91,403,629.00
Every spring students in specific grades* are assessed in Math, English Language Arts and Science. Student performance in each subject is scored as a level 1, 2, 3 or 4. Level 3 or 4 scores mean that students demonstrate the skills expected for that grade and are counted as meeting standard in that subject area. Level 1 and 2 scores are counted as not meeting standard in that subject area.

Percentage of Monroe School District students who met grade level standards in spring of 2019

**ENGLISH LANGUAGE ARTS**
60%

**MATH**
44%

**SCIENCE**
50%

Met grade level standards on state administered tests

*Note: ALL students’ scores in the grade levels that are assessed are included in this report, including those with limited English language proficiency, students with learning disabilities, and even those whose families opt them out of taking the test(s).

**HOW DO OUR STUDENTS COMPARE TO THOSE IN OTHER DISTRICTS?**

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>MATH</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington State Average</td>
<td>60%</td>
<td>49%</td>
<td>47%</td>
</tr>
<tr>
<td>Lake Stevens School District</td>
<td>70%</td>
<td>56%</td>
<td>59%</td>
</tr>
<tr>
<td>Monroe School District</td>
<td>60%</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>Northshore School District</td>
<td>76%</td>
<td>68%</td>
<td>63%</td>
</tr>
<tr>
<td>Riverview School District</td>
<td>71%</td>
<td>62%</td>
<td>64%</td>
</tr>
<tr>
<td>Snohomish School District</td>
<td>68%</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Sultan School District</td>
<td>56%</td>
<td>41%</td>
<td>44%</td>
</tr>
</tbody>
</table>

**WHAT IS THE PLAN FOR INCREASING THE PERCENTAGE OF OUR STUDENTS WHO MEET GRADE-LEVEL STANDARDS?**

This year, we adopted a new curriculum in reading and math for all of our elementary schools (grades K-5). This new curriculum better aligns with the Washington State learning standards and ensures all of our students in all of our schools are receiving the same powerful instruction. In this first year with the new curriculum, we are focused on providing our teachers with time and training to implement the new curriculum in a way that provides a clear purpose, explicit thinking and equitable access for all of our students.

We also have begun using a new online assessment and learning tool in grades K-8, called i-Ready, which is closely aligned with state learning standards and provides consistent feedback on how our students are progressing throughout the year in meeting grade-level standards. This tool also provides lessons and support for students who are not yet meeting grade-level standards.

We firmly believe that with consistent access to curriculum that is aligned district-wide and with the Washington State learning standards, our students will have a solid foundation for increased success in the upper grades and we will see significant growth in their reading and math scores as measured by the SBAC over the next three to five school years.

Each of our schools have set specific goals for improvement, which are defined in their School Improvement Plans. To see each school’s specific goals, click on ‘School Improvement Plan’ in the ‘About’ drop-down menu of each school’s website. School websites can be found here: [https://www.monroe.wednet.edu/schools](https://www.monroe.wednet.edu/schools).

To view assessment results for each individual school, visit OSPI’s website at [https://washingtonstatereportcard.ospi.k12.wa.us/](https://washingtonstatereportcard.ospi.k12.wa.us/)
HOW SCHOOLS ARE FUNDED

Monroe School District receives its funding from four sources: the federal government, Washington state, local voter-approved bonds & levies, and grants & other sources.

**WA STATE FUNDING**

79.7%

The state of Washington provides school districts with state funding for “basic education” as defined by RCW 28A.150.220. Funding for basic education is based on a “prototypical school model” as defined by the Legislature in RCW 28A.150.260. The Basic Education Act of 1997 set a formula for giving each of the state's school districts a certain dollar amount for every Full Time Equivalent (FTE) student (or, each student attending school all day). For students who need extra services, such as Special Education programs, Gifted Education, or Bilingual Education, there are state and federal formulas for additional dollars.

**LOCAL FUNDING**

16.7%

Because the funding provided by the state does not cover the actual costs to operate a school district, districts often utilize bonds and levies to bridge the gap. Both bonds and levies must be approved by the voters and are based upon local property valuations. Property owners pay a set amount for each $1,000 of their assessed property values. Once approved, levy and bond amounts cannot be increased. When community property values increase, the amount paid per $1,000 decreases. There are exemptions for senior citizens who meet income requirements.

**FED. GOVT. FUNDING**

3.3%

The federal government provides financial support for high-poverty schools and students who require additional resources in order to obtain a fair, equitable, high-quality education. Federal dollars pay for a percentage of programs including Vocational Education, Special Education, Native American Education, English Language Acquisition, Disability and Nutrition as well as special grants.

**GRANTS & OTHER SOURCES**

0.3%

**WHAT IS THE DIFFERENCE BETWEEN A BOND & A LEVY?**

Simply stated, levies are for learning and bonds are for building. Bonds and levies are local property taxes passed by the voters of a school district that generate revenue to fund programs, services and projects that the state does not pay for as part of “basic education.”

**BONDS**

A bond is a long-term investment that authorizes the district to purchase property for schools, construct new schools or modernize existing schools. Bonds are sold to investors who are repaid with interest over time from property tax collections, generally between 12-20 years. Upon their sale, bonds provide funds only for capital projects, such as:

- New schools
- Acquisition of property
- Renovation or modernization of schools and athletic facilities

By law, bonds may not be used to pay for the day-to-day costs of operating schools or school districts. Bonds must be approved by a supermajority of 60% plus one vote.

**LEVIES**

Since the funding provided by the state does not cover the actual costs to operate a school district, districts often use levy funds to hire additional staff, or for student programming and services that are underfunded or not funded by the state. Some of the many things that levies help to fund may include: technology, extracurricular activities, special education, transportation, food service, operations, grounds and maintenance, preschool and other activities. There are three main types of levies: enrichment, capital (includes technology), and transportation levies, although this is not a complete list. Typically, school districts propose levies of two to six years. After the allotted number of years, the levy expires. Voters must approve a renewal of funding, or local financial support for schools is no longer available. Generally, the levy you are voting on simply replaces one that is about to expire. Levies must be approved by 50% plus one vote.
IN FEBRUARY 2020 MONROE VOTERS WILL BE ASKED TO RENEW THE EXPIRING 2014 TECHNOLOGY LEVY.

This renewal levy would not be a new tax. If the replacement Technology Levy is approved by voters, the funding can ONLY be used for purchases related to technology, such as equipment, infrastructure and professional development for staff.

To learn more about the projects funded by the most recent voter-approved bonds and levies, visit our website at www.monroe.wednet.edu/community/bonds-levies or scan the QR code at the right on your mobile phone.
INVITATION TO THE COMMUNITY

There are many ways which you can get involved in our schools. We invite you to contact your local school to ask how you can help or visit our website at https://www.monroe.wednet.edu/community/volunteer to learn about volunteer opportunities and our requirements for all volunteers. Thank you for your interest in partnering to assist in shaping our district’s future. We hope to see you in one of our schools soon!

Questioning why you are receiving this publication?

The intent of the Monroe School District Annual Report is to let all members of our community know about the programs and activities taking place throughout the district. It so happens that an estimated 70 percent of the residents within the school district do not have school-age children. To greatly reduce the cost of postage, we use a bulk mailing process that delivers our Annual Report to every residential customer on each letter carrier’s route. Enjoy!

Notice of Non-discrimination

The Monroe School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator
Joanne Dickinson

Section 504/ADA Coordinator
David Paratore

Compliance Coordinator for 28A.640 and 28A.642 RCW
Joanne Dickinson
200 E. Fremont St, Monroe, WA 98272
(360) 804.2500

The Monroe School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services or transitional bilingual education programs, contact: Kim Whitworth, (360) 804.2558

CONNECT WITH US: www.monroe.wednet.edu @MonroeWAschools