



MONROE
SCHOOL DISTRICT

ANNUAL REPORT

TO THE COMMUNITY



2024-25

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Learn about the duties of the school board, read directors' bios, and view the meeting calendar by visiting our website: www.monroe.wednet.edu/about/school-board

Dear Monroe School District Community,

As I near the end of my second year as Superintendent, I want to share how honored I am to serve this incredible community. Over the past two years, I've had the privilege of working with dedicated staff, families, and partners—and I'm proud of the growth and momentum we've built together in a short amount of time.

One of the most meaningful accomplishments was the finalization and adoption of our five-year strategic plan last year. Shaped by input from students, staff, families, and community members, the plan outlines a shared vision for our schools and provides a clear roadmap for moving forward.

With the plan now guiding our work, this year has been focused on action. In this Annual Report, you'll see highlights of the steps we've taken to support our priorities—from renewed efforts to improve student attendance and increase students' sense of belonging, to ongoing work to strengthen instructional practices. We also remain committed to fiscal responsibility and ensuring that every student is ready for their future—whether that's college, career, or another meaningful next step.

Thank you for your continued support. Together, we are building a stronger future for all students in Monroe.

Warmly,

Shawn Woodward
Superintendent



OUR VISION

We envision a future where every student in the Monroe School District will know and say:

- I belong, and I matter.
- I feel connected to my learning, to my peers, and to the adults in my school.
- I am challenged, supported, and successful in my learning.
- I see a future I want, and I know how to achieve it.
- I believe in myself, and my community believes in me.

OUR MISSION

In the Monroe School District, our students experience a deep sense of belonging while being supported, challenged, and inspired to explore their passions, learn at high levels, achieve their goals, and graduate ready to thrive in their chosen path after high school.

OUR PROMISE



We aim to create an environment in which our students feel they **belong** within their school communities — where they are accepted and supported.



We believe in our students' capacity to learn, grow, and thrive, and we want our students to **believe** in themselves.



We hold our students to high academic standards and provide them with the support to **achieve** their own personal goals — now and in the future.

OUR GOALS



GOAL 1

All students are ready for their future.



GOAL 2

All students are safe, known, valued, and supported.



GOAL 3

We recruit and retain an exceptional, caring workforce that reflects the diversity of the students we serve.



GOAL 4

Family & community members are connected to schools and valued partners.



GOAL 5

We effectively utilize resources and demonstrate transparent fiscal responsibility.

View our five-year strategic plan in its entirety on our website: <https://www.monroe.wednet.edu/strategic-plan>



5,693 STUDENTS ENROLLED



SPECIAL PROGRAMS

Special Education Program – **13.6%**

English Language Learner Program – **15.2%**

Free or Reduced Price Meals – **38.5%**

Highly Capable Program – **6.9%**

ABOUT OUR TEACHERS

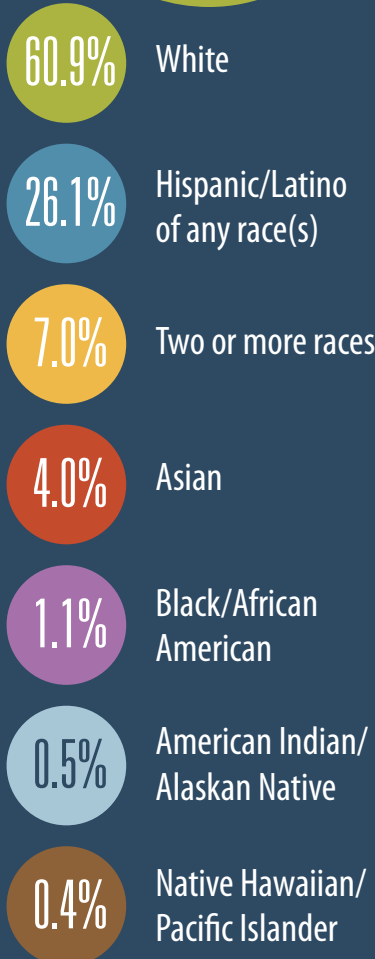
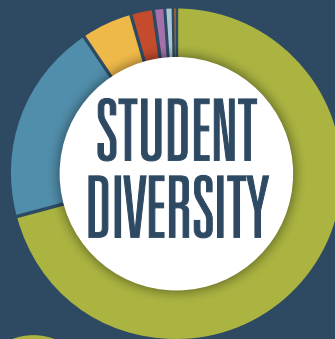
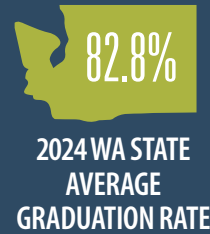
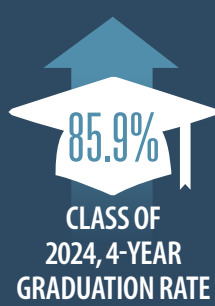
Classroom Teachers – **341**

Average Years of Teaching – **13.2**

Teachers with at least a Master's Degree – **69.5%**

National Board Certified – **9.1%**

Average Class Size – **17.3**



**All information is based on the latest OSPI report at the time of this publication*

2023-24 DISTRICT FINANCIAL SUMMARY

REVENUE

MONEY COMING IN

State Dollars	\$78,500,865.17	75.24%
Local Dollars	\$18,213,992.00	17.46%
Federal Dollars	\$6,810,243.33	6.53%
Other Sources	\$813,701.39	0.78%

TOTAL: \$104,338,801.89

**Revenue reported is general fund only. Does not include revenue from transportation vehicle fund, capital projects fund, debt service fund or ASB.*

EXPENDITURES

MONEY GOING OUT

Teaching & Learning Support	\$75,714,507.64	71.85%
Maintenance & Operations	\$5,881,620.73	5.58%
School Administration	\$6,521,796.39	6.19%
District Support	\$4,083,644.38	3.87%
Transportation	\$5,125,384.64	4.86%
Utilities	\$1,919,996.38	1.82%
Food & Nutrition Services	\$2,012,818.69	1.91%
Other Support	\$4,128,269.53	3.92%

TOTAL: \$105,388,038.41

Annual average FTE (full-time equivalent) enrollment used in calculations

\$18,974 TOTAL EXPENDITURES PER FTE STUDENT



CELEBRATING FISCAL RESPONSIBILITY

One of the five goal areas in our Strategic Plan is to “**effectively utilize resources and demonstrate transparent fiscal responsibility.**” This guiding principle shapes the way we manage public funds—ensuring that every dollar is used wisely, responsibly, and with our community’s trust in mind.

This year, we’re proud to share several important milestones and updates that reflect our ongoing commitment to strong fiscal stewardship:

A Community Guide to the Budget

We know school finance can be complex—with many rules about how funds are received, restricted, and spent. To make our budget more accessible and easier to understand, we created a **Community Guide to the Budget**. This new resource breaks down our financial picture in plain language so community members can see exactly how their tax dollars support our students, staff, and schools.

Scan the QR code to explore the guide and learn more about how your dollars are at work.



Another Clean Financial Audit

We’re proud to report that Monroe School District has once again received a clean audit report from the Washington State Auditor’s Office (SAO).

Each year, the SAO audits school districts across the state to ensure public funds are managed appropriately and in compliance with all laws and regulations. A clean audit means we’ve met high standards of financial management and accountability.

Why it matters: Maintaining a clean audit record is a key sign that we’re using resources effectively and transparently. It also supports one of the core goals of our Strategic Plan and reflects the dedication of our district team to earning and keeping the trust of our community.

Scan the QR code to view the full audit report.



Bond Refund Saves Over \$2.5 Million for Taxpayers

Thanks to smart financial planning, the district refunded a portion of the 2015 voter-approved school construction bonds last month—resulting in \$2.59 million in savings for Monroe taxpayers over the next 10 years.

The 2015 bond funded major improvements across the district, including:

- Modernization of Park Place Middle School
- Phase 1 modernization of Frank Wagner and Salem Woods Elementary
- Expansion of Hidden River Middle School
- Turf fields at Monroe High School, Park Place, and Hidden River
- Critical maintenance & improvement projects district-wide

Now that interest rates are lower, refunding allows the district to pay off the original bonds at a reduced cost—without extending the repayment timeline or issuing new taxes.

“We’re always looking for ways to be responsible with the resources our community gives us. This refinancing helps us stretch every tax dollar further while continuing to invest in our schools.”

– Superintendent Shawn Woodward

Scan the QR code to learn more about the recent bond refund:



We’re grateful for the ongoing support of the Monroe community. Your trust makes it possible for us to provide high-quality educational environments while maintaining a strong and stable financial foundation.

DISTRICT ASSESSMENT RESULTS

Each spring, students in Monroe School District participate in state-required assessments. Last year, students in grades 3 through 8 and grade 10 took the Smarter Balanced Assessment (SBA) in English Language Arts (reading and writing) and math. Students in grades 5, 8, and 11 also took the Washington Comprehensive Assessment of Science (WCAS).

These state tests give us a snapshot of how students are doing in key academic areas. However, they are just one piece of the puzzle. Our teachers also use a variety of short, frequent classroom-based assessments throughout the school year to check for understanding and

adjust instruction as needed. These day-to-day checks are often even more valuable in supporting student learning.

In spring 2024, our results in ELA and math remained relatively flat compared to the previous year, with math scores showing a slight increase. **Science scores, however, improved significantly**, rising from **41.2% to 47.5%** of students on track for college level learning—an encouraging step forward.

To build on these outcomes, we are continuing to strengthen classroom instruction and focus on practices that support all learners. We are also prioritizing efforts to improve regular school attendance and foster a stronger sense of belonging among students—two key factors that research shows contribute to long-term academic success.

We are proud of the progress being made and remain committed to creating learning environments where every student can thrive.

SPRING 2024 RESULTS

Students on track for college-level learning without needing remedial classes:

English Language Arts

MONROE S.D. 49.6%

WA STATE AVG. 50.3%



Math

MONROE S.D. 38.5%

WA STATE AVG. 39.7%



Science

MONROE S.D. 47.5%

WA STATE AVG. 43.5%



Students showing foundational grade-level knowledge and skills (or above):

English Language Arts

MONROE S.D. 71%

WA STATE AVG. 70.8%



Math

MONROE S.D. 62.1%

WA STATE AVG. 62.7%



Science

MONROE S.D. 67.7%

WA STATE AVG. 62%



ALL students' scores in the grade levels assessed are included in the total percentage, including those with limited English language proficiency, students with learning disabilities, and students whose families opt them out of taking the test (score=0).

To view assessment results for each individual school, visit OSPI's website at <https://washingtonstatereportcard.ospi.k12.wa.us>



PRIORITIZING ATTENDANCE AND BELONGING FOR STUDENT SUCCESS

Our recent assessment results reflect steady progress, and we know that continued academic growth depends on more than classroom instruction alone. That's why we've made it a central part of our strategic plan to foster environments where students **regularly attend, feel welcome, and know they belong.**



Improving Attendance

In the past 18 months, Monroe School District has made tremendous progress in improving regular student attendance—an essential factor for learning. Thanks to the dedication of our staff, families, and community partners—and the implementation of proven, student-centered strategies—we've seen meaningful, measurable gains:

- Monroe had the **second highest increase** in attendance rates in Snohomish County during the 2023–24 school year.
- We are now among the **top school districts in the entire state** for attendance growth.
- Our overall attendance rate is the **third highest in the county**, trailing only Lake Stevens and Northshore.
- We've moved from below the state average to **well above** it, all in just a year and a half.

These achievements represent more than numbers—they reflect the relationships, support systems, and sense of purpose that draw students back to school each day. Together, we've created the conditions for success by removing barriers and reinforcing the message that every student matters.

Building a Sense of Belonging

Hand in hand with attendance is our commitment to ensuring students feel a strong sense of belonging at school. When students feel accepted, valued, and connected, they are more likely to attend regularly, engage in learning, and succeed.

Using insights from last spring's **School Climate & Culture Survey**, we set district-wide and school-specific goals to improve students' sense of belonging. Here's a snapshot of our current status and goals for improvement:

Grades 3–5:

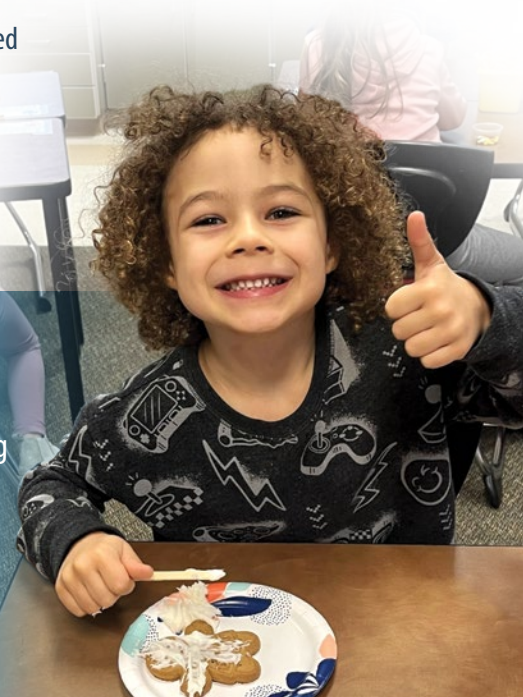
- Spring 2024 Result: 67% of students reported a positive sense of belonging
- **Spring 2025 Goal:** 70%

Grades 6–12:

- Spring 2024 Result: 42% of students reported a positive sense of belonging
- **Spring 2025 Goal:** 45%

Schools implemented a variety of strategies to help them meet their goals including: expanding clubs and interest-based activities, increasing student voice in school decisions, strengthening school-wide systems, creating opportunities for connection across grades and staff, positive greetings at classroom doors, staff book studies on increasing students' sense of belonging, and more.

Students, families, and staff recently completed the Climate & Culture Survey in early May this year. We are now reviewing the results to understand where growth has occurred and where continued focus is needed.



LOOKING AHEAD

We believe that by continuing to invest in **student attendance and belonging**, we are laying the groundwork for long-term academic growth and personal success. When students feel connected and supported, they're more likely to show up ready to learn, take risks, and thrive.

The momentum we've built is strong—and this is just the beginning.



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Want to stay up-to-date with all the latest happenings in the Monroe School District? Don't miss out—subscribe now to MSD Connected, our digital monthly newsletter! New editions are sent out at the end of each month, and they're packed with updates, stories, and important info you don't want to miss.



Questioning why you are you receiving this publication?

An estimated 70 percent of the residents within the school district do not have school-age children in Monroe School District. The purpose of this publication, therefore, is to let those members of the community know about the programs and activities taking place in their Monroe School District. This publication is not mailed using an address list. Instead, to greatly reduce the cost of postage, we use a bulk mailing process that has it delivered to every residential customer on each carrier's route.

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/Civil Rights Compliance Coordinator: Dan Johnston, 360-804-2539, johnstond@monroe.wednet.edu

Section 504/ADA Coordinator: David Paratore, 360-804-2609, paratored@monroe.wednet.edu

Title IX Coordinator: Cassandra Bunney, (360) 804-2532, bunney@monroe.wednet.edu

Title IX inquiries may also be directed toward the U.S. Department of Education, Office for Civil Rights (OCR): <https://www2.ed.gov/about/offices/list/ocr/index.html>

