 #345  
**Seaman**  
School District  
*Learning Without Limits*

# 2021 ANNUAL REPORT





# BOARD OF EDUCATION



Frank  
HENDERSON JR.



James  
ADAMS



Michelle  
CAUDILL



Donna  
MCGINTY



Kyle  
MCNORTON

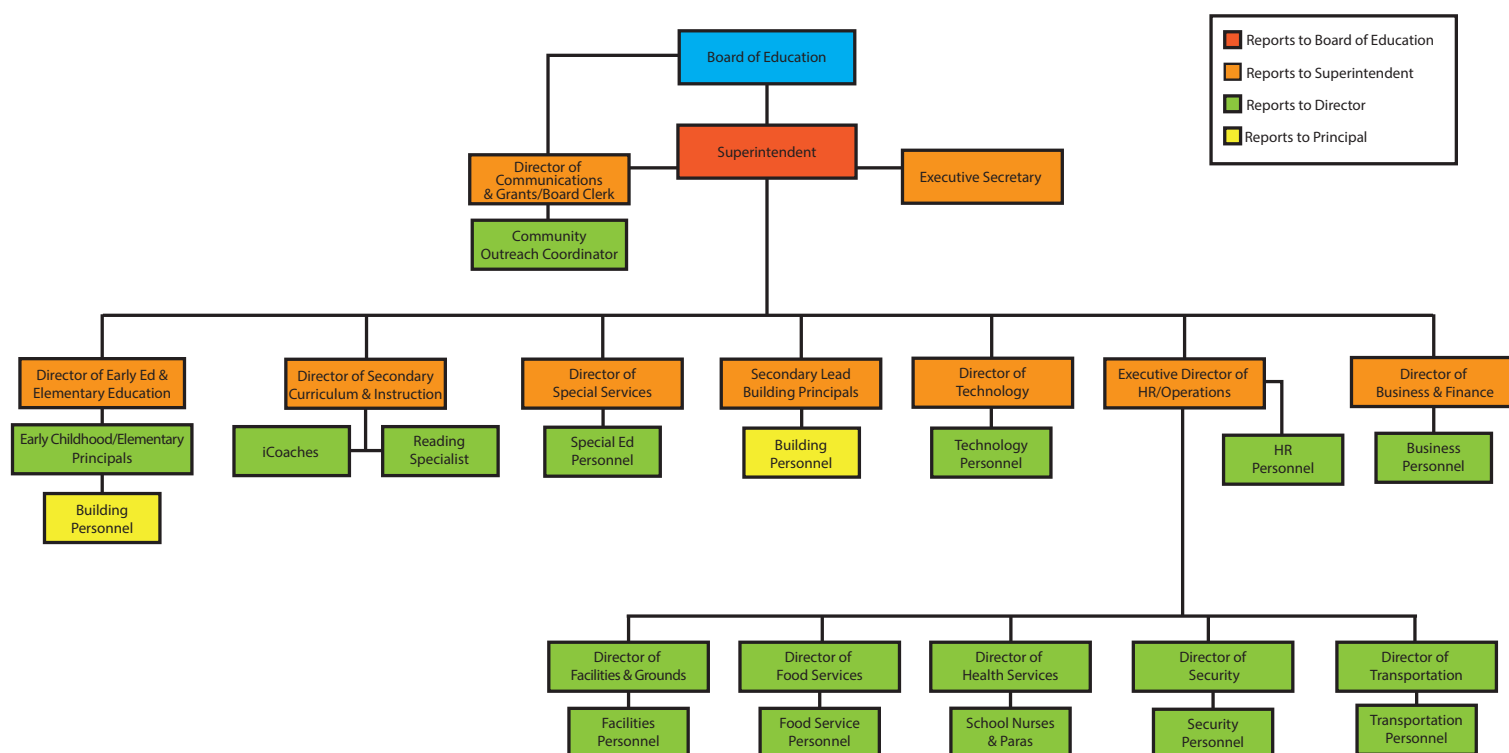


Chris  
TRAVIS



Christy  
WEILER

# ORGANIZATIONAL CHART



# IN THIS REPORT...

<b>KESA Accreditation Executive Summary .....</b>	<b>1</b>
<b>Budget Trend Report.....</b>	<b>9</b>
<b>Enrollment Trend Report.....</b>	<b>12</b>
<b>Staffing Trend Report .....</b>	<b>15</b>
<b>Teaching and Learning Trend Report .....</b>	<b>24</b>
<b>Accomplishments by Department.....</b>	<b>30</b>



# Accreditation Summary

**Date:** 07/12/2021

**System:** D0345 Seaman (0000)

**City:** Topeka

**Superintendent:** Steve Noble

**OVT Chair:** Susan Danner

## Executive Summary/AFI

---

1. Compliance areas are **assuredly** addressed.

### ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

2. Foundational areas are **assuredly** addressed.

### ARC Comment

#### TIERED FRAMEWORK OF SUPPORT

The system has moved from a CiT3 to a TASN model of support. All buildings have master schedules that support built-in intervention time at all levels Early Childhood - 12. Data routines/protocols are in place and have been systematized. Instructional coaches and content area teachers analyze data regularly. Directors of education and building administrators routinely review and analyze all data that is collected. PLC and collaboration are implemented at each level and in each building to analyze student data and identify students for tiered intervention support at all three tier levels.

#### FAMILY, BUSINESS, AND COMMUNITY PARTNERSHIPS

Seaman has strong partnerships with families, businesses and their community. Since their first year in this KESA cycle the High School has added a Career and Tech Education Business Advocacy Council to assist in providing career partnerships for the students. In response to some pressing topics in the community, Seaman has sponsored "community conversations" which are opened to the public and engage the community and keep them informed of happenings in the district.

#### DIVERSITY, EQUITY, ACCESS

Thirty-four high school students are now part of the Equity Action Network (EAN) which was developed in the Fall of 2020. Their goal is to assist the district with the responsibility of ensuring equitable and fair education to all students. At the preschool level, children 3-5 years old, the percentage went from 16.36 % to 64.47%, due to the change in moving to an integrated preschool model. LRE for students ages 6-21 increased from 64.02% to 76.08%. Additional emphasis has been placed on equity and inclusion through the development of LGBTQ clubs and curricular programming that now includes Spanish for Heritage Speakers.

#### COMMUNICATION AND BASIS SKILLS

A variety of tools have been implemented to improve communication including a Schoology and SeeSaw. Project Lead the Way, a curriculum which promotes engaging, hands-on learning and the development of skill students need to thrive, was implemented in grades K- 12.

#### CIVIC AND SOCIAL ENGAGEMENT

The Civic Engagement Club was established in the Fall of 2019 at the high school. This group has written and presented bills at their Senate House. To foster civic engagement, the district has Student Councils or student advisory groups in place at the building and district levels. Eligible high school students received support in becoming registered voters. Transportation was provided for those wanting to vote in 2018.

#### PHYSICAL AND MENTAL HEALTH

USD 345 elementary schools created wellness rooms in the 2017-18 school year which were designed for student regulation needs, and have now been expanded to staff. These rooms allow staff and students to go to these room and 'take a break' from something that may be stressful to them for a short period of time. There are mental health teams the monitor SEL and streamline meetings/services with families and community agencies at building and the district level. Seaman has created a Bullying Prevention Plan and a Suicidal Protocol so their staff know how to consistently address concerns.

#### ARTS AND CULTURAL APPRECIATION

Arts and cultural appreciation are a strength for Seaman Schools. Evening art events began during the 2019-20 school year and are offered at the high school by the art department which is an opportunity for local artists to engage with the students. Math nights at the elementary building have been enhanced to STEAM Nights (2018-19) which gives families an opportunity to see students showcase some of their work in the areas of science, technology, engineering, art and mathematics. Sixth grade orchestra has added a second class to meet the needs of all the students who want to participate.

#### POSTSECONDARY AND CAREER PREPARATION

Seaman has a comprehensive program that allows students to evaluate their options for postsecondary success. Resources students use to explore these areas include counselors, career and college advocates, Xello, and program planning guides. The high school currently has 24 different career pathways. Student led conferences are now being held at the high school and the middle school. Over the last 4 years junior and senior students have been able to participate in a career internship program to include job shadowing.

3. Evidence is **assuredly** documented that **Goal 1 (Rigor)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

USD 345 is dedicated to increasing the rigor of instruction through strategic analysis of specified measures. Each building level (Early Childhood, Elementary, Middle, High School) has an individualized goal to support the area of rigor. Assessment tools were identified and used for analyzing student progress. This data was used for tailoring instruction to the individual needs of all students, which was reviewed through strategic professional learning communities ensuring that all teaching staff were involved with and dedicated to the improvement process. Shared assessment data results indicated that progress was made and students demonstrated success as a result of district measures.

Results: Systematized practices have been implemented at all levels for collecting, analyzing, and acting upon data. The system noted specific academic improvements and goal attainments, which are attributed to their continuous improvement efforts, yet also expressed a need to improve certain core curriculum materials in specific grades in order to see continued improvement in the future. State assessment results indicate that the system has maintained their outcome levels throughout the process. Local data indicates that some improvement occurred during the five-year process at all levels with the expected drops during and following the pandemic. Still, the strategic process in place coupled with the projected adjustments in core instructional materials should result in a continued growth and improvement.

4. Evidence is **assuredly** documented that **Goal 2 (Relevance)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

It is clear that the overarching goal for the district was to improve the relevance of instruction for students by using data to improve intentionality and effectiveness of the selected programs and pedagogy. Each building level (Early Childhood, Elementary, Middle, High School) has an individualized goal to support the area of relevance. These goals range from the establishment of a system for evaluating the effectiveness of the implemented structures and practices at the Early Childhood level to student-led learning models and personalized learning through the use of Xello/Career Cruising at the Secondary Level, thereby ensuring effective, individualized learning outcomes.

Results: increased collaboration time, SEL training, institutionalized data sharing, and the establishment of routinized forms are all signs of progress. At the middle school level, blended learning, Schoology, and video conferencing were all used to show increased communication. The high school made good use of Xello, Career Life Planning, student-led conferences, and the opportunity to engage in more Career Pathways to increase relevance and show progress.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long-term sustainability have been created and or updated.

#### **ARC Comment**

Seaman has established multiple systematic philosophies and procedures to ensure sustainability of their progress. Building Leadership Teams have been created across the district to analyze data, make instructional decisions, and gauge progress on their goals. In addition, substantial time has been set aside for collaboration, professional learning, and family engagement strategies. The MTSS structure has been integrated district wide and a variety of assessments are being used to determine student progress. These areas include tiered instruction, behavior, social emotional learning, physical health, and family engagement. The district has been creative in allocating funds and resources to maintain progress and create innovative ways to achieve goals. Specific examples include hiring intervention teachers, social workers, a PreK administrator, and establishing a tutoring program. They have also dedicated funds and time for training to support their programs and purchase technology. Their plan is student centered and aligns well with all state standards and initiatives. It is impressive how the district has managed to actively support system wide initiatives and processes while maintaining the individuality of each grade band and building. Specific examples of this include the integrated PreK program, the MTSS structure at the elementary level, Viking Time at the middle school level, and the eight-period schedule as well as Career Life and Planning at the high school level. In addition, the Title I buildings in the district have created intervention teachers and after school tutoring programs. Based on the evidence, the Seaman school district is well on its way to sustaining the progress they have made over the course of this KESA cycle.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

#### **ARC Comment**

System effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan coupled with a systematic plan and the structures in place to support the continual sustainability of the implemented plan.

## **Board Outcomes**

### **Social-Emotional Growth**

USD 345 utilizes the Kansas Communities that Care (KCTC) and the Student Risk Screening Scale - Internalizing and Externalizing (SSRSS-IE) to measure social- emotional growth in their district.

Positive results have been reflected in the participation rate in the KCTC surveys as they have witnessed an increase from 70.35% to 73.2% from year 1 to the present. Additionally, positive school climate has seen an increase of 3.3% from 60% to 63.3% in the same time period. When analyzing the data the Seaman school district noted a decrease in alcohol, drugs and cigarette usage but they have noticed an increase in vaping. Although many positives have been noted in their data they are also continuing to monitor their suicide related data as it has risen since the first year and continues to be higher than the state average.

On the SRSS-IE the goal of reaching 80% of the students in the green category has been met for the externalizing category every year as demonstrated in the spring screening data.

### **Kindergarten Readiness**

The Seaman school district continues to make Kindergarten Readiness a priority and as such they have seen gains in this area. On the ASQ -SE2 and the ASQ-3 the district has noted increased parent completion from 89.80% in 2018 to 91.58% in 2020. Along with this increase in participation rate they have witnessed an increase in parents voicing no concerns on the ASQ-SE2 from 89.52% to 90.63%.

The goal of the district is to have 80% of their parents voicing no concern on the ASQ-3 questionnaire. This goal was not achieved in 2020 and as a district they continue to look for ways to meet the needs of their community in order to ensure all students are ready for Kindergarten.

### **Individual Plans of Study**

USD 345 has implemented Xello at both the middle school and high school levels. At the middle school the purpose of the IPS is to support student interests, instructional choice and post-secondary awareness. At the High school Career and Life Planning time is built into the master schedule. All freshmen students complete a Success 101 course (college and career readiness and exploration). Students in grades 10-12 are assigned a College and Career Advocate that they meet with once a semester. Additionally, internship programs, career fairs, and the implementation of the AVID program all give students opportunities to gain postsecondary awareness and skills. Over 60+ students from Seaman take advantage of Washburn Tech and the Washburn CEP program's duplicated enrollment of 650-700 students exceeds 2000 hours each year.

### **High School Graduation Rate**

USD 345 graduation rate has fluctuated over the last five years, but over the course of this KESA cycle they have witnessed an increase from 93.2% to 94.2%. Graduation rates: 2020 - 94.5%, 2019 - 91.6%, 2018 - 93.2%, 2017 - 95.5%, 2016 - 93.9%. A six year average of 20.5 students did not graduate on time, but the good news is that many students did graduate in the 5th year.

## Postsecondary Success

USD 345 has had an increase in its Postsecondary Success Rate when looking at the data from 2014 to 2018. In 2014 the effectiveness rate was 49.4 and in 2018 it was 51.4. The highest post secondary effectiveness was recorded in 2017 when it was at 53.8. In addition to this data set Seaman High School has over 50% of their students complete at least 1 dual credit course prior to graduation. They also have 60+ students enrolled at Washburn technology and 3-5% of their population joins the military upon graduation.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

### ARC Comment

The Seaman School District has rich partnerships with many different stakeholder groups. One way in which they reach out to stakeholder for input is through the use of surveys. They use surveys to get feedback from teachers, students and families. Some of the surveys that they use are the TASN Family Engagement Survey, TASN staff survey about their MTSS, Kansas Communities that Care and the Ready to Reopen Survey. The high school uses additional surveys, such as Graduate Follow-Up by Faculty and Seaman District Survey. The district uses all its survey data to make decisions about how to best support its students. As a result of some of this data, the district realized that they have a need to address equity concerns, so they created the Equity Action Network. This group is made up of students and staff and they work to address equity concerns across the district. Throughout the KESA cycle, the OVT has had the opportunity to meet with site council groups that consisted of students and community members. During their year 5 OVT visit, they had three school board members in attendance and they actively participated in the meeting. It is clear that the district has been intentional about sharing information from their KESA cycle and progress toward their goals with the Board of Education.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

### ARC Comment

It was reported that USD 345's desire to change and improve were evident by their responsiveness to the feedback given to them by the OVT. Seaman's leadership team embraced the feedback that was given to them and they adjusted their processes when relevant based on the feedback they were given. Through probing questions, the OVT was able to help them identify areas for improvement which led them to additional analysis of data, helping them to see their progress from a different vantage point.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

### ARC Comment

The members of the leadership team for USD 345 worked together to identify the needs of their system and they created goals that were relevant and timely based on feedback from all stakeholders. Adjustments were made throughout the process as needed, but these adjustments were especially evident in their response to the COVID-19 pandemic. The work of the system continually demonstrated a unified effort to focus on the identified goals with a student-centered focus.

The leadership team was well prepared and provided presentations to the OVT team and participated in reflective discussions and proactive planning for next steps. Presentations were thorough and highlighted the use of data and gathered evidence throughout the individual years and the overall cycle to determine progress and next steps in a continuous drive for improvement. The effective collection and analysis of data was evident throughout the cycle.



As the system reaches closure with this cycle, they are well prepared and able to plan for a new cycle using the lessons they have learned throughout the process. They are in a great position to continue building on their established momentum to reach their goals and improve on the state board outcomes.

## ARC Recommendation

---

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

### Justification

The system has very intentional goals tailored to each building-level with a detailed plan for achieving their goals ensuring that systemic improvement is applicable at each level. There has been a strategic implementation of data analysis that led to individualized instruction improving both the rigor and the relevance of instruction. Seaman has been very responsive to the observations and suggestions of their OVT demonstrating a true dedication to the accreditation process.

### Strengths

There appear to be several areas of strength for this system as noted by the OVT. USD 345 has a strongly defined commitment to the MTSS framework and the integration of data through data-based decision making in all areas of the district (PreK-12, content areas, initiatives, etc.). Additionally, stakeholder input-surveys provided students, parents, and community members a crucial voice in the plans and adjustments of the district. Finally, the system has made a true commitment to post-secondary preparations through rigorous academic programs, systematic data analysis, systemic curriculum alignment process, and extensive pathway offerings.

### Challenges

It was state that through discussion with the OVT, the system acknowledged concerns pertaining to equity. In response, the district has created an Equity Action Network (EAN) to address student and community concerns around equity. Additionally, more participation in extra-curricular activities is a goal that the district communicated to the OVT. Finally, the Success Rate of USD 345 is at 54%, and the district would like to see this increase through the use of Individual Plans of Study and helping their students identify post-secondary goals. Similarly, the district should pay special consideration to their chronic absenteeism rate, which currently sits at 12.6%.



## Seaman USD 345

901 NW Lyman Rd, Topeka, KS 66608-1900  
(785) 575-8600  
www.seamanschools.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Steve Noble**

### District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth		★		
Kindergarten Readiness				
Individual Plan of Study				★
Academically Prepared for Postsecondary				★
Civic Engagement				★
High School Graduation				
Postsecondary Success				

### Demographics



3,886 Students

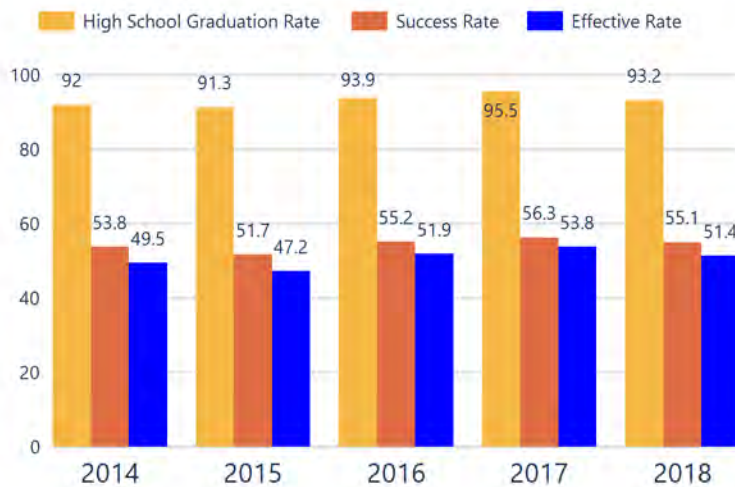
African American 2.65%  
Hispanic 8.90%  
Other 7.23%  
White 81.21%

### Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**93%**

Five-Year Success Avg

**54%**

Five-Year Effective Avg

**51%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**54.0 - 56.4%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**94.2%**

State:  
88.3

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$10,725**

State:  
**\$12,193**

**94.7%**

State:  
94.5

**12.6%**

State:  
13.9

[Click here for State Financial Accountability.](#)

**0.8%**

State:  
1.3



## District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

## ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.45	25.67	29.50	22.84	25.19	35.64	N/A	N/A	N/A
Level 2	41.11	35.39	32.89	40.60	37.40	30.23	N/A	N/A	N/A
Level 3	26.57	31.77	26.77	26.29	29.89	25.41	N/A	N/A	N/A
Level 4	8.85	7.15	10.81	10.26	7.50	8.70	N/A	N/A	N/A

## FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.54	37.08	41.53	33.43	35.36	45.49	N/A	N/A	N/A
Level 2	42.34	37.22	32.00	43.83	41.15	33.72	N/A	N/A	N/A
Level 3	19.94	23.23	18.76	19.31	20.95	16.86	N/A	N/A	N/A
Level 4	2.16	2.45	7.69	3.41	2.52	3.92	N/A	N/A	N/A

## STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	62.83	62.03	60.90	61.01	62.45	69.42	N/A	N/A	N/A
Level 2	28.37	25.08	27.06	28.81	26.27	19.00	N/A	N/A	N/A
Level 3	7.09	11.86	8.27	9.49	9.89	9.91	N/A	N/A	N/A
Level 4	1.68	1.01	3.75	0.67	1.36	1.65	N/A	N/A	N/A

## AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.90	48.78	50.00	44.44	45.71	47.05	N/A	N/A	N/A
Level 2	39.02	34.14	22.22	47.22	40.00	29.41	N/A	N/A	N/A
Level 3	12.19	14.63	27.77	5.55	14.28	11.76	N/A	N/A	N/A
Level 4	4.87	2.43	0.00	2.77	0.00	11.76	N/A	N/A	N/A

## HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.33	33.33	46.37	29.83	29.28	33.33	N/A	N/A	N/A
Level 2	46.06	39.54	31.88	44.75	42.54	32.14	N/A	N/A	N/A
Level 3	18.53	19.20	18.84	19.88	23.20	27.38	N/A	N/A	N/A
Level 4	5.05	7.90	2.89	5.52	4.97	7.14	N/A	N/A	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

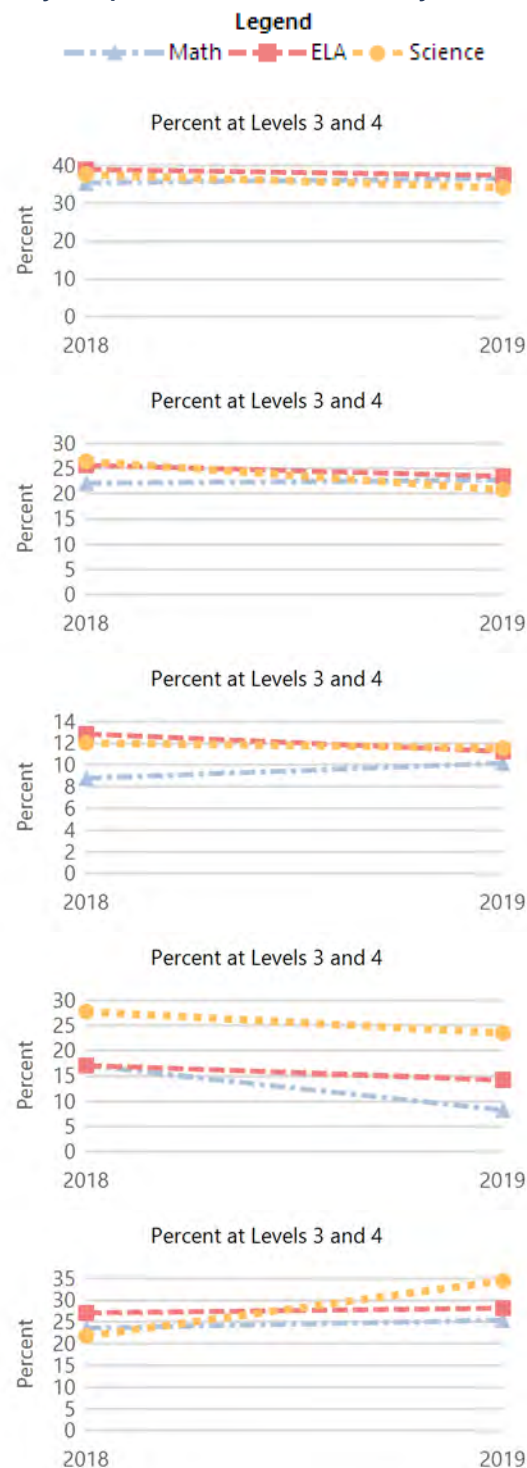
## ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



## Academically Prepared for Postsecondary Success

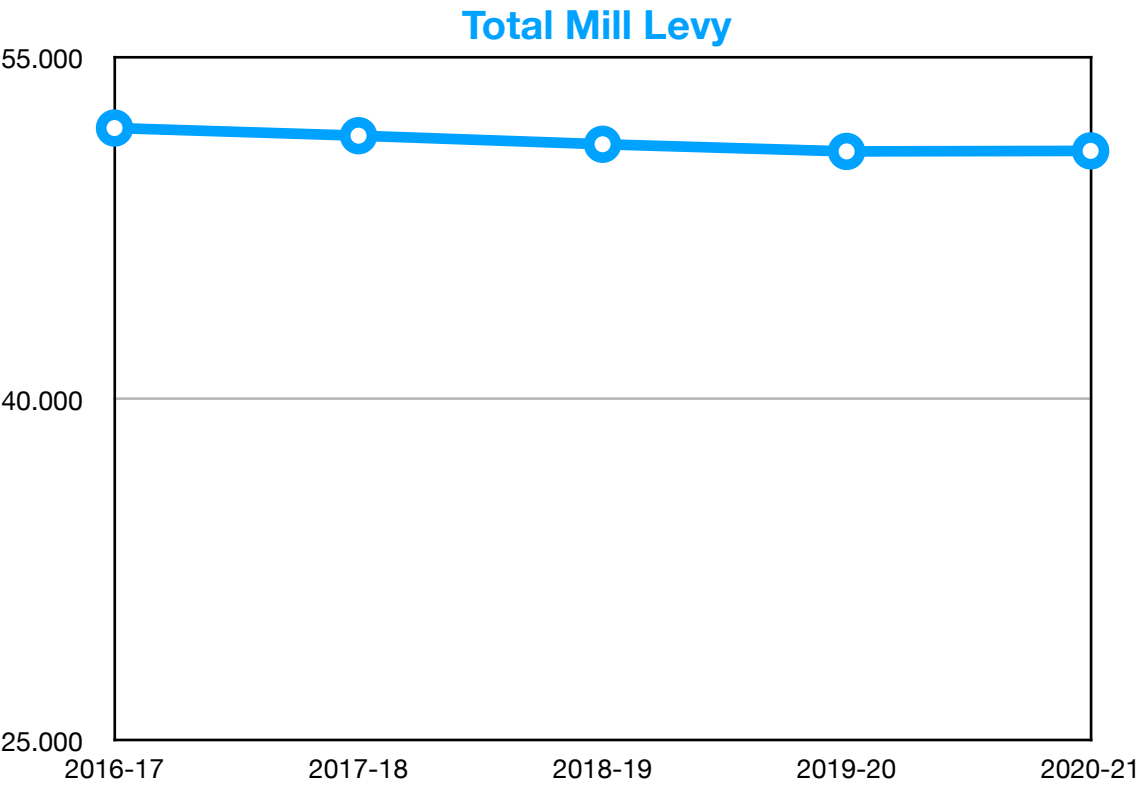
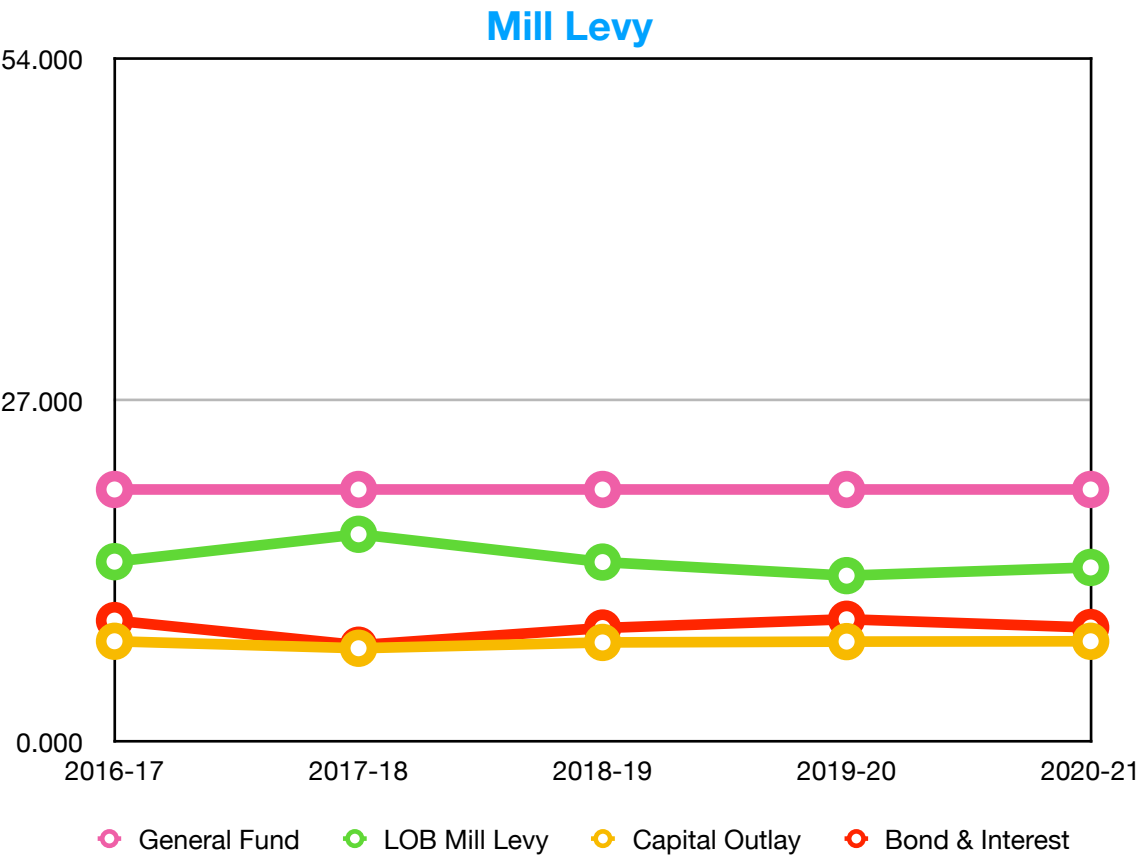


District 20.7

State 20.4

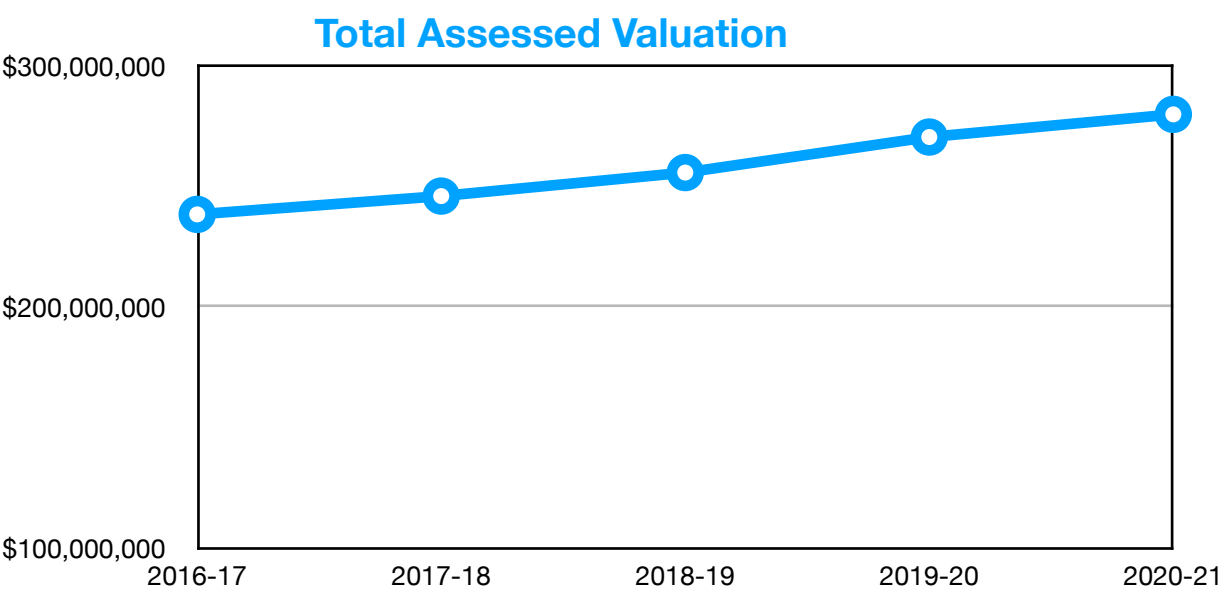
# Mill Levy

	2016-17	2017-18	2018-19	2019-20	2020-21
General Fund	20.000	20.000	20.000	20.000	20.000
LOB Mill Levy	14.293	16.457	14.261	13.188	13.837
Capital Outlay	8.000	7.448	7.908	7.973	8.000
Bond & Interest	9.636	7.688	9.047	9.741	9.088
Total	51.929	51.593	51.216	50.902	50.925



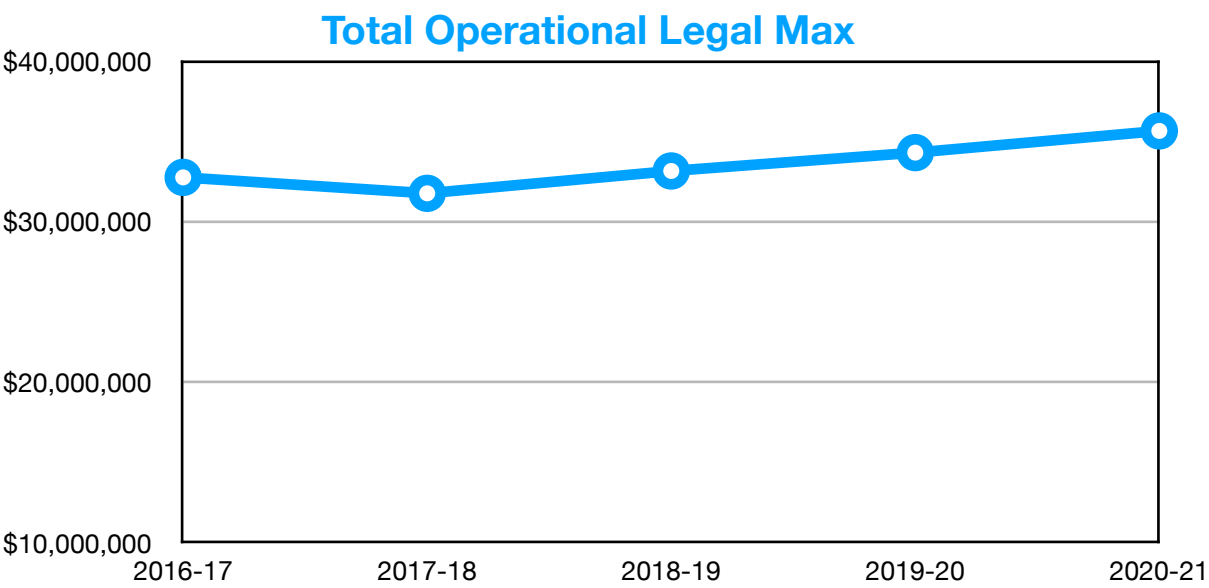
# Valuation

	2016-17	2017-18	2018-19	2019-20	2020-21
Assessed Valuation	\$238,418,163	\$246,004,507	\$255,758,225	\$270,491,249	\$279,886,811
Assessed Valuation per Pupil	\$65,297	\$63,615	\$66,586	\$71,257	\$74,956
Taxes per Mill	\$238,483	\$246,068	\$255,758	\$270,491	\$279,887



# Operational Legal Max

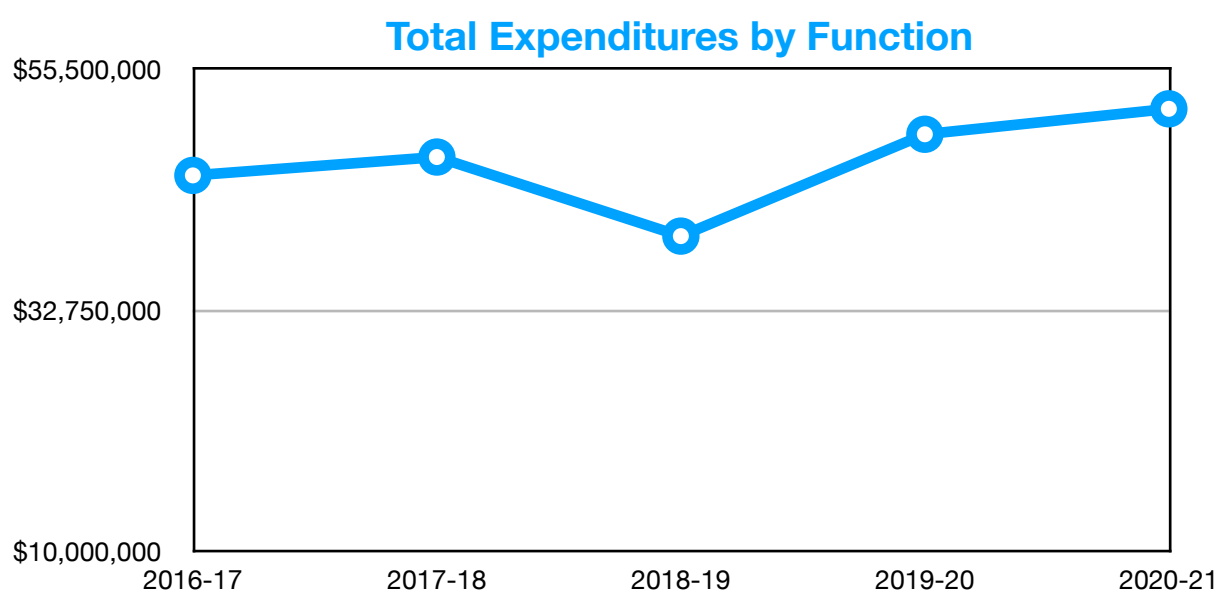
	2016-17	2017-18	2018-19	2019-20	2020-21
Adjusted Legal General Fund	\$25,270,559	\$23,879,941	\$25,137,350	\$26,243,455	\$26,961,134
Legal Max LOB	\$7,475,889	\$7,874,602	\$8,006,699	\$8,041,865	\$8,674,846
Total	\$32,746,448	\$31,754,543	\$33,144,049	\$34,285,320	\$35,635,980
Operational Revenue per Pupil	\$5,785.18	\$5,564.33	\$5,498	\$9,031.96	\$9,544





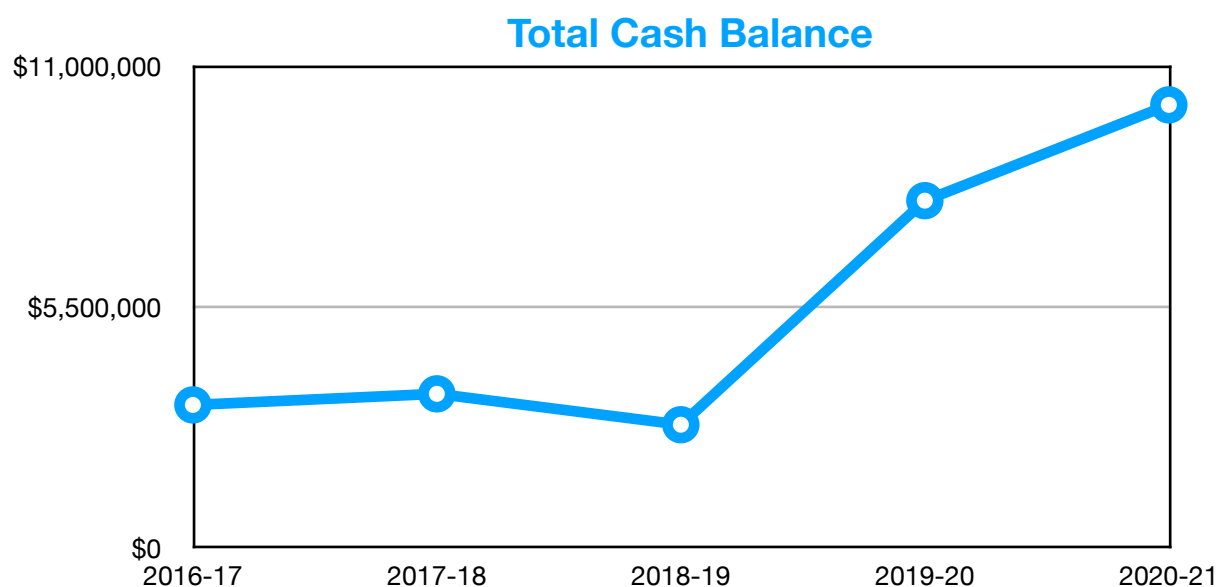
# Operating Expenditures by Function

	2016-17	2017-18	2018-19	2019-20	2020-21
Instruction	\$22,163,210	\$23,657,210	\$24,762,580	\$26,812,726	\$27,921,708
Student Support Services	\$2,654,250	\$2,895,557	\$3,348,346	\$3,487,871	\$3,618,185
Instructional Support Services	\$1,551,070	\$1,897,367	\$1,689,195	\$1,699,284	\$1,625,396
Administration & Support	\$3,583,067	\$3,627,473	\$3,880,288	\$4,278,099	\$4,141,699
Operation & Maintenance	\$3,604,720	\$3,828,380	\$3,643,548	\$4,195,216	\$3,997,860
Transportation	\$2,746,806	\$2,608,466	\$3,016,761	\$2,758,402	\$2,519,721
Food Services	\$1,837,096	\$1,815,263	\$1,807,899	\$1,755,580	\$1,547,067
Capital Improvements	\$3,047,382	\$3,208,174	\$2,356,880	\$589,077	\$1,697,507
Debt Services	\$4,304,435	\$3,679,170	\$4,040,416	\$3,807,922	\$4,661,497
Other Costs	\$8,947	\$17,533	\$12,864	\$0	\$57,239
<b>Total</b>	<b>\$45,500,983</b>	<b>\$47,234,593</b>	<b>\$39,768,522</b>	<b>\$49,384,177</b>	<b>\$51,787,879</b>



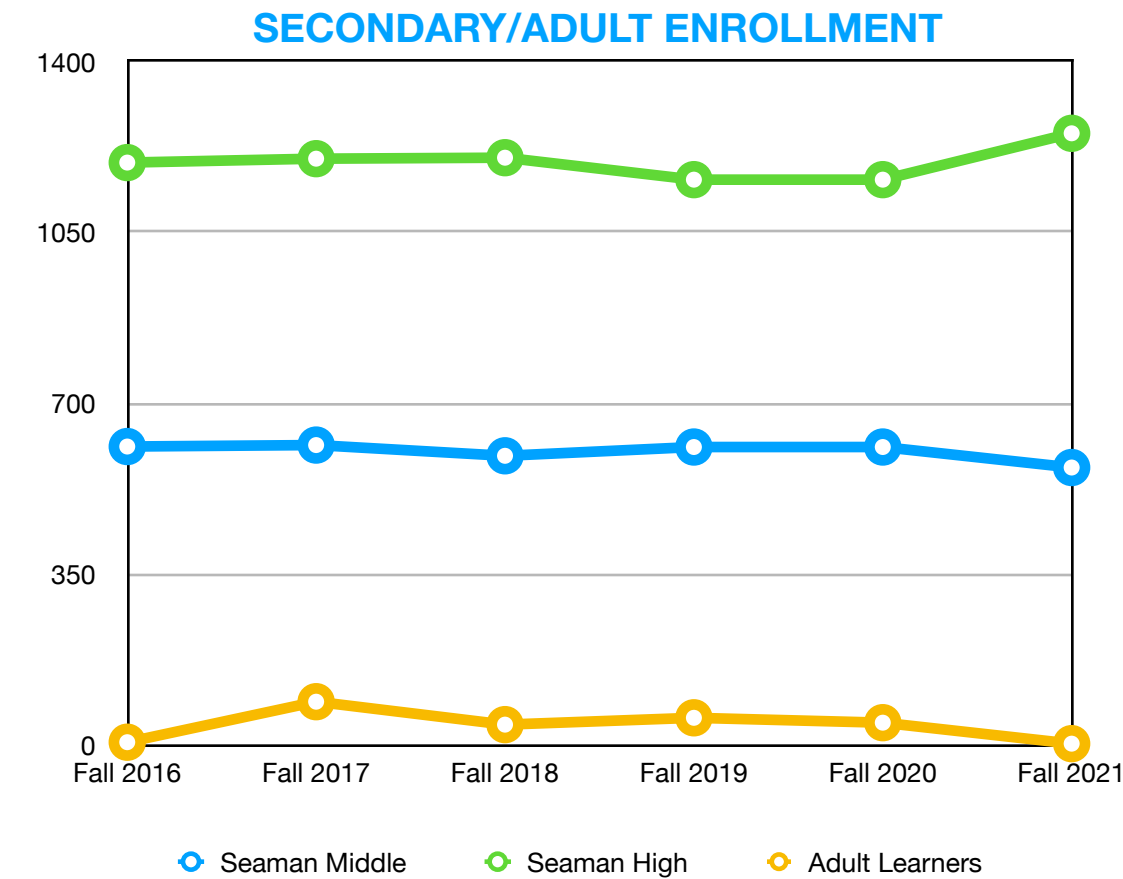
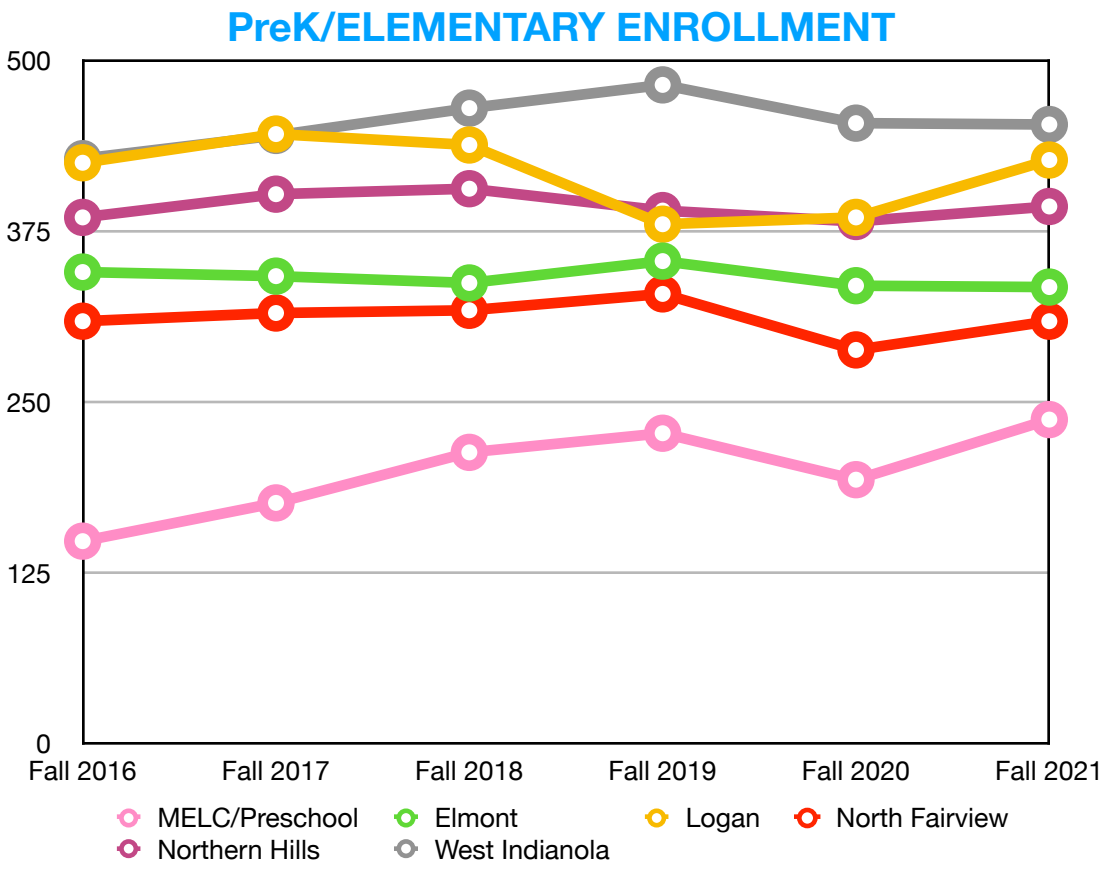
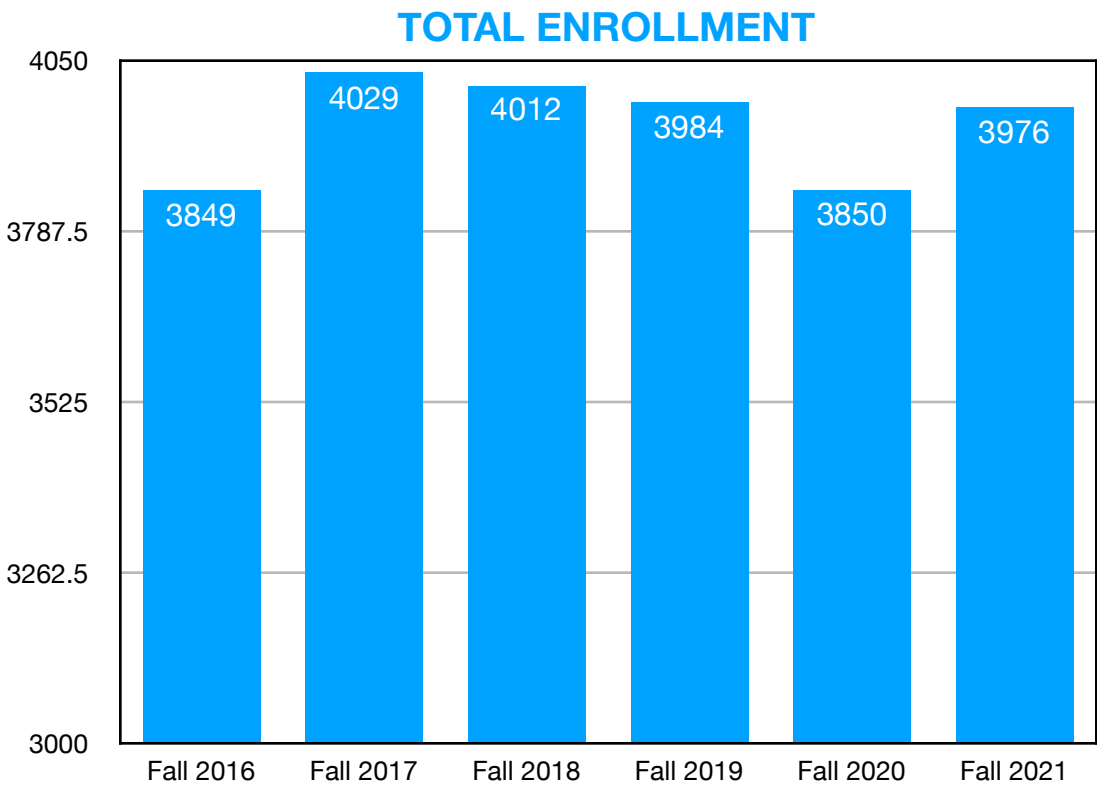
# Operating Cash Balances

	2016-17	2017-18	2018-19	2019-20	2020-21
Supplemental General (08)	\$245,845	\$207,024	\$271,005	\$253,965	\$305,860
Driver Training (18)	\$132,470	\$148,696	\$178,758	\$203,697	\$216,427
Professional Development (26)	\$5,370	\$5,370	\$0	\$3,017	\$0
Summer School (29)	\$63,958	\$69,776	\$46,091	\$40,395	\$38,110
Special Education (30)	\$2,821,907	\$3,092,005	\$2,322,068	\$2,453,063	\$3,991,513
<b>Total</b>	<b>\$3,269,550</b>	<b>\$3,522,871</b>	<b>\$2,817,922</b>	<b>\$7,932,255</b>	<b>\$10,118,878</b>



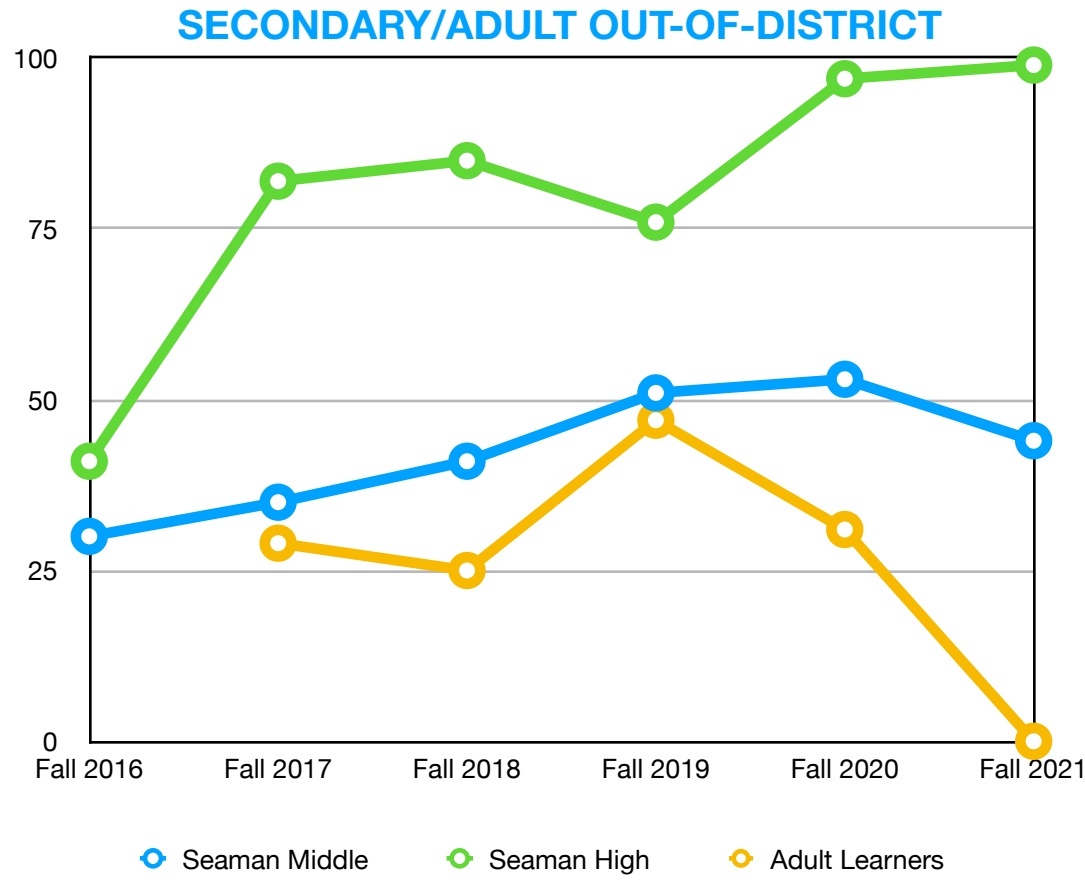
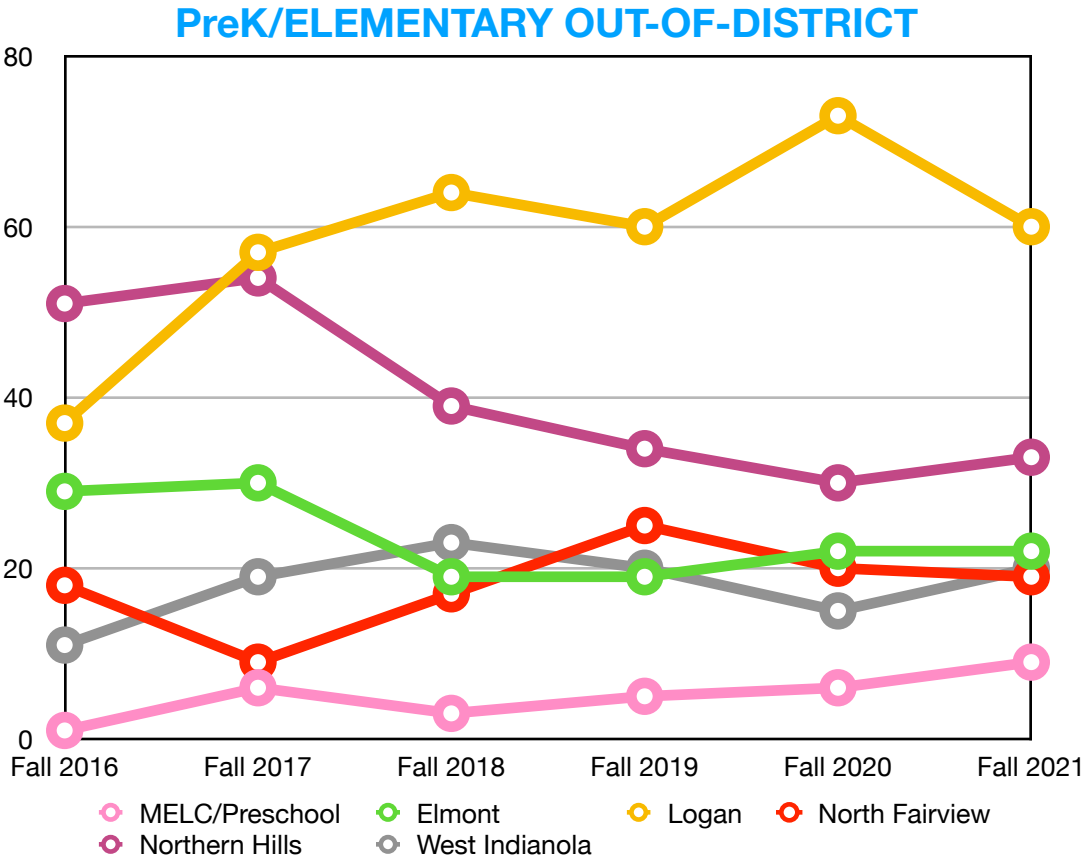
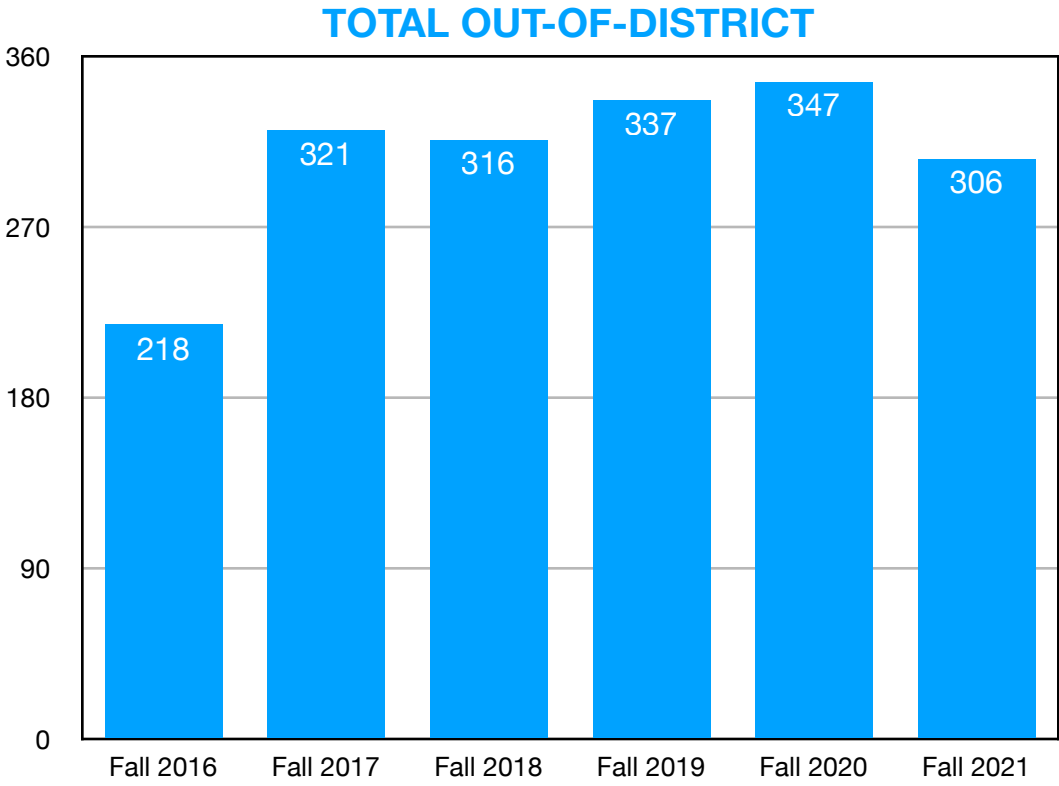
# ENROLLMENT

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
MELC/Preschool	148	176	213	227	193	237
Elmont	345	342	337	353	335	334
Logan	425	446	438	380	385	427
North Fairview	309	315	317	329	288	309
Northern Hills	385	402	406	390	382	393
West Indianola	428	445	465	482	454	453
Seaman Middle	611	614	592	610	610	568
Seaman High	1193	1201	1203	1158	1158	1253
Adult Learners	5	88	41	55	45	2
<b>Total (Sep. 20)</b>	<b>3849</b>	<b>4029</b>	<b>4012</b>	<b>3984</b>	<b>3850</b>	<b>3976</b>
KSDE Audited Headcount	3716	3913	3862	3818	3735	3724



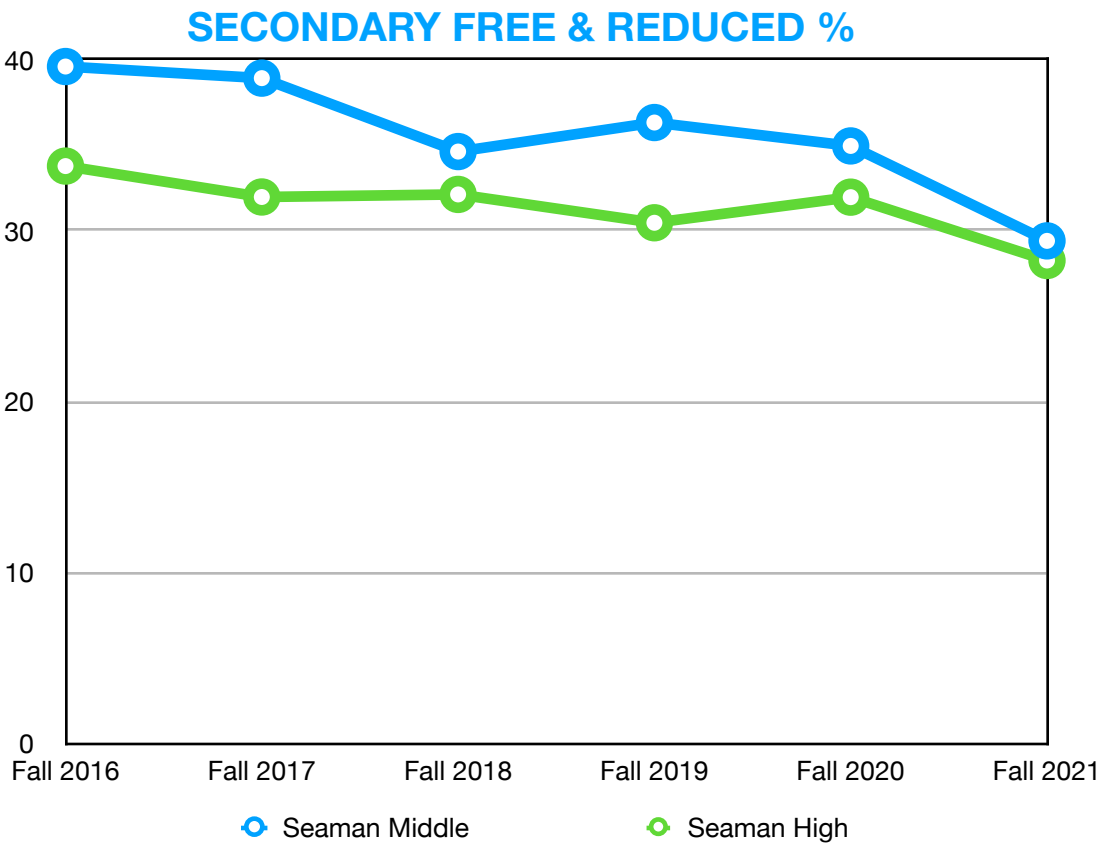
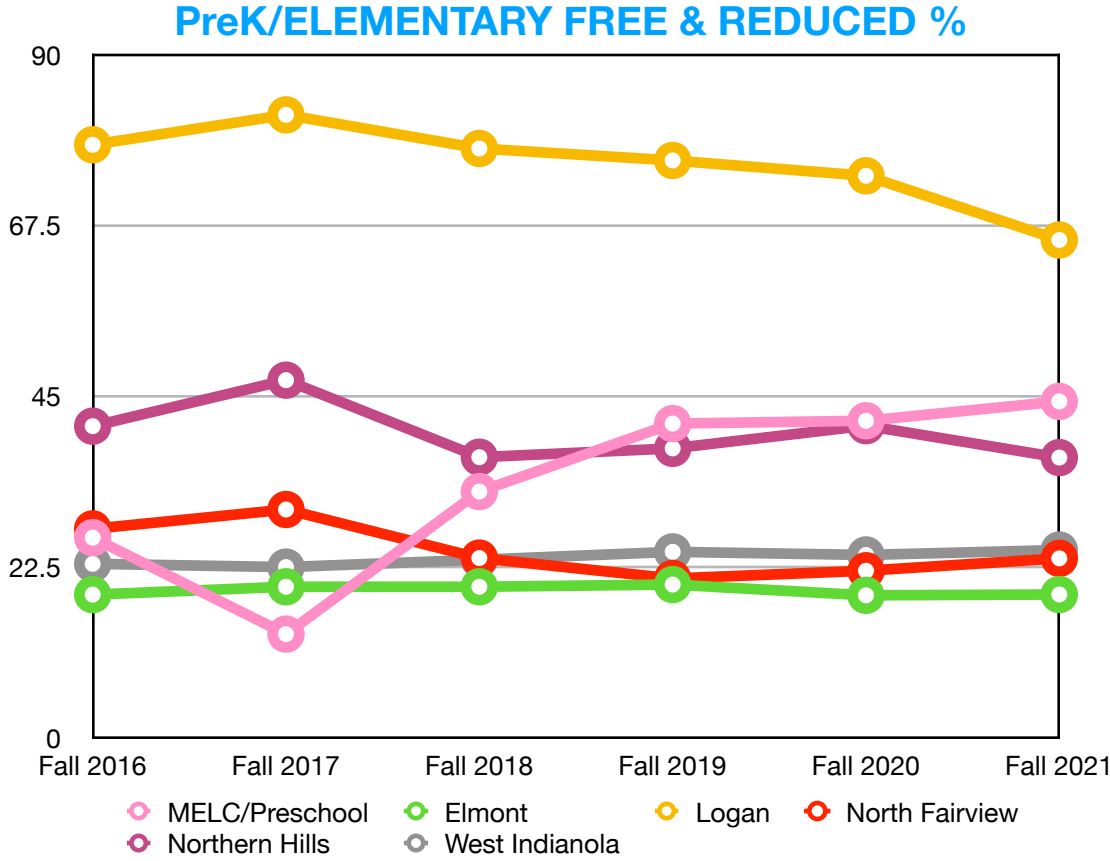
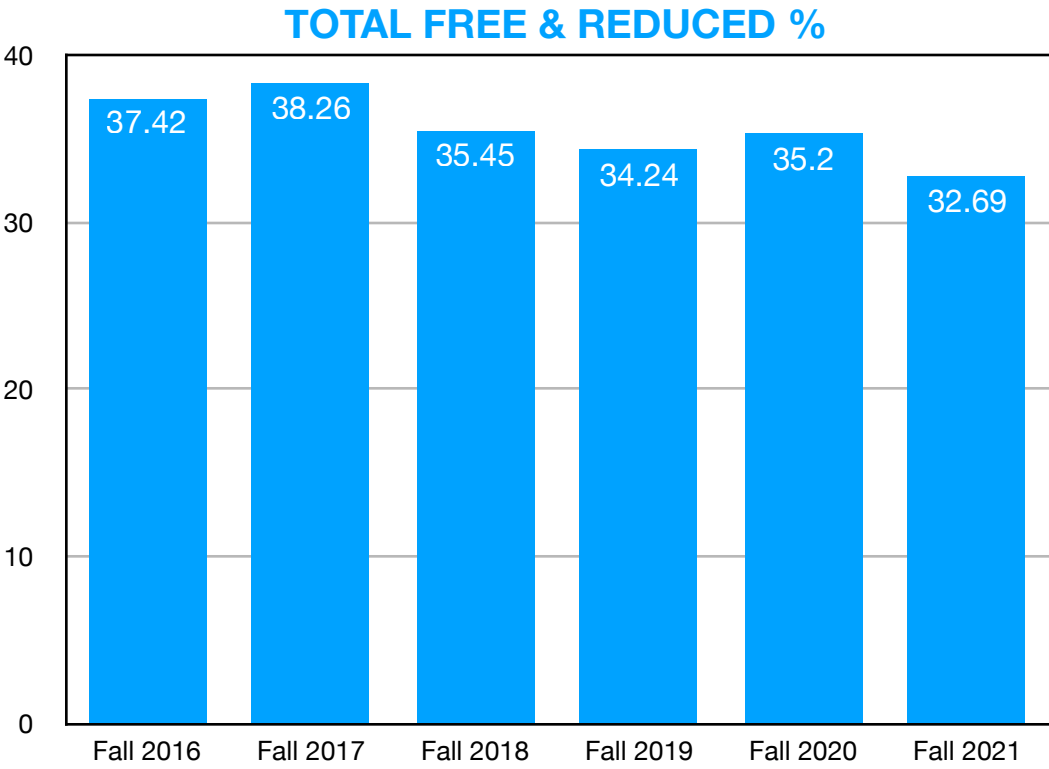
# OUT-OF-DISTRICT

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
MELC/Preschool	1	6	3	5	6	9
Elmont	29	30	19	19	22	22
Logan	37	57	64	60	73	60
North Fairview	18	9	17	25	20	19
Northern Hills	51	54	39	34	30	33
West Indianola	11	19	23	20	15	20
Seaman Middle	30	35	41	51	53	44
Seaman High	41	82	85	76	97	99
Adult Learners	NA	29	25	47	31	0
<b>Total</b>	<b>218</b>	<b>321</b>	<b>316</b>	<b>337</b>	<b>347</b>	<b>306</b>



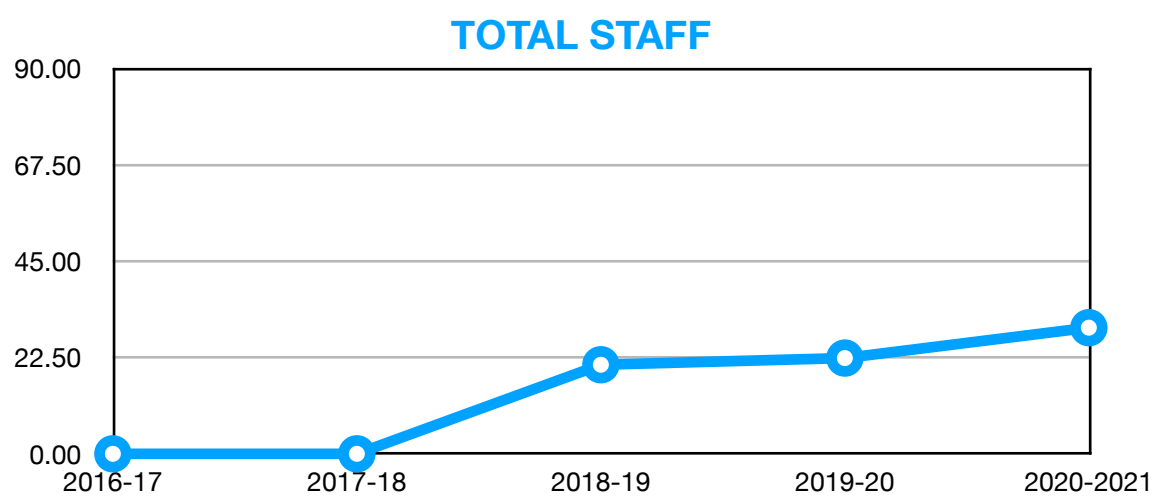
# FREE & REDUCED %

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
MELC/Preschool	26.35	13.64	32.42	41.38	41.75	44.3
Elmont	18.84	19.88	19.88	20.17	18.75	18.86
Logan	78.12	82.06	77.63	76.05	74.03	65.57
North Fairview	27.51	30.06	23.66	20.97	21.99	23.62
Northern Hills	41.04	47.1	36.95	38.11	41.1	36.9
West Indianola	22.9	22.47	23.44	24.48	24.07	24.72
Seaman Middle	39.61	38.93	34.63	36.33	34.96	29.4
Seaman High	33.78	31.97	32.12	30.46	31.96	28.25
Total K-12	37.42	38.26	35.45	34.24	35.2	32.69



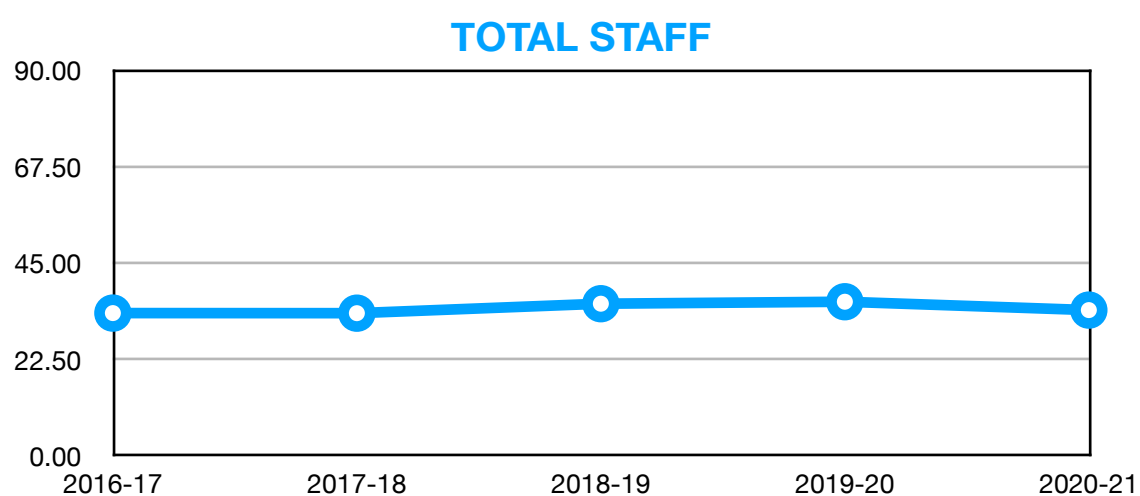
# MATHES EARLY LEARNING CENTER

	2016-17	2017-18	2018-19	2019-20	2020-2021
Teachers	NA	NA	1	1	0
Special Education Teachers	NA	NA	7	7	10.5
Counselors	NA	NA	0	0	0
Social Workers	NA	NA	1	1	1
Nurses (RN/LPN)	NA	NA	1	1	1
Security	NA	NA	0	0	0
Teacher Aids (General Ed)	NA	NA	0	0	0
Paraprofessionals (SPED)	NA	NA	9.02	10.58	15.17
Admin Assistants	NA	NA	0.77	0.77	0.77
Administrators	NA	NA	1	1	1
<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>20.79</b>	<b>22.35</b>	<b>29.44</b>



# ELMONT ELEMENTARY

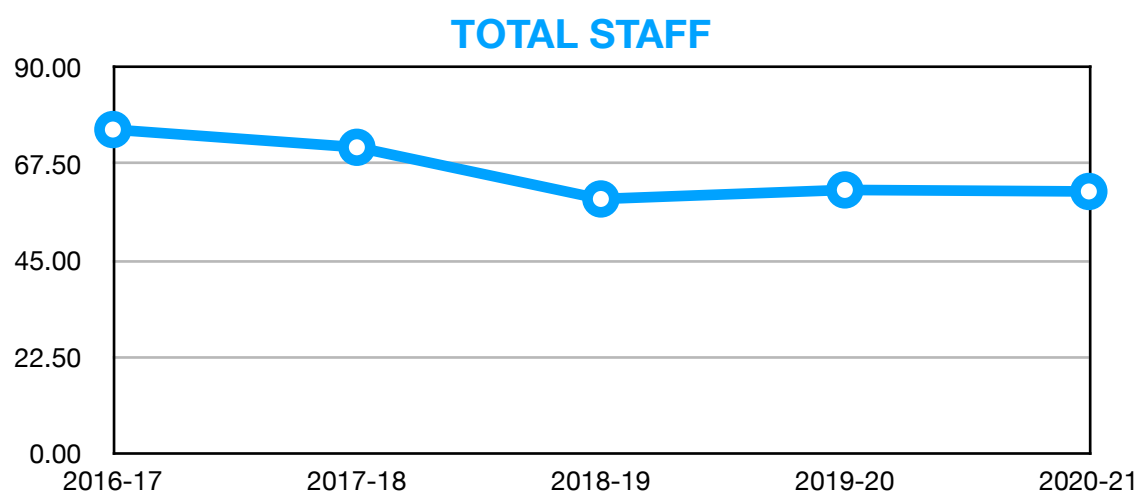
	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers	19.50	20.50	22.00	23.00	21.5
Special Education Teachers	2.00	1.50	2.00	2.00	2
Gifted Teachers	0.00	1.00	1.00	1.00	1
Counselors	1.00	1.00	1.00	1.00	1
Social Workers	0.00	0.10	0.20	0.20	0.2
Nurses (RN/LPN)	1.00	1.00	1.00	1.00	1
Security	0.00	0.00	0.00	0.00	0
Teacher Aids (General Ed)	2.70	3.24	2.81	2.81	2.81
Paraprofessionals (SPED)	5.42	3.26	3.80	3.26	2.81
Admin Assistants	0.77	0.77	0.77	0.77	0.77
Administrators	1.00	1.00	1.00	1.00	1
<b>Total</b>	<b>33.39</b>	<b>33.37</b>	<b>35.58</b>	<b>36.04</b>	<b>34.09</b>





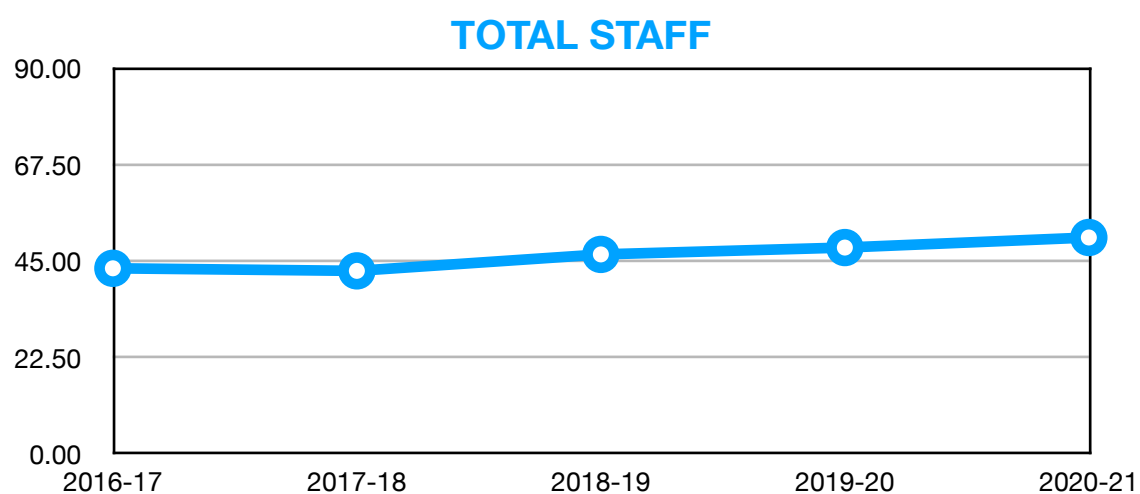
# LOGAN ELEMENTARY

	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers	30.00	28.00	30.00	30.00	30.5
Special Education Teachers	13.00	13.00	7.00	7.00	7
Counselors	1.00	1.00	1.00	1.00	1
Social Workers	1.40	1.40	1.40	1.40	1.4
Nurses (RN/LPN)	2.00	2.00	1.80	1.80	1
Security	0.00	0.00	0.78	1.00	1
Teacher Aids (General Ed)	6.36	5.82	4.69	4.74	4.2
Paraprofessionals (SPED)	18.21	16.61	9.10	10.94	11.42
Admin Assistants	1.55	1.55	1.55	1.55	1.55
Administrators	2.00	2.00	2.00	2.00	2
<b>Total</b>	<b>75.52</b>	<b>71.38</b>	<b>59.32</b>	<b>61.43</b>	<b>61.07</b>



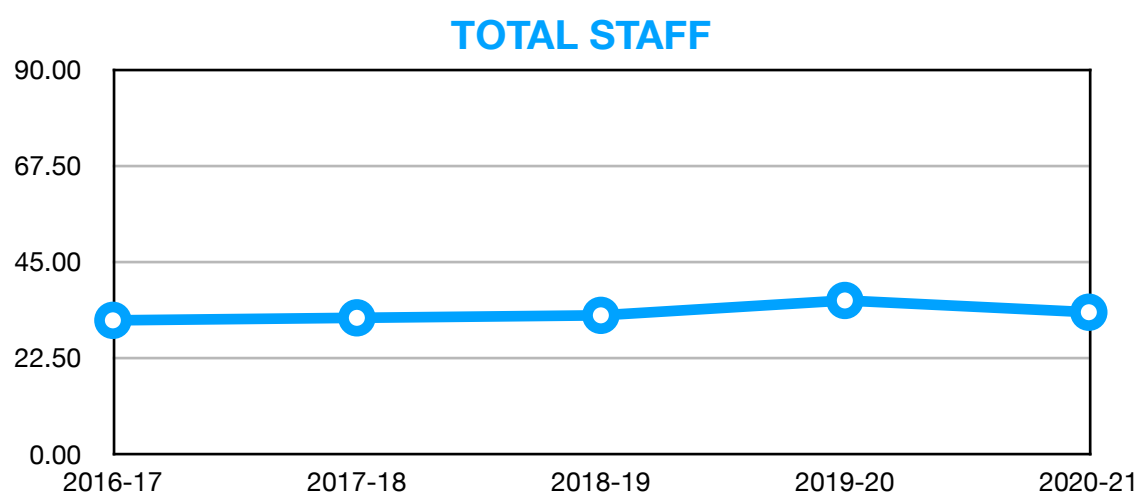
# NORTHERN HILLS ELEMENTARY

	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers	24.75	26.75	25.75	28.80	30.8
Special Education Teachers	4.00	4.50	4.00	4.00	3
Gifted Teachers	1.00	0.00	0.00	0.00	0
Counselors	1.00	1.00	1.00	1.00	1
Social Workers	0.00	0.10	0.40	0.40	0.5
Nurses (RN/LPN)	1.00	1.00	1.00	1.00	1
Security	0.00	0.00	0.00	0.00	0
Teacher Aids (General Ed)	3.36	1.08	3.37	2.74	2.85
Paraprofessionals (SPED)	6.49	6.57	9.32	8.50	9.64
Admin Assistants	0.77	0.77	0.77	0.77	0.77
Administrators	1.00	1.00	1.00	1.00	1
<b>Total</b>	<b>43.37</b>	<b>42.77</b>	<b>46.61</b>	<b>48.21</b>	<b>50.56</b>



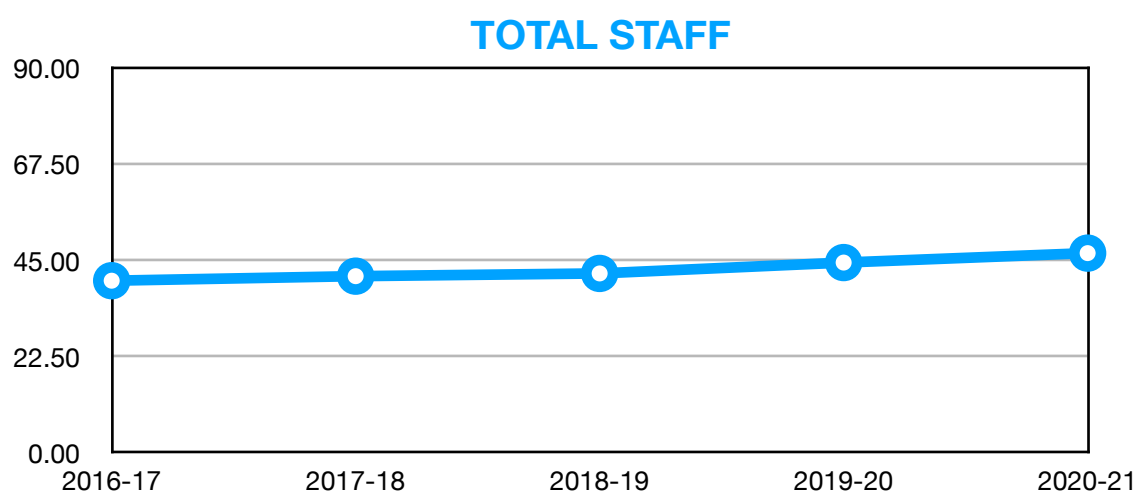
# NORTH FAIRVIEW ELEMENTARY

	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers	18.35	19.35	19.35	21.10	18
Special Education Teachers	2.00	2.00	2.00	2.00	2
Preschool Teachers	1.00	0.00	0.00	0.00	
Counselors	1.00	1.00	1.00	1.00	1
Social Workers	0.00	0.10	0.20	0.20	0.5
Nurses (RN/LPN)	1.00	1.00	1.00	1.00	1
Security	0.00	0.00	0.00	0.00	0
Teacher Aids (General Ed)	1.37	1.95	1.08	1.89	1.42
Paraprofessionals (SPED)	4.70	4.61	5.96	6.88	7.4
Admin Assistants	0.77	0.77	0.77	0.77	0.77
Administrators	1.00	1.00	1.00	1.00	1
<b>Total</b>	<b>31.19</b>	<b>31.78</b>	<b>32.36</b>	<b>35.84</b>	<b>33.09</b>



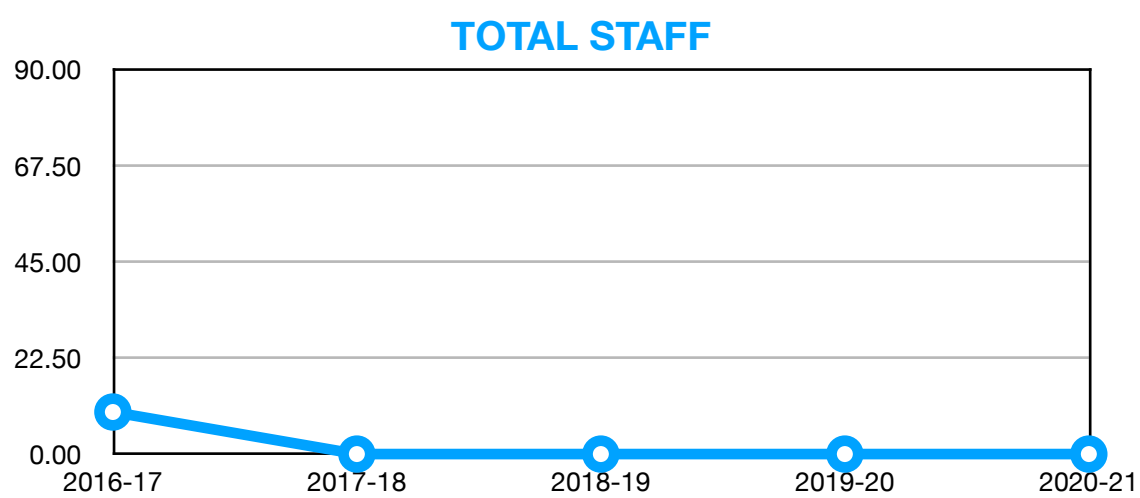
# WEST INDIANOLA ELEMENTARY

	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers	27.50	28.00	28.00	30.00	30
Special Education Teachers	2.00	3.00	3.00	3.00	3
Counselors	1.00	1.00	0.00	0.00	1
Social Workers	0.00	0.10	0.20	0.20	1
Social Worker/Counselor	0.00	0.00	1.00	1.00	0
Nurses (RN/LPN)	1.00	1.00	1.00	1.00	1
Security	0.00	0.00	0.00	0.00	0
Teacher Aids (General Ed)	2.16	1.62	2.70	2.70	2.81
Paraprofessionals (SPED)	4.90	4.90	4.36	4.90	6.2
Admin Assistants	0.77	0.77	0.77	0.77	0.77
Administrators	1.00	1.00	1.00	1.00	1
<b>Total</b>	<b>40.33</b>	<b>41.39</b>	<b>42.03</b>	<b>44.57</b>	<b>46.78</b>



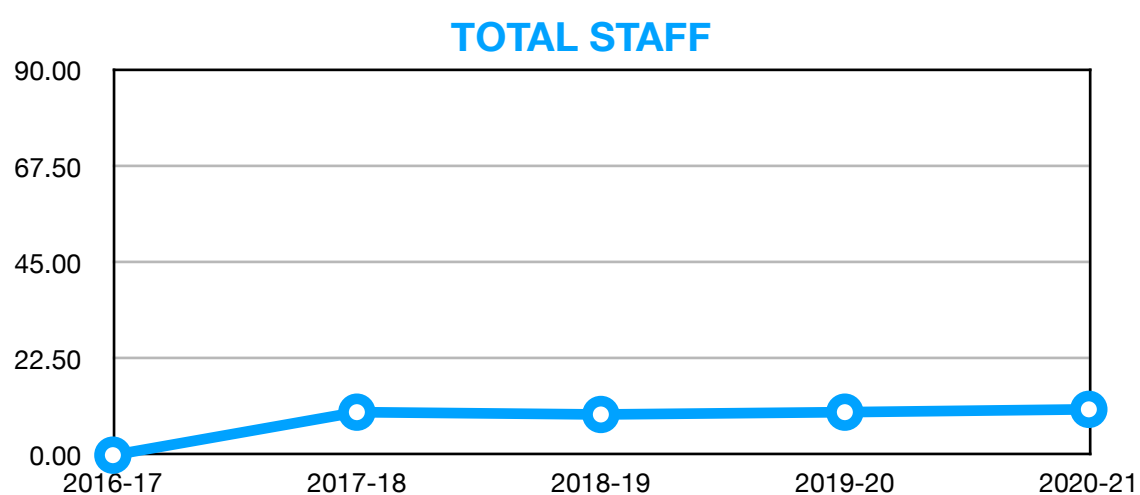
# LYMAN LEARNING CENTER

	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers	2.00	NA	NA	NA	NA
Special Education Teachers	2.00	NA	NA	NA	NA
Counselors	0.00	NA	NA	NA	NA
Social Workers	0.60	NA	NA	NA	NA
Nurses (RN/LPN)	0.50	NA	NA	NA	NA
Security	0.77	NA	NA	NA	NA
Teacher Aids (General Ed)	0.00	NA	NA	NA	NA
Paraprofessionals (SPED)	2.20	NA	NA	NA	NA
Admin Assistants	0.77	NA	NA	NA	NA
Administrators	1.00	NA	NA	NA	NA
<b>Total</b>	<b>9.84</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>



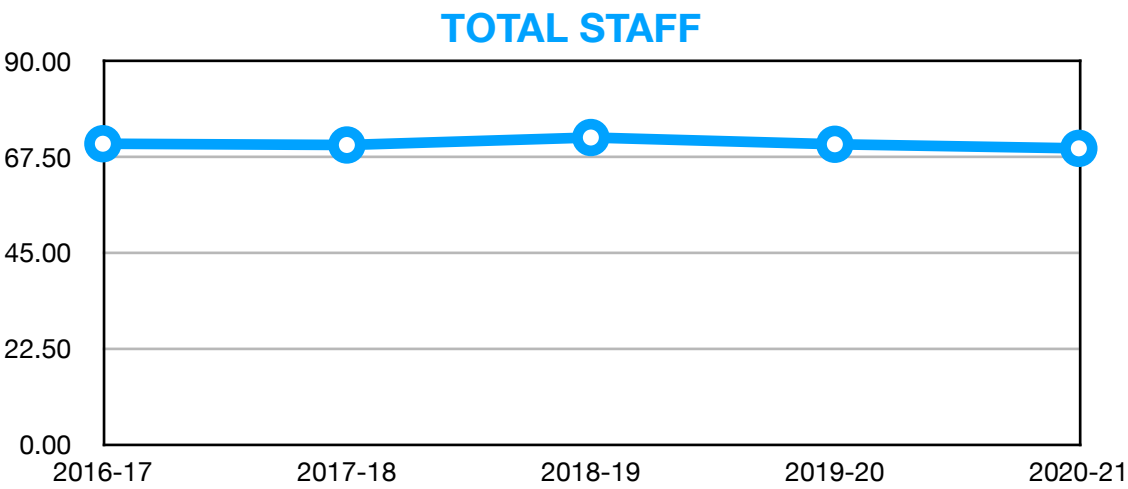
# PLEASANT HILL LEARNING CAMPUS

	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers	NA	2.00	2.00	2.00	2
Special Education Teachers	NA	2.00	2.00	2.00	2
Counselors	NA	0.00	0.00	0.00	0
Social Workers	NA	0.60	0.60	0.60	0.6
Nurses (RN/LPN)	NA	0.20	0.2	0.2	0.2
Security	NA	1.00	1.00	1.00	1
Teacher Aids (General Ed)	NA	0.00	0.00	0.00	0
Paraprofessionals (SPED)	NA	2.49	1.95	2.49	3.15
Admin Assistants	NA	0.77	0.77	0.77	0.77
Administrators	NA	1.00	1.00	1.00	1
<b>Total</b>	<b>0.00</b>	<b>10.06</b>	<b>9.52</b>	<b>10.06</b>	<b>10.72</b>



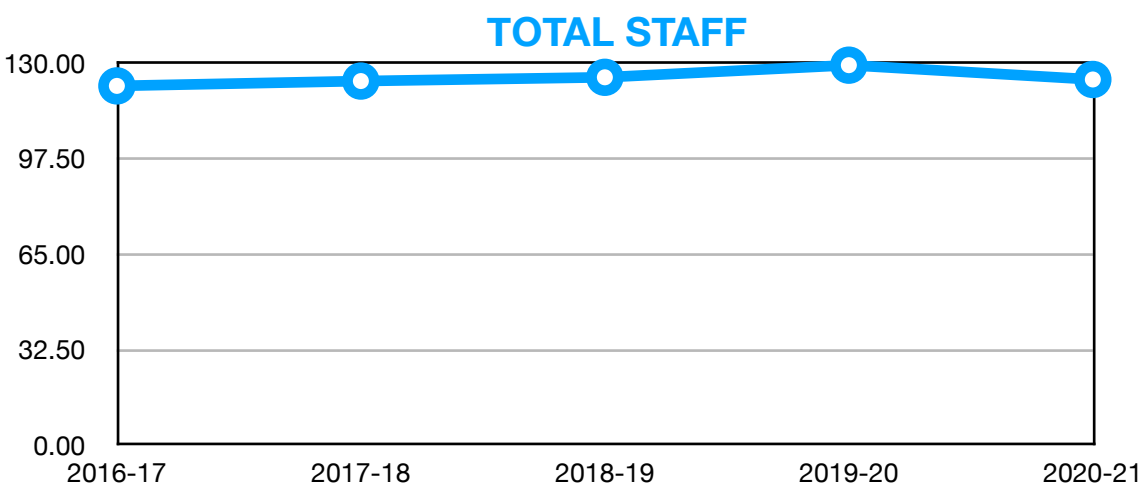
# SEAMAN MIDDLE SCHOOL

	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers	43.70	43.70	44.00	43.00	41.00
Special Education Teachers	6.00	6.00	6.00	6.00	7.00
Gifted Teachers	1.00	1.00	1.00	1.00	1.00
Counselors	2.00	2.00	2.00	2.00	2.00
Social Workers	0.40	0.60	1.00	1.00	1.00
Nurses (RN/LPN)	2.00	2.00	2.00	2.00	2.00
Security	1.00	1.00	1.00	1.00	1.00
Teacher Aids (General Ed)	1.78	2.32	1.78	2.24	2.46
Paraprofessionals (SPED)	9.15	8.11	9.71	8.66	8.48
Admin Assistants	1.55	1.55	1.55	1.55	1.55
Administrators	2.00	2.00	2.00	2.00	2.00
<b>Total</b>	<b>70.58</b>	<b>70.28</b>	<b>72.04</b>	<b>70.45</b>	<b>69.49</b>



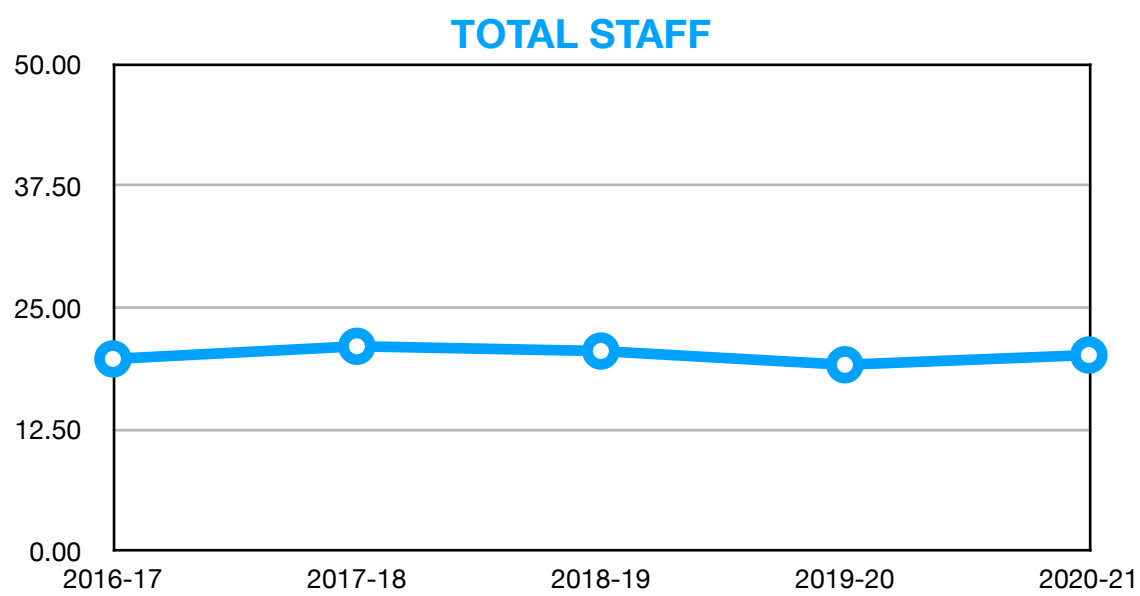
# SEAMAN HIGH SCHOOL

	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers	77.80	77.80	78.80	79.80	74.82
Special Education Teachers	11.00	11.00	11.00	11.00	11.00
Gifted Teachers	1.00	1.00	1.00	1.00	1.00
Counselors	4.00	4.00	4.00	4.00	4.00
Social Workers	1.00	1.00	1.00	2.00	2.00
Nurses (RN/LPN)	2.00	2.00	2.00	2.00	2.00
Security	1.00	1.00	1.00	1.00	1.00
Teacher Aids (General Ed)	3.32	3.32	3.32	3.88	4.13
Paraprofessionals (SPED)	11.31	12.95	13.23	14.79	14.66
Admin Assistants	4.66	4.66	4.66	4.66	4.66
Administrators	5.00	5.00	5.00	5.00	5.00
<b>Total</b>	<b>122.09</b>	<b>123.73</b>	<b>125.01</b>	<b>129.13</b>	<b>124.27</b>



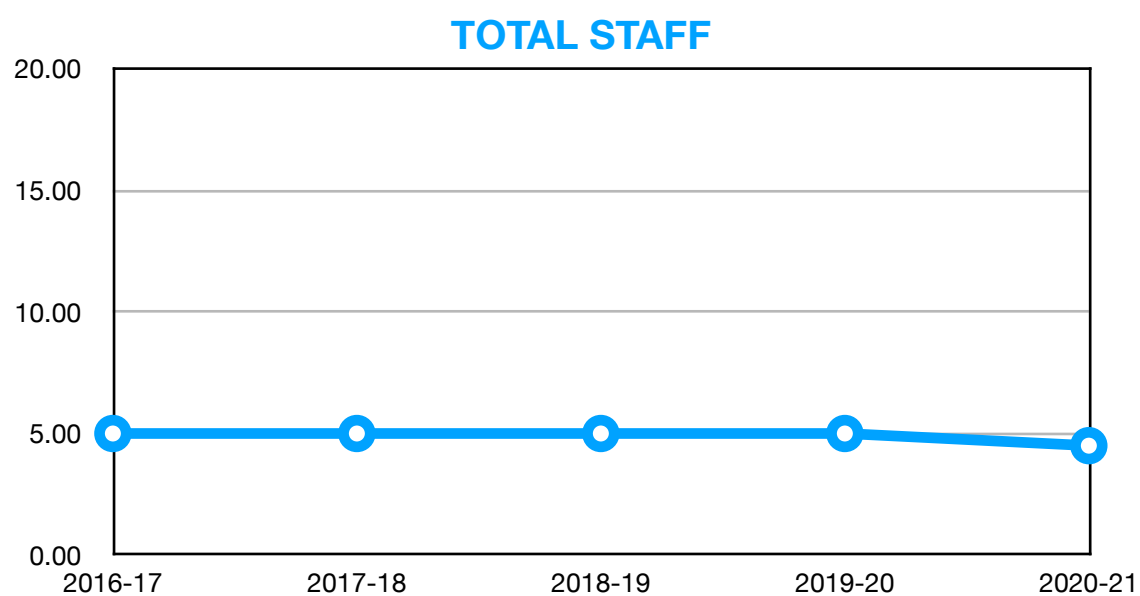
# SPED RELATED SERVICE PROVIDERS

	2016-17	2017-18	2018-19	2019-20	2020-21
Administrator	1.00	1.00	1.00	1.00	1.00
Autism Specialist	1.00	1.00	0.00	0.00	0.00
Speech	6.80	7.60	7.60	6.60	7.60
Occupational Therapists	1.80	1.80	1.28	1.28	1.28
Occupational Therapist Assistant	0.16	0.16	0.16	0.25	0.25
Behavior Specialist	0.00	0.00	1.00	0.50	0.50
Coordinators	0.50	0.00	0.00	0.00	0.00
Physical Therapists	0.80	0.80	0.43	0.43	0.43
Psychologists	4.60	4.60	5.00	5.00	5.00
Admin Assistants	1.77	1.77	1.77	1.77	1.77
Sign Language Interpreter	1.32	1.32	1.32	1.32	1.32
SPED Consulting Teacher	0.00	1.00	1.00	1.00	1.00
<b>Total</b>	<b>19.75</b>	<b>21.05</b>	<b>20.56</b>	<b>19.15</b>	<b>20.15</b>



# BUSINESS

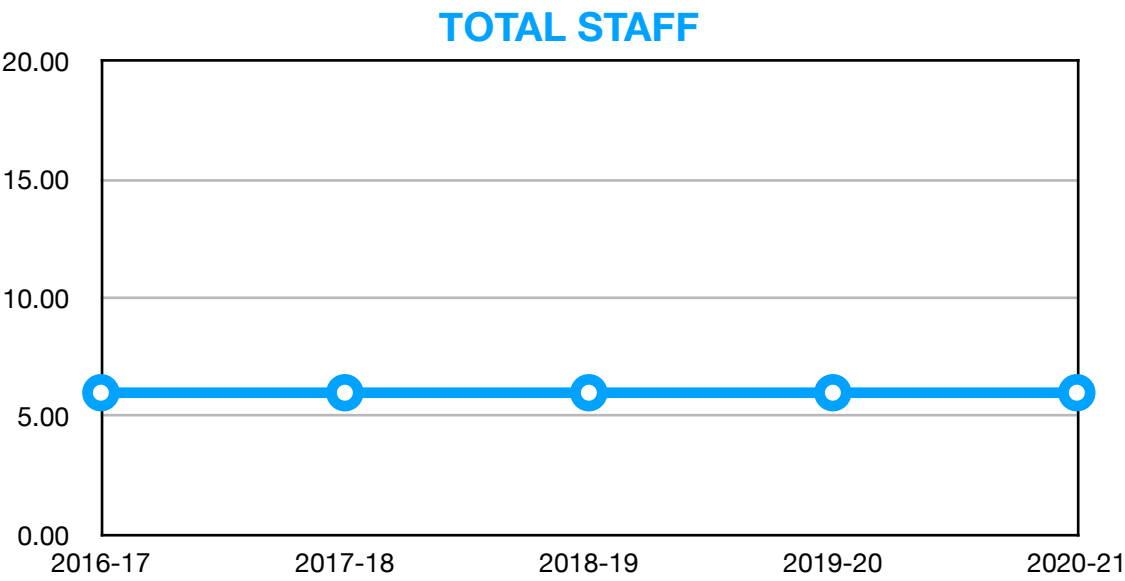
	2016-17	2017-18	2018-19	2019-20	2020-21
Administrators	1.00	1.00	1.00	1.00	1.00
Accounts Payable	3.00	3.00	3.00	3.00	2.50
Data Analyst	0.00	0.00	0.00	0.00	0.00
Bookkeeper	1.00	1.00	1.00	1.00	1.00
<b>Total</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>	<b>4.50</b>





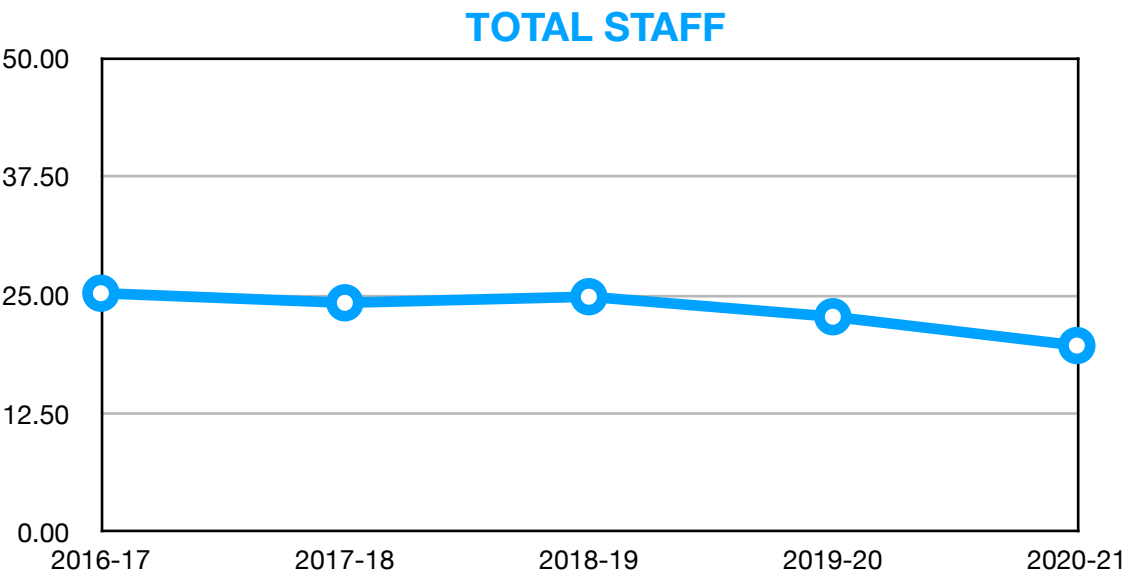
# TECHNOLOGY

	2016-17	2017-18	2018-19	2019-20	2020-21
Administrators	2.00	2.00	2.00	2.00	2.00
Network/Hardware Technicians	3.00	3.00	3.00	3.00	3.00
Technology Specialist	1.00	1.00	1.00	1.00	1.00
Total	6.00	6.00	6.00	6.00	6.00



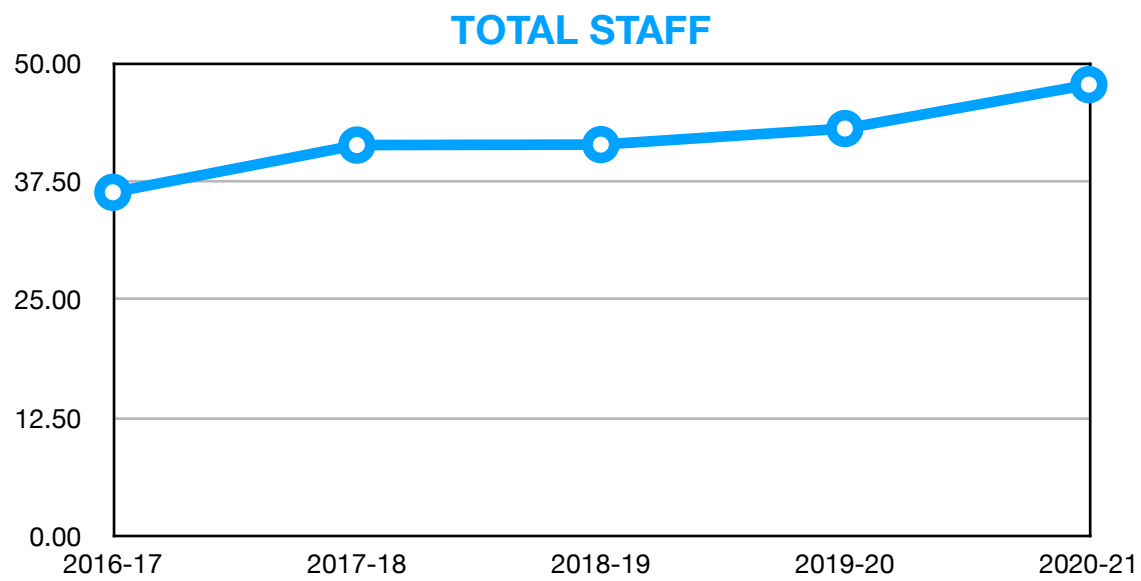
# FOOD & NUTRITION

	2016-17	2017-18	2018-19	2019-20	2020-21
Administrator	1.00	1.00	1.00	1.00	1.00
Food Service	20.19	19.18	19.82	17.71	15.17
Drivers	2.00	2.00	2.00	2.00	2.00
Admin Assistants	2.00	2.00	2.00	2.00	1.50
Total	25.19	24.18	24.82	22.71	19.67



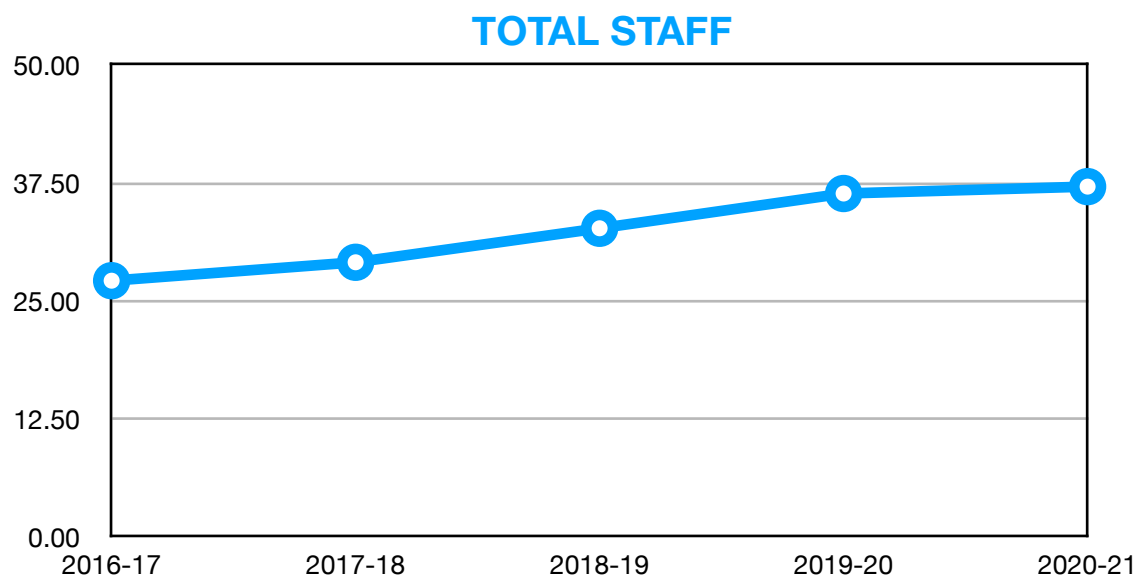
# FACILITIES & GROUNDS

	2016-17	2017-18	2018-19	2019-20	2020-21
Administrator	1.00	1.00	1.00	1.00	1.00
Maint. Supervisor	1.00	1.00	1.00	1.00	1.00
Cust. Supervisor	1.00	1.00	1.00	1.00	1.00
Custodian	27.35	32.35	32.40	34.35	38.00
Maintenance	3.00	3.00	3.00	3.00	3.00
Grounds	3.00	3.00	3.00	2.00	3.00
Admin Assistants	0.00	0.00	0.00	0.75	0.75
<b>Total</b>	<b>36.35</b>	<b>41.35</b>	<b>41.40</b>	<b>43.10</b>	<b>47.75</b>



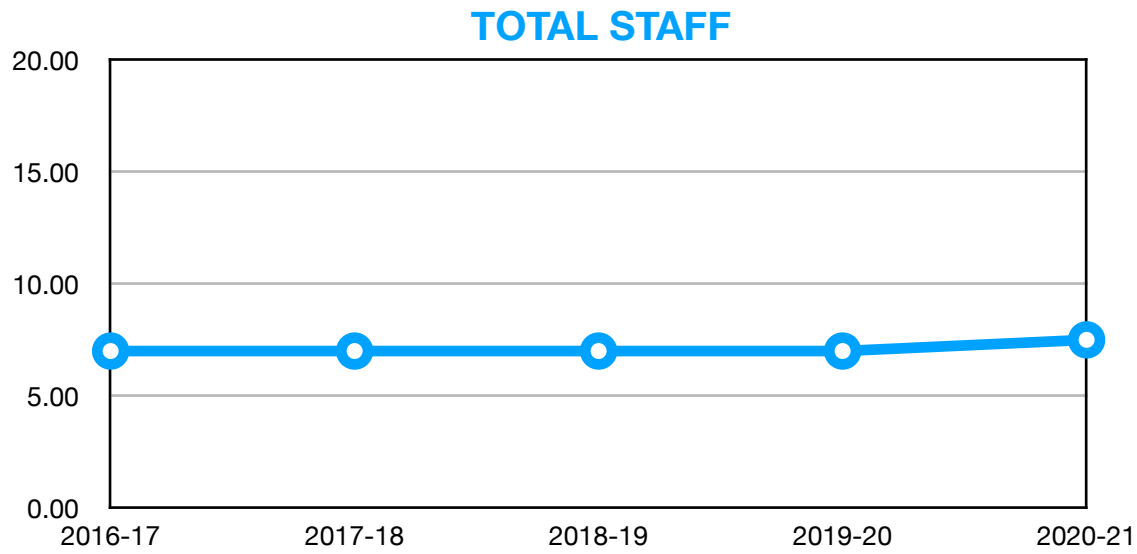
# TRANSPORTATION

	2016-17	2017-18	2018-19	2019-20	2020-21
Administrator	1.00	1.00	1.00	1.00	1.00
Operations Coordinator	0.00	1.00	1.00	1.00	1.00
Bus Drivers	16.64	16.40	18.32	20.76	20.94
Bus Paras	4.51	6.20	7.61	8.62	9.17
Mechanics	4.00	3.50	4.00	4.00	4.00
Admin Assistants	1.00	1.00	0.77	1.00	1.00
<b>Total</b>	<b>27.15</b>	<b>29.10</b>	<b>32.70</b>	<b>36.38</b>	<b>37.11</b>



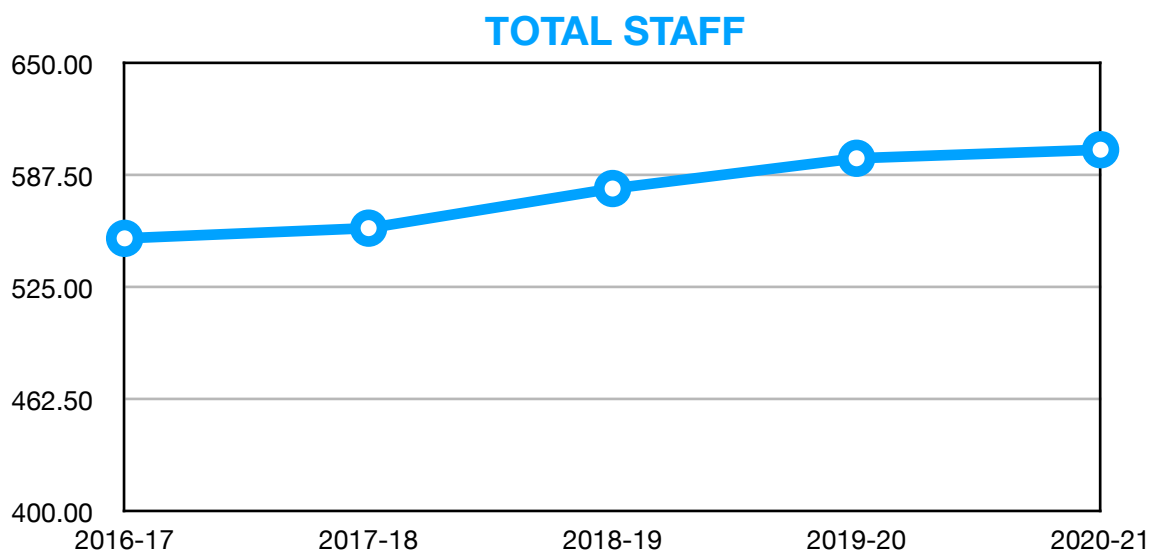
# SEAMAN EDUCATION CENTER

	2016-17	2017-18	2018-19	2019-20	2020-21
Administrators	5.00	5.00	5.00	5.00	5.00
Admin Assistants	2.00	2.00	2.00	2.00	2.50
<b>Total</b>	<b>7.00</b>	<b>7.00</b>	<b>7.00</b>	<b>7.00</b>	<b>7.50</b>



## TOTAL

	2016-17	2017-18	2018-19	2019-20	2020-21
MELC	0.00	0.00	20.79	22.35	29.44
EL	33.39	33.37	35.58	36.04	34.09
LO	75.52	71.38	59.32	61.43	61.07
NH	43.37	42.77	46.61	48.21	50.56
NF	31.19	31.78	32.36	35.84	33.09
WI	40.33	41.39	42.03	44.57	46.78
LLC	9.84	0.00	0.00	0.00	0.00
PHLC	0.00	10.06	9.32	10.06	10.72
SMS	70.58	70.28	72.04	70.45	69.49
SHS	122.09	123.73	125.01	129.13	124.27
SPED	19.75	21.05	20.56	19.15	20.15
BUSINESS	5.00	5.00	5.00	5.00	4.50
IT	6.00	6.00	6.00	6.00	6.00
FOOD	25.19	24.18	24.82	22.71	19.67
FACILITIES	36.35	41.35	41.40	43.10	47.75
TRANSPORTATION	27.15	29.10	32.70	36.38	37.11
SEC	7.00	7.00	7.00	7.00	7.50
<b>Total FTE</b>	<b>552.75</b>	<b>558.44</b>	<b>580.54</b>	<b>597.42</b>	<b>602.19</b>



# EARLY LEARNING

	2018-2019	2019-2020	2020-2021	2021-2022	Target 2023
MYIGDIs - Number Naming	52%	33% *	56%		80%
MYIGDIs - 1:1 Correspondence	82%	77% *	75%		80%
MYIGDIs - Quantity	78%	71% *	85%		80%
MYIGDIs - Oral Counting	70%	63% *	67%		80%
MYIGDIs - Alliteration	69%	29% *	30%		80%
MYIGDIs - Which one doesn't belong?	68%	80% *	88%		80%
MYIGDIs - Sound Identification	28%	54% *	51%		80%
MYIGDIs - Rhyming	60%	63% *	57%		80%
MYIGDIs - Picture Naming	64%	34% *	65%		80%
ASQ SE-2 (K)	89%	88.48%	91%	86%	80%
ASQ 3 (60 month)	63%	61%	58%	61%	80%
ASQ 3 (72 month)	65%	64.35%	63%	68%	80%
ASQ Participation Rate	89.8%	79%	91.58%	85%	

## myIGDIs

Individual Growth & Development Indicators of Early Math & Reading Literacy (myIGDIs) is an early childhood assessment for four-year-olds, specifically designed to help identify children at-risk of developmental delays early and monitor development gains often to help children become school-ready. 2018-19 will be the first year this assessment is administered.

## ASQ SE-2

Ages & Stages Questionnaire (ASQ SE-2) is a parent administered screening that is given to kindergartners that helps accurately identify children who may be at risk for delays. A social-emotional screening tool designed to identify and address potential social-emotional concerns. This tool screens self-regulation, compliance, social-communication, adaptive functioning, autonomy, affect, and interaction with people. Students are screened in the fall of their kindergarten year. The data represents the percentage of parents with no concerns.

## ASQ-3

Ages & Stages Questionnaire: 3rd edition (ASQ-3) is a parent administered developmental screening tool designed to catch delays and celebrate milestones. This tool screens communication, gross motor, fine motor, problem solving, and personal-social. Students are screened at 48, 54, 60, and 72 months. The data represents the percentage of parents with no concerns.

\*Middle of the Year Score due to COVID

# ELEMENTARY

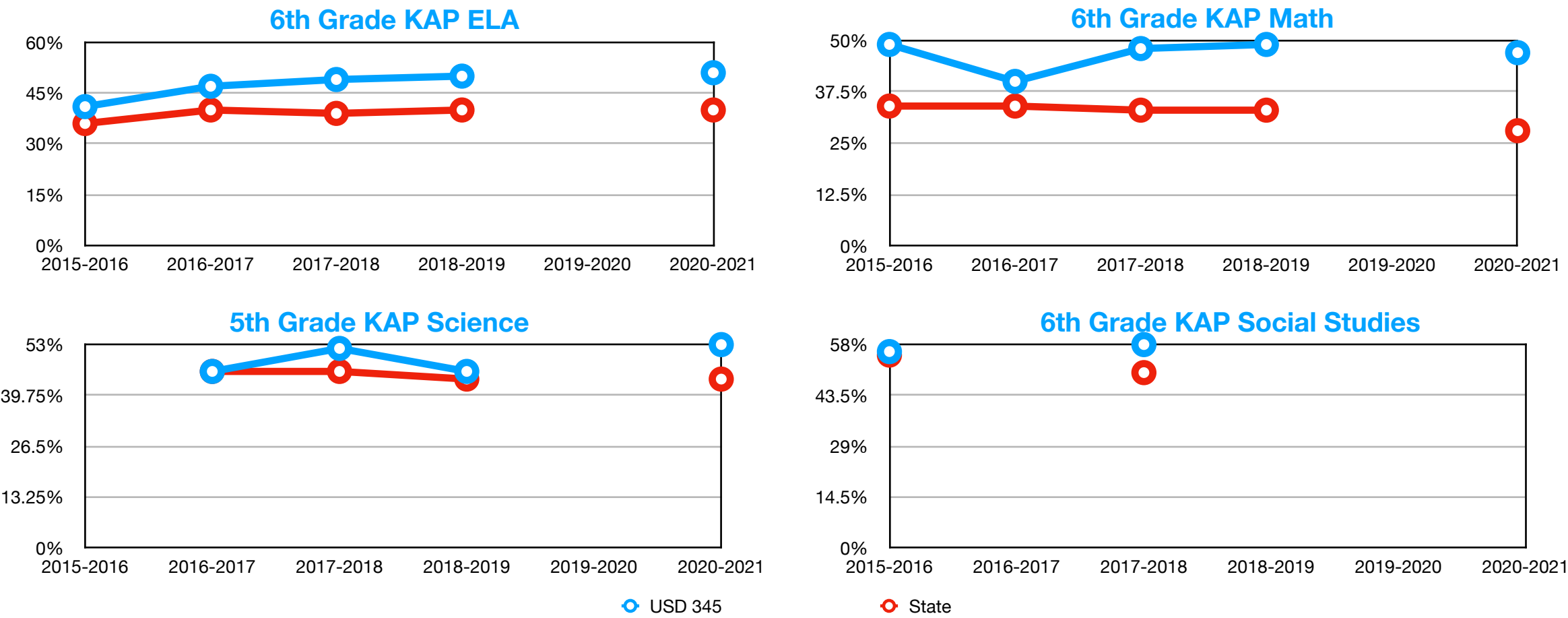
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Target 2023
Acadience (DIBELS): Reading (K)	87%	80%	75%	79%	74% *	62%	80%
Acadience (DIBELS): Reading (1)	71%	70%	62%	58%	59% *	56%	80%
Acadience (DIBELS): Reading (2)	72%	70%	70%	69%	65% *	68%	80%
Acadience (DIBELS): Reading (3)	73%	75%	73%	72%	66% *	65%	80%
Acadience (DIBELS): Reading (4)	75%	72%	71%	70%	67% *	73%	80%
Acadience (DIBELS): Reading (5)	70%	77%	74%	69%	74% *	64%	80%
Acadience (DIBELS): Reading (6)	84%	84%	84%	80%	82% *	80%	80%
Acadience (DIBELS): Math (K)	NA	NA	71%	NA	69% *	68%	80%
Acadience (DIBELS): Math (1)	NA	NA	65%	NA	64% *	63%	80%
Acadience (DIBELS): Math (2)	NA	NA	56%	NA	52% *	72%	80%
Acadience (DIBELS): Math (3)	NA	NA	73%	NA	55% *	66%	80%
Acadience (DIBELS): Math (4)	NA	NA	64%	74%	67% *	76%	80%
Acadience (DIBELS): Math (5)	NA	NA	68%	74%	77% *	77%	80%
Acadience (DIBELS): Math (6)	NA	NA	77%	75%	66% *	72%	80%
KAP: ELA (6)	41%	47%	49%	50%	NA	51%	56%
KAP: Math (6)	49%	40%	48%	49%	NA	47%	55%
KAP: Science (5)	NA	46%	52%	46%	NA	53%	59%
KAP: Social Studies (6)	56%	NA	58%	NA	NA	NA	65%

**Acadience (DIBELS): Reading**  
Acadience Reading is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The passages are calibrated for each grade level for kindergarten through 6th grade. This data measures the percentage at benchmark or above from spring testing. This assessment is administered to every student at three benchmark periods (fall/winter/spring).

**Acadience (DIBELS): Math**  
Acadience Math is comprised of measures of early numeracy, computation, and problem solving that function as indicators of the essential skills that every child must master in order to become proficient in mathematics. The measures can be used to quickly and efficiently monitor the development of mathematics skills. This assessment is administered to every student at three benchmark periods (fall/winter/spring).

**KAP**  
The Kansas Assessment Program (KAP) includes a variety of tests aligned to Kansas’ content standards, which help educators and policymakers evaluate student learning and meet the requirements for federal and state accountability. This data measures the percentage of students performing at level 3 & 4 (above the median).

\*Middle of the Year Score due to COVID



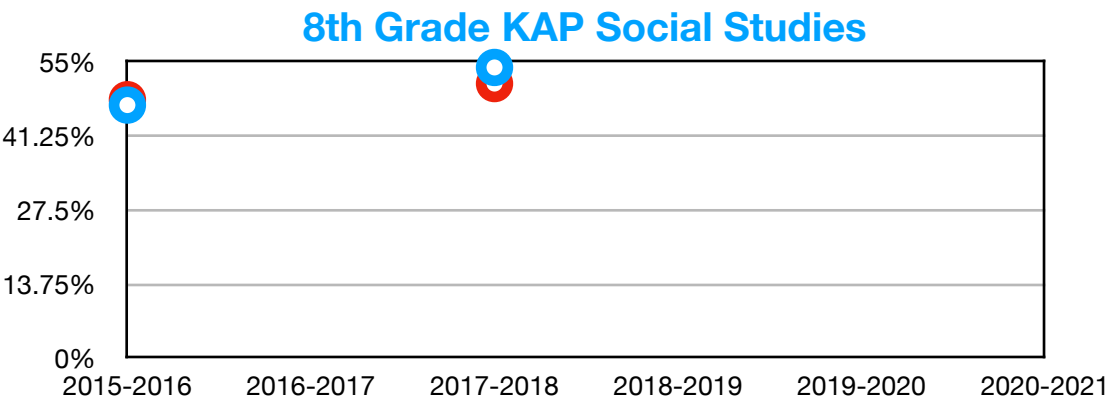
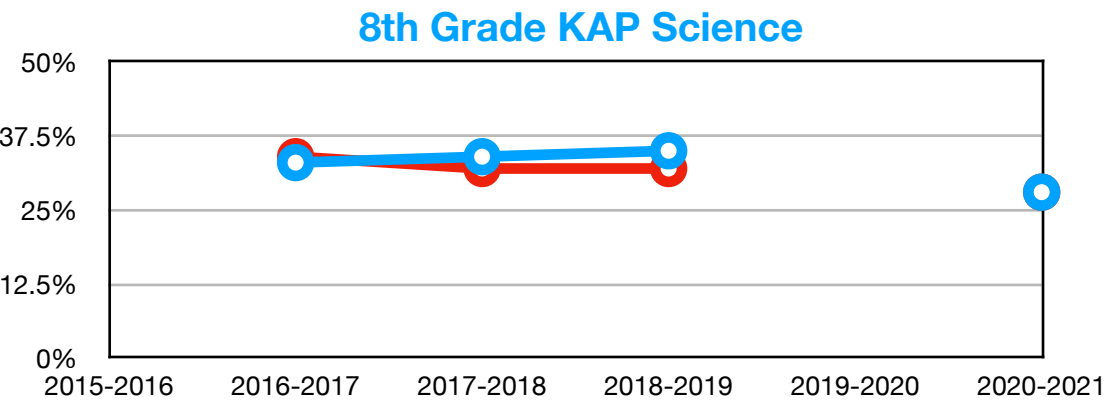
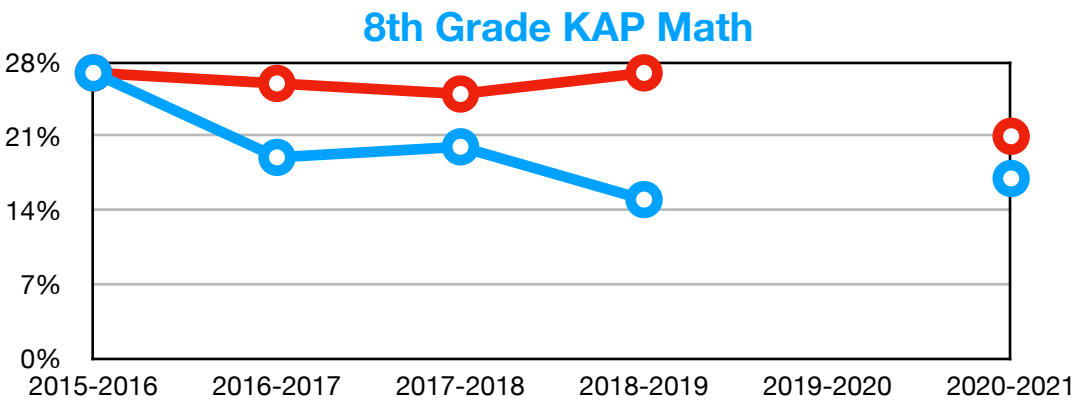
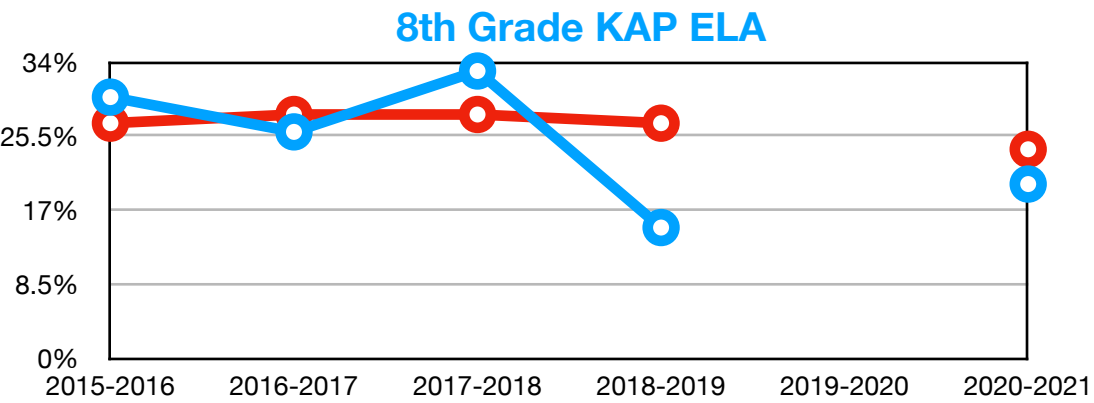


# MIDDLE SCHOOL

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Target 2023
MAP ELA (8)	NA	NA	NA	NA	NA	27%	55%
MAP: Math (8)	53.6%	45.7%	46.3%	48.8%	48%	39%	55%
KAP: ELA (8)	30%	26%	33%	15%	NA	20%	40%
KAP: Math (8)	27%	19%	20%	15%	NA	17%	27%
KAP: Science (8)	NA	33%	34%	35%	NA	28%	41%
KAP: Social Studies (8)	47%	NA	54%	NA	NA	NA	61%

**MAP:** MAP stands for Measures of Academic Progress. This assessment is used to measure student achievement in the moment as well as growth over time. The results let teachers know where students are at and what they are ready to learn. The percentage included in this report indicates the number of students who met projected MAP growth over a year and is based on how the class grew, as a whole, compared to typical growth.

**KAP**  
The Kansas Assessment Program (KAP) includes a variety of tests aligned to Kansas’ content standards, which help educators and policymakers evaluate student learning and meet the requirements for federal and state accountability. This data measures the percentage of students performing at level 3 & 4 (above the median).



USD 345

State

# HIGH SCHOOL

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Target 2023
KAP: ELA (10)	36%	27%	29%	27%	NA	22%	36%
KAP: Math (10)	26%	23%	29%	31%	NA	17%	36%
Pathway Concentrators	12	97	255	205	148	256	300
PreACT Math	NA	18.2	18.6	17.8	17.1	17.7	
PreACT Science	NA	18.7	18.3	17.8	17.7	17.2	
PreACT English	NA	15.8	16.3	16.2	16.1	15	
PreACT Reading	NA	18.5	19.5	19.9	19.7	19.5	
PreACT STEM	NA	18.7	18.7	18.1	17.7	17.7	
PreACT Composite	NA	17.9	18.3	18.1	17.8	17.5	
ACT Math	21.7	22.3	22.3	21.2	20.5	19.4	
ACT Science	22.3	21.7	22.8	22	20.6	20.1	
ACT English	21	21.3	21.4	20.8	19.5	18.6	
ACT Reading	22.6	22.6	23.2	22	21.2	20.2	
ACT Composite	22	22.1	22.5	21.6	20.6	19.7	23
ACT students tested	61.34%	64.86%	56.54%	64.35%	78.47%	76.61%	
College Credit Hours	1737	1843	2044	2152	2123	1942	

**KAP**  
 The Kansas Assessment Program (KAP) includes a variety of tests aligned to Kansas’ content standards, which help educators and policymakers evaluate student learning and meet the requirements for federal and state accountability. This data measures the percentage of students performing at level 3 & 4 (above the median). English language arts (ELA) and math are administered to 10th graders.

**Pathway Concentrators**  
 A student who has taken two or more credits in a pathway and has met competencies at 70% or better. A student can only belong to one pathway.

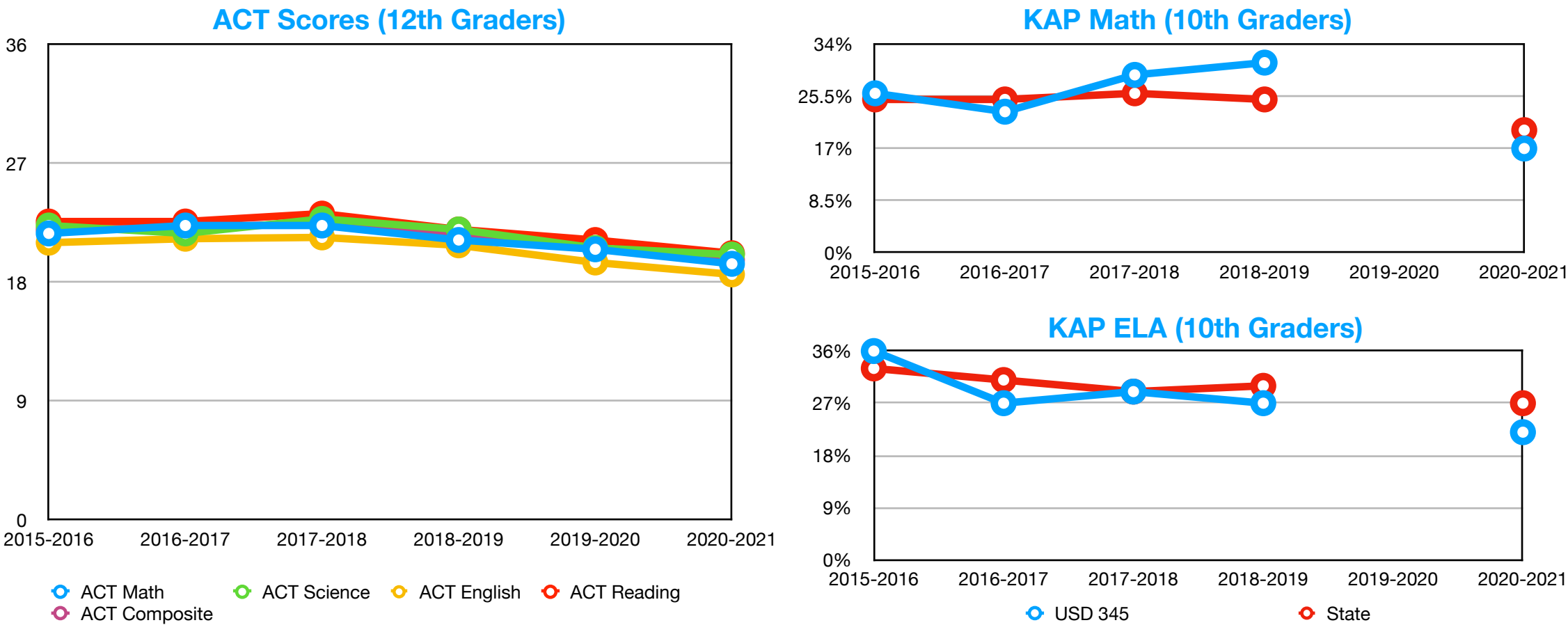
**PreACT**  
 All sophomores are administered the PreACT during school. The PreACT is a multiple-choice test designed to prepare 10th grade students for the college-entrance exam (ACT).

**ACT**  
 The ACT test gauges a student’s readiness for success in the first year of college. Students can opt out of this test.

**ACT Students tested**  
 The percentage of seniors who took the ACT.

**College Credit Hours**  
 This number indicates the credit hours earned from students in grades 10-12 during the school year.

**AP Exams 3+**  
 The number of students taking and scoring a 3 or above on the Advanced Placement (AP) exam.



# POST SECONDARY

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Target 2023
Graduation Rate	93.9%	95.5%	93.2%	91.9%	94.2%	94.8%	
Success Rate	58.8%	57%	57.4%	56	NA	NA	
Effective Rate	55.3%	54.5%	53.4%	51.5	NA	NA	70%

**Graduation Rate**

Total number of students who graduate from high school with a regular high school diploma in four years, divided by the total number of students who should have graduated from high school in four years with a regular high school diploma.

**Success Rate**

Includes number of high school graduates who enrolled at any time in both the first and second year following high school graduation, and students who earned a degree or certification within two years following high school graduation.

**Effective Rate**

The effective rate is measured by multiplying the High School Graduation Rate by the Postsecondary Success Rate.

# SOCIAL-EMOTIONAL

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Target 2023
Daily Attendance Rates	95.7%	95.3%	94.7%	95%	93%*	96%	95%
Extracurricular Participation SMS	NA	NA	NA	62%	55%*	43%	100%
Extracurricular Participation SHS	NA	NA	NA	73.9%	70.9%*	71%	100%
KCTC District Participation	67.84%	69.35%	70.35%	78.3%	73.2%	74.9%	
KCTC Good Character Development	NA	62.3%	57.6%	55.6%	53.4%	56.3%	
KCTC Good Personal Development	NA	67.8%	67%	63.2%	62.9%	62.6%	
KCTC Good Social Development	NA	61.2%	59.1%	52.1%	55.3%	NA	
KCTC Good School Climate	NA	64%	60%	59.5%	63.3%	75.4%	

**Daily Attendance Rates**

Percentage of students in school on an average day.

\* This is for the 3 quarters we were in school only. No attendance was taken during 4th Quarter (Covid).

**Extracurricular**

Percentage of students (SMS & SHS) actively participating in two or more activities. 2018-19 will be the first year extracurricular participation will be tracked.

\*This does not include the last quarter of activities

**KCTC**

The Kansas Communities that Care (KCTC) survey tracks teen use of harmful substances such as alcohol, tobacco and other drugs. In addition, the survey provides a baseline for teen participation in, perception of, and attitudes toward both prosocial and antisocial behavior at the peer, school, family and community levels. It provides a measurable level of risk and protective factors that influence behavior, attitudes, and opinions of Kansas teens (grades 6, 8, 10, and 12).

Character Development: Identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

Personal Development: Identify, understand and effectively manage their thoughts, feelings and behaviors.

Social Development: Establish and maintain positive relationships and enable communication with others in various settings and situations.

School Climate: School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions and organizational processes and structures.

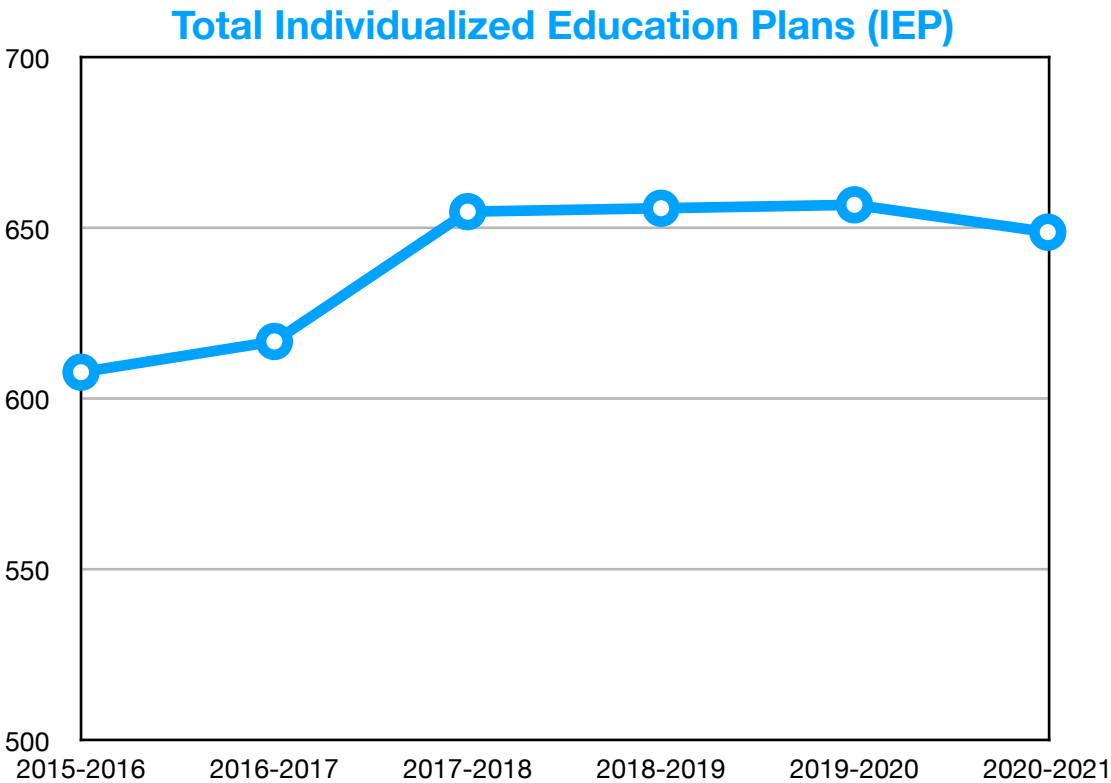
# CIVIC ENGAGEMENT

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Target 2023
Civic Advocacy Network							X
Mathes Early Learning Center							X
Logan Elementary							X
Elmont Elementary							X
North Fairview Elementary					X		X
Northern Hills Elementary							X
West Indianola Elementary							X
Seaman Middle School							X
Seaman High School				X			X

**Civic Engagement**  
Kansas State Department of Education’s recognition program for schools that actively involve students in civic engagement opportunities. The ultimate goal is to promote civic engagement as part of all preK-12 students’ experience.

# SPECIAL SERVICES

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Autism	42	42	48	49	48	52
Developmental Delay	166	157	159	162	163	156
Emotional Disturbance	30	41	43	45	50	53
Intellectual Disability	36	30	27	23	21	22
Learning Disability	194	189	202	195	197	191
Multiple Disabilities	5	5	6	4	4	4
Orthopedic Impairment	2	3	3	2	1	0
Traumatic Brain Injury	0	1	2	1	1	1
Deaf-Blindness	0	0	0	0	0	0
Hearing Impairment	10	10	10	11	8	7
Other Health Impaired	76	82	99	111	98	91
Speech/Language	42	51	49	48	61	68
Visual Impairment	5	6	7	5	5	4
TOTAL	608	617	655	656	657	649
Gifted	113	100	94	100	96	87



**IEPs**  
The Individualized Education Program (IEP) is defined as a written statement for each student with an exceptionality, which describes that child’s educational program and is developed, reviewed, and revised in accordance with special education laws and regulations. These numbers are calculated in December

## **Business**

2013 – Construct a new middle school, construct additions to three elementary schools, improve other district facilities, and refund existing lease-purchase obligations \$52,850,658  
 2014 - Partial replacement of SHS HVAC equipment \$400,000  
 2017 – Replacement of Laptops and iPads \$209,710  
 2017 – Reduce district debt by lowering the bond rate from the 2013 issue \$9,680,000  
 2019 – Reduce district debt by lowering the bond rate from the 2013 issue \$37,605,000  
 2019 – Install artificial turf at the Seaman HS soccer field \$537,615  
 2019 - Apple Computer Lease Purchase – Replace staff laptops \$205,203  
 2021 – Purchase of Laptops and iPads \$1,516,724

## **Communications**

2016: Creation of Eight School Facebook Pages  
 2016: Kansas School Public Relations Association Newcomer of the Year  
 2016: Created Branding and Style Guide  
 2017: KASB Award of Excellence  
 2018: New Website with Digital Stories (\$10,000 savings per year)  
 2018: Released Board Approved 2018 Strategic Plan - Learning Without Limits 2.0  
 2018: Creation of District Annual Report  
 2018: National School of Public Relations Association Publications and Digital Media Award  
 2019: Creation of District Staff Newsletters  
 2019: Creating of Online BOE Digest  
 2021: Approximately 100% Increase in District Facebook Engagement (from 2015)  
 2021: Implemented Digital Flyer Distribution Platform for Staff and Community  
 2021: District Namesake Community Engagement Process

## **Facilities and Grounds**

2016: Northern Hills Elementary Remodel  
 2016-17: Pleasant Hill Learning Campus Remodel  
 2017: Moved Alternative School to PHLC  
 2017-18: Mathes Early Learning Center Remodel

## **Food Service - Child Nutrition**

2016: Opened new kitchen production facility at Seaman Middle School (base kitchen for Seaman Middle School, Elmont, North Fairview, West Indianola and Lyman Learning Center)  
 2016: Reopened Northern Hills base kitchen after remodel to elementary site  
 2018: Started 2nd Chance Breakfast services at Seaman Middle School (service started at Seaman High School in 2015)  
 2018: Started Snack Program at newly opened Mathes Early Learning Center  
 2018: Started School Day Out Meal programs in cooperation with Boys & Girls Club for nutrition services on days when school is not in session  
 2019: All Seaman Schools offering breakfast  
 2019: Sunflower Spotlight Award from KSDE/CNW - Second Chance Breakfast participation increases  
 2020: Remote meal services implemented in response to Covid 19 Pandemic; nutrition services provided both in schools and to remote learning students/families from March 2020 to August 2021; Nutrition staff maintained on site services throughout school year 2020-21 and into summer 2021  
 2020: Introduced online nutrition benefit application program for awarding local free and reduced benefit qualification

2004 to 2020: No district transfer of funding required for operations; self-sustaining until the Covid Pandemic decreased the revenue required to cover payroll expenses

2021: Increased lunch services for all day classrooms at Mathes Early Learning Center

Current Programs: Seaman Food Service operates all 12 months each year with United States Department of Agriculture Food and Nutrition Services reimbursement funding at Seaman as per School Board signed program agreement/contract with KSDE/Child Nutrition & Wellness:

- National School Lunch Program (includes Fresh Fruit & Vegetable Program and the After School Snack Program at Logan Elementary)
- School Breakfast Program (before school and 2nd Chance programs)
- Child & Adult Care Food Program
- Summer Food Service Program

2017-18 Revenue: \$1,746,800      Expenses: \$1,729,935

Student Lunches: 405,562    Student Breakfasts: 89,115    Snacks: 4,668

2018-19 Revenue: \$1,750,589      Expenses: \$1,816,080

Student Lunches: 387,460    Student Breakfasts: 100,074    Snacks: 6,691

2019-20 Revenue: \$1,490,172      Expenses: \$1,602,735

School Meals ended in early March (Pandemic) and then went to Summer Meal Program

Student School Lunches: 270,839    Student School Breakfasts: 79,353

Summer Meals March-July 2020: Lunches: 31,980    Breakfasts: 31,319

2020-21 Revenue: \$1,801,268      2021 Expenses: \$1,480,819

(School in Hybrid Schedule and Remote Student Meals - Aug 2020-May 2021)

Student Lunches: 293,734    Student Breakfasts: 111,797    Snacks: 32,139

Summer Meals June and July 2021: Lunches: 11,124    Breakfasts: 14,331

## Health Services

2016-current: maintained American Heart Association CPR instruction certification for teaching First Aid/CPR/AED to high school students, athletic coaches, activity sponsors, and other school staff

2017: Implemented Permission to Carry Over the Counter Medication Policy for 9th-12th grade students

2017: Stock Epinephrine available in every school building for use in a life-threatening allergic reaction

2019: Purchased, trained, and implemented electronic database for health room visits

2020: Collaborated with district administration to create and implement Ready to Reopen Plan

2021: Collaborated with district administration to create Safe Returns to Schools Plan

2021: Implemented Test to Learn program for students who have been exposed to COVID-19 to remain in school

2021: 9 Vaccination Clinics

## Human Resources

2018: Converted to SmartfindExpress for licensed employee absence input and tracking

2019: Integrated new software platform for applications and hiring with Applicant Tracking

2019: Integrated new software platform for evaluation purposes and tracking with Perform

2020: Integrated new software platform for personnel records with Records

2020: Standardized the onboarding process utilizing online platforms

2020: Integrated new software platform for tracking professional development with Professional Learning

2020: Created digital exit interview process for outgoing employees and ability to track information from those exit interviews



## **Teaching and Learning**

2016: Began Blended Learning initiative  
 2016: Apple Teacher Academy training  
 2016: Adopted Schoology as our learning management system  
 2016: Implemented PLTW Pathways at SHS  
 2018: Handbooks for New Teacher Orientation, Professional Development Council, Teacher Evaluation Handbook  
 2018: Implemented PLTW Launch at Elementary Schools and PLTW Gateway at SMS  
 2018: Began Project Based Learning Training  
 2018: Coaching Cycle Training for District Instructional Coaches  
 2019: Developed Truancy Handbook  
 2019: Implemented TalentEd Perform evaluation system  
 2020: Created our Continuous Learning Plan after stay at home orders were mandated  
 2020: Began offering LETRS training to staff  
 2020: Implemented Professional Learning platform  
 2021: Created our Ready to Reopen plan for the 2020-2021 school year  
 2021: Implemented first Virtual Program (Greenbush Virtual Academy)  
 2021: Partnered with Baker University to provide college credit options to staff  
 2021: Achieved fully accredited status by Kansas State Board of Education with KESA (Kansas Education System Accreditation) process

## **Early Learning and Elementary Education**

2018: Opened First-Ever District Building Dedicated to Early Childhood Education  
 2018: Horizon Award Winner  
 2019: Moved Kindergarten Orientation to an Online Registration  
 2019: Outstanding Teacher by KSPE  
 2019: PLTW Distinguished Schools  
 2019: Washburn University Professional Development School (PDS) opened at Logan Elementary  
 2020: North Fairview School of Excellence by the Civic Advocacy Network  
 2020: Kansas Horizon Award Winner

## **Secondary Education**

2017: Community Conversation on Inappropriate Online Behavior, Harassment, and Threats  
 2018: Implemented Student-Led Conferences  
 2018: Increase Career pathways from 9 to 25  
 2018: SHS receives Promising Practice Award  
 2018: 5A-1A Boys State Swim & Dive Champs  
 2018: MACE Make IT Happen Winner  
 2018: FBLA-State Champions x 2  
 2018: 5A State Baseball Champions  
 2018: ABCA National Coach of the Year  
 2018: Naval Historical Foundation Teacher of Distinction  
 2018: Commended Student (1)  
 2018: Kansas Secondary Art Educator of the Year  
 2019: Added 3 more AP courses  
 2019: SHS receives Civic Action Network Award  
 2019: KAHPERD Administrator of the Year Award  
 2019 Kansas Horizon Award Winner

2019 State Champion Competitive Improv Team  
 2019 Scholastic Art Gold Key Winners (4)  
 2019: 200 Freestyle Swim State Champion  
 2019: 5A Boys Bowling State Champions  
 2019: KAHPERD) Central District Honor Award  
 2019: 5A Singles Tennis Champion  
 2019: History Day State Champions  
 2019: Lowell Milken Center for Unsung Heroes Discovery Award  
 2019: KASSP Area I High School Principal of the Year  
 2019: PLTW Distinguished Schools  
 2020: Community Conversation on Race and Equity  
 2020: On-board a new SMS Principal  
 2019: PLTW Distinguished Schools  
 2020: KWCA Administrator of the Year  
 2020: PLTW Distinguished Schools  
 2020: STEM National Scholar  
 2021: National Assistant Baseball Coach of the Year  
 2021: On-board a new SHS Principal  
 2021: Secondary Teacher of the Year Finalist  
 2021: NEKMEA Middle School Band Director of the Year  
 2021: NEKMEA High School Band Director of the Year

### **Security**

2016-present: Surveillance cameras added or updated at each school. The district has 398 cameras throughout the district buildings.  
 2017: Completed Building/District Door FOB System  
 2017: See Something, Say Something Campaign  
 2018: Added a Police officer to Logan Elementary/District Elementary  
 2021: Ballistic Film added to the Interior Entrances of School Buildings

### **Special Services**

2016: Created the Special Services Leadership Team (SSLT). This team consists of all school psychologists, our behavior specialist, special education instructional coach, assistive technology facilitator, MIS clerk, and medicaid clerk.  
 2017-2019: Onboarded three additional Social Workers  
 2018: Mathes Early Learning Center - Opened Integrated Preschool ( $\frac{1}{3}$  special education,  $\frac{1}{3}$  at-risk,  $\frac{1}{3}$  community students)  
 2018: First ever Behavior Academic Support Resource Room (BASR) created (with existing staff) at Logan Elementary - this room supports students on IEPs that have exceptionalities that involve moderate behavioral, social/emotional, and academic needs.  
 2018: Onboarded a Behavior Specialist to support teams working with students with behavioral and social emotional needs.  
 2018: Started the 18-21 year old program for students with IEPs that need more time meeting vocational and/or functional goals  
 2018: Autism Resource Team was formed and trained through TASN. This team's mission is to provide consultation, professional development, and assessment tools to facilitate data based decisions to school staff, parents, and physicians so that students are provided with appropriate supports.  
 2018: Onboarded an Instructional Coach for Special Education staff

2019: District Mental Health Team Reorganized

2019: Created a district normed behavior data tracking tool. This tool is utilized across the district to inform support decisions for students in regular and special education in the areas of: activity completion, following directions, disruptions, positive peer interactions, and aggression. It is called the HOF (Harrison Observation Form). It has systematically changed our ability to progress monitor students in the areas of social/emotional and behavior with a normed tool.

2019: BASR room created (with existing staff) at SMS

2020: Adopted the new online model for NCI (Non-Violence Crisis Intervention) training for recertification. This allows us to train groups through a blended model at their building.

2017-2020: Increased LRE (Least Restrictive Environment) for 3-5 year olds (Early Childhood) from 16.36 % to 64.47% with the state target at 39%. Increased LRE for 6-21 year olds from 64% to 76.08%, with the state target at 68%.

2020: Created the first ever integrated class at SHS with this purpose: Interpersonal Skills - To promote relationship building through peer-interactions between general education and special education students while learning about post-secondary life skills. Students will be able to practice real-life scenarios within the school setting and out in the community.

2021: BASR room created (with existing staff) at SHS

2021: Added additional Non-Violence Crisis Intervention trainer to train our staff in emergency safety interventions

2021: Spring 2021 - Seaman's Equity Council was formed

## **Technology**

2015: 1:1 Technology for grades 7-12, every student has an 11" MacBook Air

2015/2016: Enterprise level 802.1x Aruba network equipment installed district-wide, replacing consumer grade equipment used previously

2016: Implemented Schoology as our Learning Management System

2017: Moved entire district email system to Google Workspace

2018: Moved to cloud based MDM hosting, allowing off-campus content deployment

2019: All staff received new 13" MacBook Air's or iMacs

2019: 10GB internet fiber laid to MELC hub, full 10GB internet access for the district

2019: 50% cost savings on renegotiated internet contract

2019: Found a lessee/buyer for our unused FCC wireless spectrum (\$620K revenue)

2019: Contracted with ISG to replace old onsite backups by providing off-site backup and disaster recovery with full remote site ready to spin up in case of disaster

2019: Implementation of web filtering for devices when off campus

2020: 1:1 Technology for K-6, iPads for K-1 and MacBooks for 2-6

2021: First refresh of grades 7-12 1:1 devices, students have brand new laptops for '21-'22

2021: All staff and student laptops that leave campus are now encrypted, improving security posture

2021: Annual cyber security training implemented for all staff

2021: Moved to Fortinet firewall system, monitored and managed by ISG to improve cybersecurity posture

## **Transportation**

2016: Developed Stuff the Bus and partnered with Walmart

2017/2018: Installed Transportant-GPS/video/student tracking technology

2019: Gave the bus barn a whole new look with a coat of paint.

2021: School Bus Safety State Champion

2021: Purchased 2 gasoline powered buses

2021: Purchased Routefinder Plus/Tripfinder for our routing/activity trip needs. This software interacts with Transportant and PowerSchool in a more efficient way than our past systems.

2019/2020/2021: Reduced the number of buses on the lot from 72 to 68.