



MONROE
SCHOOL DISTRICT

ANNUAL REPORT

TO THE COMMUNITY



MEASURING WHAT MATTERS 2025-26

BELONG. BELIEVE. ACHIEVE.



**JEREMIAH
CAMPBELL**

Director District 1
President Pro-Tem
Term Expires: 2027



**CHUCK
WHITFIELD**

Director District 2
*Instructional Materials
Committee Rep*
Term Expires: 2027



**MOLLY
BARNES**

Director District 3
*Board President &
Legislative Rep*
Term Expires: 2029



**JAMES
ETZKORN**

Director District 4
*WA Interscholastic
Activities Association Rep*
Term Expires: 2029



**JENNIFER
HENRIQUEZ-
BUMPUS**

Director District 5
Vice President
Term Expires: 2027

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,

After the February election that included our School Construction Bond and Education Levy, we invited community feedback to better understand perspectives and priorities.

We appreciate the time many of you took to share your input, and we'd like to provide an overview of what we heard and how it is shaping our next steps. This outreach reflects our ongoing commitment, as outlined in our strategic plan, to ensuring our community is meaningfully connected to our schools and engaged as valued partners in our work.

The Education Levy passed by a narrow margin, which will continue funding for essential programs, services, and staff that support our students every day for the next four years (2027-2030). Thank you to everyone who participated in this important decision!

Different types of measures have different approval thresholds under Washington State law. **Levies** require a simple majority (50% + 1) to pass, while **bonds** require a 60% supermajority.

The proposed School Construction Bond did not receive the approval needed to pass. As a result, we will not be able to move forward at this time with the proposed school construction, safety and security improvements, accessibility upgrades, modernization projects, and major maintenance work intended to ensure safe, adequate, and modern learning environments for our students.

WHAT WE HEARD FROM OUR COMMUNITY

Following the February election, we received feedback from 462 community members through a survey. Several clear themes emerged:

Communication & Awareness

- Many respondents felt well-informed overall, with social media, mailed materials, and the voter's pamphlet being the most common sources of information.
- There is strong interest in continuing current communication efforts, especially videos and email updates, while expanding opportunities for in-person and virtual engagement.
- Community members expressed a desire for clearer, more detailed financial information, including ongoing budget transparency.

Trust, Transparency & Decision Factors

- Trust in district leadership, perceived tax impact, and understanding of what funds would support were key factors (positively and negatively) influencing both bond and levy decisions.
- Many respondents indicated that support for future measures depends on increased transparency, clearer prioritization of projects, and stronger demonstration of fiscal responsibility.
- Some community members expressed concerns about past spending decisions and want clearer accountability before supporting new investments.

Facility Priorities

- There is broad agreement that district facilities need attention, particularly related to safety, security, HVAC systems, and modernization of older buildings.
- Sky Valley Education Center emerged as a major focus, with strong but mixed perspectives on how to address its needs. Many expressed concerns about the high number of out-of-district students who attend and do not contribute to local taxes for our district's facility needs.
- Community members emphasized the importance of addressing essential repairs and ensuring equitable investment across schools.

Cost & Scope of Future Measures

- Many respondents expressed concern about the overall cost of the bond and its impact on taxpayers, particularly given current economic conditions.
- There is interest in exploring more focused or phased approaches that prioritize critical facility needs before larger-scale projects.
- Suggestions included evaluating existing assets, considering lower-cost solutions, and clearly distinguishing between essential improvements and longer-term enhancements.

WHAT WE'RE DOING NEXT

In response to this community feedback, we are taking several steps to improve transparency, strengthen trust, and more clearly prioritize our work moving forward:

Increasing Communication and Transparency

We will increase communication about how district funds are used, including regular updates on Education Levy spending and budget decisions. We are also working to make financial information more accessible and easier to understand for our community. Existing resources, such as our **Community Guide to the Budget** and our **Budget Advisory Committee**, will continue to play an important role in this effort. These resources can be found here: www.monroe.wednet.edu/budget

Prioritizing Local Students in Facility Planning

While state funding follows students from their home district, we recognize the community's concern that local tax dollars should prioritize facilities for students living within the Monroe School District. We will be examining out-of-district student enrollment district-wide and we will be adjusting enrollment practices at Sky Valley Education Center to prioritize in-district students and limit enrollment of new out-of-district students.

Focusing on Critical Facility Needs

The School Board will continue discussions to identify and prioritize the district's most critical facility needs, with a focus on safety, security, and essential maintenance. We will also explore more cost-effective and phased approaches to address these needs in a way that reflects community feedback about affordability and scope. Community members are encouraged to review board meeting materials and watch recordings or attend upcoming meetings to stay informed.

Using Feedback to Guide Future Planning

We will continue using community input to guide future decisions, including how projects are prioritized, how funding proposals are structured, and how we communicate about both. Our goal is to ensure that future plans reflect clear priorities, strong fiscal responsibility, and the values of our community.

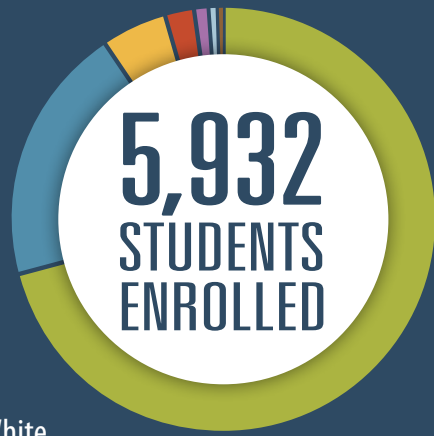
We are grateful for the continued engagement of our community and for the thoughtful feedback that helps shape our work.

While not all perspectives are the same, your input plays a critical role in helping us move forward in a way that best supports our students, staff, and schools. We remain committed to listening, improving, and working together to meet the needs of Monroe School District's students, in alignment with our strategic priorities around community partnership and responsible stewardship of resources.

Sincerely,

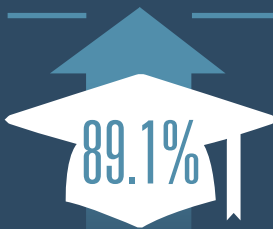
Shawn Woodward
Superintendent



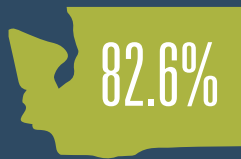


White	59.9%
Hispanic/Latino of any race(s)	26.3%
Two or more races	6.9%
Asian	4.8%
Black/African American	1.1%
American Indian/Alaskan Native	0.5%
Native Hawaiian/Pacific Islander	0.4%

78.7% Regularly Attend
14.5% Receive Special Education Services
15.3% Multilingual Learners
7.2% Highly Capable
8.3% Dropout rate



CLASS OF
2025, 4-YEAR
GRADUATION RATE



2024 WA STATE
AVERAGE
GRADUATION RATE

FOOD SERVICE

352,005 Meals Served
1,956 Average Meals Served Per Day
39.9% Students Qualify for Free Meals



TRANSPORTATION

89 Routes with **63** Buses
706,133 Total Miles Traveled Annually
4,587 Average Students Transported Daily



**Data in this report is from the 2024-25 school year end.*

2024-25 DISTRICT FINANCES



REVENUES = \$108,764,459.61

State Dollars \$85,204,390.76 = 78.34%	Federal Dollars \$3,963,787.77 = 3.64%
Local Dollars \$18,948,726.48 = 17.42%	Other Sources \$647,554.60 = 0.60%

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



EXPENDITURES = \$111,787,106.57

Teaching & Learning Support \$80,526,448.01 = 72.04%	District Support \$4,170,852.68 = 3.73%
School Administration \$6,731,579.38 = 6.02%	Other Support \$3,960,932.15 = 3.54%
Maintenance & Operations \$6,563,242.21 = 5.87%	Food & Nutrition Services \$2,315,329.20 = 2.07%
Transportation \$5,635,480.46 = 5.04%	Utilities \$1,883,242.48 = 1.68%

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

MONROE HIGH SCHOOL OPENS DOOR TO MEDICAL CAREERS WITH NEW CNA PROGRAM



Monroe High School is expanding opportunities for students with the launch of a Certified Nursing Assistant (CNA) Program beginning in the 2026–27 school year.

This exciting new program **supports our strategic goal of ensuring every student graduates ready for their future**, including pathways to high-demand, livable wage careers. For students interested in healthcare, the CNA program offers a meaningful opportunity to gain real-world experience and earn an industry-recognized credential before leaving high school.

A Direct Pathway into the Medical Field

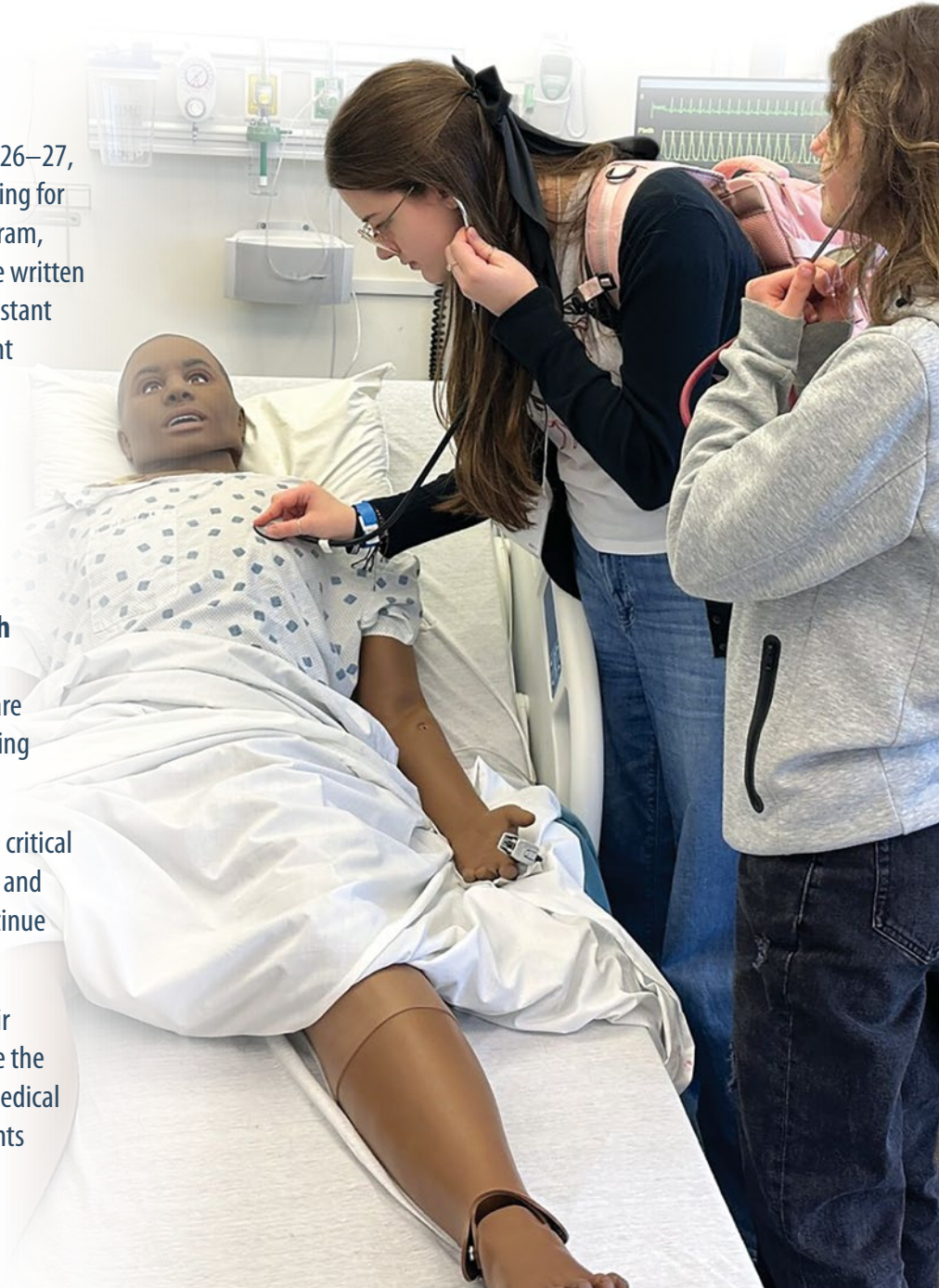
Open to students entering 11th or 12th grade in 2026–27, this hands-on program provides foundational training for careers in healthcare. At the conclusion of the program, students will have the opportunity to take the state written and skills exams to earn their Certified Nursing Assistant (CNA) certification, qualifying them for employment immediately after graduation.

Local Partnership, Real-World Experience

We're also proud to partner with **EvergreenHealth Monroe** to enhance this program. Through this collaboration, students will complete their acute care clinical rotations right here in our community, gaining invaluable experience in a real hospital setting.

This hands-on training with acute care patients is a critical step in preparing students for careers in healthcare and sets them apart as they enter the workforce or continue their education.

We are grateful to EvergreenHealth Monroe for their partnership and commitment to helping us prepare the next generation of compassionate, highly skilled medical professionals. We look forward to seeing our students thrive in this exciting new program.





OUR TEACHERS

344

NUMBER OF CLASSROOM TEACHERS

13.1

AVERAGE YEARS OF TEACHING

75.3%

TEACHERS WITH AT LEAST A MASTER'S DEGREE

8.7%

NATIONAL BOARD CERTIFIED

19

AVERAGE CLASS SIZE

VIEW OUR STRATEGIC PLAN IN ITS ENTIRETY

www.monroe.wednet.edu/strategic-plan



GOAL 1

All students are ready for their future.

The percentage of our **students entering kindergarten ready** in all six areas of development and learning as measured by the WaKids assessment **increased by 7.2%** from the 2024-25 to the 2025-26 school year.

Our four-year **high school graduation rate increased by 3.2%** from the 2023-24 to the 2024-25 school year.



GOAL 2

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

The percentage of students who had **fewer than two absences per month**, on average, **increased by 11.5%** over the last three years.

In the 2025–26 school year, Monroe High School introduced **girls flag football**, with 43 participants, including 11 who were competing in a high school sport for the first time.

The percentage of students in grades 6–12 who reported feeling a **sense of belonging** at school as measured by the spring Student Climate & Culture survey **increased by 5%** from the 2023-24 to the 2024-25 school year.



GOAL 5

We effectively utilize resources and demonstrate transparent fiscal responsibility.

Community use of district facilities has increased by 74% since 2023, adding the equivalent of nearly 80 more hours of reserved, fee-based access per week for local organizations and families.

EARLY READING GAINS SHOW PROGRESS FOR OUR YOUNGEST LEARNERS

We are seeing encouraging gains in our students' early reading skills following this year's districtwide implementation of a new phonics curriculum in kindergarten through second grade.

Learning to read is one of the most important things students do in school. When children become strong readers early, it helps them succeed in every subject that follows. This year, we are prioritizing strong reading foundations so all students can build the skills they need for long-term success.

A Research-Based Approach to Teaching Reading

Over the past two years, some of our K–2 classrooms have been using a phonics program called UFLI Foundations, which helps students understand how letters and sounds work together to form words.

The program is grounded in research on how children learn to read and supports students in building key skills like recognizing sounds, connecting them to letters, and reading and spelling with confidence.

After strong results in pilot classrooms, the Monroe School Board approved UFLI Foundations for use in all kindergarten through second-grade classrooms beginning this school year.

How We Measure Student Progress

Our schools use a program called i-Ready to track student learning in reading and math in grades K–8. Students take the i-Ready reading assessment several times each year. The results help teachers see what skills students already know, identify where students may need extra support, and track growth over time. This information helps teachers adjust their lessons so they can better meet students' needs.

Encouraging Early Literacy Gains

Results from the most recent i-Ready reading assessment show positive progress in almost all early reading skills compared with last year. Across kindergarten through second grade, more students are performing at or above grade level in important reading areas, such as hearing sounds in words, recognizing common words, building vocabulary, and understanding what students read.

i-Ready Reading Assessment Results

Percent of K–2 students placing at or above grade level standards, Winter 2025 compared to Winter 2026

	KINDERGARTEN		1ST GRADE		2ND GRADE	
	2025	2026	2025	2026	2025	2026
Phonologic Awareness	20%	24% ↑	42%	46% ↑	87%	89% ↑
High-Frequency Words	34%	34%	39%	44% ↑	38%	49% ↑
Phonics	35%	35%	37%	40% ↑	37%	41% ↑
Vocabulary	32%	34% ↑	26%	25% ↓	25%	27% ↑
Comprehension (Overall)	54%	55% ↑	23%	29% ↑	21%	25% ↑
Literature	50%	57% ↑	26%	29% ↑	23%	29% ↑
Informational Text	53%	55% ↑	26%	27% ↑	24%	25% ↑

Building a Strong Foundation for Future Learning

When students learn to read well in the early grades, they are better prepared for everything that comes later in school. Strong reading skills help students take on more challenging work across all subjects as they move through each grade. Over time, we expect these gains to result in more students learning at or above grade-level standards throughout elementary, middle, and high school.

This year's progress reflects the impact of research-based teaching and the dedication of Monroe's educators.



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WHY AM I RECEIVING THIS PUBLICATION?

Approximately 70% of residents within the Monroe School District do not have school-age children. This publication is designed to keep all community members informed about the programs, opportunities, and activities happening in our schools.

To reduce mailing costs, this newsletter is distributed through a bulk mailing service and delivered to every residential address along each carrier's route, rather than using a specific mailing list.

Photo credit: Striped Hat Photography

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Stay up to date on what's happening in Monroe School District by subscribing to MSD Connected, our digital monthly newsletter! You'll get new editions delivered straight to your inbox twice a month, filled with updates, stories, and important information you won't want to miss!

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@MonroeWAschools

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

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

ADA and Title IX Coordinator: Cassandra Bunney, (360) 804-2532, bunneyc@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>