

Public Schools must conduct a needs assessment in preparation for next year's budget.

This document serves as that needs assessment.

SECTION 1: Student Needs

- a. Student Headcount (Counting preschool)
 - 1. Elem: 94
 - 2. JH/HS: 58
- b. Student percentage with an IEP (Not counting preschool)
 - 1. Elem: 11%
 - 2. JH/HS: 7%
- c. English Language Learner percentage
 - 1. Elem 22%
 - 2. JH/HS: 9%
- d. Free Lunch
 - 1. Elem: 47%
 - 2. JH/HS: 37%
- e. Pupil-Teacher Ratio Avg
 - 1. Elem 9:1
 - 2. JH/HS 6.6:1
- f. Tiered system of support for reading growth?
 - 1. Elem: Gen classroom, small group, para, Title Services, special Ed
 - 2. JH/HS: Gen classroom, small group, interventions, para, special ed
- g. Tiered system of support for math growth?
 - 1. Elem: See f.
 - 2. JH/HS: See f.
- h. Local assessments for measuring growth in math and reading?
 - 1. Elem: Classroom assessments
 - 2. JH/HS: Classroom assessments
- i. Learning opportunities outside of traditional classroom setting?
 - 1. Elem: 4H, Church
 - 2. JH/HS: 4H, Church, Entrepreneurship, Jobs
- j. Reviewing state assessment data to maximize scores?
 - 1. Elem: Science of Reading, curriculum alignment
 - 2. JH/HS: Science of Reading, curriculum alignment
- k. Goals to move students out of proficiency level 1 & 2?
 - 1. Elem: Effective use of Science of Reading. Quality staff.
 - 2. JH/HS: Effective use of Science of Reading. Quality staff.
- l. Attendance Percentage
 - 1. Elem: 2022-23-94.2%, 2023-2024-95.2%, 2024-2025-95.7%,
 - 2. JH/HS: 2022-23: 94.4%, 2023-24: 94%, 2024-25: 91%

SECTION 2: State Board of Education Outcomes

- a. How is social/emotional growth being measured: Fastbridge/SAEBERS
- b. What are the goal areas for social/emotional growth?
 - 1. Academic behavior
 - 2. Emotional behavior
 - 3. Social behavior
- c. How do we determine students are ready for kindergarten?
 - 1. Age, 2. Problem solving, 3. Taking turns, 4. Book skills, 5. Count to 10-20, 6. Scissor skills, 7. Write name
 - 8. Recognize colors, 9. How to use the bathroom.

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- d. How are you ensuring students are civically engaged?
 - 1. 10 hours of community service hours per year during high school
 - 2. Pride In Your Schools Day

SECTION 3: Curriculum Needs

- a. What extended learning opportunities are provided?
 - 1. 4-H
 - 2. Internships
 - 3. Part-time jobs
- b. Are there appropriate and adequate instructional materials?
 - 1. District has created a list of instructional materials by subject and the year purchased.
 - 2. Instructional materials were purchased in agriculture, Title I reading, and 6-12 math.
- c. Is current technology appropriate?
 - 1. Students utilize Chromebooks in the elementary and high school.
 - 2. Classrooms have interactive Prometheon style boards and projectors.

SECTION 4: Educational Capacities

- a. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught: Yes
- b. Students provided at least the following capacities?
 - 1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization: Yes
 - 2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices: Yes
 - 3. Sufficient grounding in the arts: Yes
 - 4. Sufficient training or preparation for advanced training in either academic or vocational fields: Yes
 - 5. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts: Yes

SECTION 5: Staff Needs

- a. Is there adequate staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught: District decreased number of teachers teaching without full licensure by 66%
- b. How many classified support staff are currently employed? 7
- c. Is the number of classified support staff adequate: Yes
- d. Are there enough counselors, librarians, nurses? Yes
- e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers? No, Educational leaders continue to participate in professional development on Science of Reading.
- f. What staff development is necessary for teachers to support student success? Science of Reading.

SECTION 6: Facility Needs

- a. Is there adequate space for student learning? Yes
- b. Are there necessary repairs and/or adjustment to the existing space that needs to be made? Yes, repairs and adjustments have been identified by the Board's Facility Committee. The maintenance director is progressing on that list.

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- c. Are additional school busses needed? A bus needs to be replaced within 2-3 years.

SECTION 7: Family Needs/Community Relations

- a. Are there regular events to engage parents with teachers? Yes, P/T conferences.
- b. Do you have an active site council? No
- c. Do you have a booster club with parent leadership? Yes
- d. What types of communication exists with families?
 - 1. ParentSquare
 - 2. Press Releases to area newspapers.
 - 3. Facebook

SECTION 8: School Data

- a. What is our graduation rate?
 - 1. 2025: 100%
 - 2. 2024: 100%
 - 3. 2023: 100%
- b. Average comprehensive ACT score: 18.4
- c. Building Attendance Rate
 - 1. Elem
 - 2022-23:
 - 2023-24:
 - 2024-2025:
 - 2. JH/HS
 - 2022-23: 95%
 - 2023-24: 94%
 - 2024-Easter: 91%

8. SECTION 9: Summary

- a. Cheylin students are doing reasonably well academically. Small town, rural values continue to be an asset as those values extend into the classroom. Class offerings are a challenge.
- b. The maintenance director, board members, and administrators address facility issues.
- c. Hiring practices need to be carefully conducted in order to benefit the academic and extracurricular programs.
- d. Salaries and benefits are very competitive with area districts. Health insurance cost is high when compared to area districts.
- e. District, like all public schools, deal with budget constraints.
- f. The Cheylin district should be mindful of budget expenses so the district can be in a good financial position for future projects such as bus upgrades and potential insurance claims.
- g. Overall, the synergy between the Cheylin School District and the community is extraordinary. According to the Oxford Languages, synergy is the interaction or cooperation of two or more organizations produce a combined effect greater than the sum of their separate effects.